University of the Peloponnese
Institute of Social and Political Psychology, NAES of Ukraine
Lithuanian University of Educational Sciences
University of Warmia and Mazury in Olsztyn
Lucian Blaga University of Sibiu & EPIA
Institute of Social Sciences of Serbia
CISES s.r.l. & PSIOP
Center for Social Representations Studies in Indonesia

POLITICAL AND ECONOMIC SELF-CONSTITUTION: CITIZENSHIP IDENTITY AND EDUCATION

Proceedings of the V international scientific and practical seminar
May 26th, 2017
Corinth, Greece

Edited by
Irina Bondarevskaya, Despina Karakatsani

University of the Peloponnese
Institute of Social and Political Psychology, NAES of Ukraine
Lithuanian University of Educational Sciences
University of Warmia and Mazury in Olsztyn
Lucian Blaga University of Sibiu & EPIA
Institute of Social Sciences of Serbia
CISES s.r.l. & PSIOP
Center for Social Representations Studies in Indonesia

Political and Economic Self-Constitution: Citizenship Identity and Education

Proceedings of the V international scientific and practical seminar

May 26th, 2017

Corinth, Greece

**Edited by
Irina Bondarevskaya, Despina Karakatsani**

CZU 65.012.3
  P 50

Political and Economic Self-Constitution: Citizenship Identity and Education Proceedings of the V international scientific and practical seminar, Corinth, May 26th, 2017

Organizing committee

Bondar, Ekaterina – *Krivyi Rih National University*

Bondarevskaya, Irina – *Institute of Social and Political Psychology, NAES of Ukraine*

De Carlo, Alessandro – *CISES s. r. l., LUMSA University of Rome*

Iordănescu, Eugen – *Lucian Blaga University of Sibiu*

Karakatsani, Despina – *University of the Peloponnese*

Krzywosz-Rynkiewicz, Beata – *University of Warmia and Mazury in Olsztyn*

Naydonova, Lyubov – *Institute of Social and Political Psychology, NAES of Ukraine*

Permanadeli, Risa – *Center for Social Representations Studies in Indonesia*

Todosijevic, Bojan – *Institute of Social Sciences of Serbia*

Vaičiulienė, Aldona – *Lithuanian University of Educational Sciences*

Vasiutynskyi, Vadym – *Institute of Social and Political Psychology, NAES of Ukraine*

CONTENTS

Educational basis of political and economic consciousness development

Migration and diversity

Political and economic consciousness and socialization

INTRODUCTION

Despina Karakatsani and Irina Bondarevskaya

The focus of the fifth edition of the seminar is decided to be on citizenship identity and education as we see the topic to be of great importance in the changing world. Social, political, economic reasons make more and more people leave their homes and move to other cities and countries what inevitably undermines their existing identities and make them form new ones. In this processes education is considered to play a key role in shaping new communities and societies by effecting identities of a person.

Identity is a much questioned concept. Two contradictory overarching perspectives exist: an essentialist view focusing on separate single and distinguished categories such as nationality, class, gender etcetera. As opposed to this, identity can be understood from a post-modern perspective as multiple and elective. Identity is not a single one but fluid, shifting and multi-dimensional. Social constructionists talk about an individual's multiple identities which are socially determined, contextual and discursive.

Identity is a complex and contested concept. In some contexts and in some periods in history one's identity has been defined by membership of a particular group, or series of groups – such as nationality, gender, class, occupation – each of which appears to be differentiated and have a well-defined boundary. While in earlier periods identities shaped by class, region, family, gender and work were ascribed, directing and constraining the individual's life trajectory (Giddens, 1991; Beck, 1992), the individual now is said to have mobility and choice in what Bauman (2000) has memorably described as 'liquid modernity': he suggests that identity is constructed in a social context and located in contingent and temporal relationships: the past, present, future and place disturb

our practice of identity as we ask who we are and who we intend to be (Ross, 2014).

As an example Pinto (2008) draws our attention to the discursive meaning of 'Europeanness'. For some, European identity is associated with the European Union, and for others in Western Europe is linked culturally to Greco-Roman civilization and Christianity, with eastern contributions barely mentioned. Some argue that European identity is formed in relationship to the other, be it America, the East or Islam. It is also seen as part of the EU's ideological project to fight discrimination, racism and xenophobia and to promote values of tolerance and respect.

From socio-psychological perspective the concept of identity was developed by H. Tajfel and J.C. Turner (1979) based on belonging to the group including notions of in-group and out-group. Later on social psychologists started to study social identities in connection with values, beliefs, attitudes, emotions. G. Duveen and B. Lloyd (1986) underline meaning of culture in analyzing social identities. They offer to consider social identities as internalization of social representations of groups to which individuals belong. K. V. Korostelina (2003) offered the concept of the system of social identities.

According to K.V. Korostelina (2003) social identity should fulfill the following functions: self-esteem, social status, personal security, guarantee of social defense, possibility of personal growth. If due to social changes social identity stops fulfilling its functions such identity gradually loses its meaning and disappears. Even weak influence can break equilibrium in such an open system as identity. Formation of new outgroups, change of group status lead to restructure of system of identities, formation of new identities, contradiction between them, what cause changes in social behavior of a person. If a new identity fulfills necessary functions it quickly replaces the elder one (Korostelina, 2003).

Understanding of such a contradictory concept as identity requires multidisciplinary approach including history, anthropology, political science, economics, social psychology, pedagogics, and so on.

CITIZENSHIP IDENTITY AND CITIZENSHIP EDUCATION

Citizenship identity methods of research

Irina Bondarevskaya

Institute of Social and Political Psychology, NAES of Ukraine

(Kyiv, Ukraine)

Introduction. The importance of citizenship identity development is undoubtable in current social and political context. Relatively stable and developed citizenship identity among the majority of population can be considered as an element of state security being in line with patriotism. In Ukraine undeveloped Ukrainian citizenship identity among population of Crimea was one of the reasons for its annexation by the Russian Federation what vividly illustrates consequences of absence of proper politics in citizenship identity development.

Ethnic grounds of citizenship identity proof to become less important compared to shared citizenship values among people living in the same state especially in conditions of war and military change of borders. Another reason undermining ethnic grounds of citizenship identity is migration of representatives of different ethnic groups due to political, social, economic, military reasons.

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. Development of citizenship identity requires its measuring in order to understand if there are any changes. Such a complicated structure as citizenship identity needs to be divided into components to be measured. A corresponding model of citizenship identity reflecting its structure was developed (Bondarevskaya, 2016).

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.
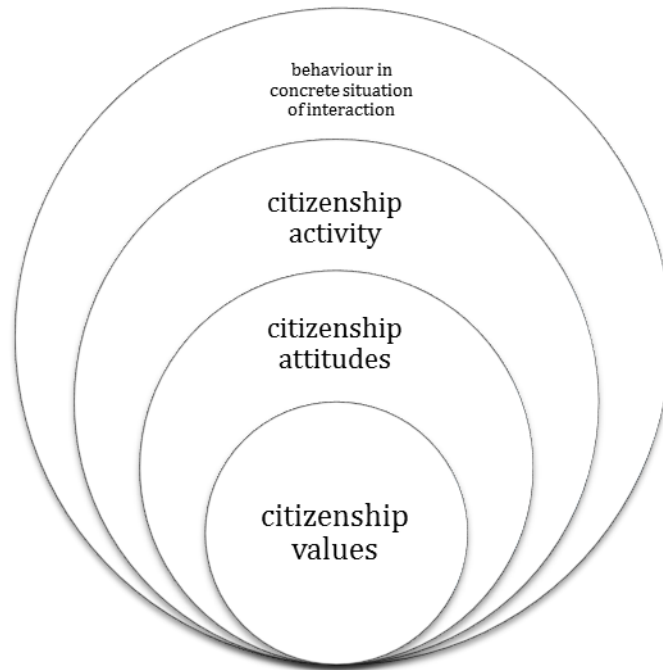
Figure 1. Citizenship identity model.

Objective of this article is to propose methods to study each component in the structure of citizenship identity: citizenship values, citizenship attitudes, citizenship activity and behavior in concrete situation of interaction.

Results. For each component of citizenship identity a corresponding method of research is offered. At present existing methods previously developed for other psychological purposes do not fully suit requirements of citizenship identity measurement though later on other more specific methods can be elaborated on their basis.

Among methods for empirical research we would like to offer the following: Schwartz Value Inventory, open-end statements, Colour Test of Attitudes (Bazhyn, Etkind, 1985), Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011), experiments.

Schwartz Value Inventory (Schwartz, 1992) can largely reveal and reflect citizenship values though definitely not fully as genuinely it was elaborated for other purposes. In Schwartz Value Inventory values are studied on the level of culture and on the level of individual containing 30 and 27 items correspondingly. Answers range from -1 to 7 where -1 means 'opposed to my values', 1,2 – 'unlabeled', 3 – 'important', 4,5 – 'unlabeled', 6 – 'very important', 7 – 'of supreme importance'. This method was used in 82 countries. Schwartz (1992) describes 10 types of values: Power, Achievement, Hedonism, Stimulation, Self-Direction, Universalism, Benevolence, Tradition, Conformity and Security.

Open-ended statements give variety in replies revealing cognitive component of attitudes. An example of an open-ended statement can be: "Current reforms of juridical system lead to …". Such open-ended statements can be used to reveal meanings and are especially valuable on the first stage of research. Later on they can be replaced by a 5-grade scale measurement.

One of possible options to measure attitudes is to ask respondents to react to a statement reflecting an attitude by a 5-grade Likert's scale (1932) where 1 means 'strongly agree', 2 – 'agree', 3 – 'undecided', 4 – 'disagree', 5 – strongly disagree'. The reverse order where 1 means 'strongly disagree' is also possible.

Especially interesting is to measure affective components of attitudes. Quite often cognitive components are more neutral and much less negative than affective. One of the reasons for that is that respondents can give socially desirable replies. A method developed in 1980s in Leningrad Scientific Research Psycho-Neurological Institute named after V. M. Behterev can reveal affective components of such attitudes. This method is called "Colour test of attitude" based on 8-colour M. Lüscher Test (Bazhyn, Etkind, 1985).

A subject is asked to range colours according to personal preference from the most pleasant to the most unpleasant. Then he/she is asked to associate a notion (outgroup member) with a definite colour. Several notions can be proposed at once and colours can be repeated. Valence, normativity and program of behavior are revealed by this method.

Valence is defined the following way: association with the1st, 2nd, 3rd place of colour in personal preference range means emotional acceptance, 4th, 5th – emotionally neutral attitude, 6th, 7th, and 8th – emotional rejection.

Normativity of notion is defined by comparing the chosen association colour with normative sequence of colours which is the following: "34251607" where 1 – blue, 2 – green, 3 – red, 4 – yellow, 5 – violate, 6 – brown, 7 – black, 0 – grey. As in case with valence, the1st, 2nd, 3rd place of colour in normative sequence means acceptance of the notion as a social stimulus, 4th, 5th – neutral attitude, 6th, 7th, and 8th – rejection as a social stimulus.

Program of behavior is determined referring associated colour to the personal preference range: the 1st, 2nd position are connected to future behavior program, 3rd, 4th – present, 5th, 6th – potential, 7th, 8th – rejected behavior program.

Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011) measures active, semi-active and passive citizenship behavior among school pupils aged 11 – 17 years old. It contains 34 items measured by 4-grade scale, where 1 means 'definitely not', 2 – 'rather not', 3 – 'rather yes', 4 – 'definitely yes'. Each of three scales contains subscales: active citizenship behavior – political activity, action for change, social activity, personal activity, semi-active citizenship behavior – loyalty, voting, public good and honest work, passive citizenship – national identity and patriotism. Nowadays version of the questionnaire for adult people is not available unfortunately.

Taken together these methods can help to research components of citizenship identity, though their coherence needs to be elaborated.

Conclusions. It could be especially interesting to compare results in multiethnic societies with different levels of economic prosperity, different levels of interethnic tension, and peculiarities of political trust as well as taking into consideration different military situation and other threats which many states encounter at present.

Gustosology as a part of citizenship education

Nataliia Kalashnyk

Taras Shevchenko National University of Kyiv

(Kyiv, Ukraine)

Introduction. A child is born just as a human being. At the time of birth, he\she is only a candidate to become a person. He\she cannot become a person and a personality in isolation: he\she needs to learn how to become a person. It is the society that introduces him\her to the world of people, it regulates and fills its behavior with social content. A child is born as a human, though he\she is not born a person, but becomes it. A human being acts as a person when he\she becomes able to make independent decisions and bear responsibility for them to society, he\she is a relatively autonomous, free and independent subject of activity that is responsible for his/her decisions and actions, as well as for the community where he\she lives and feels as a citizen. Nowadays democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Gustosology is the science of aesthetic tastes. It is based on the principles of harmony and justice in the development of human society, perfection in art and day-by-day life, the idea of spiritual and moral education of both an individual and society. It is also a practical way to harmonize the person or the society with the new economic, religious and cultural realities by means of beauty, expediency and common sense.

Objectives. The study aims to represent the new ways to solve the problem of citizenship education particularly dealt with the groups of people who by their origin, religion, educational and cultural background differ from the major ones on the particular territory (migrants, refugees, "hard-to-reach" categories of people etc.) by means of inner beliefs to be formed. The process is to be seen as a social and

educational process of forming the taste of a person to live in new circumstances the aim of which to be determined as citizenship education.

Results. In 2002 the UK became the first country in the world to introduce Citizenship education as a statutory subject in the National Curriculum, following the recommendations of the Crick Report in 1998. Nowadays it is taught as part of the school curriculum to all pupils aged 11 – 16 years old in maintained schools in England. Now 8 countries of the world have this subject as a part of educational programs to get people ready to live in the society (among them are Poland, France, China, Norway, etc.).

Educators all over the world supporting the idea of directed and controlled citizenship education as the new area of education use as an argument that citizenship education is an ideal tool for exploring national and human values. Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and communities. It is also important because it builds character and develops soft skills that employers are crying out for, such as communication, initiative, social interaction and teamwork.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens;
- informed about social and political world;
- concerned about welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.

These capacities do not develop unaided. They have to be learnt. While a certain amount of citizenship may be picked up through ordinary experience at home or at work, it can never itself be sufficient to equip citizens for the sort of active role required in today's complex and diverse society.

Citizenship education involves a wide range of different elements of learning, including:

- *Knowledge and understanding*: about topics such as: laws and rules, democratic processes, the media, human rights, diversity, money and economy, sustainable development and world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law;

- *Skills and aptitudes*: critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;

- *Values and dispositions*: respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and willingness to: listen to, work with and stand up for others.

But seeing Citizenship education as a new sphere of pedagogical activity rises up a question if teaching and educating sources and methods fit this sphere and its particular aims. In basis of any kind of activity which a person goes in for (including choosing a profession, behaving, following or not social norms, etc.) lays the personal motivation. Social and historical experience shows that 'in conviction' a person does his/her work better, than for money or being forced.

If a person likes his/her work, activity or particular type of behavior, has a taste to it, he\she tries his/her best for it. Taste of a man makes itself felt in everything and always. This word term is widely used not only in the arts, but in other spheres as well. We say: "dress in good taste", "behave with taste", "to choose a partner with good taste", etc. Creation of living conditions, working place, personal environment and territory – all this reflects tastes of a specific family, a concrete person. This requires special emotional experience, which reflects not only the attitude, but also the taste of a person to life in general.

The complex scientific and academic subject called Gustosology (from Lat. Gustos – taste), in other words the science of taste, – is designed to promote the harmonious development of a personality, preparing himself/herself for life in the contemporary world. Its main task is to give a comprehensive, systematic description

of the basic forms and manifestations of beauty in all fields of human life and their reflection in the aesthetic tastes of a person. The aim of this discipline is to integrate into one system all the knowledge that concerns aesthetic tastes, including the history of their development, theoretical and practical spiritual attainment, the place and the role of psychological and gnoseological properties and characteristics of a human being, as well as economic, political, spiritual, cultural and other factors in their formation and development, their functioning and importance in various areas of life.

Conclusions. Originality of Gustosology as the Citizenship Education method lies in the fact that the issues of forming a taste for life, profession, tolerant and respectful relationships in society and the family concern all of us. Forming a taste for life, one can avoid or minimize the impact of many negative social phenomena onto the personality and save the best reflection of the nation in any representative of it. Gustosology helps to find the balance between the social and national in a person and in the society in general which is one of the aims of Social Education as well.

The role of citizenship education in prison

Theodora Katsamori, Despina Karakatsani
University of the Peloponnese
(Corinth, Greece)

Introduction. Considering, firstly, the negative impact of imprisonment to people and then, the features of the prison population, which could be characterized by its high percentage of early school leavers and dropouts, the important role of education and mainly citizenship education in a place like this has to be easily perceived by anyone. A role that is mainly addressed to providing inmates the appropriate knowledge and skills for their future reintegration into society (Hawley at al. 2013). Thus, the main aim of this study is to investigate the role of citizenship education in a school of second chance in prison and to be led to some safe conclusions referring to it.

Prison education in Greece aligns with policies established by the Council of Europe and its objective is mainly the transmission of essential knowledge and skills to nurture active and responsible citizens (Ravitch and Viteritti, 2001). Second chance schools (SCS) are schools addressed to adults, who had not completed their basic education, that were established as a measure to combat social exclusion of them and they are served by formal and non-formal adult education and life-long learning structures.

Mainly based on Freire (1973) and Mezirow's (1978) theories, prison education aims, firstly, to approach learners / prisoners with respect to their special needs and expectations and then, to encourage them to act and think as active and equal members of a team. The ultimate aim of this effort is to prepare them in an appropriate way for their future reintegration into society and eliminate the possibility of recidivism after their release.

Objectives. The main objective of this study is to investigate how learners experience their presence at school and according to them, what advantages of this procedure are. Furthermore, we try also to study how they perceive some basic values and meanings relative to citizenship and whether school impact their perception of them.

Method and procedure. Our research is taking place in a school situated in the premises of a prison in Athens and consists of two different approaches, both addressed to learners; in one way, through semi-directed interviews, we seek to provide answers to questions on how knowledge and education can contribute to the acquisition of specific civic values, skills and attitudes of individuals, who could be classified as hard to reach. On the other way, through the organization of workshops, we try to encourage them to express their opinions and discuss meanings relative to citizenship (like democracy, freedom, citizen) and at the same time, to cultivate appropriate skills and knowledge that are necessary for their role as active citizens. Some of these skills are their ability to participate in a dialogue procedure, to express their opinion in a democratic way or to make a decision.

Each interview lasts approximately thirty minutes and it is mainly addressed to learners, who attend the first year of the school. The interviews will be repeated to the same interviewees next year, where they will attend the school's second year and they will have a better view of their educational experience.

The workshops are taking place almost one time per month and the stimulus of starting the conversation, in the framework of it, could be a short video, a poem or a photo. Art's role is also of great importance in the framework of an educational procedure like this, as it helps participants to think critically, raise their awareness and express themselves in different ways. Some workshops are also designed to be implemented with the participation of both learners and students from the Department of Social and Educational Policy of University of the Peloponnese in an effort to be in touch and interact with people coming from different backgrounds. The main objective of this action is to eliminate any kind of stereotypes and prejudices which may exist between people, who belong to majority, toward people, who could be described as vulnerable and disadvantaged.

Results. As the research is still in progress, we are not still able to talk about final results. However, based on our first notes, we could undoubtedly mention that learners have described school in prison as a structure of great importance for their lives and have linked their experience there to the knowledge of individual rights and obligations. Educators also mentioned that citizenship education traverses the whole school's curriculum and one of their priorities is to cultivate some basic skills, such as the ability to debate and make decisions that could assist the learners to reintegrate into society.

Learners' correspondence for participation is really satisfied and this fact confirms the theory about adults' need to have the chance to express their opinion and feel equal and active in the framework of a team. Especially, talking about prisoners, due to the special conditions of their living, this need is even more salient.

Even more, learners have clearly expressed their view that their favorite teaching hours are these spent on the Social Literacy course and during the plenary assembly, where they have chance to talk about topics of social interest, express

themselves and participate in decision-making. It is also interesting to mention that some of the learners have admitted that in the past they had difficulty to participate in a conversation or express their opinion in a democratic way. However, through their participation in the school's projects, they have started to behave as equal members of a group with respect to others' opinion, even if it is different from theirs, and by controlling their reactions and feelings.

In conclusion, it would be interesting to mention the positive effect of the interaction between the learners and the students from the University. Both learners / inmates and students express their satisfaction from this coexistence, as they manage to collaborate and interact in a productive and creative way.

Conclusions. According to the Council of Europe and the European Union (1989), prison education's role is to lessen the negative effects of imprisonment by offering inmates a safe environment in which diversity is acceptable, and by providing appropriate knowledge, skills and capabilities to ensure their positive transition into society after their release. Aim, which seems to be achieved, as according to the international literature, since 1990, inmates who attend educational programs while imprisoned are less likely to return to prison after their release (Vacca, 2004). Thus, if this is our aim, we have to ensure an educational program in prison, mostly based on the principles of citizenship education and be characterized as exempt from any kind of stereotypes and discrimination toward learners (Vacca, 2004).

Costelloe and Warner (2014), mostly based on Mezirow's theory (1997) about transformative learning, aptly pointed out that prison education's basic role should be the opportunity that gives learners possibility to re-imagine their selves, re-shape their lives. Fact that was illustrated during our research, as when the learners are asked to imagine life after their release, they express their desire to finish school and in some cases to continue to the next level of education and mainly, to re-enter society on equal terms and be fully accepted by it.

Young Europeans' citizenship activity from mezzo and macro perspective

Beata Krzywosz-Rynkiewicz

University of Warmia and Mazury in Olsztyn

(Olsztyn, Poland)

Introduction. There are three main perspectives assumed in recent research of citizenship: micro, mezzo and macro. The 'micro' perspective focuses on individual resources, such as personality traits, family or school background characteristics was discussed on last year seminar in Kyiv (see: Krzywosz-Rynkiewicz, Young Europeans citizenship activity and its personal determinants). The 'mezzo' perspective investigates the relationships between citizenship activity and the local community, citizenship education, as well as social and cultural capital (e.g. Herbst, 2005; Nelson & Kerr, 2006; Invernizzi & Williams, 2009; Lewicka, 2005). The 'macro' perspective analyses the influence of the political, economic, social and historical context on individual citizenship behaviour (e.g. Dalton, 2014).

In the paper we present brief results of international research provided based on the same methodological approach complement mezzo and macro perspectives. We focus on young people's citizenship activity and examine six types of behavior identified based on Zalewska and Krzywosz-Rynkiewicz concept (see: Zalewska & Krzywosz-Rynkiewicz, 2011; Krzywosz-Rynkiewicz & Zalewska, 2014; Krzywosz-Rynkiewicz, Zalewska & Kennedy, 2017): (1) Passive citizenship – patriotism and national identity, (2) Semi-active citizenship – voting and an interest in public life, loyalty, respect for civil servants, observance of law and rules (3) Political activity – joining to a political party or standing for election – traditionally linked with political activism, legal and constructive forms of political activity, (4) Action for change – legal and illegal activities, including protests, control over the state and overturn the existing order, (5) Social activity – charitable activities, social movements, manifestations of participatory and (6) Personal activity – control over personal

development and learning, striving to become financially independent and learning to solve one's own problems.

Objectives. In the research conducted in 14 European countries with different background we looked for relationship between young people citizenship activity, country economic status and citizenship education. We tried to answers the following questions:

- Are there any differences in citizenship activity of young Europeans from countries with various economic status, and if so, what is the nature of these differences?

- Are there 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 procedures. The study was conducted on 4920 students, including 50.8 % girls and 49.2 % boys, aged 11 – 12 (31 %), 13 – 14 (34 %) and 17 – 18 (35 %) years, from 14 European countries Poland ($N = 361$), Czech Republic ($N = 432$), Slovakia ($N = 360$), Hungary ($N = 234$), Slovenia ($N = 276$), Estonia ($N = 360$), Latvia ($N = 360$), Lithuania ($N = 355$), Portugal ($N = 354$), Greece ($N = 360$), Finland ($N = 342$), Netherlands (N = 377), Ukraine (N = 371), Russia (N = 376). Participants filled in Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011).

Country economic status was identified based on the Human Development Index (HDI).

The educational systems of the examined countries were analyzed based on the Citizenship Education in Europe Eurydice Report (EACEA P9 Eurydice and Policy Support by Education, Audiovisual and Culture Executive Agency, 2012). 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.

Results show that young citizens of wealthier countries with higher levels of social development are less likely to identify with their nation and show less respect for national symbols. They are also less patriotic (less ready to defend their country against external threats), but they are more inclined to work for the common good, participate in democratic processes (voting) and have greater respect for the law. They are more focused on personal independence, skills development and educational attainment. The citizens of these countries are less interested in becoming members of political parties or running for public office. They are less likely to protest and work for the community (for more results see: Krzywosz-Rynkiewicz, Zalewska, & Sklad, 2017, Whether economic condition matters: citizenship activity of young people in countries with different economic status, Citizenship Teaching and Learning Journal, 12 (2).

According to relationship between citizenship education and young people action, significant differences were revealed in countries with different education approach. All types of citizenship activity are the 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. Passive citizenship activity is predominant among students from countries where citizenship education constitutes a separate subject. Our results suggest that citizenship education most effectively promotes various types of citizenship activity in countries where it is delivered as a separate subject (for more results see: Krzywosz-Rynkiewicz, Zalewska & Karakatsani. Whether citizenship education matters: young people's citizenship activity in countries with different citizenship education experience, Citizenship Teaching and Learning Journal, 12 (2).

Conclusions. Analyses of citizenship activity from mezzo and macro levels suggest that there is no one proper citizenship dimension that would constitute the

desirable type of citizenship. Our results indicate that specific country characteristics, their economies, levels of social equality may lead to specific citizenship profiles. Possibly, these forms of citizenship are facilitated by different needs that in turn stem from these country characteristics (more reflections and results on citizenship activity from mezzo and macro level are presented in the book: Krzywosz-Rynkiewicz, Zalewska & Kennedy (2017), Young People and Active Citizenship in Post-Soviet Times: A Challenge for Citizenship Education, Oxfordshire: Taylor & Francis).

Polarized Hong Kong: starting from early adolescence

Lijuan Li

Centre for Governance and Citizenship, The Education University of Hong Kong

(Hong Kong, China)

Introduction. Previous research has identified civic knowledge, civic values, civic attitudes, and civic action as crucial components for engaged citizenship (Youniss & Levine, 2009). Also aspirations for civic action such as voting and participation in protests, reflected as outcome of socialization in early adolescence, is significant in predicting participants' civic engagement in adulthood (Burns, Schlozman & Verba, 2001).

As communities of learning and practice, schools have the potential to provide adolescents with crucial civic knowledge, skills, beliefs, and values toward civic engagement. Both school and classroom were considered as "laboratories" for the practice of citizenship and political values in the community. Several studies with samples from Hong Kong suggest that secondary school experiences significantly influence students' civic attitudes and behaviors (e.g., Fairbrother, 2008, 2010; Kennedy, 2007, 2010; Leung & Yuen, 2009). For example, Au (2013) reports that a classroom climate that fosters open inquiry can encourage participatory civic behavior. Kennedy, Li, and Can (2014) found out that open classroom discussion

creates more opportunities for students to experience democratic school life before they have civic life in adulthood.

Hong Kong society has become increasingly polarized. People holding different political opinions and civic values have found it difficult to reach consensus or compromise. Fairbrother (2012) built an argument for resistance as an explanation and built a model of how resistance is played out in the Hong Kong contexts. According to him, resistance entails the "perception of dominant class hegemony among some members of subordinate groups; their reaction to this perception of hegemony and a realization of their powerlessness; and the result of this reaction in a form of self-emancipation which challenges the relations of domination" (Fairbrother, 2012, p. 8).

The resistance is conveyed through the 2016 district council and LegCo elections, in which a number of "umbrella soldiers" won some favor with a disillusioned electorate. Meanwhile, under the banner of "democracy" some youngsters have appeared in spotlight, engaged actively in elections and protest activities, legal or illegal. They do not hesitate to show unhidden anti-China sentiment and the least trust in government institutions. As claimed by Kennedy, Huang, & Chow (2012, p. 40), "trust in Socio-Legal Institutions produced a different result – it positively affected voting but negatively affected political action". This needs to be validated preferably over time with a territory-wide sample of Hong Kong students, who are not all birds of a feather.

Objective. The objective of the current study, therefore, is to examine how groups of Hong Kong secondary students, holding different levels of civic trust and national attitudes within each of the 1999 and 2009 cohorts, differ from one another and how they differ across time in terms of civic values, attitudes, behavior, and behavioural intentions.

Method and procedures. This paper uses secondary survey data from two publicly available datasets provided by the International Association for the Evaluation of Educational Achievement (IEA) and conducted in 1999 and 2009 respectively. Hong Kong participated in both studies. The samples are 14-year old to

15-year old secondary students in Hong Kong. The sample for the 1999 cohort includes 4997 students and that for the 2009 cohort includes 2902 students.

Based on the author's recent publication (Li, Ng, & Kennedy, 2017), which have identified civic attitudinal profiles of Hong Kong secondary students of the 1999 and 2009 cohorts by using exploratory latent profile analysis, this study uses a range of civic-related factors to further test the validity of the classification patterns through discriminant analysis. If the groups can be differentiated on external variables that were not part of the original classification then their validity is enhanced. More importantly, the comparison of variables means across the clusters identified and across the two cohorts will reflect how Hong Kong youth have changed over the ten years from 1999 to 2009.

The range of common civic-related variables used in both the 1999 and 2009 surveys that are employed in the current study fall into the four domains as follows. 1. value beliefs: support of democratic values; 2. attitudes: attitudes towards gender equality (gender equality in brief), towards equal rights for all ethnic/racial groups (ethnic equality in brief), and towards equal rights for immigrants (immigrant equality in brief); 3. behavioral intentions: electoral participation, legal protest participation, and illegal protest participation; 4. behavior: open classroom discussion, and civic participation at school. For each variable, only common items used in both surveys are adopted. Regarding results of scale validation, see Kennedy, Li, and Ng (2017).

Results. The results from discriminant analysis show that, the three groups (Activists, Moderates, and Nationalists, as in Li, Ng, & Kennedy, 2017) are clearly distinguished by the four domains of civic-related variables (for the 1999 cohort, Box's M = 77.092, p = .036; and for the 2009 cohort, Box's M = 118.797, p = .000).

In the 1999 sample, electoral participation (F = 118.085, (2, 3121), p < .001) and open classroom discussion (F = 67.055, (2, 3121), p < .001) are best at telling the students apart, and democratic values the least (F = 16.461, (2, 3121), p < .001). That is to say, it is easiest to identify students' civic inclination according to their involvement in electoral participation and open classroom discussion. Conversely,

their civic inclinations can hardly be told by democratic values they held. To the 2009 cohort, electoral participation ($F = 142.329$, $(2,2750)$, $p < .001$) and legal protest ($F = 83.879$, $(2,2750)$, $p < .001$) differentiate the three groups the best; illegal protest ($F = 7.901$, $(2,2750)$, $p < .001$) the least. It should be noticed that Nationalists in 2009 cohort seem more active in illegal protest than Moderates.

Within each cohort, Nationalists reported the highest level of self-perceptions in all the four civic domains. The exceptions are with the 2009 cohort in terms of intentions to electoral participation and Illegal protest. Compared to the 1999 cohort, Activists in the 2009 cohort were less interested in legal protest ($F = 28.663$ $(1,2115)$, $p < .001$), while their Moderates ($F = 72.587$ $(1,3302)$, $p < .001$) and Nationalists ($F = 49.462$ $(1,597)$, $p < .001$) were less interested in illegal Protest. Instead, the 2009 activists turned out to be most active in participation of elections and illegal protest while holding a lower level of democratic values and aspiration for legal protest. While Activists in 2009 were more eager to join election in the future than their 1999 counterparts ($F = 339.109$ $(1,2140)$, $p < .001$), Nationalists were less interested than the 1999 nationalists ($F = 132.583$ $(1,597)$, $p < .001$). Meanwhile, the three groups showed higher levels of democratic understanding but lower levels of confidence in participation at school.

Conclusion. Taken together, the groups are stable from 1999 to 2009. The differences between the groups seem to be greater in 2009 than 1999. Democratic values characterize all groups and do not differentiate the groups in a major way. Activists showed a higher level of support to democratic values (as do all groups) and electoral participation. While their numbers decreases proportionally, they appear more committed to participation in 2009 when they were yet illegitimate voters. They should have reached the age as the first time voter in 2016 LegCo elections. Nationalists show more positive attitudes to the nation. They were less committed to electoral participation. As their numbers increase, they seemed to become less committed to participation. Illegal protest is not a key differentiator between the groups and support for it declines over the two cohorts. By 2009 these are not radical students but they are democratic and they do value electoral participation.

Adult education as a means to active participatory citizenship (EduMap)

Charikleia Manavi

Aristotle University of Thessaloniki

(Thessaloniki, Greece)

Introduction. According to Aristotle, some art products must be judged by the recipient and not by the creator. For example, politics does not look much like medical art, which presupposes the skill of the specialist as it looks like cooking and building, where the recipient's opinion is important. As noted: "and also because about some things the man who made them would not be the only nor the best judge, in the case of professionals whose products come within the knowledge of laymen also: [20] to judge a house, for instance, does not belong only to the man who built it, but in fact the man who uses the house (that is, the householder) will be an even better judge of it, and a steersman judges a rudder better than a carpenter, and the diner judges a banquet better than the cook".

Aristotle, Politics, Book 3, Section 1282a, 19 – 21.

http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D3%3Asection%3D1282a.

However, politics as an attempt to solve the problems that arise in the context of a modern democratic society should concern all citizens. An essential prerequisite for substantially involving all citizens in effective public decision-making is to increase their knowledge, to promote their citizenship and to integrate into everyday life. This possibility is provided by adult education (Manavi, 2000).

The review of relevant literature and related good practices shows that within late-modern society, there is space for supporting and developing an adult learning for active citizenship. More specifically, citizens' meaningful participation in society has been an important role recently in Greece by the project «European Agenda for Adult Learning», where learning cities approach (Longuorth, 2003) has come back to surface through interventions targeting to inform and sensitize local communities on

the meaning and value of the commitment to placing learning at the core of social development (European Council Resolution 2011 / C 372/01).

In addition, promoting active citizenship is one of the most important objectives in the context of the strategic framework spanning Education and Training 2020 (European Council Official Journal /C119/02). Furthermore, in relevant literature, Active Citizenship as "raising participation in social, political and economic activities" (Unesco, 2001) is often considered the panacea for key challenges of the learning society such as managing demographic changes, enhancing participation, educating the migrants, educating the vulnerable people and achieving equity as early as 1995 (White Paper of the European Commission and Learning Society).

However, much emphasis is often directed at macro change and not at the practical means with which adult education can foster active citizenship (Unesco, 1998, 2001). The most difficult, citizenship is a dynamic concept; the impact of globalization, the rise of market policies and the decline of the welfare state have changed lately the nature of active citizenship in many European states. This means both that emphasis must be placed on the citizens' abilities towards a changing world and that identifying an agenda for adult learning for active participatory citizenship within today's world sounds a major challenge.

As noted: "In relation to social changes, citizens need to learn how to understand their own social situation, how to fit into society and how to question it and how to exercise their rights and responsibilities as citizens, both individually and collectively", COM (2006) 614. The above proposal makes it clear that we need active citizens with "a strong sense of their place and responsibility in the world, driven by a sense of commitment to other people" (Holford, 2006). Defining adult education as "all forms of learning undertaken by adults after having left initial education and training" (Com, 2006, 614) we really perceive the size of the reference group of adult education but also its dynamics when it comes to motivate citizens to become effectively active.

And then, we come to the problem how people learn active participatory citizenship. The most important dimensions to the learning of citizenship we

distinguished in literature refer to Learning about citizenship, Learning though citizenship and Learning for citizenship (Johnston, 2003). According to the research "Citizen and governance in a knowledge-based society Lifelong Learning, Governance and Active Citizenship in Europe", developing the competence to make change happen, taking responsibility for specific social problems through actions, building opinions and building meaningful networking relationships for social purposes is not something that can be learned theoretically.

Adult learning for active participatory citizenship should focus on the link between learning and action providing opportunities to learning by doing; trying to solve a problem or to fulfil a mission for real (Holford, 2006). Civil society provides a continuum of learning contexts such as local learning groups, study-circles, voluntary organizations, different types of community groups to social and popular movements (Johnston, 2003), thus bridging the gap between formal and informal learning environments and learning in social action could be a way of achieving active participatory citizenship.

Taking into account the above mentioned positions our paper focuses on the opportunities of adult education to help especially young people at risk of social exclusion to get a foothold in the labour market and to make them more active citizens. Firstly, discuss the current situation on a European level. Research has shown that the European adult education system has failed to meet the educational needs of many vulnerable groups and it is crucial to be reviewed in order to find the matching solutions for addressing especially vulnerable young people.

Subsequently, the paper underlines the role of adult education in the above task and presents a Horizon 2020 three-year research project, the so called "Adult Education as a Means to Active Participatory Citizenship" (EduMap), focusing on the educational needs of young people with low levels of basic and functional literacy, with deficient language and cultural skills (foreign newcomers, ethnic minorities), those who have dropped out of school and those not in education or training due to disability. Researchers from eight countries (Finland, Estonia, Germany, Greece, Hungary, Spain, Turkey and the United Kingdom) undertook the

above mentioned project and both its broad and targeted studies (EduMap, http://blogs.uta.fi/edumap/2017/03/27/edumap-report-broad-research-on-adult-education-in-the-eu/).

Objectives. The main research question refers to policies and practices which are needed in the field of adult education to include young adults at risk of social exclusion in active participatory citizenship in Europe. The specific objectives of the project are to compile an inventory of adult education in the EU28 and investigate the effectiveness of adult education policies and practices in preventing social exclusion; to study successful educational initiatives among vulnerable groups within and outside Europe; to investigate and map communicative ecologies in the field of adult education and create innovative forums for dialogue between stakeholders; to create and test an Intelligent Decision Support System (IDSS); to make recommendations to policymakers and other stakeholders for enhancing learning for active participatory citizenship in Europe (EduMap, http://blogs.uta.fi/edumap/2017/03/27/edumap-report-broad-research-on-adult-education-in-the-eu/).

Method and procedure. In the first phase, adult education policies and practices across Europe will be investigated and the adequacy, match and shortcomings, in the existing statistical data will be mapped and analyzed. Once a general understanding of the state-of-the-art in the EU28 has been gained, successful education practices among young adults at risk of social exclusion within and outside the EU will be investigated through case studies.

Communicative practices and information flows within the best practices under study and in the wider fields of adult education will be mapped and scrutinized, the research findings will be utilized to enhance dialogue between the educational actors and vulnerable minority groups, to strengthen interaction and develop policy and practical means for guaranteeing active citizenship (EduMap, http://blogs.uta.fi/edumap/2017/03/27/edumap-report-broad-research-on-adult-education-in-the-eu/).

Results. Contribution is important for adult education policies and practices that meet the educational needs of members of vulnerable groups and improve their

disadvantaged situations. Through mapping communicative ecologies in the field of adult education, new forums for dialogue between educational agencies and the targets of educational policies and practices will be created.

Researchers use the project to create an information system to support decision-making based on the research results. The Intelligent Decision Support System (IDSS) developed at the School of Information Sciences of the University of Tampere will convert the information into an accessible form and offer an environment for interaction to decision-makers, education providers and target groups (EduMap, http://blogs.uta.fi/edumap/2017/03/27/edumap-report-broad-research-on-adult-education-in-the-eu/).

Conclusions. The project aims to help European, national and local policymakers, educational authorities and educators to tailor adult education policies and practices to meet the needs of young adults in a vulnerable position. The IDSS will contribute to the objective of establishing and cooperation mechanism among policymakers and educational authorities to improve policymaking (EduMap, http://blogs.uta.fi/edumap/2017/03/27/edumap-report-broad-research-on-adult-education-in-the-eu/)

Civic identity as a complex multi-level personal formation

Inha Petrovska
Ivan Franko Lviv National University
(Lviv, Ukraine)

Introduction. In the era of globalization deployment, increased emigration-immigration activity resulting in much lower attachment to origin, territory, language, etc., and therefore, the willingness of modern human to consciously change citizenship, the issue of "survival" of the state depends on its ability to maintain stable civic identity of its citizens which affects the integrity and national security, society strengthening and consolidation. The uncertainty, instability of the civic

identity results in serious problems for an individual associated with destructive emotions, feelings of hopelessness, anxiety, alienation, frustration of important social and psychological needs. Thus, the study of social and psychological reality that makes attachment to the state attractive and therefore encourages conscious, voluntary civic identity is extremely important.

The phenomenon of civic identity is often seen as a socio-political, philosophical and historical one, rarely it is treated as individual psychological phenomenon endowed with personal meaning occupying a position in the hierarchy of values and meanings of the individual.

Civic identity as a form of social identity of the individual can be studied in line with different scientific approaches: psychoanalytic, symbolic interactionism, cognitive psychology, social constructivism. However, the most promising area for the study of the civic identity psychology is the cognitivist paradigm, namely Social Identity Theory (Tajfel, 1978, 1982; Tajfel & Turner, 1986) and Self-Categorization Theory (Turner, 1982, 1985).

According to Henri Tajfel and John Turner, civic identity of the individual is identified as a part of "self-concept" that arises from the awareness of oneself as a citizen and a member of the community of citizens of a state with values and emotions assigned to this membership, which determines the appropriate civic behavior.

Objectives. The aim of the article is to develop a structural model of civic identity and determine its levels.

Results. Civic identity belongs to social identities, particularly to a specific form such as organizational identity.

The civic identity identification subjects (similar to the organizational identification subjects (Bartels, Pruyn, De Jong, Joustra, 2006; van Dick, Wagner, Stellmacher, Christ, Tissington, 2005; van Knippenberg, Sleebos, 2006; Vora, Kostova, 2007) are a *community of citizens* (similar to personnel of a company; community with common and typical challenges of their lives united by the territory

where the laws of a particular state are effective) and the *state* (organization as a whole; the state as a society organization).

Civic identity is considered as multi-level and multi-componential personal formation.

The psychological scientific discourse distinguishes different levels of identity: personal and social (Erikson, 1950); superordinate, intermediate (social) and subordinate (personal) (Turner, 1985); individual-psychological and socio-cultural (Malakhov, 1998); individual and collective (Korostelina, 2003).

Summarizing the views of scientists on the levels of identity, we believe that the civic identity of the individual is manifested on the individual and social levels. Social level is divided according to the subjects of civic identification into the group (collective) and institutional (organizational) levels.

Thus, civic identity levels (Fig. 1) are as follows:

• *Institutional* (organizational, "*citizen - state*") – inclusion of the individual into the legal, economic, axiological, symbolic space of the state; features of social perception of the state by the individual, the image of the state, trust and loyalty to it, etc.

• *Group* (collective, "*citizen - community of citizens*") – inclusion of the individual in a community of citizens backed by subjective feeling of inner unity with their compatriots, a sense of civic community (a sense of "We") – experiencing the relationship, solidarity, common historical destiny and typicality life problems with other citizens, etc;

• *Individual* (personal, "*I as a citizen*") – a level of personal understanding of citizenship with emotional and value content; realization of the meaning and value of their lives, justification of existence within this society.
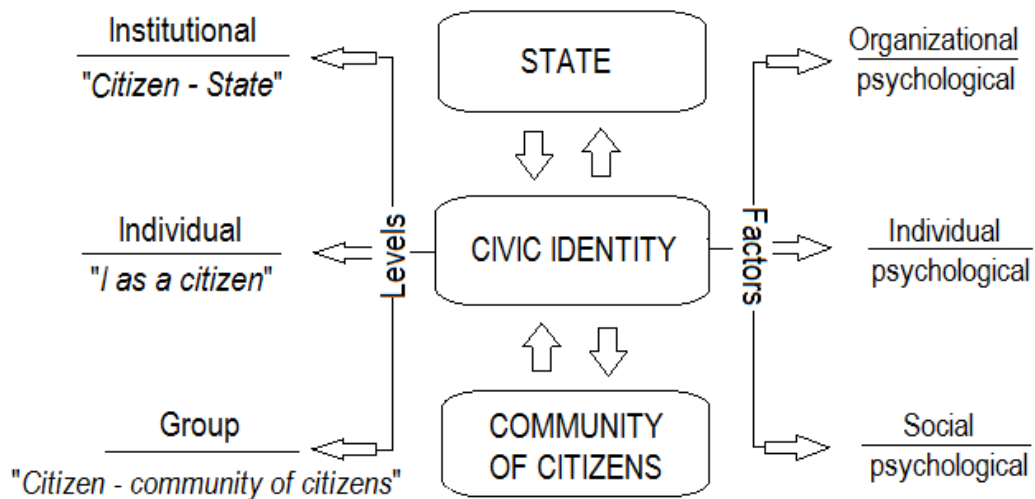
Figure. 1. Civic identity as a multi-level personal formation

The issue of determining the components of social identity and therefore civic identity remains open in psychology. Psychologists distinguish cognitive, affective and evaluative (Tajfel, 1979); cognitive and affective (Stefanenko, 2007; Naumenko, 2010); cognitive, motivational and axiological (Ivanova, 2003); cognitive, emotional and conative (Yablonska, 2015); cognitive, axiological, emotional (Vodolazhskaya, 2010); meaningful, axiological, motivational (Soldatova, 1998); cognitive, motivational-axiological, emotional- evaluative and practical (Bayborodova, Rozhkov, Sapozhnikova, 2011), cognitive and emotional-axiological (Matuzkova, 2014) components. Scientists have different views about the system of organizational identity components, namely self-categorization, affective, evaluative (Ashforth, Mae, 1989); cognitive, affective, evaluative, behavioral (van Dick, Wagner, Stellmacher, Christ, 2004); centrality, ingroup affect and ingroup ties (Cameron, 2007); self-categorization, support of organizational goals and values, sense of commitment, belonging, membership in the organization (Edwards, Peccei, 2007); cognitive, affective-motivational, conative (Frolova, 2014) components.

Civic identity, in our opinion, is the unity of *cognitive* (awareness of belonging to the state as its citizen and communities of citizens, knowledge, ideas about the state, citizenship and citizens), *value-motivational* (willingness / unwillingness to

share, support state values and values of the civic community, and maintain the citizenship of a state), *emotional-evaluative* (subjective acceptance / rejection, "mine / not mine", positive / negative evaluation, satisfaction / dissatisfaction with own group belonging, pride, shame, patriotism), *behavioral* (shapes civic behavior, formed civic identity involves socially important behavior as to the state and citizens) and *image-semiotic* (efficiency of figurative semiotic component in regulating the functioning of civic identity explains the role of myths, archetypes, characters and symbols related to citizenship, state and statehood) components.

When developing a diagnostic tool for the study of civic identity, we used the association test ("*What associations do you have in connection with the statements*: "*I am a citizen of the State of Ukraine*", "*I am a member of the community of citizens of Ukraine*"?"), psychological picture (to draw and describe "*A house that is associated with the state Ukraine*" and portray oneself as a citizen, to specify the location of the "ideal citizen", "the worst citizen", parents, authorities in the picture) and semantic differential method.

Qualitative and frequency analysis of respondents' answers allowed drawing up a list of descriptors from 34 scales for a modified version of the semantic differential technique (for example, *I as a citizen*, "active – passive", "enthusiastic – desperate (disappointed) ", "socially fulfilled – socially unfulfilled", "fighting for my rights – avoiding the fight for my rights", "patriotic – unpatriotic", "affecting the events – not affecting the events", "do not want to emigrate – want to emigrate", "feeling significant, important – feeling insignificant, unimportant", "feeling the relationship with fellow citizens – not feeling the relationship with fellow citizens", "feeling safe – not feeling safe", "have a clear idea of myself as a citizen – have a vague idea of myself as citizen", etc.), which covers various aspects of the civic identity phenomenon.

Conclusions. The formation of civic identity includes: *self-categorization* – understanding of membership in the state (as a citizen) and community at the elementary level, with the cognitive representations of oneself as being similar to the citizens of one state and different from the citizens of another state; giving *sense-*

value to one's belonging; formation of *attitudes* of the individuals to their membership, where, as noted by V. Miasyshchev (Myasischev, 1995), emotional, sensual and conative functions of mental activity are embodied. This determines appropriate civic behavior.

Civic identity is a dynamic structure that is transformed, developing lifelong in the process of socialization and social interaction, goes through crisis management which is usually related to the society crisis. The formation of civic identity of the individual takes place in the process of interaction with social reality where values, symbolic space, information and political field, communities lifestyles are important.

Ethnic identity and critical thinking skills of students

Vaiva Rimienė, Aldona Vaičiulienė
Lithuanian University of Educational Sciences
(Vilnius, Lithuania)

Introduction. Numerous research studies have been conducted seeking to evaluate the links between ethnic identity and certain peculiarities of a personality. The individual's self-esteem has been investigated in this context in particular (e.g. Xu, Farver, & Pauker, 2015). The scientific research aims at revelation of the significance of the maturity of ethnic identity on an individual's psychological health (e.g., Smith & Silva, 2011). Personality traits are investigated searching for differences among ethnic groups (e.g., Packman, Brown, Englert, Sisarich, & Bau, 2005). However, the research studies, which disclose the links between ethnic identity and human cognitive sphere, are scarce.

Ethnic identity is feeling of membership in a group (Phinney & Ong, 2007). From the perspective of cognitive psychology, it should be added that ethnic identity also embraces knowledge of own ethnic group (Bernal, Knight, Garza, Ocampo, & Cota 1990). Ethnic identity is one of the identity aspects related to the maturity of personal identity in general (Vaičiulienė & Laurinavičiūtė, 2012) and reaches its peak

during studies (Вайчюлене, 2014). In other words ethnic identity is the aspect of identity, which builds up later compared to others (for example, the identity forms earliest in interpersonal relations). Therefore, young people studying at university were not accidentally chosen as the sample of the research. The development of the personal identity is expected to go together with cognitive development or with improvement of critical thinking skills to be more exact.

According to Facione (1990) critical thinking is a targeted self-regulatory process of decision making, which manifests itself interpreting, analysing, evaluating, inferencing and providing justification. The following main skills of critical thinking can be singled out: analysis, interpretation, evaluation and metacognition (Facione et al., 2000). Determining critical thinking, the importance of logical thinking is emphasised (Walter et al., 1999), since skills of deductive and inductive reasoning are closely linked with the skills of evaluation and inference (Facione et al., 2000). Deductive reasoning allows assuming the true conclusion of the premises. For instance, inferences based on such principles as transitivity, reflexivity and identity, are deductive. For valid deductive arguments it is not logically possible for the conclusion to be false and all the premises are true. Inductive reasoning skills are necessary for scientific confirmation and experimental disconfirmation, statistical inferences.

This study is more of pilot character and sets the following goals for further research: to identify whether the development of personal identity is related to cognitive development; which identity areas are in closest relation with cognitive development; which critical thinking skills are important in building up various aspects of the personal identity, including ethnic identity. The results of the research would provide relevant knowledge for the process of education. The question if different thinking skills are characteristic of separate ethnic groups has a crucial role in future research. This research trend is meaningful because it can reveal important possibilities of inter-group interaction in multi-ethnic society.

Objective. The current study aims to examine relationships between ethnic identity and critical thinking skills. The study is based on the belief that critical

thinking skills are necessary conditions for the development of a mature and responsible personality.

Method and procedure. The participants were students attending Lithuanian University of Educational Sciences. The data were drawn from a sample of 71. The mean age was 21.35. There were 46 females and 25 males. The participants were students of Lithuanian Philology, Biology, Fine Arts Education, Music Education, and Psychology. The sample was mixed from the ethnic perspective: 66 Lithuanians, 3 Russians and 2 Polish students.

The Multigroup Ethnic Identity Measure – Revised developed by Phinney and Ong (2007) was applied for measuring ethnic identity. The identity was assessed employing the questionnaire with a 5-point response scale (1 – strongly disagree to 5 – strongly agree). The questionnaire consisted of two subscales: exploration and commitment. The obtained data demonstrated a good internal consistency of the questionnaire. Both subscales showed good reliability. Cronbach's alpha for exploration subscale was 0.80 and for commitment subscale was 0.87. Overall alpha was 0.88.

The critical thinking skills data were obtained using the California Critical Thinking Skills Test (Facione, Facione, & Giancarlo, 1998). The test consisted of five sub-scales (34 tasks). The sub-scales measured such skills of critical thinking as analysis, evaluation, inference, as well as deductive and inductive reasoning. One point is assigned for each correctly solved task and "0" for an unresolved or incorrectly solved one. The internal consistency internal consistency (Cronbach α) of the subscales: analysis – 0.61, evaluation – 0.64, inference – 0.78, deductive thinking – 0.75 and inductive thinking – 0.66.

The students were administered the Multigroup Ethnic Identity Measure – Revised and the California Critical Thinking Skills Test in their classrooms. The respondents were asked to read the questions and fill in the questionnaires. Anonymity was guaranteed.

Results. Seeking to investigate the relationships between ethnic identity and critical thinking skills, the Spearmen's correlation was calculated. No links between

critical thinking skills and ethnic identity measure scale and overall estimate were identified. However, the link between ethnic identity commitment scale and inductive thinking was observed (r = 0.24, p < 0.05). It was established that the students with better developed inductive thinking tend to commit to own ethnic group more. The increase in size of the sample is likely to highlight at least one link between the results of the commitment scale and deductive thinking (r = 0.22, p < 0.07), since the reliability level approximates statistical significance.

Conclusions. The conducted study, which aimed to identify if the link between the ethnic identity of students of first years of studies and their cognitive processes exists, revealed that commitment to an ethnic group is related to such skills of critical thinking as inductive reasoning. According to Facione (2013), inductive reasoning is influenced by actions of observation, active exploration and experiential learning. The research studies show that the abovementioned actions contribute to a sense of belonging to a group (Phinney & Ong, 2007).

Citizenship education of future law enforcement officers: Lithuanian case

Vaiva Zuzeviciute, Algirdas Muliarcikas

Mykolas Romeris University

(Vilnius, Lithuania)

Introduction. The Statute of Internal Service (XII-1855, as of 25 June, 2015) clearly states that the person who is entitled to serve in Lithuanian police force has to be (one of the 4 major requirements for future law enforcement officers) a citizen of the Republic of Lithuania.

Why we start the presentation with this fact – is because we, educationalists of future law enforcement officers have to reflect twice as hard on what 'being a citizen means', and what the constituent elements of citizenship education of young adults

for this profession are, and also, how they themselves interpret the feeling of citizenship.

Is the simple fact that they necessarily should be the citizens of the country enough to at least start reflection, or: the fact is not considered by young people in any way as the way forward into reflecting their activities as officers.

Educationalists do have concerns about the role of citizenship education both at school and in higher education with the changes in the actions of young voters being of great concerns at times. Though recent voting (Netherlands, March, 2017) showed that facing populist ideas voters may concentrate on acting as a citizen, however, the tendency remains to be further reflected on. The authors of this paper, being active members of the Cice network (Children's Identities and Citizenship (CiCe): Best Practice Guides" (Erasmus+ Jean Monnet Network 553177-EEP-1-2014-1-UK-EPPJMO-NETWORK) reveal that at times young people should additionally be encouraged to realize their rights and responsibilities and the roles they are entitled to play in a democratic society. This paper, however, goes beyond that and concentrates on approaches that the spine of the democratic society – future law enforcement officers have – on citizenship (as a phenomenon encompassing certain elements).

The context of the study. Lithuania is a Baltic country. It is situated on the east shores of the Baltic sea; a Member States of the European Union (the membership started in May, 2004). Before that the country, as probably every other country in the world, Lithuania had a long history of being conquered, also of being a conqueror, expanding and losing its territories. In 1940 it was incorporated into the Soviet Union and called Lithuanian Soviet Socialist Republic. The Republic of Lithuania has been an independent state since 1990, with the territory of a bit more than 65 thous.sq.km). The number of population decreased dramatically during almost three decades: from almost 4.5 mln. people in 1990 to 2.86 mln. in 2016 (Department of Statistics http://osp.stat.gov.lt/, accessed on 16 July, 2016).

The law enforcement officers (future police and state border guard officers) may receive the higher education in only one university, therefore, in Lithuania: the country being so small requires certain reasonable and effective processes. On the

other hand, the fact that the only university provides education for the future officers imposes high requirements for the academic staff for this university; requires them to reflect twice as hard on those crucial issues, in order to help young people to reflect on them, and, therefore, help them to become competent enough to serve as officers according to the legal requirements e.g., principles of the police officers' activities are identified as follows.

The foundations of the police activities are stipulated by legal framework of the state: police defends the interests of every person in the territory of the Republic of Lithuania, disregarding their culture, ethnicity, age, health status, religion, race, gender, socio-economic status, political affiliations. Also, police activities should be based on the principles of respect for human rights, professional ethics, humanism, the moral values of a society, political neutrality, transparency (except for very specific cases), balance between public and confidential activities, also, using the force only in cases of emergency and in line with the principle of proportionality... (as stipulated in The Act on the Activities of Police, No.XII-1856, as of 25 June, 2015, Article 4).

The main document seems to stipulate principles the same way we, educationalists reflect on the contents of exercising citizenship of any other person in a society. However, if any other person has a choice to sometimes withdraw from enacting citizenship, a law enforcement officer does not have the privilege of choice. She/he must always follow those principles, and therefore citizenship education of those young people becomes of utmost importance. With almost 9000 police officers and 3500 state border guard officers the task is something one cannot implement without careful consideration.

Objectives of the paper are: 1) to present theoretical considerations on citizenship education and the rationale; 2) to shortly present the methodology of empirical study on the approaches of future law enforcement officers on citizenship (as a phenomenon encompassing certain elements); 3) to present results of both theoretical and empirical considerations.

Method and procedure. The 54 future law enforcement officers (26 future police and 28 future state border guard officers; aged 18 – 22; 23 young women and 31 young men) were asked to participate in the study, based on qualitative research methodology. They were invited to share (in a written reflection anonymously with respect to researchers) their approaches on the following themes:

"When I think: 'to be a citizen for me, as a law enforcement officer, means'...": and

"When I think of what citizenship (as for a law enforcement officer) is; it is for me…".

The written reflections of all the respondents were collected and the content analysis was applied with an objective to identify the main concepts (categories and subcategories); even if a respondent had several ideas, the first one was chosen as the main, therefore the number of shared contributions within one given category does not exceed the number of respondents (N).

Results. The analysis of empirical results revealed that the majority of students (future law enforcement officers) depict themselves "being a citizen" as: firstly: abiding to law (14 responses); secondly, to responsibility (11 responses); thirdly, to being helpful to other people even if not-on-duty" (9 responses); also: to be worth of your uniform (5 responses); also young people mentioned serving in army.

Young respondents related the concept of citizenship to the respect for human rights (17 responses); being tolerant and not discriminating (15 responses); also to respect the symbols of the state (e.g., the flag) (14 responses). Among other responses: being grateful for having an independent and democratic state (3 responses); balancing your life and work between the personal and state interests (3 responses); participate in state festivities (2 responses).

Conclusions. The theoretical analysis and considerations lead to conclude that the expectations, and, actually, legal framework for future law enforcement officers concerning citizenship are quite rigid. Firstly, the requirement in order to start this career to be a citizen is clearly stated. Secondly, the main documents outlining

requirements for further activities of the officers have a lot of intersections with the notions of citizenship as discussed by other authors.

MEDIA PSYCHOLOGY AND MEDIA EDUCATION

War media trauma taxonomy for economic and political self-constitution

Lyubov Naydonova

Institute of Social and Political Psychology, NAES of Ukraine

(Kyiv, Ukraine)

Introduction. Youth economic and political self-constitution is fulfilled during peace time as well as war. The Hybrid war of XXI century, as it is clear in case of Russia aggression against Ukraine, includes informational communicational technological influences as part of the aggressive intrusion. It is challenge for scientists to understand the war impact on youth in the context of their citizenship development and well-being. Key processes in youth economic and political self-constitution are formation of ideas about economic and socio-political reality, which may take deformations under stress situations and traumatic information about war.

Objectives. We propose war media trauma taxonomy for youth in the context of economic and political self-constitution process during hybrid war.

Results. Analysis of conceptualization of different incidents (terrorist bombing, crash events, etc.) and its media covering effect on health results in hypothesis about war media trauma.

We propose war media trauma taxonomy for youth and research its appropriation for Ukrainian situation. Three types of media trauma are singled out on the basis of composition of real trauma, interpersonal transition, and media exposition: A) real traumatic event, which is combined with interpersonal transition of trauma and media exposition impacts, B) only interpersonal transition of trauma

combined with media exposition, C) only media exposition impacts of traumatic situations.

We searched the examples of different media traumas during communication with school pupils and their parents and teachers from temporary annexed territory of Ukraine (Lysychansk, Luhansk region in spring and summer 2014), during conversations with young people who came to Kyiv from annexed regions and zone of antiterrorist operation, and during the dialogues with combatants in medical settings.

Examples of media trauma (type A) are war media content impacts in case, when parents or relatives were killed by bomb earlier, or young people who have leaved their destroyed homes. Examples of media trauma (type B) are war media content impacts on people, which father or relatives are combatants just now, or are the participants of war tragedy. Examples of media trauma (type C) are war media content impacts on young men and women, who only watch TV about antiterrorist operation on the East Ukraine and talk about it by social media.

We proposed measurement of not only PTSD symptoms and other disorders approach, but the identification of the level of psychological well-being (Ryff, 1995) for media trauma effect.

Overcoming psychological trauma (including media trauma effect) and stress coping resources development are the necessary components of self-constitution in war situation. The forms of such self-constitution include a choice of the military contract or non-contract ATO participation, decision about engagement in different volunteer activities etc.

The next step in understanding media trauma is the search of the way of prophylactic of its negative effects on youth. If media brings the traumatic component, so media literacy becomes the prophylactic tool. Media literacy is an ability to read many types of media texts (not only verbal but also visual codes). Media literacy is the competency in accessing, analyzing, evaluation and creation messages in a wide variety of forms. Media literacy gives actors the possibility to differentiate reality and fiction, fact and fake, truth and post-truth. Media literacy is

the component of self-regulation in mutual-actor interaction in information space. That is why we consider media literacy as anti-media-trauma tool during hybrid wars.

Some first research works in the context of war media trauma study (Naydonova, 2017) show that media literacy effects youth well-being. The purpose of the study is to reveal the relationship between war news watching and psychological well-being. We use war news watching from zone of antiterrorist operations as indicator of condition of media trauma type C possibility. Media coverage of military news messages daily include the number of attacks, killed and injured combatants, farewell to the dead, life of soldiers in the line of confrontation, affected civilians, destroyed building, treatment of combatants, etc.

Media literacy level was measured by object knowledge express test (Naydonova, 2016). Examples from 10 test tasks are the following: What can you do when WiFi is absent? What is digital device? Which TV channel covers all Ukraine? (We ask to choose the most non-appropriative answer from 4 variants). Ukrainian teenagers (13 – 17 years old, from experimental schools with media educational curriculum) answered on questions during 2015 years, when war events were on the Donbass (the East of Ukraine) and actively covered by media. The study covered 1114 participants. Results show that 57 % of young respondent watch TV news about war every day or almost every day, 44 % talk about it always or often. Very small significant relationships were found between watching war news and psychological well-being ($\rho = .195$ **), and between news discussion and psychological well-being ($\rho = .223$ **) for teenagers with low levels of media literacy. Teenagers, who have low levels of media literacy, and refuse to watch the news and discuss them, have lower psychological well-being. On high media literacy level significant relationships were not found. Media trauma (type C), which symptoms are demonstrated by TV spectators in cases of media coverage of terrorist acts is not found in adolescents who watch extended coverage of war. Unfortunately, types of media trauma were not controlled in the first study, because the results were mix. Future research must take into account proposed media trauma taxonomy.

Conclusions. War media trauma taxonomy is proposed as an important context of self-constitution during hybrid war. Watching military news and their discussion becomes youth's home practice as a form of stress coping during the war. The moderated effect of media literacy on media trauma (type C) was found. The next stage of research involves the study of the role of media in covering the military actions for different types of media trauma.

EDUCATIONAL BASIS OF POLITICAL AND ECONOMIC CONSCIOUSNESS DEVELOPMENT

Educational leadership for social justice as an antidote to social pathogenesis

Evangelia Papaloi
Hellenic Open University
(Patras, Greece)

Despina Karakatsani
University of the Peloponnese
(Corinth, Greece)

Introduction. Over the past decades, both policy makers and practitioners have underlined that education must be seen as leverage for "producing" good citizens. Interestingly, much of the current literature on educational leadership underlines the necessity for active engagement of all stakeholders in everyday school life and, for a more democratic leadership style (Shields, 2010; Shields, 2004; Senge, 1990; Sergiovanni, 2001), which would interconnect school with complex society's demands, depicts the necessity for leadership practices that foster social justice at school.

In this era, educational communities have to play a larger and more positive role in society by putting the emphasis on the one hand, on creating a democratic organizational environment and, on the other hand, on fostering school's dialectic relationship with society.

Discussions regarding just practices at school and the development of citizenship education have flourished, fostering school's interconnection with society's needs and demands and giving emphasis on the ways in which democratic values are learned through curricula and everyday practices (Hwa, 2008). Despite this rhetoric, nowadays, in many educational organizations, there exist serious shortcomings regarding the adequacy and effectiveness of mechanisms which assure the substantial achievement of their goals and mission. Evidence suggests that, educational organizations appear to passively respond to society's needs, by transferring knowledge which does not lead to students' full development and, by maintaining and reproducing social inequalities (Biesta, 2009; Chomsky, 1987; Kyritsis, 2016). Moreover, many scholars and modern philosophers express their doubts about whether or not, educational leaders fulfil their mission in terms of reducing social inequalities and offering to all students the same opportunities for development and social inclusion (see Bernstein, 1977; Bowles, 1972; Bourdieu, 1977; Chomsky, 2000).

Thus, current circumstances, both at educational communities and complex society, urge for a new type of educational leader who will not only have an active role in the daily operation and management of the school unit, but, will have a transformative role in shaping organizational meaningfulness and ethics, school's reputation and character with a view to contribute to social prosperity.

Objectives. The main objective of this paper is to offer a discussion framework and arguments about how educational leaders can administer dynamic and sustainable educational communities under the new circumstances of modern societies emphasizing on social justice and democratic participation in order to give all actors involved the tools and skills to think universally and critically and, thus, structuring the individuality of a modern citizen.

To be more specific, we suggest that, in order to create a substantially just society: a) educational communities as well as the practices they adopt should change (Giroux, 1988); b) educational leadership has to create a collective vision which mitigates inequalities and fosters just practices and standards.

Results. In our complex society, effective leadership appears to be a critical factor for organizational sustainability and growth. As mentioned above, educational leaders have the responsibility to create the conditions under which school could play a formative role in linking the new multicultural citizenship education, balancing unity with diversity (Banks, 2001) and, contributing to defense and maintenance of universal values of human rights and fundamental freedoms (Karakatsani & Papaloi, 2016).

Therefore, educational leadership for social justice addresses learning needs of all students and creates a safe environment for all actors involved. The term social justice is subject to numerous interpretations (Shoho, Merchant & Lugg, 2005), while, it is driven by many factors. According to Evans (2007), educational leadership for social justice has social and moral obligation to foster equitable school practices, processes, and outcomes for learners of different backgrounds.

Much of the current literature on educational leadership suggests that, within democratic schools where leaders share responsibilities, teachers are more likely to actively participate in policy planning and decision-making (Sutton & Wheatley, 2003; Day 1998; Hammersley-Fletcher & Brundrett, 2005); feel empowered and appear to consider their development in a positive way (Sergiovanni & Starratt, 1998).

Given this perspective, educational leaders who foster social justice and democratic practices seem to be more productive, undertake adequate initiatives and adopt distributed leadership models (Gronn, 2003); share their expertise with positive effects on the whole school functioning (Hammersley-Fletcher & Brundrett, 2005), and can handle properly the relationship of transformative leadership and deep and meaningful school change (Shields, 2010).

The question is whether educational leaders are prepared to face the emerging pressures and create schools that advocate for education that advances the rights and education for all children (Spring, 2001).

It has to be underlined that, despite the plethora of initiatives so as to revitalize democracy, educational organizations will be unable to foster citizenship if they do not de-construct school reality and they do not pay attention on crucial issues regarding teachers' as well as students' substantial engagement. Jean-Marie, Normore & Brooks (2009), suggest that a more deliberate and meaningful connection to the social sciences could ultimately help to provide a foundation for radical innovation in both the research and practice of educational leadership.

We argue that the emphasis on social justice could be a key which, educational leaders have to cultivate and invest on it by strengthening organizational culture, fostering cooperative practices and processes, enriching curricula and cultural activities, facing with respect diversity and other challenging social issues and, finally, opening a moral dialogue with all actors involved.

Consequently, educational leadership's priority should be, on the one hand, the inculcation of a sense of security to all actors involved, on the other hand, the investment on initiatives encouraging innovation and linkage with society's emerging needs. Moreover, a new model of democratic teacher's efficacy must be proposed (Wheatley, 2005), conceptualizing priorities and learning needs.

Conclusions. Our attempt closely follows the literature on the basic concepts which were discussed in this paper, with a view to increase clarity and reduce ambiguity regarding social justice as well as its necessity and applicability, in the area of educational leadership. We propose to defend the idea of a leadership orientating towards the emerging social needs which would reflect ethical and moral values that are critical for school's sustainability and evolution. We assume that, this leadership model whose core values are commitment to learning, commitment to educational community's empowerment could promote social, emotional and professional development of all actors involved (school principal, teachers, and

students) by helping them become independent, autonomous, mature, critical thinkers and, thus, active citizens.

We hereby hope to fill existing gaps in the literature of educational leadership. Of course this paper is not without limitations, nor does it provide a complete understanding of how these aspects of educational leadership for social justice may help educational leaders to create a strong organizational culture and lead their school and students to the success. In this direction, more work on determinants of social justice and their connection with leadership practices will be helpful.

We shed light mostly in the micro-level of school's functioning. A further thorough analysis of the impact of this style of leadership on the organization's macro-level would be extremely interesting and helpful as well. As far as leadership practice is concerned, if the propositions mentioned are empirically supported then some very useful implications will arise.

With this paper, we hope that we have opened a dialogue about the necessity for educational leadership for social justice and its contribution to school's effectiveness, sustainability and growth.

The introduction of mentoring in the field of education:
benefits for teachers and proper functioning of a school unit

Christos Tilelis, Evangelia Papaloi
Hellenic Open University
(Patras, Greece)

Introduction. The term "mentor" is mentioned in ancient times, specifically in Homer's Odyssey. When Odysseus left for the Trojan War, he entrusted guardianship and nurturing of his son, Telemachus, to a wise trusted adviser called Mentor. Thus, the name of this man became a synonym of guidance, support and positive reinforcement which an older and more experienced person provides to a younger one (Tegopoulos – Fytraki, Rogers, 1999). Nowadays mentoring is a process that

applies to almost all areas of human activities (Koutouzis, 1999), providing critical and vital benefits to individuals as well as organizations.

More specifically, the introduction of mentoring in the Greek educational system –implemented by the state in accordance with law No 3848/2010 – as well as the preparation of the school unit's principal to take on the role of mentor are considered to be necessary and essential to the effective functioning of the school unit and its interaction with modern society's challenges.

According to the international literature, "mentoring" is a significant process which, on the one hand, involves support and guidance to the teachers throughout their working life, on the other hand, creates a bridge between the school and the external environment. Interestingly, mentoring is of significant importance and creates positive prospects for the future, regardless of the special characteristics of a community (Kanavakis, Education Sector, Cyprus Pedagogical Institute, 2010).

Moreover, mentoring is characterized as crucial and fundamental in school environment contributing essentially to two-way communication. The school principal-mentor, apart from the administrative role, has the duty to guide, encourage, support and communicate clearly with all the members of a school unit. In addition, he must provide feedback and show genuine interest in their needs. The school principal-mentor is the one required to develop visionary strategies, which are the key element in quality management, to implement, put into practice and pass on innovative ideas to the others. He must lead by example so as to be respected, appreciated and be ahead of future developments (Duskas, 2007, p. 31; Pasiardis, 2001; Saitis, 2005).

To achieve school's objectives, the school principal-mentor should combine organizational procedures with interpersonal relationships by increasing the level of satisfaction of human resources, thereby increasing the learning outcomes (http://epapanis.blogspot.gr, Matsagouras, 1998).

Therefore, regarding mentor's skills in the school environment not only good knowledge but also the ability to exert positive influence is required so that desired

attitudes, emotions and behavior could be ensured (Bourantas, 2005; Kossyvaki, 2004).

The benefits from the implementation of mentoring are proven even, wherever it is informally adopted. Through mentoring, genuine and sincere relationships are built, experimentation is encouraged and learning experiences of both new and more experienced teachers are enhanced. Furthermore, lifelong learning is promoted resulting in more effective functioning of the school. (www.state.ct.us/dcf/CJTS/mentoringfiles)

Objectives. Thus, based on the above, the purpose of the present study is to examine the benefits from the introduction of Mentoring in the Greek educational system as well as to analyze the significance of the interpersonal relationships developed between the school principal-mentor and the teaching staff.

Method and procedure. This research involved 208 teachers of the 4th Directorate of Primary Education of Athens (57 school principals, 3 assistant head teachers and 143 teachers). The data were collected by anonymous questionnaires and, the whole procedure was totally confidential. The questionnaire was answered on the basis of 5- point Likert scale and was designed according to the main axes of the research.

Statistical Analysis: use of SPSS-21 statistical program, processing teachers' and principals' questionnaires; comparative analysis between the answers of the teachers and the school principals. For the results the researcher used descriptive measures: the mean value, the standard deviation and the maximum value

Results. The findings of this research reveal the complexity and the importance of mentoring for the effectiveness of the school unit. Moreover, data showed the necessity for the school principal to develop skills in order to become a mentor. More specific, as it has been already mentioned, the present study is focused on providing evidence on the following hypotheses:

1)   The importance of the implementation of mentoring at school. 47,5 % of the participants believe that the introduction of mentoring is of significant importance,

whereas, 36,9 % think it is less significant and 15,6 % consider it as not or little important.

2)   Required skills and personality traits of the school principal-mentor. A great percentage of the participants (92,3 %) believes that the school principal-mentor needs to have a scientific and administrative training so as to carry out his/her duties. 4,2 % of the participants think that he/she can have less training. Finally 3,5 % think that special skills and training are not necessary.

3)   Mentor's role at school. Teachers feel that the school principal who has the appropriate skills and personality traits of a mentor plays a significant role in school life. 70,2 % of the participants have excellent or very good relations with the school principal, which are very satisfactory. 23,4 % have neutral relations and 5,5 % have little or no relations at all.

4)   Mentoring & benefits for the teachers. 70,3 % of the participants agree completely or partly that the school principal's skills contribute to the empowerment and motivation of teachers, 22,1 % are doubtful and only about 8 % are opposed to this view.

Concerning mentor's guidance skills, 31,2 % of our sample agree totally or partially that guidance is necessary as far as curricula issues are concerned, whereas, 36,2 % partially or totally disagree and 32,6 % have neutral views.

Furthermore, the findings underline the need for more training opportunities as regards the teachers. More specific, 51,8 % of the participants believe that they have few training opportunities, only 16,3 % believe that they have a lot of opportunities whereas 31, 9 % think that they have few or no opportunities at all.

Conclusions. The aim of the present study was to create a framework for the development of a dialogue regarding the necessity of mentoring for school's efficiency and evolution. It appears that, mentor is the heart of the school unit contributing to its proper functioning.

In particular, the school principal-mentor, based on the power received by his/her position, must have good knowledge of educational and administrative issues. In addition, he/she must have the appropriate personality traits and management skills

to exert positive influence on teachers, to determine the quality of relationships at school and to cultivate authentic dialogue among all actors involved.

The findings of this research point out that, the school principal of today seems to have necessary skills to engage in the role of mentor, focusing on both administrative and guiding role. Furthermore, benefits arising from implementation of mentoring are development of cooperation among teachers and, to a lesser extent, improved communication with external parties, resulting in improvement of the school effectiveness.

Concluding:

- mentoring is vital for modern school's evolution;

- it is extremely important for school principals to cultivate support and guidance mechanisms for teachers through the effective implementation of mentoring at schools;

- both principals' and teachers' training should be seen as an investment for modern school's effectiveness.

MIGRATION AND DIVERSITY

The role of posttraumatic growth in success achieving by internally displaced persons

Irina Borovynska
Institute of Social and Political Psychology, NAES of Ukraine
(Kyiv, Ukraine)

Introduction. Social and political situation in modern Ukraine is rather complicated. A lot of people were forced to move from the territory of military conflict. At the same time a lot of them did not have any support in the person of relatives or friends. They moved to the places which were proposed by government or volunteers. They lost everything: their homes, jobs and even hope for better future.

Of course, the abovementioned events were rather traumatic for inner displaced persons and, as a result, led to stress and other negative consequences.

Because of stress the biggest part of people who were internally displaced are just waiting for finishing the military conflict and getting back home. They do not take active position to improve their life conditions, they don't take interest in changing something and they don't use those opportunities that are given by government and non-governmental welfare funds. But at the same time there is another part of people who conversely are striving to improve their state, to start new projects and to achieve success in every direction of their lives. They use any opportunity, try to set new goals, define new directions for development and take active actions for changing existent state of affairs.

Objectives. The objective of this theoretical study is to investigate the role of posttraumatic growth in reframing negative events, taking responsibility for one's well-being and taking actions to achieve success.

Results. Every person in his / her life faces different events which can change its direction totally. Those events and are called life-changing. They have a set of characteristics and aftermaths:

- special status in subjective view of one's life, which reflects significance of the event in the context of life actualization;

- presence of blocking in realization of one's aims, strivings, motives and values which relates to difficulties of resistless nature in some cases;

- actualization of personal changings based on changes of cognitive models, values, motivational and sense structures, affections;

- negative emotional field which accompanies affection of the event (Ralnikova, 2012).

Based on understanding of critical situations and types of crises Ralnikova (2012) highlights such types of life-changing events:

- *loss event* relates to loss of somebody or something significant in person's life (loved ones, health, job, hope, etc.);

- *trauma event* is associated with affection of extreme situations (military actions, natural catastrophes, technological disasters and other);

- *crisis event* is defined by situation which person can't solve in a familiar way (personal, professional, age-related crisis);

- *frustration event* relates to formidable or impassable barriers on the way toward aims (health problems, oldness, existent rules, laws etc.).

According to the abovementioned typology internally displaced persons (IPD) face traumatic event when are forced to leave their homes because of the military conflict. Thus, we can talk about the consequences of trauma and the effect of posttraumatic growth.

Tedeschi, Park and Calhoun (1998) consider posttraumatic growth (PTG) as both process and result which consists in "developing out of a cognitive process that is initiated to cope with traumatic events that extract an extreme cognitive and emotional toll". These events which initiate PTG are distinguished as "seismic events" (Calhoun, 1996) on a psychological level. Consequently, such events destroy some of the existing structures which can be removed and new stronger ones can be built on their place. Thus, person who goes through PTG must experience a positive change as a result of the struggle with a traumatic event. In other words, "posttraumatic growth is characterized by post-event adaptation that exceeds pre-event levels" (Butler, Blasey, Spiegel et al., 2005).

Most people who experienced trauma are able to rehabilitate themselves after the period of emotional collapse in the course of time. But some of them are not ready to be satisfied with what has already been achieved. They decide to change their lives and commit extraordinary actions. Simply surviving is not enough for them. They find sense in tragedies which they experienced and use them as a background for positive changes (Feldman, Kravetz, 2016).

So, the essential question is: "What helps people to find something beneficial in traumatic events for further growth?".

In accordance to Kelli's, Tedeschi's, Cann's, Calhoun's and Reeve's (2011) point of view "the experience of trauma often threatens or challenges the core beliefs

individuals hold that define their assumptive worlds". And PTG is considered to be a potential aftermath of the cognitive effort to redefine those beliefs and to rebuild the assumptive world.

It is worth to say that initial challenge to core beliefs and the subsequent experience of posttraumatic growth is preceded by appropriate cognitive work (Kelli, Tedeschi, Cann, Calhoun & Reeve, 2011). Repeated thinking about the event is considered by scientists as a significant factor in the path from cognitive threat to the assumptive world, to growth. This repeated thought "may lead to the accommodation of the assumptive world to the changed reality or to the assimilation of the event into the existing cognitive structures" (Janoff-Bulman, 1992).

Scientists distinguish two types of repeated thinking about the event (also known as rumination): deliberate rumination and intrusive rumination. "Persons engaging in event-related deliberate rumination intentionally think about the event and its aftermath whereas persons engaging in event-related intrusive rumination experience thoughts and images about the event that occur automatically" (Kelli, Tedeschi, Cann, Calhoun & Reeve, 2011). Deliberate thinking is focused on understanding of the experience, finding meaning and producing related life narrative, what can be more conductive to growth than intrusive rumination.

Abovementioned cognitive work leads to the revision of existent values, review of life path and current achievements. Therefore, people go through positive changes in worldview (Butler, Blasey, Spiegel et al., 2005). Those people break with the past habits and lifestyle, transforming the worst period of their lives into the beginning of the best (Feldman, Kravetz, 2016).

Person who experienced PTG can reexamine various aspects of his / her life and find growth on domains such as personal strength, relationship with others, appreciation of life, spirituality, and new possibilities (Tedeschi & Calhoun, 1996).

This helps people to take risk and responsibility for probable consequences. Some of PTG experiencers notice that they never hazarded in previous life. They tried to count all possible steps and did only that would have been surely done well (Feldman, Kravetz, 2016).

Motivation for achievement of life success by internally displaced persons can be considered as a result of experienced posttraumatic growth. Finding new possibilities for further development and success in the context of new environment may be the leading domain of such growth.

Conclusions. According to our theoretical analysis we can make a conclusion that experiencing of PTG can be a predictor of personal changes that leads to active actions toward achieving life success by internally displaced persons. It is interesting to investigate a link between the domains of experienced posttraumatic growth and social psychological strategies which are used by IPDs to achieve life success. This direction can become a priority for our further research.

Georgian migrants in France – perceptions, ethnic identity strategies

Ekaterine Pirtskhalava
Ivane Javakhishvili Tbilisi State University
(Tbilisi, Georgia)

Introduction. This study describes the processes of adaptation of Georgian migrants in France. Massive migration from Georgia started after the collapse of the Soviet Union, when some of the former Soviet republics became independent and began their journey to a democratic society. Economic difficulties led to the highest levels of out-migration from Georgia. An economic crisis was exacerbated by political turmoil and a violent conflict with Russia. A volatile political situation and a worsening socioeconomic picture incited the continuation of the migration processes from Georgia.

Motivation and processes of migration differ among individuals and family migrants. People's decision to migrate is often motivated by a complex of interrelated factors: social, institutional, political, health and even environmental. Most of migrants from Georgia are labor migrants. Some of the migrants went abroad individually to financially support families, nowadays entire families are supported

by remittances sent home to Georgia. However, there were some cases of migration when people decided to leave country with whole families to move to other country and sometimes to ask asylum abroad.

The study shows how Georgian migrants settled down in France. France is a 'de facto multicultural country', however this notion is contested (Withol de Wenden, 2004) because while it has experienced mass immigration from Europe, Asia and Africa, it has never embraced multicultural policies (Modood 2007). This qualitative research centers on the process of adaptation and integration of Georgians in a new environment.

The participants of this study are Georgians living in a multicultural society of France. Migration from Georgia to France remains substantially undocumented and there are few resources detailing their motivations to emigrate. According to data of INSEE (Institut National de la Statistique et des Études Économiques) the information about Georgian emigrants in France is not identifiable. The annual rapport of the Ministry of Foreign Affairs of Georgia in 2015 has shown that 436 citizens of Georgia study in France, 8006 live legally, 54 people hold a citizenship of France in 2015. 1051 Georgian citizens requested asylums to France, and 238 got the status of refugees.

Objectives. The purpose of this study is to identify several factors, which are important for Georgian emigrants for adaptation process to France. The study has tried to get an answer to the questions: how migrants live in France, more accurately – to study the perception of Georgian emigrants about the dynamic of adaptation process in the new socio-cultural spaces; the relationships inside the group (intra-group) and between the groups (intergroup);

Method and procedure. For the purpose of my research, I followed the general advice of migration scholars advocating an in-depth examination of such experience. I employed qualitative methods to capture how participants of this study assimilate, acculturate, integrate and adapt, in hopes of generating more reliable and multifaceted data (Kim et al., 2001).

Based on recommendations for selecting the sample size in qualitative research (Creswell, 1998), I conducted 15 qualitative in-depth interviews and participant observations with Georgian migrants in France (Poitiers). In order to gain entry into each community, I initiated contact with the founder of Georgian society "Iveria" in Poitiers, and then collected further data via snowball sampling.

Data was collected during July up to August 2016. My interviews were conducted in Georgian, audio-recorded, and later transcribed on the campuses of University of Poitiers (Migrinter). I conducted in-depth interviews lasting from 45 minutes to one hour on average. I transcribed and translated the interview results. All participants in this study were migrated from Georgia to France in 2001 – 2012 years. The group of interviewees was composed of 10 women and 5 men, ages ranging between 29 and 45. It is worth noting that all participants live in Poitiers with their family (spouses and children).

Results. Based on the in-depth interviews with migrants who live in France this work focuses on the study perception of Georgian emigrants about the dynamic of adaptation process in the new socio-cultural spaces. After the initial data collection, I read and coded the interview transcripts carefully to identify the major themes, as well as the unique aspects of the interview content. The same coding was later applied to my second round of data collection. Analytically, the data fell into following themes: intergroup relations; intragroup relations; cultural integration; difficulties during the migration process; identity strategies according to Camilleri, Malewska-Peyre.

The study has shown that the dynamic of adaptation process in the new socio-cultural spaces; the intra and intergroup relationships through the perception of Georgian emigrants in France. According to recent research Georgian emigrants put host society in the "other" category and found differentiation between migrants and host society (intergroup relations) according to the following relationship: friendships, system of parenting; the relationships with mothers and children, and between sibling's. The study shows that during the interview, they activate collective identity more than personal identity; they were describing not themselves or their

family (intergroup relations). Georgian migrants characterized themselves not individually, but collectively; then they are describing this group of people according to the important "others" perceptions about themselves.

The new social environment, the French individualistic culture of life still does not have influenced Georgians in France. We did not have possibilities to see the elder and younger respondent's opinions for comparing, but during the study observation and interviews, it became clear how the first generation of migrants tries to maintain the old rules as a construction of the 'imagined community'. They are trying to give everything to their children that will be not easy for them in future. The process of integration is traumatic and stressful for migrants who are going through the psychological and cultural changes; and this difficulties has influence on the life style of Georgian migrants differently, some of them feel depressively, some of them feel more freely, and break the old rules, starting new life.

Conclusions. The study revealed that the identity strategies described in the Camilleri classification work within the Georgians in France, and they are characterized by: "differentiate identity" or "different corresponding identity" (or "distinctive reaction") and "transferred negative identity". I consider that it is interesting to further research the new generation that will become an egalitarian part of the French society.

Lithuanian state border guards' opinions on diversity

Vaiva Zuzeviciute, Saulius Greicius
Mykolas Romeris University
(Vilnius, Lithuania)

Introduction. In Lithuania in the context of the recent events during last years one of the greatest concerns for general public, and surely, the officers responsible for the territory and public security is to strengthen the surveillance and protection of borders. The concern stems both from the Ukrainian experiences, and from the fact

that once the external borders of the EU are closed in the South, the routes from the East may easily start to be used by smugglers of people, or refugees themselves.

The migration and diversity, though the constant fact in the history of humankind, today this fact has to be reflected and acted upon on a different level, because of the international agreements, the perspectives and sources for societal development. The educationalists have a special role in these new realities, because: "…there has emerged a new awareness of the global social fact, that now more than perhaps ever before, people are chronically mobile and routinely displaced, *inventing homes and homelands* in the absence of territorial, national bases – not in situ, but through memories of and claims on places that they can or will no longer inhabit" (Malkki, 1997).

The Republic of Lithuania is situated near the Baltic Sea. Lithuania is a Member State of the European Union, the membership started in May, 2004. Lithuania is an independent state since 1990, with the territory of a bit more than 65 thous.sq.km, with more than 1600 km of the EU external border (with Russian Federation, Byelorussia). The number of population is 2.86 mln. in 2016 (Department of Statistics http://osp.stat.gov.lt/, accessed on 23 March, 2017).

As it was mentioned above, the migration [and diversity] have always been social and cultural phenomena. Though history remembers different ways of treating the phenomena: sometimes integration and even support were evident, sometimes, however, the most dramatic or even horrifying antagonism took place, however, and the phenomena have always been there.

Just the level and the degree of manifestation are different in different countries and at different times. From the data bellow it is evident that contemporary Lithuania is still a homogeneous society: the majority of Lithuanian citizens attribute themselves being Lithuanians (more than 84,2%). Other citizens declare themselves being Polish (6.6%), Russian (5.8%), Byelorussian (1.2%) and of other nationalities (Census, 2011), the majority (99.8%) of the population indicated that they had one citizenship (of them: 99.3% indicated citizenship of the Republic of Lithuania).

Lithuanian citizens attribute themselves being Roman Catholics (77,3 %) (https://www.google.com/search?q=Lietuvos+gyventoj%C5%B3+sura%C5%A1yma s&ie=utf-8&oe=utf-8 [accessed on 23 March, 2017]).

However, at the face of recent political events and the immigration into the EU, Lithuania also faces certain tasks and responsibilities: the state agreed to the quota of taking in refugees (1056 individuals) (Lietuvos žinios, 2015). However, during more than a year (since the middle of 2015 up to the end of 2016), only few hundreds of refugees chose Lithuania as their destination country; moreover – of the ones who were accepted into the country, a third already left it.

In the light of the data it is important to note that the law enforcement officers (future police and state border guard officers) can enrol for higher education in only one university in Lithuania. In the state so small (not even 3 mln. people, as it was mentioned above) it is an effective administrative decision. Though when only one university provides education for the future law enforcement officers, the academic staff must reflect with caution and in a responsible way about the discussions with future officers about their profession and what it encompasses from a moral, legal, administrative perspective.

The main document for law enforcement officers (The Statute of Internal Service (XII-1855, as of 25 June, 2015; Article 3; 13) clearly states that the person who is entitled to serve in Lithuanian law enforcement should keep up to principles of precedence of law, of political neutrality, of ethical professional conduct, of transparency, of equality and the readiness to defend human rights regardless of the political or ethnical origin of a person. The document clearly stipulates principles that provide the basis for a democratic, worth-living society.

Therefore the role of educating future state border guards in the light of both national (and international) legislation and sometimes even tacit contracts about the nature of society we ourselves want becomes of utmost importance. Though both the legal requirements, Ethical code for a member of an academic community and the specialized literature on the matter provide guidelines for the activities of teachers in higher education, it is also important to know opinions of future law enforcement

officers. These opinions may serve as a point of departure for discussions both in classes, seminars, and during extra-curriculum activities, in order to help future state border guards to act in their profession in a responsible and accountable way. There are appr. 3500 state border guard officers in the service in Lithuania. At the university, in the 1 cycle study programme appr.70 of young people study in full time, and appr.50 in part time studies (people in part time study programme also serve as officers already).

The paper further on provides a focus on the opinions of those young colleagues on their profession, and the way they interpret migration and diversity in a contemporary society.

Objectives of the presentation are: 1) to present theoretical considerations on diversity and migration in a contemporary society; 2) to shortly present the methodology of empiric study on the opinions of state border guards on migration and diversity; 3) to present results of both theoretical and empirical considerations.

Method and procedure. The written reflections of all the respondents were collected and the content analysis was applied with an objective to identify the main concepts (categories and subcategories); even if a respondent had several ideas, the first one was chosen as the main, therefore the number of shared contributions within one given category does not exceed the number of respondents (N).

26 state border guards (in full time 1 cycle (bachelor) study programme) were asked to participate in a study, based on a qualitative research methodology. They were invited to share (in a written reflection anonymously with respect to researchers) their opinions on the following themes: "How do I define intercultural diversity, related to migration in a contemporary society"; "What are my, future state border guards' perspective on migration and its regulation"; "My personal perspective on migration and its regulation". Also, the officers already in the field were invited to share their ideas, but the results will be presented at a later stage. Content analysis was performed on the reflections shared.

Results. The analysis of empiric study showed (only the results from the contributions of future officers are presented in the paper; however, the paper will present data of both groups) a variety of ideas.

Theme "How do I define intercultural diversity, related to migration in a contemporary society" generated 4 main categories as follows:

Positive perspective (7 contributions)	Negative perspective (9 contributions)	Neutral perspective (6 contributions)	Unclear (4 contributions)

Concerning the next theme, "What are my, future state border guards', perspective on migration and its regulation", the contributions were grouped into 4 categories:

Positive (13)	Neutral (1)	Negative (9)	Not clear, contributions are either sketchy or too ambivalent (3)

The analysis of the contributions (only of the students'-future state border guard officers') reveals the relevant negative approach either dominating or at least very evident in both themes analysed. No doubt the recent events in the UK (March, 2017), Sweden (April, 2017) instigated the approaches: and namely, the equation of immigration to criminal activities; to terrorist activity (even if among the immigrants the number of those individuals involved is un-proportionally low); immigration as an illegal activity, etc.

Conclusions. What is interesting to note, and, probably, displays Lithuanian situation clearly, it is the conceptualisation of migration as the process of losing citizens. Even young higher education students note the process: their peers leaving the country; and therefore several contributions show that they care about the process, they think of it as about a negative process that should be stopped, respondents are not positive about their state losing its citizens.

The difference between answers to two themes (emphasising personal and officers' perspective) is not dramatically different; however, once respondents were asked to respond as future officers, they emphasised in few cases the professional aspect: legal regulation; technical facilities. This addition is natural and what an educator of officers may expect, however, surprisingly so, the technical/professional side did not overshadow the personal beliefs. It only illustrates how personal the process of migration became for young people in a contemporary society.

POLITICAL AND ECONOMIC CONSCIOUSNESS AND SOCIALIZATION

The phenomenology of peak shift principle

Katerina Bondar
Krivyi Rih State Pedagogical University
(Kriviy Rih, Ukraine)

Introduction. Today the Ukrainian contemporary art is devoted to intangible things and unusual combination of techniques: virtualization of art (exel-art A. Sui), neofolk (G. Matsenko), muralizm (InteresniKazki). Therefore, analysis of recent exhibitions 2012 – 2016 (the Mystetskyi Arsenal 2012 – 2015, the PinchukArtCentre 2012 – 2016) allows to speak about the authenticity of the author's representation, the product of the combination of subjects / techniques with an unusual interpretation of the theme.

Consider the modelling of research: 1) the procedure of evaluation of the paintings by the powerful artists of Ukraine to viewer; 2) explore results from positions of the theory of structural analysis logic of art (V. Ramachandran, 1999). In the simulation study, we used the analysis of approaches to understanding the phenomenon priming in the works of A. Agafonov, L. Dorfman, A. Koyfman, M. Lucas, M. Falikman, T. Gulan, F. Kasof; research on neuroesthetics by P.O. Folgerø, V. Ramachandran, S. Zeki.

As theoretical modelling of performance characteristics impacts the artistic image on the viewer, consider the neuropsychological basis of perception from the standpoint of neuroesthetics. V.Ramachandran theoretically and experimentally validate the eight principles of visual techniques creating visual metaphors by artists and their relationship with the specific brain processing of these images. The key idea, the principle of maximum shear (which is to maximize certain characteristics of the object, based on ethological experiments peak shift principle). The second important principle of insulation are allocation of attentional resources, perceptual grouping (binding is directly reinforcing), contrast, symmetry, problem of perception solution, universal point of view (the generic viewpoint) and visual metaphors.

Another manifestation of artistic image to the viewer is priming effects, that can influence the contextual content of the creative product. Lastly, consider the analysis and classification of modern studies of the priming effects on the creative activity which has several approaches: 1) the problem of influence priming-effects when dealing with elementary cognitive tasks (V. Agafonov, N. Falikman); "associative and semantic priming effects" (A. Abdalova, M. Lucas); "associative priming"; 2) the impact of priming effects on the unconscious processing of cues in task for individuals with high / low creativity (G. Conway, V. Spiridonov).

Objective. To investigate priming effects influence on the complexity degree of adjustment and diversity of images in art activities.

Results. The key experimental idea is the information, which carries unusual events, increases the probability of the associative transition from one state to another, and the paradoxical impact of information which leads to stochastization of the dissipative structures of the brain and thus increases the flexibility in creating different images.

A sample was selected among students of Art-graphic Department of Kriviy Rih State Pedagogical University (92). Empirical work was conducted during May – October, 2016. Empirically determining the degree of adjustment of images using the test "Sketches" in the adaptation by T. Barysheva and the visual semantic scale.

H0 – emotional priming as the independent variable does not affect the degree of adjustment and diversity of the production of images. H1 – emotional priming as an independent variable affects the degree of adjustment and diversity of the production of images.

In order to determine the degree of adjustment and variety of images from artists we used processing techniques "Sketches" in the adaptation by T. Barysheva. Using the techniques explored: 1) the variety of (easy) adjustment of images as a quantitative measure / the number of semantic parts, (index of adjustment – QP, $QP=(X+Xa+Xb) / y$, where X is the number of variants, Xa – number of used methods of adjustment, Xb – number of important details, in number of tasks); 2) the degree of adjustment of the image (from 1 to 5: elemental and meaningful combinatory, transformation).

Firstly, there is analysis of works "Procedure room" by N. Kadan. Artist created a combination of household porcelain's situations with topics of police torture. This series conglomerates several techniques: 1) localization of attention to "simplified" linear sketch perception; 2) solving problems with the help of "Aha-effect" recognition scenes of torture; 3) a visual metaphor of opposing prisoners as a daily household reality, depicted on porcelain plates.

Secondly, there are photo works by A. Savadov "Donbass-chocolate" groping contrast images of Baroque "aesthetics of ballet" with the Soviet realistic portrait of "mining". As noted above, in this series, the photographer uses a visual metaphor for the impact on the viewer.

Thirdly, the absurd contrast between a visual metaphor and work content was used in a series of works by O. Roitburd, "If there is no water in the tap". The portraitist uses a universal point of view and the "Aha-effect" and contrasts to classical portraits of historical figures with interpretations of the stigma that "all well-known people are Jews".

In our opinion, psychologically common for the analyzed series is fundamentally ambiguous, multimodal image as acceptance of the impact of visual metaphors hint the viewer (emotional primes) remote in meaning (semantically

distant) motives. Subsequently, assume that the admission perception solution to the problem ("Aha-effect" Prime) the artwork evokes response from the audience when exposed to strong visual metaphors. Consequently, it is interesting to investigate the influence of priming effects on the complexity degree of adjustment and diversity of images in art activities.

In the result of systematic processing of the results, we chose the procedure of testing the hypothesis using the Fisher test to analyze the results of groups of multiplicities of images (table.1):

Groups	Ease of adjustment $Q_{п \geq 4}$	Ease of adjustment $Q_{п \geq 4}$	Sum.	The degree of adjustment [1:3]	The degree of adjustment [4:5]	Sum.
Artists	8	5	13	5	6 (35,29 %)	11
Students	8	2	10	7	3 (17,64 %)	10
Volunteers	5	4	9	3	8 (47,05 %)	11
All	21	11	32	15	17	32

$\varphi_2 (35,29\%) = 2,534$
$\varphi_2 (47,05\%) = 2,108$
$2,534 - 2,108 = 0,426$

$\varphi *_{exp} = (2,534 - 2,108) * \sqrt{\frac{11*11}{11+11}} = 0,426 * 2,345 = 0,999, \ \varphi *_{exp \geq} \varphi * k,$

The Ho hypothesis is rejected; H1 is accepted meaning that emotional priming as the independent variable does not affect the degree of adjustment and diversity of production images from the artists after the second test.

Conclusions. So, a few techniques discovered in the following works: the introduction of comic situations (humor and wit), transitions, which lead to higher information density. The perceptive groups and mechanism of "binding is directly reinforced" in solving perceptual tasks validating that successful groups brain objects brings aesthetic pleasure ("Aha-effect").

Analyzing the domestic research on the psychology of creativity, we can say that in the presence of a certain percentage of unexpected information in a creative product, a higher rating of information saturation takes place. It is important to note that from the point of view of research of creativity and the creative process priming effects are considered from the standpoint of prior settings: "as a certain state of the cognitive system, which is preparatory for solving tasks of a certain type".

Subjective reflection of socio-political crisis in dreams of adolescents: analysis of drawings

Iryna Horbal

Ukrainian Catholic University

(Lviv, Ukraine)

Introduction. Dreams are among the most mysterious but also ephemeral human experiences that make their scientific research complicated. In psychology dreams are analyzed, interpreted, and decoded for understanding unconscious discourse. Verbal dream report is one of the most popular methods. Since Sigmund Freud's first fundamental studies dream narratives are meant to be connected to person's experience. According to Breus (2015), dream is an extension of waking consciousness, a kind of rehearsal space for the mind to play out potentially threatening or difficult waking-life situations. However, Domhoff (2016) is assured that dreams have no adaptive functions and are useless for human living. In the present research there is a trial to discuss these ideas.

The **objectives** of the current pilot research is to find out the peculiarities of dreams of teenagers due to their actualized recent waking-life experience, particularly to find out if the topics of represented dreams of adolescents who go through difficult emotional experience are connected to modern socio-political situation in their country reflecting emotional troubles they are dealing with, e.g. aggression, anger, fear etc.

Method and procedure. Following Pascoe (2016) we are using art-based inquiry as a basic research methodology. McNiff (2013) states that analysis of art objects is the method of personal peculiarities study. Carl Jung was one of the first psychoanalysts experimenting with dream drawing as one of the expressive art forms. Modern technique for interactive dialogue with dream images within art therapy sessions includes 14 steps of the therapist and client sharing is proposed by Moon (2011). In the current study drawing of dreams is used to get the idea of dream narrative to avoid the loss of unconscious content which cannot be exactly represented with words or reminded consciously for verbal dream reports.

On the first stage of the research the participants were asked to draw any of their dreams and after – choose 10 words describing main aspects of the dream. They also answered questions on the dream characteristics, e.g. what emotional font – positive, negative or neutral – the dream had; was it colourful or monochrome; did a person see himself / herself as a participant or was only watching the events happening; did they see other people in the dream.

The participants were teenage pupils (N = 25, age 13 – 15, 13 boys and 12 girls) of Ukrainian secondary schools. There were two research groups. Part of the pupils (group A, N = 13, 8 boys and 5 girls) during two weeks before the research were preparing the school theater play on topic of life of soldiers fighting in the Eastern part of Ukraine against Russian occupation, their possible social and psychological problems. In the research this aspect of pupils' activity is thought to be a circumstance which actualizes their emotional experience of the socio-political crisis. The research was provided the next day after the show in this group. Another group of pupils (group B, N = 12, 5 boys and 7 girls) were their peers from another school and they have not been recently involved in special activity or discussion connected to Ukrainian-Russian conflict.

Results. General analysis of pictures shows that only two pupils in group A painted their drawings with more than two colours, unless in group B only four members have not done though. Those who took part in school play usually chose to

draw with a pen or grey pencil. Thus, their paintings look not as bright and cheerful as their peers'.

Pupils who created a play on the topic of Ukrainian-Russian conflict draw what they dreamed last night (4 times), what they did not understand (4 times) or what made them feel upset (3 times), one person chose a dream which repeats. Only one participant of this group was drawing a really pleasant dream. They pointed on positive emotional font of the dream twice, on negative – five, on neutral – six times. In contrast, no one chose negative dream for drawing by pupils from group B, only positive (8) or neutral (4).

Almost 80 % of pictures in general group are dedicated to realistic content: they usually dreamed of spending time with friends, walking in nature, going to school or being there etc. Despite this, almost half of drawings in group A are of fantastic content: they saw monsters, aliens, ghosts. These may be thought to be symbolic representations of their actual state. Taking part in school play could actualize thoughts of pupils on their future and future of the country which are existentially difficult and repressed from the consciousness to protect psyche from negative experience, although may manifest in dreams in converted symbolic form. Cartwright (2010) defines dream images as being "formed by the recognition of a current emotionally charged experience with the past representation of a similar experience" (p.176).

In the group of teenagers with actualized feelings about country socio-political crisis four pictures portray weapon or it is mentioned among the main dream characteristics. One more drawing contains the idea of forcing somebody to do something they do not want to. At least 4 of 13 pictures in the group A have such elements as sharp teeth which are interpreted as representation of aggression. Two participants were dreaming of being part of sport team playing a game against another team which, to some extent, has a symbolic meaning of confrontation. Finally, the topic of death is directly illustrated in one picture. It is also important to notice that mentioned dreams about aggression with weapon, death and forcing to do something against the will were those dreams that participants had recently.

Words used for dreams description in the group A complement what was illustrated. On the one hand, such words as "schoolmate" or "friend" (13), "school" (7 times), "class" (3), "people" (3), "play" (in the content of sports) (3), "rest" (3), "road" (6), "river" (3), "good" or "good mood" (7) are used. On the other hand, we met such descriptions as "weapon" (3 times), "fight" or "straggle" (2), "abyss" (2), "dark" or "darkness" (2), "monsters" (1), "tooth" (1), "death" (1) in dreams descriptions of group A which reflect the feelings of aggression, fear or other negative emotions while dreaming. Thus, short verbal dream descriptions have given some additional information on what teenagers could feel while dreaming. Such dream reports are also quite expressive ways of studying dream contents.

Conclusions. Described above short quantitative and qualitative analysis of drawings of dreams of modern adolescents showed that, unless the topic of current socio-political situation in Ukraine was something that pupils lived through, it was not directly represented in their dreams. However, many symbolic cues in dreams of teenagers seem to be provoked with the current socio-political crisis subjective experience, which is represented in the unconscious dream sphere.

In applied psychology working with dream contents with the use of drawings may be thus very helpful for getting topics for discussing unconscious feelings which may manifest in different life circumstances and disrupt adaptation. For instance, it may be shown that aggressive tendencies are results of experiencing current social situation but not personal peculiarity. Moreover, according to Hartmann (1991), dreams place our fears, memories, beliefs and wishes together in new ways (p. 26). He links to the problem-solving potential of the dream that sometimes transcends our normal ability to think and solve problems. Thus, analysis of dreams may also be a good way for showing personal resources and new ways of behaviour for a client.

The vision of economic and political realities in group-reflexive approach

Mykhaylo Naydonov

Institute of Reflexive Investigations and Specialization

(Kyiv, Ukraine)

Liubov Grygorovska, Lyubov Naydonova

Institute of Social and Political Psychology, NAES of Ukraine

(Kyiv, Ukraine)

Introduction. Today the world both in the political and economic spheres faces serious, often unprecedented challenges, with the emergence of trends in their potentially destructive consequences. Their overcoming requires the outstanding and responsible solutions adequate to complexity of the problems and threats. The scale and complexity of tasks and the price of decisions require to increase subjectness (agency) of the actors. This is true not only for political and economic management of the highest levels, but also for smaller local (individual and group) social subjects.

Initiated reform of local government and territorial organization of power reveals the specific of Ukrainian context in this sphere. Mostly it is caused by resource inability of local governments to carry out their own and delegated powers, by failure of community members to the joint actions aimed to protect their rights and interests and to reach the common goals of community development in cooperation with local authorities; by low professionalism of officials, in particular due to low competitiveness of local authorities in the labor market, leading to low efficiency of management decisions and so on.

The task to increase the subjectness of political and economic actors raises the question of intervention tools that would ensure accumulation of competence both individual and group subjects, as well as the corresponding procedures. The theoretical basis of the proposed technology is the theory of group reflection (Naydonov, 2003). Group reflection is the system of highly organized mental

73

reflection organization which contains such essential part as rethinking acts – repetitive cycles of reflection with development, in the context of this notice – rethinking of subjectness.

Objectives. The purpose of this paper is to present a vision of economic and political reality by different social actors that traditionally are the subjects of study of different branches of psychological science – political and economic psychology – from the position of analysis of their similarity. Also the aim is to present practices of interventions implemented in applied projects aimed at the implementation of the basics of group reflection theory.

Results. Social actors that operate in different spheres (economic, political) may be interpreted as subjects exercising group reflection directed at reflection of reality and own place in it, on the regulating of actions and interactions with other subjects, designing their own image of the world and own system of its understanding and rethinking. Effective integrated group reflection provides conversion and development of the group subjects.

The theory of group reflection is revealed through the following 5 key provisions on: 1) transitness – forms of group reflection made in intersubjective space by one person, may be made by others; 2) interdependence – reflection processes of individual and group subjects broaching in the joint space and time are interdependent; 3) reversibility – reflexive processes are directed on expanding or concentration of rethinking; 4) discursive reconstruction – reflexive processes based on the analysis of discourse can be reconstructed and their base can be restored; 5) controllability – changes in the structure of discourse are capable to change the reflexive processes, providing their principled controllability.

Method of reflexive training-practical work (RTP) is the main instrument of development of subject reflexivity in a complex system of measures – project meta-technology of revitalization of business, implementation in a company new management technologies by using an external group of development (Naydonov, 2003).

RTP is a form of group work of reflective psychologist (or a group of psychologists) with a group of participants. For large business entities groups are formed according to the principle of representation – each organizational business unit delegates several representatives which in the future will be the agents of changes. In small companies the principle of total coverage of personnel acts.

The main peculiarities of RTP in comparison to trainings is the elaboration of the real actual problems of an organization, and the status of group members as the co-authors of their solution.

In RTP trainer operates with two plans of reality: one is a plan of actual interaction with a group and the other is a plan of internal analysis of the phenomena of stereotypes / reflexivity. The target of interventions are stereotypes (cognitive and attitudes) that inhibit the development of individual and group subjects. The main positive effect of RTP is the overcoming of limitations caused by stereotypes and obtained by individual members and by the group as a whole new vision of the subject of work, on the interpersonal relationships, a new attitude to oneself, the possibility of new life cycles to be free from stereotypes and constraints.

The main technique of RTP is a special form of language-thought deployed out through in a series of group-reflective procedures, which involve participants inevitably. With the help of external group of trainers this deployed out in the procedures language-thought converted into an internal one, becomes a way of thinking, promotes the acquisition of autonomy.

RTP procedures are based on the reconstitution of certain psychological patterns. In particular in RTP the processes of understanding and coordination, which in everyday life often flow simultaneously are procedurally divided. For example, for mastering such function as understanding the specific form of questions, which have special grammatical shape, is used.

Mixing procedure is aimed at crystallizing cognitive functions of subject in their isolation from identity. The essence of this procedure is moving of participants from their primary group marked by their interest to subject work and with which they identify themselves, in new groups formed through random division primary groups

and mixing their parts in a new group. This procedure is intended to show participants that effectiveness depends on how people imagine themselves as belonging to a group. Demonstrating the difference in intellectual results we make clear for the participants the need to manage their identity as a tool to improve their cognitive ability. There is no significant difference if they use their real identity or fictitious one.

Cognitive processes of generating new content and explication of attitude to obtained results are procedurally separated in special discursive circles. The rule prohibiting criticism in the utterance attitude allows to create a favorable atmosphere for discussion and also protects the need to develop critical thinking, which allows to move from bipolar estimates to multipolar ones.

In RTP technology such provision of theory of group reflection as discursive reconstruction of reflective processes makes it possible to reduce the stages which participant needs to achieve for a new vision, for the growth of subjectness. Procedures and rules of RTP force people to act and to show both limitations and the dynamics of their overcoming. These manifestations of person demonstrate both its reliance on stereotypes, and the presence of internal instruments of their overcoming, both the distance from the understanding of the controversy, abilities, ability to accept the challenge, and also the willingness to progress. Reconstruction of thought gives us understanding, what is a circle of stereotypes in which the person's system of reflection of reality is closed, what intrusive images inhibit its movement to a broader vision. Simulating the situations based on this understanding, the trainer is becoming the moderator of human progress.

Implementation of RTP technology on economic operators took place in innovative projects of business development, in such projects as "Competition" (on the vacant position), "Competition with dual target" and others. In the political sphere it was used to prepare the team of political leader (Naydonov, 2003).

Another technology is based on the concept of a representative reflexivity. It was implemented in practice of social and psychological support of professional self-determination of seniors. The term representative reflexivity in this case is derived

not from the concept of representation as reflection in the subjective space some qualities of outside world, but rather more widely – the outside world in general. We propose to consider it as a subspecies of coalitional reflection, which, in turn, is a part of a group reflection. A representative reflexivity provides a way to access resource of commonality, thereby enriches the final amount of reflection due to accumulation of the parts of the whole image obtained in different positions.

A representative reflexivity is not based on the position occupied by the subject, but on the basis of comparison of its own data (ratings, opinions) with representative data. Thus, representative reflexivity is a reflection, which operates by comparing the updated position expressed in the data of subject (individual or group) with representative (evidential) data (certain community, population of a country and so on). A representative reflexivity makes it clear what place a person takes among others, enhances subjectness pushing individual to self-determination according to revealed differences. This is becoming possible due to problematization made by trainer.

This technology creates a new reality, where each individual can compare itself with group entities of various levels, as well as different groups of actors can compare themselves with other group entities. Previously, it was presented to us as socio-psychological regulations, attitudes, prejudices, reference group. Through objectivation (comparison with evidential data) an opportunity to get objective information about own biases becomes possible.

The technology of representative reflexivity was implemented in the context of study of attitudes to prestigious occupations, attitudes to innovations in education (introduction of NQF). It was implemented on the basis of a survey involving organized groups of respondents. The technical possibilities to spread technology to an unlimited number of persons are created (Naydenov, 2016).

Conclusions. Group reflection as a phenomenon and the procedure is a way to increase subjectness of political and economic actors, and the theory of group reflection is powerful.

The presented analysis of implementation of technology of training-practical work and technology of representative reflexivity that have proved their effectiveness in certain practices synthesize vision of commonality of subjects in political and economic spheres.

Political consciousness of the Ukrainians: What has changed in three years?

Vadym Vasiutynskyi

Institute of Social and Political Psychology, NAES of Ukraine

(Kyiv, Ukraine)

Introduction. After the second Maidan ("Revolution of dignity") and during Russian military intervention the significant changes have occurred and they continue to be present in Ukrainian mass political consciousness. Institute of Social and Political Psychology, NAES of Ukraine has accumulated a lot of data about contents and tendencies of this development on the basis of psycho-semantic monitoring. It was carried out in 1994 and has the form of an annual survey by all-Ukrainian sample. Age, gender, occupation and place of respondents' residence were considered in the structure of the sample.

Objectives are to highlight the content and changes in directions of Ukrainian mass political consciousness that took place during the last three years.

Method and procedure. Analysis of these changes was carried out on the basis of a comparison of surveys conducted in 2013 – 2017 years. The survey of respondents in December, 2013 was the last which was conducted in all regions of Ukraine. The next surveys (1798 people in December, 2014; 1204 people – in December, 2015; and 1201 people – in February, 2017) took place in all over the country except the Crimea which was annexed by Russia and the parts of Donbass which were occupied by Russian-separatists troops.

The indicators of 2013 sample were taken as the initial state of mass political consciousness. The problem of samples comparability was solved as follows: the

answers of respondents from the Crimea and parts of Donbass were removed from the data of 2013 year. As a result, the data of 2013 are based on answers of 1730 respondents.

The main indicators of applied in the monitoring questionnaire were statements on various social and political events for which the respondents expressed their agreement or disagreement on a 3-point scale. Some statements constituted constant basis of the questionnaire, ensuring proper monitoring character of the study. But some statements were changed according to the current problems.

In the questionnaires which were used during the examined period 33 statements were found as similar or slightly varied depending on the circumstances. For example, the statement of 2013 "No matter how hard life is for us, the main thing is to keep peace and quiet in Ukraine" later changed to "No matter how hard life is for us, the main thing is to return peace and quiet to Ukraine".

Then we selected those from 33 statements which evaluations had the most significant differences between data of 2013 and 2017 years: totally 15 of them were found. In the space of these features on the data of 2017 we conducted a factor analysis. Five factors were separated with 52.3 % of the total dispersion. We believe that content of these factors reflects the main directions of changes in Ukrainian political consciousness.

Results. The first factor combined indicators which describe the general political orientations of citizens. It is, firstly, about the choice between the pro-Russian and pro-Ukrainian attitudes. Secondly, there is the choice between socialism and capitalism as economic systems. Evaluation of the most loaded statement "We need to hold a referendum as soon as possible and restore the fraternal union of Soviet peoples" has changed as follows: $1.71 - 1.47 - 1.56 - 1.45$ ($p \leq 0.01$). Thus, support for the Soviet-Russian ideas did not dominate in 2013, and then further reduced with some fluctuations.

Similar dynamics were also assessed by the expression of economic statement: "Further we should support not farmers, but especially large collective farms, because only they can feed the people of Ukraine": $1.88 - 1.76 - 1.82 - 1.74$ ($p \leq 0.01$). Thus,

in the space of political and ideological orientations we look on strengthening of democratic and market positions, or rather weakening of Soviet and socialistic positions. According to our monitoring, these processes took place before symbolizing long gradual and uneven transition of Ukrainian society from Soviet and socialist to independent and democratic values. These data reflect the overall political and ideological polarization of mass consciousness observed in recent years: the division of society into the pro-Ukrainian majority and the pro-Russian minority.

The second factor combined figures relating to mass protests. The statement: "Today mass protests are the only way to bring about changes for the better" was the most loaded. General dynamic shows a fairly rapid decline of protests during 2013 – 2015 years, and then a slight strengthening them in 2017: 2.22 – 2.15 – 2.1 – 2.12 (p ≤ 0.01). Such changes can be interpreted in a way that opposition to Russian military aggression makes mass protests less relevant, directing the mass consciousness on internal consolidation including with the authorities. Though not too flattering results of social and economic development seem to cause partial recovery of protest potential.

Among the features of the third factor the statement "Mass protests are useless, their fruits are used only by politicians and oligarchs" is dominant (2.15 – 2.16 – 2.24 – 2.3; p ≤ 0.01). This factor could be understood as the opposite by the content to the previous, namely as a rejection of protests. However, next indicators in it show that it is rather on the general emotional fatigue, mass frustration of citizens: "There are no worthy leaders in Ukraine, able to lead the country and defend its true interests" (2.33 – 2.17 – 2.4 – 2.5; p ≤ 0.01) and "Ukraine is tired of reforms, we need no changes, but rather normal and stable life" (2.47 – 2.33 – 2.32 – 2.36; p ≤ 0.01). If in 2014 the appropriate sentiments did not grow or even declined, in the next two years they significantly increased, what should be a warning to Ukrainian officials.

Similar trends were reflected in the fourth factor. The phrase "Despite everything, events in Ukraine generally are developing in the right direction": 1.92 – 2.03 – 2 – 1.74 (p ≤ 0.01) has the greatest load. If firstly there was some increase of positive assessments, then in the beginning of 2017, as we see, there was a noticeable

deterioration of attitudes in relation to the results of development. It is seen in the evaluation of Ukrainian President's activity. In 2013, respondents evaluated the statement "Since Viktor Yanukovych became the president of Ukraine, people's confidence in authority began to recover", and in the next years this statement concerned Petro Poroshenko: 1.43 – 1.78 – 1.52 – 1.34. It turns out that initially, after Yanukovych Poroshenko's activity was evaluated better ($p \leq 0.01$), but gradually he lost leading position and now has low evaluations that insignificantly differ from previous estimates of Yanukovych.

In the fifth factor the statement "No matter how difficult life is for us, the main thing is to keep (to return) peace and quiet in Ukraine": 2.39 – 2.8 – 2.64 – 2.66 ($p \leq 0.01$) is dominant. Moderate peacekeeping in the pre-war period has increased dramatically since the war, but then it was declined slightly, remaining, however, at a high level. The fact of the war evidently encouraged stronger desire for peace and further course of severe events decline to a certain rejection of the desire for peace at any price.

Conclusions. Summarizing, we can say that the recorded changes show two main trends in Ukrainian mass consciousness for three years of war. Firstly, there is displacement of views and sentiments of Soviet and socialist values to new, more modern and progressive benchmarks that are complemented with increasing the level of civil awareness and responsibility. Secondly, there are signs of growth in negative emotional states such as fatigue, frustration, disappointment, and claims against the authorities. This combination of positive and negative trends creates a difficult context of the current state and prospects of development of Ukrainian society.

PSYCHO-ECONOMIC ASPECTS OF ORGANIZATIONAL ACTIVITIES AND POSITIVE ORGANIZATIONAL BEHAVIOR

Sources of work-family conflict in a telecom company: a case study within the customer service department

Natalia Cojocaru, Irina Balan
State University of Moldova
(Chisinau, the Republic of Moldova)

Introduction. In the last years, organizational research focused on the study of work-family conflict designating the inability of employees to appropriately respond to challenges related to their professional and family roles. The work-family conflict emerges when "time devoted to the requirements of one role makes it difficult to fulfil requirements of another" (Greenhaus and Beutell, 1985).

According to Peeters et al. (2005), job and role demands can be of mental, emotional and quantitative nature. Thus, the conflict results from *roles' overloading* – when all the time and energy associated with multi-role activities are too high to perform the role in an appropriate manner or *roles' interference* – when conflicting demands make difficult the unfolding of the requirements associated with multiple roles.

Studies show that this type of conflict is a source of considerable distress for both employees and the organization (cf. Lourel et al., 2009), affects the subjective well-being of employees and result in mostly negative emotions (cf. Ilies, 2012). Even if not completely acknowledged, this type of conflict seems to be a generalised phenomenon experienced both by women and men, whether married or not.

Various studies conducted in a number of European countries show that at least one employee from three perceives high level of stress caused by work-family conflict; 40 % of working mothers and 25 % of working fathers are affected, while 50

% of parents declare that it is indeed problematic to balance work and family (Petrovai, 2006).

Greenhaus and Beutell (1985) outline three forms of this conflict: (1) *time-based conflict* (time spent to the activities for one role generally cannot be devoted to activities for another); (2) *strain-based conflict* (strain produced by one role makes it difficult to fulfil requirements of another); and (3) *behaviour-based conflict* (behaviour required by one role makes it difficult to comply with another).

Objectives. For this study, we were interested in investigating two forms – time-based conflict and strain-based conflict, how they manifest and how they are perceived by employees of one Telecom Company from the Republic of Moldova.

Method and procedure. In the Customer Service Department, where this study was conducted, it was observed that the resignations from the last 2 years occurred recurrently as a result of work-family conflict. The questionnaires completed by employees who left frequently revealed their inability to balance efficiently work and family tasks.

The job of operators from this department consists of informing the clients regarding installation services, terms and conditions of payment, receiving various complains from clients and providing accurate and clear answers for various customer requests or complaints. In this respect, working conditions within the department are characterised by high level of tension and stress (demanding schedule, short breaks, dissatisfied customers), as well as including little flexibility in choosing the working hours.

For this research, we have conducted qualitative interviews with 10 employees who mentioned work-family conflict issues during counselling meetings with the organizational psychologist of this company.

Results. *Time-based conflict.* According to narrations of the interviewed people, the most common sources of conflict are: time deficit, inconvenient working hours and overall schedule, small and strictly monitored breaks, task overload, lack of sufficient time spent with family. Dissatisfactions are mainly caused by supplementary working hours, and working schedule planning without taking into

consideration employees's availability. Discomfort is also triggered by strictly monitored pauses (as is the case of one young woman who was forced to explain in writing report why she returned a few seconds later after a break).

This situation might appear as exaggerated, but taking into consideration that the company's prestige depends also on the speed and quality of customer service, the severe discipline may have justification. However, we should also add that tired employees make more errors, which may require more time and resources to be redress, therefore it should be more reasonable that employees have adequate breaks. Most employees noted that relative flexibility of the work schedule could diminish work-family conflict, yet Bohen and Viveros-Long's research pointed out "that modest flexibility is insufficient for employed mothers who are responsible for childcare" (cf. Greenhaus and Beutell, 1985).

Regarding the prioritization of work and family, the latter remains primary ("I have two teenage daughters, which requires constant involvement in their education, therefore, the preparation for work for the next day becomes secondary"). The pressures of the family role and the need to spend more time for domestic responsibilities could produce negligence and indifference to obtaining high achievements at the workplace and thus diminished productivity and efficiency ("I was constantly thinking about my problems, I was anxious, I sometimes dared to raise my voice to clients and aggravate their dissatisfaction").

Strain-based conflict. The diversity of tasks, the need to adapt to every customer who asks for assistance, be always kind and prompt to identify and address customers' needs – are just a few from the skills required from telecom operators. The task of ensuring assertive and nonviolent communication with clients often causes emotional distress and becomes one of the main determinants for occupational stress, since conversations with conflicting clients are quite common. Thus, often the employees transfer to family the negative emotions accumulated at the workplace ("self-control is a priority in a conversation with clients, and at home I revenge on children for nothing"; "the small quarrels turned into real scandals, leading somehow to our divorce").

The experience of conflict and loss of control over emotions trigger chain reactions ("I was going out of my mind very quickly and shouted at everyone, be they my clients, relatives or friends"). Negative emotions are transmitted in a vicious circle to work colleagues, clients or family members and vice versa. The conflict in this case presents itself as a two-way process: both work and family can accentuate the stress experienced by employees.

Some interviewed persons mentioned that without the support of family members, they could not have overcome the most difficult moments ("without the help of my husband I would not have made it"; "I was always thinking of my two little children left at home, but I knew they were safe with my mother").

At the same time, there are cases where indifference or poor involvement of family members aggravated the imminent consequences of conflict. In fact, Greenhaus and Beutell (1985) emphasized that the lack of social support, internal tensions, and permanent strains cam amplify the work-family conflict.

Employees face difficulties in displaying adequate emotions required by context (at work or in family). At work, they are constantly obliged to show kindness, responsiveness, speed in actions and supress the negative emotions, regardless of their affective state at the specific moment ("sometimes it is difficult to control myself, not to raise my voice when clients shout on the phone"; "sometimes, after a discussion with a more difficult customer, it is difficult to focus on the next conversation with a different client, that follows in a very short time").

Within the family, the same convention is required – to manifest affection, control and emotional balance to ensure a calm and benevolent atmosphere ("negative emotions should be left at my workplace, at home I am wife and mother, no matter how many dissatisfied clients I had during the day").

Conclusions. The most important conclusions of this study are that employees recognise the inevitability of work-family conflict and often ignore the consequences of it. Conflict is seen as ordinary phenomenon and the inability to balance efficiently work-family tasks is perceived rather as a personal failure, without blaming external factors.

In addition, the role that the company may play in helping employees who experience difficulties in balancing work and family responsibilities is not fully acknowledged. Very often, the consequences of the conflict are admitted only when the situation reaches a critical point, causing divorce, mental or physical health problems. However, the interviewed employees emphasized the importance of social support provided by family members to overcome difficulties caused by work-family conflict.

In this respect, we believe that future studies should investigate the role of social and organizational support in ensuring the effective balance between work and family. Moreover, since lack of flexibility was one of the issues most frequently invoked by our study participants, another research direction should be how the conflict manifests in an organisation with a low and medium level of stress at the workplace, respectively, with medium and high flexibility in terms of working hours' schedule.

Active listening in the banking industry as a form of corporate social responsibility

Alessandro De Carlo

Veneto Board of Psychologists

(Venice, Italy)

Introduction. Ambitious corporate goals, high productivity standards, complex organizational expectations are common among high-end organizations, and this is particularly evident in the financial industry, characterized by high competition and difficult challenges. These conditions can be a stimulus for professional growth and for company competitiveness but, as well, a possible threat to workers' organizational well-being and health. In order to implement the characteristics of a "positive organization" (E. Donaldson-Feilder, J. Yarker & R. Lewis, 2013), and also to respect and spread ethical values such as dignity, responsibility, trust, integrity and

transparency, active listening – implemented through third-party, scientifically valid and independent services – can be a key tool. In this perspective, an active listening service that not only has a global dimension aimed at providing the bank constant information and tools for continuous improvement, but also at being a mean of individual disease management through direct counselling is a concrete action of corporate social responsibility.

Objectives are to identify some organizational and individual critical aspects in the banking industry, emerged during active listening activities conducted on 30.000 employees of different Italian Banks and highlight the Corporate Social Responsibility interventions that can be carried on following the information gained through active listening.

Method and procedure. Qualitative analysis of communications gained by a third-party, independent active listening service implemented in a sample of Italian banks. Communications are catalogued on the basis of their content according to the Organizational Well Being Model of De Carlo, Falco and Capozza (2008) and on the basis of their provenience within the organization. After the cataloguing, the communications are analysed in their content in order to find common criticalities to be communicated to the bank for implementing corporate interventions.

Results. The analysis of the communications shows the vide variety of critical individual and organizational aspects of working in the banking industry. Pressure, conflict, and work-related stress appear to be among the greatest threats to health and performance, as well as a potential source of legal dispute.

Conclusion. Active listening in work environments can be extremely relevant as a tool for improving health, increasing performance and reducing risks in organizations. This is being more and more recognised, as an example it is possible to quote a National Agreement on Commercial Policies and Work Organization (2017) stipulated between the Italian Banking Association and all the trade unions active in the financial sector. One of the main topics of this agreement in the implementation of a professional and third party service of listening and support for workers. This

contribution deepens the correspondences between active listening and the possibility to implement actions of Corporate Social Responsibility in the banking industry.

SOCIAL REPRESENTATIONS PARADIGM FOR RESEARCH IN POLITICAL AND ECONOMIC PSYCHOLOGY

The implications of sensitive objects and intergroup dynamics in the genesis of polemic social representations

Natalia Cojocaru
State University of Moldova
(Chisinau, the Republic of Moldova)

Introduction and objectives. This paper examines the implications of sensitive objects in the genesis of polemic representations and the meaning of potential "absences" in the content of these social representations (SR), identifiable as "silent areas of representation". Possible trajectories of intergenerational and intergroup dynamics in the emergence of polemic representation will also be discussed, highlighting the social-ideological conditions that influence the imposition of certain representations (which become hegemonic) and marginalization of others (which turn into controversial). Finally, we reference the role of researcher in the research interaction aimed at narrative disclosure of these polemic representational contents and negotiation of subsequent meanings.

Results. Any discussion of the genesis of a specific SR requires the examination of specificity of the social object whose representation we want to investigate (Moliner, 1997), the identification of the unfamiliar feature that determined the emergence of this representation (Moscovici, 1984), and the representations through which that representation is articulated (Howarth, 2002). Equally important is the analysis of the context (social, political and economic) in which the representation is generated (Markova, 2011).

In addition, another aspect to be considered in analysis of the SR genesis (especially, in the case of polemic SR, which we will examine in this paper) is the *sensitivity* of intergroup communication regarding the social object and the ability of social groups to develop consensus in situation of social conflicts. In this sense, we could say that the social object remains sensitive (or becomes sensitive) when individuals avoid approaching it in usual process of representational production. An illustration can be the sociogenesis of a SR that originated in a context that retained past ideological characteristics, both at the level of discourse and social practices.

In the period of 1985 – 1989, the official soviet discourse, even if change-oriented, was still presented in the framework of socialist ideology, so that the *new emancipated representation* (about *glasnost* and *perestroika* reforms) would not contradict the *hegemonic* one (of socialist ideology). Social conflict escalated only when former soviet republics, taking advantage of the *glasnost reform,* engaged more seriously with the national and independence issues and put forward a new *representation,* which opposed the *hegemonic one,* that of the soviet communist party. Thus, the representation of social change, which firstly appeared to be emancipative in relation to the hegemonic one, acquired sensitive aspects and became a polemical one. Hence the idea of social change was rejected by the official discourse (e.g. in the official press of Communist Party these claims were labelled as "nationalist" and "extremist" in contradiction with what protesters considered a fight for "freedom", "democracy" and "national values") (cf. Cojocaru, 2012).

Sensitive objects (SO) are social objects of collective importance with a strong identity and symbolic stake. They refer to counter-normative aspects, being based on intergroup contradictions and antagonisms. Having strong emotional valence (cf. Wolter, 2009/2010), they are perceived as significant by some social groups and threatening by others. As in the case of other social objects, SO are characterised by cognitive polyphasia (Moscovici, 1988) and pluralism of discourses (Moliner, 1997; Rouquette, 1999/2002), but in this case pluralism implies a severe degree of conflict. Although, contradictory meanings can coexist, without excluding one another (Moscovici, 1988), one can add here that these meanings can coexist as long as they

are not expressed in an intergroup context of polemic discourses. In the case of SO, recognising social group's discourse means automatically denying the other group's one. They are not complementary, they do not complete one another, but they are opposed in a conflictual manner to one another. This counterposition of discourses and impossibility to reconcile them *electrify*, metaphorically speaking, social interactions. Discourse can be *exposed* only by causing tension in relation with the *Other*. SO generate conflicting situations, derived from the contradictory character of the discourses about them, and place social groups in apparently irreconcilable oppositions.

Regarding the implications of the SO in the genesis of polemic SR, at the level of theoretical assumptions, we can identify some trajectories. The first one is the situation when the SO have generated controversy in the past and have not been resolved, resulting in SO for the generations to come. In this case, SO does not derive directly from firsthand knowledge or experience by members of a group, but are linked to the history of this group and their social practices and are being passed down to subsequent generations (studies show that the guilt for ingroup's negative actions in the past are experienced more intensely by subsequent generations, than those who had actually participated in these actions – e.g. Paéz et al., 2006).

The other case is when the polemic SR is highly rejected by the dominant group or "when the social actors that voiced this representation do not perceive themselves capable to influence the *others* in the public sphere" (de Rosa, 2014). This could happen under the authoritarian regime or in the case of stigmatized groups. Gillespie (2008) presents some semantic barriers that refer to rigid ideological opposition and stigmatisation of particular representations or groups.

And, finally, the situation when the polemic SR is not publicly displayed in order to avoid the social conflict. In this case, the social conflict reaches a culmination when it turns into a disturbing, intolerable and insupportable issue, so that the *thematization* with reference to SO does not occur anymore. As a rule, the reason the SOs are not being discussed, at least in the public sphere, is because the consensus cannot be reached.

Groups that have polemical SR in relation to various SO are confronted with conflicting situations when representation is presented / sustained / acknowledged in front of the *Other*. In order not to cause disturbing divergences, especially when social consensus seems to be unreachable, and the researcher is perceived as a member of the outgroup, various defensive mechanisms are activated: avoiding to opine on SO (discussion about SO is generally refused or dismissed as irrelevant); a relative discretion in the SO debate (discussion is accepted, but the interlocutor shows maximum prudence in the discourse, carefully choosing the terms in defining the social object); self-censorship (reticence in public expression of antinormative, negative or unacceptable judgments), etc.

In connection with the above, Gevais et al. (1999) wonders under what circumstances a researcher might conclude that research participants have a representation about a social object but refuse or are unable to speak about it? What are the social and cognitive processes that underlie "absences" in representational content? Certain topics, values, images or social practices are clearly absent from SR content (Gevais et al., 1999), however, in the analysis of "missing" contents, one needs to see if the "absence" is real from an empirical point of view (some subjects may not know much about the studied social object, might not be interested in it or lack frequent exposure to it).

Sometimes, "absence" is due to the fact that people simply do not want to communicate, articulate, and express some meanings about their own practices. In other situations, absences can be due to resistance to talk about certain themes (Gubrium & Holstern, 2001). Not always absences can be identified by researchers, resistances remaining unnoticed, which can lead to gaps in knowledge regarding a certain object of representation (ibid.).

For these reasons, as the interaction between participant and researcher and – implicitly the discourses they produce – are strongly influenced by various psychosocial phenomena, polemic SR researchers should admit the possibility of a "hidden area" in their content and ask themselves what are the representational

elements that do not appear directly in the discursive productions and why they are not publicly expressed.

More often researchers have access to the "voiced" part of the representation than the "untold" one. Sometimes desirable representations may be exposed (La Monaco et al., Guimelli, 2009/2010), in which predominantly positive expressions prevail, while the negative or contested terms are eluded. Desiring to "please" the researcher, subjects sometimes come to "support" and "present arguments" that confirm the researcher's hypotheses, especially if aware of them, outlining an area of reasonableness. Given the difficulty of accessing the SR content, researchers suggest reaching this "area" by modifying the research instructions, from normal to substitution ones (Guimelli, 2009 / 2010) or by triangulating the methods (Jodelet, 1991).

Conclusions. While looking into SR which behave as polemic SR, in addition to admitting the possibility of "absences", researchers should also ask why certain content items are not expressed and do not appear in the data that they collect from subjects. Then researchers need to consider their role in the narrative production of data and experiences. In this context, it is relevant to ask what factors directly influence the discursive productions and how we can access the "untold" part of the representation, respectively, what are the psychosocial conditions that favour the emergence of a more authentic discourse in a given interaction.

To conclude, in the investigation of a polemic SR, researchers should examine at least three aspects: *how a certain social object is represented* (SR's content about the object), *why the members of a certain group represent it in such manner* (stake and impact) and *how that content is exposed* (societal influences and intergroup relations).

PSYCHOLOGICAL WELL-BEING AS A PRECONDITION FOR ECONOMIC DEVELOPMENT

Intertemporal choice in depressed individuals: an interdisciplinary approach

Alexandra Oprea, Eugen Iordănescu
Lucian Blaga University of Sibiu
(Sibiu, Romania)

Introduction. In everyday life people are faced with making decisions at different points in time. These decisions have benefits or consequences according to the moment they are taken. Whether it is the decision to invest in a business plan, a retirement fund or a choice regarding our health, all decisions may affect our lives on the long term. In choosing between sooner or later tasks and rewards humans as well as animals sometimes become impulsive and lack self-control.

This may happen especially if immediate reward is already available. Shortage of power to wait for the long-term reward may lead people into distress. For example, substance abuse is aimed mainly at the immediate reward not taking into consideration long-term effects (Bickel, Marsch, 2001). Depressed individuals can make suboptimal decisions and may choose suboptimal alternatives also because their decisions are influenced more by emotions or incorrect predictions (Lowenstein et al., 2003). Therefore, intertemporal choice means making choices at one point in time that can affect us for an extended period (Berns et al., 2007).

Impulsivity can be defined as the absence of patience, the impossibility to delay a gratification on different occasions, the act of succumbing to different gratifications or impulses that occur during our lives. Shortly, it refers to the ability to wait for a later larger reward over a smaller immediate one. On the other hand, self-control is the capacity to delay these impulses, to put aside gratification up to a certain point.

This study aims to examine the differences in intertemporal choice between patients diagnosed with depression and healthy subjects. It is known, as shown in

previous studies, (Takahashi, 2008) that depression is related to biases in the decision-making process, impulsive behavior, suicidal tendencies and lower receptivity to rewards. Thus the study seeks to show to what extent depressive patients tend to be more impulsive than healthy controls.

Objectives. The main objective of this study was gaining insight upon the differences in the decision making process between depressed individuals and healthy control individuals. Thus this research seeks to show to what extent depressed individuals are more impulsive when making decisions. The hypothesis states that patients diagnosed with major depressive disorder are more impulsive regarding intertemporal choice than control subjects.

Methods and procedure. A number of 30 patients are to be selected for the experimental group according to the inclusion criteria. They all are over 18 years old of age and diagnosed with Major depressive disorder or Bipolar disorder, with a current depressive episode. Patients who have a depressive episode induced by illegal substances are excluded from the research. All patients are already diagnosed by an experienced psychiatrist according to the DSM-IV-TR. Moreover patients have already undergone a psychiatric interview and a psychological evaluation upon admittance in the psychiatric hospital, in order to confirm the diagnosis. The control group is made of 30 individuals with similar education and background as found in the experimental group.

The study used an experimental design and it is set to undergo certain phases. As far as the depressive patients are concerned, the study will take place inside the Psychiatric Hospital in Sibiu, Romania. The second part, involving the control group will take place in a second location, later assigned by the experimenter. The experimenter will use a tablet with an electronic version of the informed consent, a short questionnaire and the experimental task, as described below. The online application used for the task was created for this experiment and it is going to be used only in this matter.

Before starting any of the tasks and after reading all the terms and conditions, participants express their consent to participate voluntarily in this research by pressing the designated button "Next" on the tablet screen.

Participants are sat at a table, in a quiet room, one by one, facing the experimenter. The experimenter presents himself and shows the participant the tablet they are going to use in order to complete the task. After the patients give their consent to participate, the researcher sets the task on the screen and explains the participant that he / she is going to have to complete a task which starts with a short questionnaire. The questions regard several demographic data such as age, sex, education, occupation, income level and residence.

Sitting at the table, face to face with the experimenter, participants are presented the main task as well as the instructions for it. They are also told that the study does not use real money and they are required to solve the task just as they would if they did actually receive the money.

The main task is made of several images representing value cards. The card images are presented in pairs. Each card image represents a sum of money and a certain period of time. The card on the left has the smaller amount of money (that is going to be paid immediately, in loss conditions) written on it. The card on the right represents a larger amount of money that should be paid if the participant is willing to wait a certain period of time. The periods of time will vary starting from 1 week, 2 weeks, 1 month, 6 months, 1 year, 5 years to 10 years. The amounts of money will also vary according to the time period, ranging from approximately 10 Lei (2 Euros) to 1500 Lei (330 Euro).

The experimenter will first exemplify the task to the participants in order to make sure the task was properly understood. Afterwards, subjects will choose their preferred option by tapping the corresponding button on the tablet, underneath each card. The cards will be presented in ascending, descending and random conditions. The online application is set by the experimenter to register all choices. It will especially register the first delayed choice in both ascending and descending conditions.

Results. It is expected, as shown in previous studies, that depressive patients may show a greater level of impulsivity regarding intertemporal choices than healthy subjects.

As it is an ongoing study, so far research (Takahashi, 2008) shows that depressive patients tend to be more impulsive in intertemporal choice and also they may be more inconsistent. Therefore, depressive subjects can feel preference reversal more often than control subjects; they tend to be more sensitive about harmful events concerning their distant future. One of the reasons for this matter may be that depressive patients have a reduced capacity and interest to make plans for the future.

Conclusions. There is a variety of scientific literature on the subject of intertemporal choice but yet there is still a lot to be done in the future. This phenomenon can be studied form various perspectives and, for this paper we chose one of the many approaches possible. The link between depressions and intertemporal choice is still to need further research. Being an interdisciplinary perspective it may need the implication of both clinicians and economist for a more holistic understanding of the matter.

Emotional intelligence and creativity in education as a precondition for economic development

Vaiva Zuzeviciute, Gitana Naudužienė
Mykolas Romeris University
(Vilnius, Lithuania)

Introduction. One of the key challenges of nowadays education system – to become more flexible organization and to apply it's methods to its customers – students and their ever-changing needs (Slaff, 2011). Contemporary society raise to the education system new requirements and contemporary person faces problems related to the ensurance of well-being and new requirements of labour market and society. Rapid globalization processes, development of science and technology

demand abilities which could ensure better understanding of ourselves and others, improve navigation in changing environment, flexibly and creatively respond to challenges of life.

Thus, the main task of a modern education system is to give students skills to achieve success and prosperity in life, to cultivate motivation of learners, their own effectiveness, flexibility, original thinking, innovation and entrepreneurship. Therefore, there can be raised a question, how can we describe success? While schools and universities emphasize cognitive skills and academic intelligence recent researches show that good logical thinking is not the main feature of success of a human (Birwatkar,2014).

Objective of the paper is to review theoretically emotional intelligence and creativity relationships.

Results. Academic intelligence is not the only success – emotional and social intelligence has a serious impact on the success of a person (Goelman, 2003). This construct affects success in such important areas as health, spiritual well-being, studies, leadership, career, cognitive abilities, social skills (Gugliandolo et al., 2015; Brackett et al., 2011; Libbrecht, 2014). Many tests lead to the conclusions that inclusion of emotional intelligence in the training process can provide a full range of personal, social and public benefits: emotional intelligence in education has a positive impact not only on a learning process, but it also provides capacity to choose a career properly and experience life success, improves social and personal adaptation in society (Vandervoot, 2006).

Another construct that can be associated with human adaptation to ever-changing world of success in the modern world is creativity. Creativity, ingenuity, self-expression, and development of public success in generation and implementation of ideas, openness to innovation and best practice in the world are the key principles of values consolidated in the "Strategy progress of Lithuania 2030" (State Gazette, 2012, No 61-3050). Creativity is the main feature, which allows an individual to adapt to and accept the challenges of the rapidly changing modern world (Stenberg, 2012). Creativity is undoubtedly one of the objectives of education which contributes

to the development of a successful life of a human being, able to implement ideas in real life, fulfil dreams and challenges (Ramy et al., 2014).

To sum up, it can be said that creativity and emotional intelligence in education are important tasks of every educational institution, preparing person for successful and happy life. Combination of these two constructs in education can give remarkable results in implementation of challenges raised by education system. Therefore, it is appropriate to examine the links between these two constructs, the common internal mechanisms and educational assumptions.

There are not many foreign researchers, performed in this area (Sanches et al., 2011; Ademola et al., 2010; Ramy, 2014; Jowkar, Norafsham, 2014; Chan, 2005; Stevans, 2000; Dadvar, 2012). Much more studies are done to find the links between creativity and emotions (Lubart & Getz, 1997; Averill et al., 2001; Averill, 2011; Davis, 2009; Bass et al.; Amabile et al., 2005; Russ, 2003; Kauffman, 2003). It leads to a conclusion that the links between emotional intelligence and creativity are not explored enough. In addition, there is no research and scientific analyses of how these two constructs can be combined in education.

Conclusions. Causal links of various aspects of emotional intelligence and creativity are not entirely clear, because the concept of creativity is multidimensional and investigators often choose different criteria of creativity while examining connections between creativity and emotional intelligence. However, the performed studies enable us to conclude that, in order to contribute to the development of a successful young person's education, these two constructs can be definitely used. Educating emotional intelligence, we teach abilities that affect capacity of creativity. Emotional intelligence education can improve capacity of problem-solving skills, concentration on the creative process, influence development of innovations, logical and flexible thinking, and increase motivation. Emotional intelligence can help to develop daily problem-solving skills.

Political and Economic Self-Constitution: Citizenship Identity and Education

Proceedings of the V international scientific and practical seminar, Corinth,

May 26th, 2017

Co-organizers:

University of the Peloponnese, Institute of Social and Political Psychology, NAES of Ukraine, Lucian Blaga University of Sibiu & EPIA, University of Warmia and Mazury in Olsztyn, Lithuanian University of Educational Sciences, Institute of Social Sciences of Serbia, CISES s.r.l. & PSIOP, Center for Social Representations Studies in Indonesia

Organizing committee

Bondar, Ekaterina (Ukraine), Bondarevskaya, Irina (Ukraine), De Carlo, Alessandro (Italy), Iordănescu, Eugen (Romania), Karakatsani, Despina (Greece), Krzywosz-Rynkiewicz, Beata (Poland), Naydonova, Lyubov (Ukraine), Permanadeli, Risa (Indonesia), Todosijevic, Bojan (Serbia), Vaičiulienė, Aldona (Lithuania), Vasiutynskyi, Vadym (Ukraine)

Chief-editors: Bondarevskaya, Irina, Karakatsani, Despina
Executive editor: Bondar, Ekaterina

Політичне та економічне самовизначення: громадянська ідентичність та освіта

Матеріали V міжнародного науково-практичного семінару, Коринф

26 травня 2017 р.

Співорганізатори:

Університет Пелопоннесу, Інститут соціальної та політичної психології НАПН України, Університет Лучіана Блага в Сібіу, Університет Вармії і Мазурі в Ольштині, Литовський Університет Освіти, Інститут суспільних наук Сербії, CISES s.r.l. & PSIOP, Центр соціальних репрезентацій в Індонезії

Шеф-редактори - Бондаревська Ірина, Каракатсані Деспіна

Відповідальний редактор - Бондар Катерина