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Lucian Blaga University of Sibiu & EPIA
University of Warmia and Mazury in Olsztyn
University of the Peloponnese
University of Educational Management, NAES of Ukraine &
Institute for Social and Political Psychology, NAES of Ukraine
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Institute of Social Sciences of Serbia
Mykolas Romeris University
Institute of Psychology, University of Pécs
Moldova State University

Political and Economic Self-Constitution: Media, Citizenship Activity and Political Polarization

Proceedings of the VII international scientific and practical seminar
June 10th, 2019
Padua, Italy

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Edited by
Irina Bondarevskaya, Alessandro De Carlo



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CONTENTS

Introduction by Alessandro De Carlo

Media psychology and media education

11 “The fourth industrial revolution” and the premises of active citizenship

Lavinia Betea, Ramona Lile

18 Trust in news media, citizenship activity of resistance and national identity of Ukrainian adolescents

Irina Bondarevskaya

25 Media creativity as a way to develop social optimism in the context of destructive informational influences

Olena Voznesenska

Identity and nationalism

35 Nation representations beyond national identity

Sara Bigazzi, Anna Siegler

43 Social and ethnic identities of immigrants in Ukraine

Alla Kovalenko, Kateryna Bezverkha

51 The psychological effects of ingroup identity threat

Sára Serdült, Sára Bigazzi, Anna Siegler

59 Ideological self-description and attitudes towards Kosovo secession in Serbia

Bojan Todosijević, Zoran Pavlović

Political and economic consciousness and socialization

67 Ethnic fractionalization and ecological situation of national economies

Viktor Koziuk, Oleksandr Dluhopolskyi, Yuryi Hayda, Oksana Shymanska

73 Responsibility: what does it mean for young people today

Beata Krzywosz-Rynkiewicz

Social representations paradigm for research in political, economic and media psychology

79 Intergroup polarization and polemic representations in the context of adopting the language law in Moldova

Natalia Cojocaru

85 Social psychological dimensions behind of collective action: from participation to civil activism

Fanni Csernus, Sara Bigazzi, Ildikó Bokrétás, Sára Serdült

92 Controversial social representations about migrants from multi-voice and multi-agents (scientific, institutional and lay people) discourses and immigrant's experiences

Annamaria Silvana de Rosa, Elena Bocci, Martina Latini, Shiella Balbutin, Stefania Silvestri

101 Violence as a result of political polarization: A media social study on social representations

Andreia Giacomozzi, Juliana Gomes Fiorott, Raquel Bonh Bertoldo

Educational basis of political and economic consciousness development

108 Support of inclusive education in Kryvyi Rih

Kateryna Bondar, Olena Shestopalova

117 Psychology of economic behavior of a modern specialist

Irina Bondarevskaya

123 Development, training and implementation of a gifted primary school children education program

Daiva Grakauskaitė-Karkockienė

Psychological well-being as a precondition for economic development

131 Subjective well-being, organizational stressors and organizational behaviour of pedagogical employees

Olena Bondarchuk, Tamara Sorochan, Larisa Olifira

136 Perfectionism of scientific and pedagogical staff of higher school

Tamara Grubi

143 Resources for well-being: Human curiosity

Gabriela-Mariana Marcu

151 Work-life balance individual strategies in professional productivity increase programs in organizations

Marianna Tkalych

INTRODUCTION

Alessandro De Carlo

President of the Board of Psychologists of Veneto Region, General
Secretary of the Italian National Board of Psychologists

THE FUTURE PASSES THROUGH THE MEDIA

Since its beginnings, the Political and Economic Self Constitution seminar dealt with very relevant topics for modern society. Starting in Ukraine and moving across Europe, the numerous editions of the Seminar are a testimony of how the attention to differences, the willingness to be present in the territory, the openness to different cultures and points of view are the key factor for starting and carrying on a discussion on topics that are extremely sensitive. Actually, today, Politics and Economics might be the most sensitive topics to be discussed, those on which our future is shaped. And the identity related with them is essential as well, because the decisions are taken not by a very narrow elite, with its own – generally transnational – identity, but with the participation of large masses, which are influenced by many different factors that rarely had a great weight in shaping history.

Many things have changed in these years, since the first edition of the seminar, and the polarization in political opinions became more and more a visible reality. Without discussing anybody's agreement or disagreement with certain opinions, movements or politicians that found great success in recent years, the centrifugal connotation of politics, identities, actions have been a key aspect of the recent evolution of public life, at least in the so-called western countries.

Polarization is the first step toward conflict, division obstacles contact which (being mostly psychologists we love to mention Allport's

theories) reduces prejudice, different ideas become the relevant traits for self-definition and for identifying the “others”. The race toward the extremes ran by leaders eager to convince voters more and more lost, frightened, confused, is a potentially dangerous game: history showed us many occasions in which it began, and – in a way or another – it never ended up well unless it stopped somewhat in the beginning.

And so, in a turbulent time, we find each other once again discussing psychology, sociology, anthropology, politics and economics. We do it in Padova, one of the cradles of modern science and thinking. Padova is the city of one of the most ancient universities in the world, where Galileus thought and Copernicus studied, where the scientific method was perfected and where Elena Cornaro Piscopia received her degree, the first in history for a woman, where medicine made great progresses and where the first faculty of psychology in Italy was founded. And yet, a location with such an history doesn't feel like a protected crib, a place in which every discussion is easy and has an immediate impact outside, a place where the turmoil is left outside: it feels more like a memento of what used to be and today is at stake.

We find each other discussing, for the first time, the role of media. They have always been a powerful tool for influencing thoughts and identity, and they have been always recognized as such. But their role was mostly associated with the possibility of elites to influence the masses, of creating shared thinking and identity. Now it is much more complex: the sources of information are virtually endless, the feeling of protagonism of every player – no matter how small – tends to unprecedented heights, the subtlety of influence mechanisms and actions makes them almost impossible to spot. We are in a period of revolution, in which it is difficult to know who to trust, in which national identities go beyond nations and in which migrations are a

strongly perceived. A period in which the dark parts of our reality can be constantly showed on people's phones making them feel like they are preponderant, in which ethical fractionalization impacts economies, in which ideology is related with violence. Media have a huge impact and we are not afraid of talking about it, maybe settling on some more "comfortable" topics.

In this scenario, there is still a light. The very fact that we can talk and we want to talk about these topics – they are all contents of the seminar – is what can make us hope for a better world.

Furthermore, along with all the aforementioned issues, we discuss creativity, how to help gifted children, curiosity, health, well-being, active listening, professional ethics. And these topics are not just an excuse for an impromptu discussion: they are the object of a long term commitment that engaged everyone of us participants, often together in research networks.

Media, complexity, interconnections are not necessarily evil or scary, they can be an opportunity. There is more room for improvement and development today than in any time of human history and we must play a part in connecting people and creating a shared culture and identity oriented toward a better life for everyone.

Our duty as scientists and professionals is keeping live the flame of discussing and studying. And we must learn from the past: we have to bring the discussion in and out of the academy, talk to stakeholders and people.

One more thing we have to learn from the past is to listen: too many times in history the cultured elites tended to devalue common people's thought as less valuable than theirs. Today every perception counts, every emotion counts, every idea counts. Everybody's perceptions, emotions and ideas enter the media and contribute to influence others, they become part of

a new culture, and the contributions we can give to a better culture will be lost if they are not shared by many people.

The future passes through the media, it's our future. We must be ready to play our part, and we are.

MEDIA PSYCHOLOGY AND MEDIA EDUCATION

“THE FOURTH INDUSTRIAL REVOLUTION” AND THE PREMISES OF ACTIVE CITIZENSHIP

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INTRODUCTION

The 46th edition of the Davos Economic Forum (2016) has announced the beginning of a new age, that of the “fourth industrial revolution”. One of the immediate effects of said revolution is that in the next 5 years, robots will cause the disappearance of 5 million jobs. The concept of “the fourth industrial revolution” has been launched by the German economist Klaus Schwab (2016) and marks the end of the digital revolution and the beginning of a temporally undefined period, one which blurs the lines between the physical, digital and biological societal dimensions. Its symbol is Sophia, the first humanoid robot to have citizenship.

A short recap of the previously registered “fractures” at society level helps us understand the enormous pressure regarding the imminent changes that humanity is about to face. The first industrial revolution occurred between the end of the 18th century and the beginning of the 19th in England. It was ignited by the invention of the steam engine and caused the transition from manufacturing to machine-tools driven production. The second industrial revolution, which occurred at the beginning of the 20th century, ushered in mass production which relied on the invention of the conveyor belt

and its subsequent use in the Ford factories. After no more than half a century, humanity was engulfed by a third stage of the industrial revolution, namely the digital era, which has changed traditional practices in all areas and mostly those pertaining to communication.

Is active citizenship within the state's framework still a goal? Moreover, Abraham Moles' (1970) assertion about civilization's far too rapid progress vis-à-vis its own conscience remains valid.

Some conceptual and contextual clarifications are necessary. Those who are involved and shall live within this fourth industrial revolution belong to the *digital native* generation, who were born and raised in an environment defined by virtual communication. This term (i.e. digital native) introduced by Mark Prensky (2001), refers to children born between the end of the 80's and the beginning of the 90's, who were socialized in an environment impregnated by digital culture: internet, web, PCs, social networks, video games and smart phones. However, this generation was socialized by parents and tutors who belong to the "digital immigrants" generation and who were familiarized with virtual communication and technologies later in life.

Digital natives are not a generation of genius (according to a frequent scheme of social thinking) but the outcome of a certain type of cultural capital (Bourdieu, 1998). That is to say they are beneficiaries of certain competences and knowledge that follow distinct ways of cultural consumption. These new communication techniques are the cultural capital of the fourth industrial revolution. Its prototype is "Homo sapiens digital" – the individual who uses "digital intelligence" (Prensky, 2001) and simultaneously "Homo ludens virtualis" – the individual who invests vast resources of time and energy in virtual interactions and video games (Betea, Costin, Ghender, Lile, 2018).

So, how do these young and not so young people live within the digital culture?

RESULTS

The following offer a short overview of the characteristics that allow predictions about the future:

1. *More accentuated changes from one generation to the other.* Even since the end of the 20th century, Alain Bloom (1987) was commenting on the “crisis of the American spirit” and by this he implied the destruction of the traditional model that imposed an ordered view of the things offered by religion and family. “Digital immigrants”, although so close in time to “digital natives”, show ambivalent attitudes towards this first generation of successors. These are accused of living inside a “culture of illiteracy” (Nadin, 2018) as “exhibitionists, celebrity obsessed, internet and shopping dependent [individuals]” (Bauerlin, 2007). More generous, some family representatives acknowledge the first generation of successors as “the most connected generation; they care more about each other than we do; they are simply better” (Schmidt, 2008).

2. *Economic behavior and attitudes.* At a resource level, as a supreme goal, “circular economy” is the achievement aimed for, one that wishes to reuse all products available on the market. An increase in efficiency is and remains a universal rule with the accent, at least in the present time, on others: loans and robots. As for artificial intelligence, its creators are less than optimistic, in the sense that no machine is or will become intelligent as understanding and as future project (Nadin, 2018). These machines function

based on algorithms and recipes of human intelligence. IT seems to maintain its position as key area of the century's economy. As for the "digital natives'" attitude towards work, a pattern based on sociological investigations, reveals some key features like: the desire to become rich quickly, low tolerance towards critiques and routine and intolerance towards authority (Chiorean, 2018).

3. *The versatility of a new "participatory culture"*. Based upon a technical-relationship model, digital culture is defined as both a "culture of the immediate" as well as a "culture of convergence". Based on interconnectivity, it responds to a new type of "logic": the logic of entertainment, the logic of social connection, the logic of immersion and the logic of identification (Jenkins, 2006). On one hand it allows the immersion into a global issue (the creation of new forms of mobilizing the electorate) by introducing new political practices that go beyond state borders and by affording instant communication between a large numbers of individuals. On the other it is a restrictive culture because stable communication networks are based on a similitude of values and beliefs. The individual's tendency (from a psychological standpoint) is to only assimilate information that is in accord with his / her own vision and preconceptions. The virtual group he / she belongs to is a "comfort bubble" and its maintenance becomes addictive.

4. *Virtual socializing and socio-political risks*. "Digital natives" are sometimes referred to as "generation Facebook". The information present in such a network is not there for the purpose of informing the reader but because someone has a vested interested in the information to appear or has paid for it. The individual's addiction for his / her "comfort bubble" allows for large scale manipulations with the aid of democratic mechanisms. Relevant to this, there were talks about foreign involvement in the American

elections and in Brexit. The key topic of a successful campaign is the question “what influences the voter”? Experts argue that with the aid of a modicum investment it is easy to investigate and influence certain “comfort bubbles”. Current legislation cannot intervene for several reasons. Firstly, it is hard to keep up with the pace of technological changes; secondly because individuals who govern are the most interested ones in these types of influences; thirdly because large IT companies are intangible (Nicoară, 2018).

Other tendencies are also obvious. The democratization of information and the “globalization of the individual” both allow an infinite amount of interactions on a global scale and include elements of propaganda in addition to facilitating terrorist network communications. The press is often overwhelmingly confronted with the reality of “fake news” also known as “post truth”.

The diminishing role of hierarchies influences the very fabric of citizenship identity. For many there is no longer a Romanian or Italian society because “as long as there is free movement and access to jobs, the country’s administration is no longer relevant” (Herea, 2018).

However, the governance of the future implies certain unavoidable changes in certain areas (Puchiu, 2019):

- a. A less structured system (from a hierarchical standpoint) directed towards solving specific problems;
- b. Changing ways and means of cooperation, mainly by replacing paper based documents with digital ones;
- c. Openness towards contributors from outside the organization and public policy systems for shorter periods

5. *Hyperconnectedness and psychological mutations.* IQ test results have constantly improved during the last century as a direct effect of

education and urbanization (Greenfield, 2009). However, from a psychological standpoint, “digital natives” undergo changes of the neural network. It is well known that reading-writing processes mainly take place in the left side of the brain while image processing in the right side – the much discussed “Japanese brain” uses both brain hemispheres to interpret pictograms. But what happens within the digital natives’ brains?

Recent studies have shown that distributed attention has increased in direct contrast to their ability to focus, for members of this generation live under the illusion of a „savoir vivre” and of a „savoir faire”. The virtual environment does not effectively prepare them for life and they tend to postpone their social coming of age (autonomy). They continuously strive for likes and reveal themselves through selfies, signs of appreciations that were not available to previous generations.

An excessive preoccupation for their own person determined the nickname of “generation me” as well as the qualifier of the most narcissistic generation ever. Quantitative data analysis reveals that narcissism as a personality disorder is three times more frequent with young adults (age 25) compared to 65 year olds; if in 1980, 19 % of evaluated students proved narcissistic traits, the percentage has risen now to 30 % (Miclea, 2018).

And not lastly, the risk of addiction, sleep and nutritional disorders, hyperactivity and attention deficit has also increased significantly, and is present with children of increasingly young ages. Psychotherapists already have patients who display neuroconnectivity disorders. Some of these have been allowed to use a tablet since they were 4 years old and now suffer from virtual autism (Zamfir, 2018).

CONCLUSIONS

A new philosophy – transhumanism and new rituals like Facebook wakes gather new disciples. These tendencies from the age of the “digital natives” and the dawn of the “fourth industrial revolution” are and will continue to be unavoidable variables for the researches involved with the socio-humanities.

TRUST IN NEWS MEDIA, CITIZENSHIP ACTIVITY OF RESISTANCE AND NATIONAL IDENTITY OF UKRAINIAN ADOLESCENTS

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INTRODUCTION

Life of a modern person is connected to usage of such amount of screen gadgets through which news media information is constantly arriving that a question which news media are trustworthy inevitably arises. As life rhythm does not always give possibility to validate news, the matter of case is often about trusting definite resources. Political polarization of society, constantly changing political and economic situation, war threats actualize need in high quality news among citizens. Information broadcasted through news media in turn effects formation of national identity as well as citizenship activity of resistance.

According to Reuters Institute Digital News Report (2018) trust in news media is decreasing around the world. Unfortunately research of Reuters Institute was not conducted in Ukraine. K.N. Metcalf (2018) points

out that journalists, editors and owners of media houses have largely lost their role because of significant changes in media consumption. She also underlines that in times of crisis media has an important role but in such time media is characterized by much propaganda, attempts to limit expressions and governmental control. These characteristics of media in crisis time make it difficult to maintain and recreate trust in media.

OBJECTIVES

Objective of this research is to consider interconnection between trust in news media, citizenship activity of resistance and national identity of adolescents.

METHOD AND PROCEDURE

Empirical research of trust in news media, citizenship activity of resistance and national identity of adolescents aged 13 to 16 years old (№ 1439) was conducted in 17 regions of Ukraine. The research was conducted as a part of all-Ukrainian experiment “Standardization of socio-psychological model of media education mass implementation in Ukrainian pedagogical practice” under scientific supervision of L.A. Naydonova.

We have distinguished three scales: trust in news media, citizenship activity of resistance and national identity. Scales of national identity and citizenship activity of resistance (patriotism in original) were taken from Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011) translated into Ukrainian language and adapted. We added question: “I

am preparing to struggle for Ukraine with arms in my hands when I am 18” which was not presented in original scale of patriotism. Likewise, we added question: “When Ukrainians are praised I feel pleasure” to national identity scale. Scale of trust in news media was taken from wider scale of news media skepticism (Maksl, Ashley & Craft, 2015) and translated into Ukrainian. Respondents had to evaluate degree of agreement due to Likert scale with 1 – strongly agree and 5 – strongly disagree. In analysis we summarized strongly agree and rather agree as positive and strongly disagree and rather disagree as negative. Statistically significant differences between girls and boys were calculated using Mann-Whitney U-test.

Cronbach’s alpha was calculated for checking internal consistency of the scales. Internal consistency in the scale trust in news media is excellent (0,87), in the scale citizenship activity of resistance is excellent (0,85), in the scale national identity is excellent (0,9). It enables us to analyze not only separate questions but also scales.

RESULTS

General analysis of replies on all 17 Ukrainian regions which participated in the research showed the following.

Prevalence of negative replies to all questions of *trust in news media* scale as well as high percentage of respondents who had difficulty in replying all questions of this scale point on low trust in news media. There were no statistically significant differences between girls and boys on questions of this scale.

Distribution of replies to the question: “*I trust news media*” showed

prevalence of negative replies (40 %). There were 22 % of positive replies and 38 % of those for who it was difficult to reply. Most respondents replied negatively (44 %) to the question: “*I consider news media fair*”, 18,6 % of respondents replied positively to this question and for 39,3 % of respondents it was difficult to reply. The question: “*I consider news media accurate*” preserved tendency of the former replies: prevalence of negative replies in 43,1 %, positive replies in 17,5 %, difficult to reply in 39,3 % of cases among respondents. Distribution of replies to the question: “*I follow news media*” showed weak interest in news media among adolescents. The majority of respondents do not or rather do not follow news media (39,3 %), 32,3 % of respondents follow or rather follow news media and it was difficult to reply for 28,4 % of respondents.

Quite high percentage of respondents who had difficulty in replying all questions of *citizenship activity of resistance* scale can point on lack of citizenship activity of resistance formation among adolescents.

Distribution of replies to the question: “*I would fight for Ukraine with foreign information aggression*” showed that the majority of respondents are willing to fight for Ukraine with foreign information aggression 42,1 %. At the same time 28 % of respondents replied negatively and for 29,9 % it was difficult to reply. Among replies to the question: “*I am getting ready to fight for Ukraine with arms in my hands when I am 18*” negative replies prevail (51,3 %). There were 21,5 % of positive replies. Difference with the previous question can be explained supposing that adolescents are not ready to deal with arms while they are ready to fight in information space. This question revealed statistically significant differences between girls and boys ($p=0,000$). Naturally, girls less than boys are ready to take arms in their hand to fight for Ukraine. Such readiness is expressed by 16,2 % of girls and 28,2

% of boys. Replies to the question: *“I am ready to join a resistance movement, e.g. by distributing leaflets, in the face of foreign threat”* showed polarization between positive (31,4 %) and negative (38,5 %) replies as well as quite a high percent of those having difficulty to reply (30,1 %). Likewise, the question: *“I would participate in demonstration in support of Ukraine in the face of a foreign threat”* showed polarization between positive (33,4 %) and negative (35 %) replies as well as quite high percentage of those having difficulty in replying (30,9 %).

Prevalence of positive replies to all questions of *national identity* scale show high salience of national identity among adolescents. The least high percentage of positive replies (61,7 %) is connected to importance of Ukrainian trident symbol, the highest percentage of positive replies (77 %) is connected to feeling of being a citizen of Ukraine.

Distribution of replies to the question: *“I have a sense of Ukrainian identity”* showed that majority of adolescents (77 %) feel themselves citizens of Ukraine. 10,6 % of adolescents replied negatively and it was difficult to reply for 12,4 %. Statistically significant differences between girls and boys were revealed ($p=0,03$). Girls more often than boys replied positively (79,2 %) than boys (74,5 %) who also had high percentage of positive replies. At the same time, there were less negative replies among girls (8,6 %) than among boys (13,1 %). Probably such differences can be explained with emotional component in formulation of the question, on which girls reacted more than boys. Question *“When Ukrainians are praised I feel pleasure”* supposed even higher emotional component of national identity, what lead to more significant differences between girls and boys in their replies ($p=0,00$). Girls replied positively (76,5 %) to this question more often than boys (71,5 %) though both girls and boys have high percentage of positive replies. At

the same time, negative replies were more often among boys (12,3 %) than among girls (8,4 %). In general positive (74,3 %) replies to this question prevail, 10,1 % replied negatively, for 15,6 % of respondents it was difficult to reply.

Question *“Ukrainian trident is an important symbol for me”* revealed the least amount of positive (61,7 %) replies in the scale of national identity. Negative replies about the importance of Ukrainian trident were in 17,5 %, for 20,8 % it was difficult to reply. Probably, trident as a national symbol is less clear for adolescents than flag and national anthem. Percentage of positive (66,6 %) replies to the question: *“Ukrainian flag is an important symbol for me”* was higher than to the question about trident. Negative replies were in 15,6 % and it was difficult to reply for 17,7 % of respondents. Importance of Ukrainian flag as a national symbol also requires popularization among adolescents. Replies to the question: *“I maintain a solemn and respectful attitude when Ukrainian national anthem is played”* showed the most positive (74,1 %) attitude to Ukrainian national anthem as a state symbol even taking into consideration emotional connotations of the question. 11,3 % respondents replied negatively to this question and for 14,6 % it was difficult to reply.

To the question: *“I have interest in Ukrainian history”* 65,4 % of respondents gave positive reply, 17,6 % replied negatively and for 17,1 % it was difficult to reply. In our opinion it is possible to talk about lack of interest in history of Ukraine among adolescents. Much was done for overcoming this lack of interest in history of Ukraine recently. History of Ukraine used to be taught and described through the prism of pro-Russian interests and much more should be done for the sake of further development of national and citizenship identities. Namely, textbook of Ukrainian history should present

those historical events which can reveal feelings of pride.

Correlation analysis showed positive connection between all questions among boys and girls with statistical significance $p \leq 0,01$. That is to say the higher the level of trust in news media among adolescents in Ukraine, the higher citizenship activity of resistance and salience of national identity are. Likewise, the higher salience of national identity, the higher citizenship activity of resistance is.

CONCLUSIONS

Despite all critics towards news media in Ukraine it is possible to conclude that news media activity leads to increase of national identity salience and citizenship activity of resistance among adolescents. Among limitations of this research was that we did not measure which news media were used by respondents. It is also worth mentioning that citizenship activity of resistance is only one type of citizenship activity.

The object of our research was trust in news media not trust in society in general. It can explain differences with other studies of connection between trust and citizenship activity. In conclusion it is worth referring Warren (1996) who points out that democratic politics thrives on mistrust.

MEDIA CREATIVITY AS A WAY TO DEVELOP SOCIAL OPTIMISM IN THE CONTEXT OF DESTRUCTIVE INFORMATIONAL INFLUENCES

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INTRODUCTION

Constant flow of negative information is the basis for building informational messages both on television and on the Internet. This affects spiritual and moral state of society. The latest social media contributes to dissemination of negative information. What can prevent this? Social optimism as positive expectations of a person, group, society, which extends to social life (faith in progress, development of society). These expectations are based on active civic stance and readiness to act for the benefit of the society, realizing oneself as socially significant force. Social optimism is associated with adaptation, socialization, social dialogue. Among social factors in formation of optimistic potential of the group we can distinguish media-psychological, namely, media activity.

Theoretical exploration allowed developing an author's model of counteraction and overcoming the consequences of destructive information influences. The model contains two factors – personality resistance to stress

and self-regulatory skills. Personality resistance to stress' influences depends on temperament-specific features, personal resources, life experience, and, in part, due to personal qualities – Locus-control and social optimism. The second factor is self-regulation, which is determined through media activity (Voznesenska, 2011) and tolerance to uncertainty. Optimism has internal emotional and motivational components (Carver, 2001), so the ability to emotional self-regulation determines the level of optimism.

OBJECTIVES

The purpose of the study was to determine the role of media psychological factors in shaping social optimism as a factor in preventing and overcoming effects of media traumatization and destructive information influences.

METHOD AND PROCEDURE

The method of mass survey was used. The research used the author's test of mediatized social optimism (MSO), the scale of media literacy. The test is based on the LOT-R (Life Orientation Test Revised) test proposed by I.K. Chang. The test consists of 12 assertions (4 scales of mediatized optimism, mediatized pessimism and neutral settings), which are offered on the Likert scale from 1 to 5 points. Issues of the author's test include links to media interaction as a means or source of information impacts.

Approval and validation of the MSO test was conducted within the framework of an all-Ukrainian mass survey, in which 1487 senior pupils from

all regions of Ukraine took part (the sample is homogeneous according to the age indicator and is balanced by gender and place of residence).

Mathematical processing was carried out using SPSS program. In processing, the responses were converted into dichotomous scales. An analysis of the test data of the MSO showed the internal consistency of the test scales (verified using the Alpha-Cronbach coefficient). To determine correlations, a nonparametric Spearman correlation coefficient was used.

RESULTS

Approbation has shown that mediatized optimism and pessimism are two different phenomena that are not poles of the same continuum. Social optimism or pessimism in the media space are behavioral strategies for perceiving and processing information that can be molded.

The questionnaire included a depression scale for non-inductive assessment of a suicidal tendency associated with personal optimism. This made it possible to test the connections of mediatized optimism and pessimism with depressive personality states. It was found that the scales of MSO and mediatized social pessimism (MSP) have weak correlations with statements of depression scale, but at a high level of significance (correlation coefficients - 0.12 and 0.23, respectively, at the significance level of 0.01, N = 1298).

One of the hypotheses was that increasing the level of media activity to the creative (Voznesenska, 2011) through creative media practices will contribute to the increase of the MSO and, consequently, the improvement of the overall level of psychological well-being of a person.

The analysis of survey data showed the tendency to directly link various aspects of media creativity with social optimism (but correlations are weak). Considering the data in details shows the following.

The media art scale consisted of three sub-scales-indicators:

- “*Creating Your Own Content*” (the questions contained manifestations of various types of media creativity in respondents based on modalities of creativity – literary, visual, video, music);
- “*Distribution of own media content*”;
- “*Motivation for media creativity*” (the scale includes questions about different motivations of media creativity – self-realization, fame, emotional self-regulation, material well-being, emotional support).

The internal consistency of the subscales, “Creating your own media content” and “Motivating the media-literacy”, was tested using the Alpha-Cronbach coefficient (0.65 and 0.7, respectively).

Table 1. Correlations between scale MSO and sub-scale “Media creativity”

*

| Sub-scale of the scale “Media creativity” | Spearman correlation with scales* | |
|---|-----------------------------------|------------------|
| | social optimism | social pessimism |
| Creating your own content | 0,28 | 0,13 |
| Distribution of own media content | 0,14 | 0,04 |
| Motivation for media creativity | 0,22 | 0,17 |
| Scale “Media creativity” | 0,25 | 0,14 |

*N=1481, significance at the level 0,01

We can definitely consider connection between MSO and media creativity, however, this relationship is weak (all correlations are highly significant). Below, correlations between individual questions of the sub-scales of the scale “Media creativity” and the indicators of the MSO are presented (see Table 2).

*Table 2. Correlations between scale MSO and sub-scales of the scale “Media creativity” **

| Question of sub-scales of the scale “Media creativity” | Social optimism | Statistical Indexes |
|--|-----------------|-------------------------|
| Mostly on the Internet I work with images: I post new photos, create collages, and more | 0,226 | ,018 not significant |
| The most interesting thing for me is work with sounds: songs, music, voice recording, etc. | 0,239 | ,137 |
| Through media creativity I realize myself | 0,208 | ,093 |
| The greatest desire for creativity in me appears during the period of serious emotional shocks (when I feel very good or very bad) | 0,199 | ,172 |
| The most interesting for me is that activity on the Internet that gains popularity, for example, receives the most likes | 0,190 | ,039 |

*N=1463, significant at the level 0,01

All correlations of the questions of the sub-scales of the scale “Media creativity” with the indicators of MSO are direct. The strongest correlations (at a high level of significance) have been identified with issues related to work with images and music. This is due to the prevalence of creating images and working with sounds in senior pupils.

The biggest motivation for media literacy in youth is related to emotional reaction in the form of media creativity and popularity (“likes”), in the third place – self-realization. Both pessimists and optimists tend to creativity for the restoration of mental status, balance and self-regulation.

In order to confirm the hypothesis of the link between MSO and media creativity, differences in aspects of media creativity in the subjects were checked, that showed high and low values on the scale of “MSO”. The first group included those with a “low MSO” by the MSO test (291 persons). In the second – persons with a level of MSO above average (341 persons). Comparison of indicators of sub-scales of the scale “Media creativity” was carried out using the Mann-Whitney U-test. Indicators of all components of Media creativity scale differ significantly among people with high and low MSO (see Table 3): all indicators of MSO group above the average are higher than MSO group indicators below the average.

Table 3. Comparison of groups with high and low MSO for sub-scales of the scale of “Media creativity”

| | | Creating your own content (sten) | Distribution of own content (sten) | Motivation for Media creativity (sten) | Media creativity (sten) |
|------------------------------------|--------------------|----------------------------------|------------------------------------|--|-------------------------|
| Group with MSO below average | N | 291 | 294 | 292 | 290 |
| | Standard deviation | 4,01119 | 1,41256 | 5,20990 | 9,11021 |
| | Median | 6,0000 | 1,0000 | 8,0000 | 15,5000 |
| | Average value | 5,9931 | 1,4456 | 8,1884 | 15,6517 |
| Group with MSO higher than average | N | 341 | 341 | 340 | 340 |
| | Standard deviation | 4,04967 | 1,54879 | 5,24430 | 9,22473 |
| | Median | 9,0000 | 2,0000 | 11,0000 | 22,0000 |
| | Average value | 9,0557 | 1,9648 | 11,1588 | 22,1765 |

Similar procedure was conducted for the MSP scale (see Table 4). There are significant differences (at a significance level of 0.01) among those surveyed with high and low levels of MSPs between indicators of “Creating your own content” and “Motivation of media creativity» sub-scales.

Table 4. Comparison of groups with high and low MSP for sub-scales of the scale of “Media creativity”

| | | Creating your own content (sten) | Motivation for media creativity (sten) | Media creativity (sten) |
|------------------------------------|--------------------|----------------------------------|--|-------------------------|
| Group with MSP below average | N | 351 | 350 | 350 |
| | Standard deviation | 4,28603 | 5,28605 | 9,46861 |
| | Median | 7,0000 | 8,0000 | 18,0000 |
| | Average value | 7,0997 | 8,7486 | 17,5114 |
| Group with MSP higher than average | N | 338 | 339 | 337 |
| | Standard deviation | 4,46890 | 5,42039 | 10,05902 |
| | Median | 8,0000 | 11,0000 | 22,0000 |
| | Average value | 8,4734 | 10,9676 | 21,2789 |

People with high level of MSP have significantly higher level of motivation for media creativity. Consequently, the level of media creativity and MSOs are related in the following way: higher MSO students are seen as having higher level of media creativity than those with low level of MSO. These differences are statistically significant. The same trends are observed in people with high and low levels of MSP.

CONCLUSIONS

We believe that formation of social optimism is determined by the level of media culture in society, which is determined, inter alia, by the level

of media creativity dissemination. The factors of formation of social optimism as a means of counteracting media influences, we determine the high level of media activity of an individual – media-literacy, selectivity of attention and critical attitude to negative information received from media.

Media education can become a means of forming and strengthening social optimism through formation of an active civic position, readiness to act, development of flexibility of behavior and awareness of itself as socially meaningful power.

Development of media creativity is an effective means of developing creative, self-sufficient and critical thinking personality in a context of rapid growth in information volumes. A person consciously and actively engages in media communication and media creativity and begins to control his / her psychological security. Media creativity can be regarded as an effective coping strategy of youth in conditions of social upheaval.

We believe that a high level of media creativity contributes to the development and mediatized social optimism and mediatized social pessimism as strategies for dealing with media. People with higher level of social optimism are likely to be more inclined to media creativity.

Consequently, our hypothesis about increasing media culture of high school students by means of media creativity in order to promote the development of social optimism and increase the ability to counter media traumatization and destructive information influences, has a reverse side. Similarly, development of media literacy can contribute to increasing the level of mediatized social pessimism and reduce individual's sustainability of media traumatization.

IDENTITY AND NATIONALISM

NATION REPRESENTATIONS BEYOND NATIONAL IDENTITY

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INTRODUCTION

National identity concerns membership of a nation, thinking about ourselves as members of an imagined community (Anderson, 1983; Gellner, 1983; Pehrson, Vignole & Brown, 2009). At the same time consideration and measurement of the process of identification changed in the last two decades, from a unidimensional construct (Doosje, Ellemers, Spears, 1995) to multidimensional approaches (Sellers, Smith, Shelton, Rowley, & Chavous, 1998; Ashmore, Deaux & McLaughlin-Volpe, 2004; Leach et al., 2008; Roccas, Sagiv, Schwartz, Halevy, & Eidelson, 2008). Distinctions like patriotism and nationalism (Kosterman & Feshbach, 1989), or blind, constructive, and conventional patriotism (Staub, 1997) or attachment and glorification (Roccas, Klar, Liviatan, 2006) as processes of identification with one's nation, the consideration of the representation of the nation beyond that identification does not become an issue of debate.

According to the constructivist approach of social representations (Jovchelovitch, 1996; Wagner, 1999) content and process are interdependent in their essence, the representation in itself delineates also how to deal with it; in our case the representation of a nation as a social group and the possible

ways of identification are intrinsically interwoven. We assumed that there are different representations of the nation beyond national identification, and these representations intrinsically define the relevant others to being distinguished by, and consequentially the nature of intergroup behaviours.

The perceived threat created by the continuously changing world is often construed on the interpretative frame given by the psychologically existent social fractures and group boundaries. Group identifications become more salient, giving psychological security, serving as frames to deal with the new and the change and diminish anxiety. Threat becomes perceived often as to one's existence, thus identity, framed in a self-other relation, a relevant other chosen through that identity dimension is dressed to the cause of that threat.

Following Gellner (1983) we assumed that nations could be perceived as unities based on biological or cultural homogeneity or shared economic interests or societal co-living. We refer to the nation as a *biological* unity, when people identify with the nation at a genetic or biological basis, a membership inherited with birth. Traits, abilities and competencies are viewed as biological and genetically coded stable and unchangeable heritage. Target groups are viewed as threatening, by interbreeding because of their different genetic heritage, or by their quick proliferation, and their different reproductive strategies. The more individuals naturalize a group membership assuming that membership is given by birth, the more they psychologically close group boundaries. This kind of self-other distinction could be considered as the most dangerous, group boundaries perceived as impermeable lead to a loud expression of dehumanization and to the desire to definitely eliminate the cause of the threat perceived.

If the nation is perceived as a *cultural* homogeneity, unity is based on values, traditions, language, common history, lifestyles, shared worldviews. However, these shared futures are effects of socialisation and long-term co-living, they allow more permeability. Target groups are threatening as they represent different cultural values and living styles, assimilation efforts are on the agenda.

Thinking about the nation as an *economic* unity presents different threats and target groups. The nation in this case is perceived as a community of shared economic interests, material well-being is interdependent among members. There is a competition with foreign corporations and workers that threaten their own economic system.

And at least we assumed that the perceived unity behind the concept of nation could be an imagined co-living of different individuals where desired inclusive conditions are defined at a *societal* level, like education, health system, and all those issues recognized as common interests of those living in a delimited space. In this case, target groups of prejudice could be considered those groups that hinder the development of the community (Bigazzi, Siegler, Serdült, Bokrétás; 2019).

OBJECTIVES

We assumed that identification with different nation representations produce both different relevant others and diverse intergroup relations. We used a new prejudice questionnaire (Multiple Threat and Prejudice Questionnaire - MTPQ) measuring both perceived threat at relevant identity

dimensions (gender, nation, existential, religious) as well as the psychological distancing of relevant others.

We assumed that imagining the nation as naturalized, based on biological heritage, thus with strictly impermeable boundaries will lead to higher distancing and prejudice.

METHOD AND PROCEDURE

We applied the MTPQ with 61 items to a sample of 1482 Hungarians in 2017. To obtain a heterogeneous sample, the survey was accessible to different strata of the population via paper-based personal contacts too. We will report here the data concerning national identity threat and distancing at a national level. 3 items were used for each dimension both at the threat and the distancing scale (biological, cultural, economic, societal).

Table 1. Examples of items for each dimensions in both scales

| | Threat | Distancing |
|-------------------|---|---|
| Biological nation | <i>The purity of our blood is put at risk by immigrants settling down in the country.</i> | <i>It is important to me to avoid ethnic interbreeding</i> |
| Cultural nation | <i>I think that minorities prevent the people of my nation from being judged positively.</i> | <i>Our culture is outstanding compared to that of other countries.</i> |
| Economic nation | <i>The stability of our country is at risk because of a lack of adequate economic growth.</i> | <i>The cheap labour coming from abroad should not be admitted into the country.</i> |

| | | |
|-----------------|---|---|
| Societal nation | <i>It makes me feel upset that in this nation we are unable to have respect for the differences between us.</i> | <i>I am fed up with groups promoting views of social exclusion.</i> |
|-----------------|---|---|

The mean age of the sample was 37.1 ($SD_{age} = 15.086$). 60 % of the participants were female. Most participants were living in Budapest (27.4 %), followed by county seat (25.4 %), smaller cities (26.9 %) and villages (20.3 %). The education level of the participants was completed college for the 42.2 %, graduated university for the 40.2 %, finished high school for the 15.9 % of the whole sample.

RESULTS

We examined with explorative factor analysis the structure of the two national scales: threat and distancing. The two factors of the Threat scale ($KMO = 0,786$) explained the 54,745 % of the variance, the first factor included items which regarded the representation of the nation as biological and cultural unity, the second factor consisted of economic and societal items. Two items were excluded from the Threat questionnaire on the basis of their contribution to psychologically meaningful factors. The three factors of the distancing scale ($KMO = 0,771$) explained the 56,89 % of the total variance. In the first factor cultural and economic items merged together, in the second factor biological distancing items loaded and in the third factor societal ones did.

We found differences among the scales concerning our independent variables. Women perceived higher threat at an economic-societal level ($X_2 = 0,77$; $X_1 = - 1,11$; $t = - 3,541$; $p = 0,000$) and distanced less at a biological level ($X_2 = - 0,05$; $X_1 = 0,07$; $t = 2,425$; $p = 0,015$) than men. With higher subjective well-being bio-cultural perceived threat ($F(5,1145) = 3,631$; $p = 0,003$) and societal distancing ($F(5,1141) = 3,134$; $p = 0,008$) increased. With higher education both bio-cultural threat ($F(7,1430) = 16,459$; $p = 0,000$), economic-cultural ($F(7,1425) = 12,76$; $p = 0,000$) and biological ($F(7,1425) = 7,162$; $p = 0,003$) distancing decreased.

Assuming that identity threat cause distancing of relevant others, we find that biologic-cultural national identity threat predicted both biological distancing ($b = ,625$, $t(1405) = 29.99$, $p = 0.000$; $F(1;1405) = 899,962$; $p = 0,000$ with an $R^2 = 0,390$) and economic-cultural distancing ($b = ,421$; $t(1405) = 17,397$, $p = 0.000$; $F(1;1405) = 302,639$, $p = 0,000$ with an $R^2 = 0,177$). Those threatened in their biological national identity distanced ethnic interbreeding, felt that aggressive behaviour, destructive tendencies and poorer abilities are hard-wired of migrants and ethnic minorities and defined their own national values better than those of ethnic minorities and wanted cheap labour from abroad to be stopped. While felt threatened in an economic-societal national identification predicted societal distancing ($b = ,414$; $t(1405) = 17,055$, $p = 0.000$; $F(1;1405) = 290,86$; $p = 0,000$ with an $R^2 = 0,172$), feeling fed up with groups promoting social exclusion, or with the political and economic elite creating social tension.

CONCLUSIONS

Social identification processes are related to different social representations of the nation. While we predicted four different types of commonness between the members of a nation, as a biological, a cultural, an economic or a societal unity, in the Hungarian sample we find that biological and cultural unity as well as economic and societal unity are merged. Among the same four dimensions in the distancing scale, cultural and economic relevant others were merged in the Hungarian sample.

Threat perceived at the first nation representation, that of biological-cultural unity caused psychological distancing of migrants, ethnic minorities and other nation on the basis of biological and cultural diversity, and triggered intergroup behaviour based on biological and cultural superiority, and also at an economic level to reduce interdependence from others. While identity threat was perceived at the second nation representation, that of economic-societal unity, others are the economic and political elite as well as nationalist ideology and the intergroup relation concerns the problem of societal cohesion and tensions among people.

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SOCIAL AND ETHNIC IDENTITIES OF IMMIGRANTS IN UKRAINE

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INTRODUCTION

World migration processes change the structure of society, affect cultural achievements, because every person who enters new environment not only brings with him / her a part of his / her society, but also takes something from the new one. Identity, which develops in childhood and youth, begins to change and rethink (O. Lytvynchuk, 2011).

Under the influence of changes in society, a person changes, therefore, migration, moving people in a new environment, significantly affects change of social identity. Social identity is studied as belonging to a certain group, group membership, which determines not only the image of Self in society, but also affects human behavior through its values, attitudes and social roles adopted by it (A. B. Kovalenko, K. S. Bezverkha, 2017).

Ukraine also experiences significant migration processes, economic, political and financial crisis forces people to travel abroad, need for workers and lack of compliance with laws and norms leads to migration (often illegal) of people coming from other less developed countries than Ukraine. At the same time, those people who, for certain reasons, moved to Ukraine from more developed countries, fall into a new unusual environment.

OBJECTIVES

Therefore, the purpose of our research is to study social identity of persons who, for one reason or another, have moved to Ukraine.

METHOD AND PROCEDURE

The empirical study included the following methods: O. V. Vaskova's questionnaire of social identity modified by A. B. Kovalenko, K. S. Bezverkha (A. B. Kovalenko, K. S. Bezverkha, 2017), the method for studying value orientations of Rokeach, Kuhn test (modification of Rumyantseva), and the scale of desire for dominance (and subordination) in the method for diagnosis of socio-psychological adaptation of Rogers-Dymond.

RESULTS

Among immigrants, 87 people participated in the study, 47 men and 40 women aged 13 to 61 years (mean age 22 years). Nationality is dominated by immigrants from the countries of the Middle East such as Algeria (3.4 %), Yemen (6.9 %), Iran (50.6 %), Palestine (1.1 %), Saudi Arabia (1.1 %), Syria (2.3 %), Turkey (14.9 %), as well as China (4.6 %), Germany (2.3 %), Ossetia (1.1 %) and Russia (8 %).

The study subjects are in the territory of Ukraine from 1 month to 55 years due to the study (77.5 %), moving with parents in childhood (10.1 %),

relatives, bride or children (3.4 %), because of work (2.3 %). Among them, 1.1 % indicated another reason for stay, and 5.6 % did not show desire to respond.

23 % of the respondents belong to the diaspora in Ukraine, 57.5 % do not belong, and 19.5 % did not respond to this question. Thus, 40.2 % of people plan and try to obtain a permanent residence permit, 1.1 % already have it, 32.2 % have not yet wished to receive it, and 26.4 % did not answer.

It should be noted that the reasons for refusal to provide certain information about themselves were the phrase "I cannot because of religion" and "my people will not understand it". Moreover, the natives of Russia changed the name of the Russian Federation, changed the order of letters, indicate the city (village) without specification countries, and gave answers not on the line that is intended for this information.

Survey results showed that the immigrants had a mean score on the social identity questionnaire on all scales, in addition to the scale of the favor of informal relations, which showed a high level. The level of general social identity also is average, so it can be noted that immigrants feel the influence of internal informal connections on self-perception of themselves as a member of the group.

Among the significant groups, respondents were more likely to be reported by groupmates (32.6 %), family (17.4 %) and friends (13 %). Successful professionals (8.7 %) and people with positive values (6.5 %) were chosen the least. All other groups accounted for less than 5%. It should be noted that 40.2 % of the sample did not answer this question, although they answered other questions of the questionnaire, and 14.9 % indicated that there were difficulties in determining groups.

The selection of groupmates as a significant group can be explained by the fact that there are many students among respondents, who are studying in another country, but they are studying at universities or institutes in groups organized specifically for foreigners. That is, spend most of their time with compatriots or other foreign students. Even if the language in the group is not the same, all students know at least English, which helps in communication.

In addition, a group in which a person can communicate with his / her compatriots is a diaspora. Using the Mann-Whitney U-test, a statistically significant difference was found between the immigrants belonging to diaspora and those who do not belong to diaspora ($p \leq 0.05$) (Table 1). No significant differences were found between the scale of in-group grade ($p = 0,95$) and intergroup competition ($p = 0,931$).

Table 1. Indicators of social identity of immigrants depending on membership in diaspora

| | Membership satisfaction | Self-understanding and self-development | Grade of belonging | Cohesion | Favor of informal relations | Social Identity |
|-----------------------------|-------------------------|---|--------------------|----------|-----------------------------|-----------------|
| Diaspora member | 45,00▲ | 39,45▲ | 20,45▲ | 23,80▲ | 36,05▲ | 198,80▲ |
| Does not belong to diaspora | 36,63 | 31,23 | 16,18 | 17,50 | 26,23 | 163,13 |

N = 60; ▲ - high level; ▼ - low level

The data presented indicate that the components of social identity of diaspora members have high level, as opposed to those who are non-diaspora members.

Although none of the respondents mentioned diaspora as a significant group, staying among representatives of their own people positively affects social identity of immigrants who study or work in Ukraine.

To test the effect of a significant group presence on the level of social identity using coding and subsequent statistical analysis, the Kruskal-Wallis test was used. Statistical discrepancies were found on the scale of membership satisfaction ($p = 0,02$), grade of belonging ($p = 0,008$) and social identity ($p = 0,027$).

Table 2. Indicators of social identity of immigrants depending on belonging to a significant group

| | Membership satisfaction | Grade of belonging | Social Identity |
|--------------------------------------|-------------------------|--------------------|-----------------|
| Membership in a significant group | 41,15 | 20,03▲ | 180,92 |
| Difficult to answer | 39,00 | 14,50▼ | 176,50 |
| Does not belong to significant group | 35,37 | 16,66 | 161,46 |

N = 76; ▲ - high level; ▼ - low level

The data presented in the table indicates that the scale of assessment of affiliation was high among those who are members of a significant group, average for those who do not belong to it, and low for those with difficulty to answer this question. Two other scales have shown a tendency for members of significant groups to have higher scores on membership satisfaction rates,

as well as social identity, and those who do not belong to a significant group have lower scores on all scales. One can conclude that presence of a group that a person indicates as significant is directly proportional to the level of social identity.

It was also found that the subjects have a generally positive type of ethnic identity. Indicators of ethnic indifference and ethno-fanaticism have average levels of manifestation, at the same time ethno-nihilism, ethno-selfishness, and ethno-isolationism in general are not peculiar to them.

Immigrants in Ukraine have a positive attitude towards their nation and other nations. Nevertheless, sometimes they discriminate or make irrelevant ethnic identity, sometimes – readiness for any action to protect their people from the influence of others, justify any sacrifices in the struggle for well-being of their people.

At the same time, leaving their own ethnic group, tension or even irritation towards the representatives of other nations, as well as confidence in the benefits of their own people over others is not virtually inherent to them.

In the subjects the positive assessment of ethnic identity prevails (11.37 points), although the uncertain assessment of ethnic identity also has a high score of 10.03 points. The respondents positively evaluate their ethnic identity, but they still feel uncertainty, perhaps because of the fact that ethno-fanaticism and uncertainty are on average level among them.

It has been found that the subjects have average rates of internal locus of control (13.13 points), that is, they feel that they are responsible for their own fate and decision-making. The external locus of control has a lower level (9.77 points); it testifies fact that the respondents sometimes place

responsibility for events of their own lives on people and circumstances surrounding them.

Immigrants also have high levels of self-acceptance, acceptance of others and internality, but average levels of adaptation, emotional comfort, desire for domination and escapism. They do not feel adapted, perhaps because of emotional discomfort, are more focused on subordination, but do not "deepen in themselves", fleeing from problems. In general, they are staying in the new country for about 5 years on average, which is in line with the growing disappointment, so, perhaps, emotional comfort is reduced, resulting in a decrease in the level of adaptation.

To confirm this hypothesis, the levels of adaptation were checked depending on the stages of migration (O. Savitskaya, 2011; M. Svoboda, 2013). The use of the Kruskal-Wallis test showed a statistically significant difference only on scale of self-denial ($p = 0,031$) and desire to dominate ($p = 0,025$). The difference was found on the lowest level at the stage of overcoming depression (17 points) and on the highest rate at the euphoric stage (24.61 points). The data confirm the definition of feelings at the stage of overcoming depression when a person is prone to accusing himself of problems and perhaps apathy and certain sadness affecting well-being. At the same time, at this stage, people feel themselves most subordinate, which may have an impact on well-being, and then on adaptation.

It should be noted that the hypothesis was not confirmed. This gives grounds for concluding that immigrants generally do not feel very emotionally comfortable and are not sufficiently adapted to the new environment. Their general state of emotional comfort can be checked for

general well-being, for which they have lower than average self-esteem of their own physical and psychological well-being.

CONCLUSIONS

Immigrants in Ukraine do not feel sufficient emotional comfort, which affects level of adaptation. However, maintaining relations with representatives of people in diaspora, as well as having informal relations with members of significant groups, they reveal average level of social identity and positive ethnic identity.

THE PSYCHOLOGICAL EFFECTS OF INGROUP IDENTITY THREAT

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INTRODUCTION

Our presence and actions in the social arena are embedded in our relations. It means that intergroup processes are crucial for understanding of the dynamics of participation in social life.

Intergroup relations, mainly prejudice is the most researched area of social psychology however there is no consensual theory on its process and nature. Contemporary critics (Mark & Crawford, 2019) claim that the existing theories are not just controversial but also evaluative and cannot reflect the diverse and changing nature of prejudice. Also prejudice is handled as bias however it constitutes an organic functional part of everyday life and there is still a lack in its understanding.

One of the main reasons that prejudice is not fully approached is that scholar's scope on the issue is too narrow. However, the phenomena include two party, both the target and the source of the prejudice, researchers mostly consider one of them ignoring the dynamic relation between the components.

The integration of social representation theory and social identity theory (Jovchelovitch, 1996, 2002; Duveen, 1986, 2001; Howarth, 2002, 2006; Andreouli, 2010) provide an expanded theoretical frame including both

identity and representation and their interrelation for better understanding of the complex nature of intergroup relations. The concept describes Representation and Identity as phenomena emerging from the symbolic space between the concept of Me and Not Me. This thesis also means that there is no Me without the Not Me just as there is no identity without the work of representation (Jovchelovitch, 1996). Completing this model with the concepts of intergroup relations, Me is equivalent to the Ingroup, the Not Me is equivalent to the Outgroup and the space between the two is where the intergroup relations take place.

Therefore, the integrative approach suggests that the consideration of ingroup identity is crucial in intergroup processes so in prejudice. This statement is confirmed by researches on identity which conclude that certain identity constructions such as collective victimhood (Bar-Tal, 2000, Bar-Tal et al., 2014; Vollhardt, 2012, 2015; Noor et al., 2010) or competitive victimhood (Noor et al. 2012, Szabó et al, 2011) goes along with hostile intergroup behavior.

Both types of the victimhood are based on the experience of being targeted, which increase the importance of social comparison (Festinger, 1954; Tajfel & Turner, 1979; Tajfel, 1981) in identity processes in order to repair the wounded self-evaluation. This mechanism evokes the constant hierarchical perception of the social context where the positive evaluation of the ingroup is ensured by negative evaluation of the inferior status outgroups.

At the same time this dynamic includes the perception of threat by diverse outgroups which result an identity structure which specificities concur with the specificities of threatened identity described by Breakwell (1986). The idea of connecting threat perception with hostile intergroup relations was phrased by the Multiple Threat and Prejudice Questionnaire

developed by Bigazzi and colleagues as well (2019), which demonstrate that different kinds of social threat perception go along with the distancing of different kinds of outgroups.

OBJECTIVES

Based on the studies on threatened identity we claim that threat perception does not affect just intergroup relations but has an impact on mechanisms which are considered as intrapersonal. Threat perception deriving from the ingroup identity can be considered as a specific psychological position embracing the whole psychological system including concepts which are considered interpersonal or intrapersonal. Therefore, we claim that these dynamics should be investigated integrated, moreover intrapersonal and intergroup division is not well-founded just as we cannot disembodiment personal and social identity. This approach is essential for better understanding of changing and vary nature of prejudice. The present paper aims to demonstrate how threat perception of ingroup identity affects competencies and dispositions considered as inter- and intrapersonal.

METHOD AND PROCEDURE

An experimental study was designed for testing the impact of perceived ingroup identity threat. We defined four groups: doctors, homosexuals, teachers and reformed religions. It was essential to define heterogeneous group by status and representation for being able to

demonstrate that the dynamics are context related and not specificities of certain group identities. With participation of representatives from each group, we wrote specific law proposals which represent relevant threat for the certain subgroups. The doctor's law proposal included that their salary will decrease, the law proposal of the teachers included that their job will be more strictly controlled, the homosexual law proposal included that behaviors which do not fit into the traditional family model can be punished, while the law proposal of the reformed religion people was about that they have to share their churches with Muslims.

Our study followed a pre-post design which means that the participants fulfilled a test-battery and a week later after reading the law proposal they fulfilled the same set of questionnaire, so the law proposal served as stimuli to generate threat perception on the relevant ingroup identity dimension in the post condition. The study also included a control group which did not receive ingroup identity relevant stimuli.

The test-battery included the following questionnaires: Fear of Negative Evaluation Scale (Leary, 1983), Interpersonal Reactivity Index (Davis, 1983), Need for Mentalization Scale (Bernáth, 2014), Self-Reflection and Insight Scale (Grant; Franklin; Langford, 2002), Contingent Self-esteem Scale (Johnson; Blom, 2004), Resilience Scale (Connor-Davidson, 2003), State-Trait Anxiety Inventory (Spielberg 1970). However, these questionnaires are considered as measuring intrapersonal disposition we claim that these dispositions have a well-defined social aspect. Therefore, they are embedded in the social context and their function has a situative dimension. To highlight their social nature, we divided the questionnaires and different subscales based on their focus on the Other or on the Self:

| | |
|---|--|
| Focus on the Other | Focus on the Self |
| IRI: empathic concern, perspective taking, fantasy | IRI: personal distress |
| Self-esteem: social network based self-esteem | Self-esteem: competence based self-esteem |
| Mentalization: focus on others | Mentalization: ensure interaction |
| Fear of Negative Evaluation | Self-Reflection and Insight |
| | Resilience |
| | STAI |

The test-battery beside the questionnaires included an item referring the perceived ingroup identity based threat (It is hard today in Hungary being a doctor/ teacher/ homosexual/ reformed) and independent variables such as age and gender.

The total number of the participants was N=103, 68 % female, 32 % male, mean of age was 37.

The following table includes the descriptive data for different subsamples.

| | | | |
|-------------------|------|------------|------|
| Doctors | N=23 | 56% female | X=32 |
| Teachers | N=20 | 80% female | X=41 |
| Homosexual | N=24 | 33% female | X=32 |
| Reformed | N=22 | 86% female | X=31 |
| Control | N=14 | 92% female | X=43 |

RESULTS

Comparing the experimental group with the control group there are significant differences. The experimental group experienced significantly higher level of threat than the control group ($t(101) = 2.833, p = 0.006$), meanwhile the control group scored significantly higher on the empathic concern scale from the IRI ($t(101) = -1,954, p = 0,005$) and on the focus on another subscale from the Mentalization questionnaire ($t(101) = -2,436, p = 0,020$).

Comparing the per-post condition on the whole sample there are also significant differences. Resilience ($t(88) = 5,786, p = 0.000$) and competence based self-esteem ($U(88) = 1.860, p = 0.063$) increased, while mentalization ($U = 184, p = 0.066$), fantasy ($U = 3,088, p = 0.002$) and fear of negative evaluation ($t(88) = 1,908, p = 0.06$) decreased in the post condition.

If we focused on differences between different subgroups we found that doctors decreased their competence based self-esteem ($t(22) = 3,22, p = 0,06$). On the contrary, teachers increased both competence ($t(19) = 2,308, p = 0,032$) and social based self-esteem ($t(19) = 2,627, p = 0,017$) and also increased the subjective threat perception ($t(19) = 2.273, p = 0.030$). Homosexual subsample decreased fantasy ($t(22) = 2,065, p = 0,050$), reformed subsample decreased fear of negative evaluation ($t(21) = 2,183, p = 0.040$) while increased need for self-reflection ($t(21) = 2,366, p = 0,028$).

Correlation between different scales showed that subjective threat perception correlates with need of self-reflection ($p = 0,16$), and with perspective taking ($p = 0,05$). Meanwhile anxiety correlates with fear of negative evaluation ($p = 0,33$), and with socially based self-esteem ($p = 0,15$).

CONCLUSIONS

Based on the presented results we summarized briefly the following conclusions. The perception of ingroup identity threat is not a stable variable but can be manipulated and it is independent from the dimension of the identity, which means threatened position is not a specificity of certain groups but a context related process. Based on the comparison of the control and experimental groups it seems that threat perception has an effect on dispositions considered intrapersonal. Those competencies which are self-related increased while other related competencies decreased which means psychologically that in identity threatening conditions we reinforce our self while we distance others.

Following the results on the effect of threat a very important conclusion is that the threat perception had a different effect on the subgroups as they acted differently in the threatened conditions: doctors decreased the importance of being evaluated based on their competences. On the contrary teachers increased it as well as the importance of their social desirability. Among homosexuals the fantasy scale from the IRI decreased, while among reformed subsample the focus was taken from the other and laid on the self.

Finally based on the result of the correlations it seems that being conscious about being threatened is different than being threatened (anxious) without reflection. Unconscious threatened position correlates with reflective functions while the consciousness of being threatened correlates with the increasing importance of the feedback of others.

These results (1) confirm that social and intrapersonal processes are strictly interrelated and cannot be disembodied, further (2) emphasize the importance of context in intergroup dynamics, presenting that we cannot generalize the process of prejudice, but the interpretation requires the consideration of the specificities of ingroup identity, the relevant other and the condition of given social situation.

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IDEOLOGICAL SELF-DESCRIPTION AND ATTITUDES TOWARDS KOSOVO SECESSION IN SERBIA

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INTRODUCTION

Ideologies are often understood as general principles that connect attitudes towards various political issues into (more or less) coherent belief systems. On the psychological level, ideologies also function as self-categorizing labels that help placing oneself vis-à-vis political objects, and thereby perform a political orientation function. Yet, doubts have often been expressed about citizens' levels of political interest and sophistication that are deemed necessary for establishing and maintaining the connection between ideological labels and political opinions.

This is especially seen as a potential problem in the so-called young democracies. In order to address this problem, the paper analyzes the relationship between ideological self-labeling and political opinion in Serbia. Opinion in question concerns the attitude towards the secession of Kosovo, a southern autonomous province in Serbia.

Academic literature on the sources of attitude constraint, i.e. factors that influence co-variation between attitudes towards different political objects, outlined several main factors. According to Ellis and Stimson (2007, 2012), the principle sources of constraint include ideology (principled reasoning), framing effects of elite political discourse, and the influence of non-political identities and values.

Presently, we emphasize the connection between ideology and political identity. Namely, ideological labels also serve the function of political self-description, and help orientation in the political world. According to Conover and Feldman (1981), ideological self-placement reflects affective attachment to ideological labels and to the people and symbols associated with those labels.

More recently, Popp and Rudolph (2011) elaborated the distinction between the operational and symbolic ideology. The operational ideology reflects “principled beliefs”, and is associated with core values, while the symbolic ideology comes from group identifications (ideological groups, labels). As a result, different labels may be associated with specific political attitudes differently – reflecting principled beliefs or / and group identities.

In the present study we focus on attitudes towards the secession of Kosovo among the Serbian respondents. This has been one of the main political issues over the last three decades in Serbia, and therefore it is likely that respondents have formed attitudes about it. Following Popp and Rudolph (2011), we expect to find evidence of both symbolic and operational sources of constraint in attitudes towards the Kosovo issue.

Based on the principled reasoning, we would expect that, for instance, the label ‘Nationalist’ is associated with more nationalist views of the Kosovo

status. Likewise, label 'Socialist' should predict less nationalist views.

However, symbolic sources of constraint (political identities in this case) would suggest that the label 'Socialist' is associated with more nationalist views, as the Socialist Party has been associated with sovereignty policy towards Kosovo. In addition, based on elite framing, we would expect that non-politicized labels should not be associated with political attitudes. Thus, label 'Conservative' should not be associated with these attitudes because there are no clear political referents in Serbia, while 'Liberal' is likely to correlate because of a pronounced policy position of the Liberal Democratic Party (LDP).

OBJECTIVES

The paper addresses the question whether there are meaningful associations between ideological self-identification and political attitudes? A negative answer could be expected given the generally unsophisticated, uninterested, uninformed public, especially in a relatively unstable 'young democracy' such as Serbia. However, relying on the literature on the sources of attitude constraint, we expect that ideological labels are actually predictive of political attitudes, both because of principled ideological reasoning, and because of symbolic meaning of ideological labels.

METHOD AND PROCEDURE

The data from the 2012 Serbian election study are used. The Serbian

election study is a post-election public opinion survey conducted after the 2012 presidential and parliamentary elections. It is based on a probability sample of 1568 voting age citizens of Serbia. The survey was conducted using the computer assisted personal interviewing (CAPI) method.

Ideological self-identification is captured via questions that asked respondents to express their identification with ideological labels such as Liberal, Conservative, Socialist, or Patriot on an eleven-point scale.

The questionnaire text was the following. *“People use different terms to describe their political views. I am going to read a list of words. After I read each word, please rate it on a scale from 0 to 10, where 0 means that the word does not describe your views at all, and 10 means that the word describes your views perfectly”.*

“How well does the word conservative describe your views?”

Seven additional ideological labels were included: Liberal, Social-democrat, Socialist, Patriot, Nationalist, Traditionalist and Communist. Descriptive analysis showed that the most accepted labels are patriot and traditionalist, while least accepted are communist and liberal. The survey also included a standard 11-point left-right ideological self-identification question.

Opinion of Kosovo secession is operationalized by two opposing five-point agreement-disagreement scale items:

“Kosovo should remain part of Serbia”.

“No matter what we do, Kosovo will become an independent state one day”.

About 86 % of respondents strongly or somewhat agree that Kosovo

should remain part of Serbia. Yet, only about 23 % strongly or somewhat disagreed with the statement that Kosovo will anyway become independent one day. These two questions are negatively correlated ($r = -.28, p < .001$)

RESULTS

Correlation coefficients between ideological self-labeling questions and attitudes towards Kosovo secession are presented in Table 1.

Table 1. Correlations between ideological identifications and attitudes towards Kosovo secession

| Ideological self-labels | Kosovo should stay part of Serbia | | Kosovo will become independent state one day | |
|-------------------------|-----------------------------------|----|--|----|
| Conservative | -.01 | | -.07 | * |
| Liberal | -.11 | ** | .12 | ** |
| Socialist | .08 | ** | -.07 | * |
| Nationalist | .12 | ** | -.21 | ** |
| Patriot | .23 | ** | -.18 | ** |
| Social democrat | -.02 | | .10 | ** |
| Traditionalist | .14 | ** | -.17 | ** |
| Communist | .09 | ** | -.05 | |
| Left-right | .08 | ** | -.08 | ** |

* $p < .01$; ** $p < .001$.

The results show that there are negative, statistically significant

associations between ideological self-identification and attitudes towards Kosovo secession, though of modest magnitude. The results presented in Table 1 demonstrate that the respondents who tend to identify with labels Socialist, Patriot, Nationalist, and Traditionalist tend to be more opposed to Kosovo secession as well. At the same time, they are less convinced that the independence of Kosovo is inevitable. The opposite tendency is observed for respondents identifying with the label Liberal. This ideological label is associated with weaker emphasis on Serbia's sovereignty over Kosovo ($r = -.11, p < .01$), and stronger conviction that independence of Kosovo is unavoidable ($r = .12, p < .01$). Left-right ideological self-identification is only weakly associated with these attitudes: leftist identifiers are more pro-sovereignty, and less fatalist about Kosovo independence. It is also worth noting that ideological labels that are not particularly politically salient in Serbia (Conservative, Social democrat) are not associated with the attitude that Kosovo should remain part of Serbia. Although this attitude is a stronger statement of one's political preference concerning Kosovo, these labels do not have the symbolic (group identity) nor strong principled force to constrain this attitude.

Additional multivariate analyses, not detailed here, showed that the presented associations remain significant after controlling for the influence of the main socio-demographic variables (age, education and income levels) and some measures of political sophistication (political knowledge scores).

CONCLUSIONS

Attitudes towards Kosovo secession are significantly associated with ideological self-identification in Serbia. The strongest associations involve labels Nationalist, Patriot, and Liberal. The relationships remain significant after controlling for the influence of the socio-demographics and measures of political sophistication.

The observed relationships reveal the influence of both operational (principled) constraint, and of symbolic influences. Labels such as Nationalist and Patriot imply the importance of national sovereignty and opposition to irredentism. It is part of the conceptual definition of these ideological orientations. Hence, the associations observed for labels such as Nationalist and Patriot disclose the relevance of the operational ideology. Symbolic ideology, on the other side, is noticeable with the associations observed for labels Socialist and Communist. These labels are often associated with the opposition to nationalism. However, in Serbia, it is the Socialist party that has been associated with nationalist politics, especially during the 1990's.

Overall, the results demonstrate that Serbian respondents use ideological labels in a relatively consistent and coherent manner, which makes them useful cognitive devices for political orientation. The basis for the observed consistencies, however, is both symbolic and principled.

**POLITICAL AND ECONOMIC CONSCIOUSNESS AND
SOCIALIZATION**

ETHNIC FRACTIONALIZATION AND ECOLOGICAL SITUATION OF NATIONAL ECONOMIES

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INTRODUCTION

Today, in over 200 countries around the world, there are 5,000 ethnic groups, which means that members of groups with different cultural backgrounds and customs that speak different languages have to live in one state. Despite the fact that such neighborhood can enrich the culture of all participants, increase tolerance and trust in society, most researchers tend to link ethnic heterogeneous society with ethnic conflicts, uprisings and civil wars, problems of economic growth, as well as inability of political elites to progressive and effective reforms.

The problem of ethnic and cultural heterogeneity has come to the attention of researchers in recent decades of the twentieth century. Numerous publications of scholars link ethnic heterogeneous societies with social and economic benefits – high-quality public goods, economic growth, minimal corruption, high-quality social capital (Esteban & Ray, 1994; Mauro, 1995; Easterly & Levine 1997; Bossert et al., 2011; Fearon, 2003). Instead, ethnic fractionalization becomes an obstacle to sustainable development, provokes conflicts and mistrust between members of different groups, reduces ability to communicate effectively in political process.

OBJECTIVES

The objective of the paper is to test three key hypotheses:

- 1) there is a cause-and-effect relationship between the ethnic fractionalization of countries and environmental state;
- 2) this connection is not direct and instant, but is manifested through the transmission buffer mechanism, which is based on the quality and efficiency of state institutions;
- 3) the negative influence of high ethnic fractionalization on the ecological situation in the country in the welfare states is offset by the high quality and efficiency of governance by initiating the function of balancing the interests of ethno groups in the transmission buffer mechanism.

METHODS AND PROCEDURE

To construct the original matrix for cross-country analysis, measurements of ethnic, linguistic and religious fractionalization of countries have been used, which are given in the teamwork of authors led by A. Alesina (Alesina et al., 2003). These measurements are based on identified 650 ethnic groups in 190 countries, 1055 linguistic groups in 201 countries and 294 religions in 215 countries. The data was collected by A. Alesina and we used them to confirm our hypotheses.

The study used correlation and regression analysis tools using the application statistical software package STATISTICA. In the process of correlation analysis, the pair coefficients of the Pearson correlation are defined, which illustrate the direction and closeness of the linear stochastic

coupling between the investigated variables. In the course of regression analysis, linear regression models are constructed that reflect the nature and form of causal relationships between the ethnic diversity of countries and the state of ecology in them. The transitivity of such relationships through the indicators of quality and efficiency of governance is illustrated by linear regression models and bubble diagrams, in which the bubble diameter reflects the integral estimation of the environmental state.

RESULTS

Ethnic fractionalization refers to the number, size, socioeconomic distribution and geographical location of particular cultural groups in a state or in a certain other territory. The specific cultural features of these groups relate to language, skin color, religion, ethnicity, customs and traditions, history, or other specific criterion, individually or in combination. Often, these features are used for social exclusion and monopolization of power, which runs counter to the principles of democratization and inclusive development. Concerning the optimal number and size of ethnic groups, scholars do not have unanimous opinion. Theoretically, two large groups, commensurate in size, can both balance each other (example of the Wallonians and the Flemish) and create the basis for a multi-year conflict (example of the Israelis and the Palestinians). Similarly, a large number of small groups, creating a coalition, can achieve both the maintenance of peace and security in the state, as well as permanent opposition, including armed conflicts.

The correlation matrix of the pair correlation coefficients between the indicators of ethnic, linguistic, religious fractionalization of the countries and the indices that characterize their ecological situation during the last 19 years demonstrate reliable linear relationship between the ethnic fractionalization of the country and the ecological situation in it. Another correlation matrix illustrates the direction and the power of interdependence between the elements of the other part of the transmission mechanism – from quality and efficiency criteria of state institutions to the ecological quality.

The results of the statistical analyzes confirmed by the first two working hypotheses of the study. Countries that are simultaneously characterized by low ethnic fractionalization and high quality of state institutions demonstrate high environmental quality dominate and vice versa. In countries that are simultaneously characterized by high ethnic fractionalization and low quality and efficiency of state institutions, the latter are not able to fully perform the buffer role, that is, to neutralize the negative impact of different models of ethnic interests on decision making and the introduction of appropriate environmental policies. This means that this mechanism in such countries performs mainly a transmission (transfer) function.

Hypothetically, in countries that are characterized by a set of signs as welfare states, strong and qualitatively functioning institutions should act as buffer elements of such a mechanism and neutralize the negative impact of inter-ethnic conflicts on the elaboration and implementation of political decisions, including environmental policy.

To test this hypothesis, a correlation analysis of ethnic diversity indices, institutional quality and efficiency and ecological situation in the

OECD countries is conducted, the vast majority of which can be identified as welfare states. Among the members of this group are countries with high levels of ethnic diversity (e.g. Canada, Belgium, Mexico, Switzerland, Luxembourg) and almost mono-ethnic (Japan, South Korea, Portugal, Norway, Sweden, Iceland). At the same time, almost all OECD countries are characterized by high quality and efficiency in governance and the environment. In the OECD welfare states, the transmission buffer mechanism, through the perfection of state institutions, eliminates the danger of interethnic conflicts, harmonizes their economic, social, cultural and environmental interests, and thus contributes to the development of a balanced and effective environmental policy.

CONCLUSIONS

Summarizing the problem of relationship between ethnic fractionalization and the ecological situation in the countries, the following conclusions can be drawn:

1. Ethnic fractionalization is considered to be a significant obstacle to inclusive growth and the establishment of quality governance institutions. The presence of inter-ethnic tensions often becomes a prerequisite for the policy of restricting competition to other groups. However, because of the high level of quality of governance institutions between ethnic fractionalization and inclusive development, conflicts are eliminated.

2. Environmental goods may be the subject of a redistributive policy in heterogeneous societies. As a rule, this is not so much direct expropriation

of the welfare of individual groups, as the inability to negotiate goods with significant external effects, the benefits of which are consumed by all.

3. We empirically confirmed the hypothesis of an inverse relationship between the degree of heterogeneous society and the environmental quality. It was found that the quality of governance could weaken the inverse relationship between ethnic fractionalization and the ecological situation in the country. Typically, in the welfare states, the neutralization factor of ethnic fractionalization by the quality of governance institutions can be traced. This means that there is an institutional transmission buffer mechanism in the relationship between the structure of society and the offer of environmental goods.

RESPONSIBILITY: WHAT DOES IT MEAN FOR YOUNG PEOPLE TODAY

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INTRODUCTION

Responsibility is one of the crucial competences for social and personal development. It is widely discussed in main current educational discourses (e.g. social participation vs social alienation). Philosophers, educators and psychologists (Bauman, 1996; Kennedy, 2006; Branden, 1999) name responsibility as an important factor in becoming a social being. It is significant in the process of understanding oneself as a member of society and developing active participation. Functioning on different levels (local, social and global) in the communities provokes questions about understanding of responsibility, as well as its range.

METHOD

Our research questions make it necessary, that the notion of ‘responsibility’ be analyzed in terms of its semantic contents, but they also encourage comparisons of age groups. The most promising method meeting both of these conditions is the AGA (Associative Group Analysis). It allows

to understand potential dispositions connected to responsibility by analysing free associations, without semantic or theoretical interference. AGA was developed by an American sociologist Lorand Szalay in the 1960s (Szalay & Bernt, 1967, Szalay & Bryson, 1974, Szalay & Deese, 1978).

He assumed, that free associations generated around a particular phenomenon are a reflection of people's beliefs about it and that they are directly related to the readiness for particular actions in a given area. The AGA procedure consists in generating associations by research participants. The stimulus is an ordinary word, a term designating the studied phenomenon. In our case this was 'responsibility'. The instruction was formulated as follows: "You have a sheet of paper in front of you. Within one minute, write everything that comes to mind when you hear [the name or term designating the phenomenon is to be given here, in our case this was RESPONSIBILITY]".

252 participants took part in our study. They came from 3 age categories: 12 (late childhood), 14 (early adolescence) and 17 (late adolescence) and two cities – the capital and a 15 thousand inhabitant town in the northeast of Poland. The numbers of students in the groups are not the same. The numbers are similar between cities – 52 % in the capital and 48 % in the smaller town. The number of boys (37 %) is smaller than the number of girls. The biggest age group was that of 14 year olds (41 %) and the smallest was that of 17 year olds (25 %).

RESULTS

Competent judges selected 26 association categories based on the similarity of meaning.

Range of responsibility. Four ranges of responsibility were selected:

Range of the self – connected to such categories of responsibility, which directly pertain to the actions of a person or they stem from their action and are directly connected to the self and do not refer to others.

Range of close relationship – includes categories directly relating to close people or all those associations pointing towards a close relationship with another person.

Range of distant relationship – included on category pertaining to those people that one is in touch with, but does not form close relationships with.

Range of social perspective – included categories of social and macro-social range pertaining to areas outside the closest environment but also to social functions that imply responsibility for a social group.

The associations pointing to close relationships constituted the categories that saturate the notion of responsibility to the greatest extent. The social perspective saturates it to the least extent. Comparing range of responsibility between age groups indicates that during late childhood (10 years old) responsibility pertains mostly to close people and relationships with them. The importance of this area decreases with age and in late adolescence (17 years old) it is close to the range of 'Self'. The meaning of the latter category increases with age. The meaning of the social range also increases with age.

Semantic content of responsibility. For each of the dimensions, the semantic content of responsibility was analysed:

Cognitive dimension of responsibility – connected most of all with understanding responsibility as being aware of the consequences of one's actions (Ingarden, 1987; Jonas, 1996; Fromm, 1993), a sense of agency (Ingarden, 1987; Kofta 2001) and readiness to direct one's behaviour (Jonas, 1996; Derbis, 1987; Borowska, 1998).

Moral dimension of responsibility – it is connected to respecting values (Ingarden, 1997; Michalik, 1998), acting according to conscience, ability to enter agreements with others (Kwieceński 1998, Michalik 1998) and maturity of moral reasoning (Kohlberg, 1984; Piaget, 1967).

Subjective dimension of responsibility – understood as independence and maturity (Branden, 1998; Erikson, 2004), sense of responsibility (Ingarden, 1987; Derbis, 1987), awareness of the Self, connected to the identity and substantiality of the subject (Ingarden, 1997; Erikson, 2004) and readiness to take responsibility for one's life – chances, possibilities, learning, challenges, success (Branden, 1998; Kwieceński 1998).

Affective dimension of responsibility – in education studies connected to kindness, openness, readiness to help others and support them (Kwieceński, 1998; Borowska, 1998).

Responsibility is mostly saturated with the affective dimension. It pertains to emotions connected to building relationships with the closest people. The subjective dimension is also significant. Interesting changes were observed for the subjective dimension, whose importance increased with age. This stems from the increase of importance of the maturity category and the emerging category of “for oneself”, which first appeared among 14 year olds (almost absent among 11 year olds). Older teenagers perceived responsibility as something that comes with time, is connected to wisdom and being an adult. The increasing importance of the moral dimension stems from the rising category of honesty and facing consequences of one's actions. The increasing weights of the cognitive dimension can be traced back to the increase in all of its categories. To sum up, children's responsibility was saturated mostly with the affective dimension, and adolescents' responsibility was more balanced and saturated with most categories, but mostly with the subjective dimension.

CONCLUSIONS

To sum up, teenagers' responsibility becomes more tightly connected to the "self" with age. It is related to maturity and it comes with age. The importance of the affective component, connected to helping and sacrifice decreases with age, but at the same time understanding of responsibility as the necessity to meet the consequences of one's action increases. Such outlook on responsibility might enhance readiness to take up responsibility in the form of contracts (Jonas, 1996) and avoiding natural responsibility.

The presented study on the meaning of responsibility constitutes a proposition for the search of meaning of this phenomenon. The empirical evidence encourages to take up new perspectives in analysing responsibility. Children's and teenagers' responsibility is connected to educational ideologies, e.g. in the authoritarian style understood as obedience and submission while in the anti-authoritarian style it is understood as independence and self-reliance.

**SOCIAL REPRESENTATIONS PARADIGM FOR
RESEARCH IN POLITICAL, ECONOMIC AND MEDIA
PSYCHOLOGY**

INTERGROUP POLARIZATION AND POLEMIC REPRESENTATIONS IN THE CONTEXT OF ADOPTING THE LANGUAGE LAW IN MOLDOVA

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INTRODUCTION

In the present paper the role of mass media in the elaboration of social representations (SR) will be examined, discussing the emergence of polemic representations that arose of intense debates and public meetings in Moldova during the 1988 – 89, one of the soviet republics at that time. In that period, Moldovan people, taking advantage of the *glasnost* reform, engaged more seriously with the national and language issues.

However, their demands, which opposed the hegemonic ideology of the communist party, confronted with a social and intergroup context that was extremely antagonistic to such issues. Even if the SR of *glasnost* was initially built in consensus with the hegemonic socialist ideology, it became controversial and polemic later when the Pandora's Box filled with national issues broke out. The official soviet discourse, even if it was change-oriented, was thematized in the framework of the typical wooden language, so that the new emancipated representation (about *glasnost*) would not contradict the hegemonic one (of socialist ideology).

As public meetings were a new social practice for ex-soviet citizens, in the sense that until then the public meetings were used merely to acclaim the soviet regime, not to oppose to it, we can speak about elaboration of new representational meanings. In mass media, two strands of thought were identified: those who were in favor of the national claims, and those that opposed them. Therefore, because of its unresolved nature, the representations remained polemic, without having reached a social consensus at the intergroup level.

By means of content analysis of the mass media (1988 – 1989), we attempted to distinguish the forms of communication by which SR about new reforms and public meetings were structured. In this analysis, we will rely on the theory of social representations that examines the transformation of knowledge in different communities through social practices and communication (Moscovici, 1961 / 2008), and proves to be particularly useful in analyzing different collective actions. All SR are deeply embedded in communicative practices, media or scientific discourses (Marková, 2003), and applying this theory in the study of collective actions, one needs to examine the communicative practices, as well as social practices employed by actors. In this sense, Batel and Castro (2015) postulate that as SR are dialogically constructed, it is important to discern how representations are negotiated and / or contested between social groups.

The polemical SR appear in the context of a social conflict or controversy (Moscovici, 1988). These SR are determined by the antagonistic intergroup relations (being mutually exclusive), and are often expressed in terms of a dialogue with an imaginary interlocutor. They can be usually recognized in the attempts of one group to change the dominant SR. S. Moscovici exemplifies this type of SR with the Marxist doctrine in France,

which circulated in several versions, each of them shaped by the social polemic between believers and non-believers, communists and liberals, etc.

RESULTS

The national movement from the late 1980s in the ex-Soviet Moldova is described as the rediscovery of truth about history after decades of official soviet propaganda rejection. The awareness of freedom to speak openly resulted in the intensification of social debates in the mass media that became a space for propagation of the new reforms. Gradually, the articles published in the mass media generated a massive social adherence. The number of those who shared the new wave of beliefs was constantly increasing and media space became too limited. As a result, the virtual space of mass media poured over the physical space of streets. However, the division of views positioned ethnic groups in conflicting opposition. Their discourses seems to be irreconcilable, and the public spaces were also divided: spaces where those who militate in favour of national values gather and spaces which host those who do not share these convictions.

In the period after 1988, increased attention was given to historical, linguistic and identity problems. The phenomenon of an intense re-feeling and re-representation of history, and, consequently, of a re-discovery of identity dominated the society and mass media. By means of press, these issues became the essential themata in the society, materials concerned the forbidden topics – “blind spots” from history, deliberately ignored by the official soviet historiography: Ribbentrop-Molotov Pact, deportations, forced collectivization, organized famine from 1940, the issue of identity. All these

disclosed another history from that admitted by the authorities and created the necessity of revision the SR of history formed in the soviet period.

Romanian and Russian media representations of 80's events were completely polarized: Romanian language newspapers treated them as a "redefinition of national identity", on the other hand, Russian language newspapers labelled these manifestations as "extremist". In their view, collective actions' participants "didn't respect the other ethnic groups, as a result of insufficient internationalist education". Tensions have been amplified during the social debates concerning the language law*, considered "undemocratic" by Russian newspapers, because this law "pursued supremacy of Moldovan people over other ethnic groups". Then, "not instituting the official status to Russian language goes against Leninist conceptions about equality of languages".

The polarized media discourse was mirrored in the social-political divisions (Interfront* and Popular Front**). Divergent opinions on national issues underlined social antagonisms: those who proclaimed for the official status to Romanian language, and those who insisted on the preservation of Russian language as an official language. In their view, granting Romanian the official status represented "a significant damage to the Soviet patriotism". These counter-values, perceived as significant by one group, but threatening by another, can be considered as constitutive elements of the polemic representational process. The public meetings (for some "national", whereas for others "anti-Soviet") determined the confrontation of two representational messages (nationalism and socialist ideology). Although the "national revival" discourse revolved around perestroika process, the public meetings were treated as "nationalistic".

The genesis of SR occurred in a context that retained past ideological characteristics in terms of discourse and social practices. The emergence of perestroika reforms triggered a process of excessive thematization in the mass media. In the beginning, this process did not create contradictions, because the new representation about perestroika and glasnost was subscribed to socialist ideology. Social conflicts escalated when people engaged more actively with identity issues and their polemic representation opposed the hegemonic one. Thus, the topic of public meetings became sensitive only when its polemic aspects, which did not fit the hegemonic ideology, have been rejected completely (protesters were called “nationalists”, and even “fascists”; their street manifestations were labelled as “extremist”, contrary to what they called “freedom”, “democracy” and “national values”). In mass media, the SR of public meetings overlapped with the SR of nationalism and so, two tendencies confronted in the representation’s emergence, which in the social imaginary of soviet citizens excluded each other: nationalism and socialism.

CONCLUSIONS: A REPRESENTATION THAT STILL REMAIN POLEMIC

Those events are seen as a scenario that has not been performed to the end, a project that has been hijacked by uncontrollable political developments. Like an unsolved conflict, the “unfinished dossier from the late ’80s” returns cyclically when certain political decisions bring forward national issues. Two elements are distinguishable in the construction of the social representation of 80’s collective actions. On the one hand, the changed meaning given to public meetings: they were not only an occasion to praise

the communist power anymore, but an instrument of opposition. On the other hand, the intensification of discussions about identity divided the discourses into two parallel universes. In '89, the social communication reached the apogee and became polemic, disturbing and contradictory, and disputes perceived as irreconcilable. These conflictual oppositional intergroup dynamics have shaped the polemic character of the SR of public meetings since its inception. After the enthusiasm of the '90s, the national movement's memories framed between resignation and militancy. Two interpretative repertoires, seemingly contradictory, go together in the post factum evaluations: betrayal-passivity and fight-continuity. Yet, the persistent tension of an unconsumed conflict lingers, and the polemic nature of those events remains polemic.

* According to this law (adopted on 01.09.1989), the official language of Moldova is Romanian, and Russian is language of interethnic communication.

***Interfront* – a political entity formed by the representatives of ethnic minorities (Russians, Ukrainians, Gagauz etc., mainly Russian speaking population) who opposed to the independence of Moldova Republic and pleaded for the preservation of the USSR.

****Popular Front* – a sociopolitical movement in the ex MSSR and in the first years of independence that pleaded for national emancipation of the local population.

SOCIAL PSYCHOLOGICAL DIMENSIONS BEHIND OF COLLECTIVE ACTION: FROM PARTICIPATION TO CIVIL ACTIVISM

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INTRODUCTION

When the perception of a particular social system becomes illegitimate or unstable, and members of the group have cognitive alternatives, new social representations become available against the prevailing social and economic system, providing the basis for system change (Tajfel, 1981).

Based on this concept previous researches (Csernus, Bigazzi, Bokrétás, Serdült, 2018) highlighted that the perceived instability and illegitimacy of the system are interrelated. However, the perceived illegitimacy of the system in itself did not correlate with collective action, the perceived instability of the system was interrelated to the social activity. The reason behind these phenomena is that in the Hungarian context the social representation of the social system is illegitimate regardless of activity (Csernus, Bigazzi, Bokrétás and Serdült, 2018).

Based on Tajfel's cognitive alternative theory, researchers define other important dimensions behind the collective actions and the perceived illegitimacy of the social system. According to Klandermans, the three core

concepts of social psychology of protest are injustice, efficacy, and identity (Klandermans, 1997). Van der Toorn, Tyler and Jost emphasize the importance of power in relation to the perceived legitimacy of the system. They suggest that the degree of perceived legitimacy is interrelated with fairness and outcomes of the authorities' procedures, and the individual dependence of the power (van der Toorn, Tyler and Jost, 2010).

OBJECTIVES

Based on the presented studies the aim of the paper is to expand the investigated dimensions of the possible reasons behind collective action and to explore more specifically the social representation of the social system. Therefore, we apply the concepts of social identity suggested by Klandermans, the representation of power suggested by van der Toorn, Tyler and Jost, and Tajfel's cognitive alternative approach.

METHOD AND PROCEDURE

575 participants (462 women and 113 men, mean age = 33.14) completed complex questionnaire. The data collection was online. The questionnaire included the following dimensions:

1. Social representation of social system:

These representations were measured by 7-point Likert scales through the following sub dimensions: stability and legitimacy – based on the concept of Tajfel. For a more accurate analysis, we also included new items that

measured the concept of the current social system: injustice and dependence from the system (on individual level), changeability, individual and collective efficacy. On the scales measuring the representation of the social system we have run factor analysis. Factor analysis resulted three factors (KMO = 0.739) that explain 66.4 % of variance. The first factor (Legitimate and stable system) referred for the stability and legitimacy of the system, the second factor (Unjust system) referred for the injustice of the system while the third factor (Changeable system) included items referring the changeability of the system.

2. Social identity and identification

Identification with All Humanity Scale (IWAH) by Sam McFarland, Matthew Webb, and Derek Brown (2012) was used as the base of the examination of identification. We used the original 5-point Likert scales in the 5 items we used from the original 9. The variables measured: identification, perceived proximity, responsibility and efficacy in the following groups: a. my community, b. Hungarians, c. citizen of the world. These original options have been extended by: d. Europeans and e. people with the same values – based on the concept of opinion-based group membership (Bliuc et al., 2007). Since the items were saturated in one factor, we calculated average identification with the 5 groups.

3. Social representations of power

The social representations of the power have been measured by 2 blocks of items. The first block focused on trust in political and social power. We used 7-point Likert scales for every actor: Government, County Governments, Local Governments, Educational System, Health System, Police, NGOs. Since the items in each actor except NGOs were saturated in one factor the mean value was calculated for trust in power without

measuring trust in NGO's. With the second block of items we focused on the imagined action for or against the power. Factor analyses on the items resulted in two factors (KMO = 0.735) that explain 69.45 % of the variance: (1) System Support Actions (included the items: I would "respect", "recognize" and "fight for" the power), (2) Anti-System Actions (I would "confront with", "distribute" and "fight against" the power).

4. Collective action

Participation in collective actions was measured by two variables. The first one measured the social activity with the following question: "*How much do you feel yourself as an active member of the society?*". Responses were evaluated on a 7-point Likert scale. The second variable examined the concrete form of past experiences in the field of social movements by a multiple choice question: "*Which of the listed forms of action have you participated in?*". The participants chose from the following answers: "No experiences in opposition movements", "Sign a petition", "Participation in demonstration", "Participation in strike", "Participation in civil opposition", "Other".

RESULTS

1. Along the averages, the total sample is most likely to be identified along the same values (M = 3.91; SD = ,645) and their own community (M = 3.7; SD = ,752) finally at least identified with humanity (M = 2.68; SD = ,696). The Factor of Changeable system was correlated most strongly with the average identification with humanity ($\rho = ,242^{**}$; $p = ,000$). In addition, this factor was the only which correlated with identification of all listed

communities. The factor of Legitimate and stabile system correlated only with identification with own community ($\rho = 105^*$; $p = ,012$) and Hungarians ($\rho = 207^{**}$; $p = ,000$). Factor 2, which considers the system as unjust, correlated weakly with identification along the same values ($\rho = 120^{**}$; $p = ,004$) and the humanity ($\rho = ,123^{**}$; $p = ,003$). Based on the results we calculated a Hierarchical K-Means Clusters with the regression scores achieved in three factors and the average of identification with Hungarians and humanity.

Three groups were defined: (1) System Identifiers (system is legitimate and stabile, strong identification with Hungarians), (2) Disidentifiers (system is unjust, weak identification with Hungarians and humanity) and (3) Change Demanders (system is changeable, identification with Hungarians and strong identification with humanity).

2. We found significant difference between the groups in terms of confidence in power ($F = 68,834$; $p = ,000$). Based on the Cluster Analysis, we have found that the Prosystem group is significantly different from the other two groups, they trust the most in power, the lowest level of trust was found by the group of Disidentifiers.

We also found a significant difference in the field of imagined Anti-System Actions ($F = 20,530$; $p = ,000$): The Prosystem group shows the least willingness to act against the power, while the group of Change Demanders shows the greatest. Finally, a significant difference was found in the case of System Support Actions ($F = 21,316$; $p = ,000$): The Prosystem group has significantly the strongest willingness to act for the current power, while the group of Disidentifiers shows the least willingness to act beside the power.

3. Although we found a significant difference ($F = 18,644$; $p = ,000$) among the variables of participation in collective actions, only the group of

Disidentifiers showed significant differences from the two other groups. There was no significant difference between the clusters of System Identifiers and Change Demanders. Both groups consider themselves as socially active citizens.

We also found significant difference in the field of concrete forms of movements in which the respondents participated in ($F = 13,070$; $p = ,000$). Those people who are in group of Change Demanders had been participated in more intense movements than the members of the two other clusters. There is no significant difference between the two other groups.

CONCLUSIONS

Based on the presented results we summarized the following conclusions. The perceived illegitimacy and instability of the social system are interrelated, although the social activity interrelated only with the perceived instability and changeability of the social system.

According to the investigated dimensions (social representation of social system, social representation of power and social identity) in the Hungarian context two groups of collective activist and a third group considered as passive were defined. The first group includes those who are strongly committed to the protection of the system. They are identified with Hungarians, and committed to power.

The second group includes those who perceived the social system as changeable, opposed to power and identified themselves with all humanity. The group of passive people is outside of activism. This group includes those who do not identify strongly with the Hungarians nor with humanity, but

opposed to the current power. They are the individuals who are dissatisfied with the system and the power, however do not activate themselves.

As a conclusion of the present research, we can claim that the potential purpose of participation cannot only be to change of the current social system. As Andreouli, Howarth and Kessi suggest “participation can be conceptualized as the power to construct and convey particular representations over others” (Andreouli, Howarth and Kessi, 2014:20). Therefore, the goal of participation can also be to preserve the power over the creation of particular representations.

**CONTROVERSIAL SOCIAL REPRESENTATIONS ABOUT
MIGRANTS
FROM MULTI-VOICE AND MULTI-AGENTS
(SCIENTIFIC, INSTITUTIONAL AND LAY PEOPLE)
DISCOURSES
AND IMMIGRANT'S EXPERIENCES**

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INTRODUCTION

The migration is a phenomenon old like the homo sapiens.

“About 60,000 years ago our sapiens ancestors left Africa (from there we all come, although with the passage of time we are getting a little discolored....), and one migration after another arrived first in the Middle East and, 20,000 years later in Europe: where 250,000 years before we find the traces of the oldest Neanderthals, arrived also from elsewhere. No European is a European native if we go back far enough in history!” (Allievi, 2018a, p. 3 – 4, my transl.)

It is enough to visit Museums of History of cities in old and new continents to be exposed to an impressive history of migrations along millennia: in some cases of “immigration”, in others of “emigration”, finally in others in alternate directions (immigration / migration) depending on the historical circumstances or even with concurrent directions of migratory fluxes of different target groups. “The history is a history of migrations. And it starts from afar: in prehistory” (Allievi, 2018b, p. 4)

Today the technological innovation in the interconnected world at global scale has not eliminated the physical mobility at local, national and transnational level. On the contrary the global interconnection and the communication in real time has multiplied the need and desire for relocation of different length (temporary, long term or permanent / irreversible).

If these facts are indisputable, what is surely object of perceptual distortion and ideological polarization is the representation of the figures of the migratory phenomenon in the media and in the multi voice discourse. It is enough to consider that in 2017 London is the sixth Italian city for the number of Italian citizens who have relocated in the UK capital and it surely counter evident to the majority of the people that the number of Italian emigrants (almost 200.000 in 2017) are higher than the 119.000 immigrants

who landed in Italy in the same year. However, the perception of the immigrants is almost generally estimated much higher than the Italian emigrants.

The diffused perception of the immigrants as the “others”, the “unknown”, “foreign” is often assimilated with “dangerous”, “extraneous” and generally presented in the media as “invasors”, or stigmatized as potential “terrorists”, legitimizing “fear” and evoking the “need for barriers” and protection of the own territory by the population of the host country. On the other side they are perceived as “social victims” and marginalized groups.

The “classification” and “naming” of these groups (out-group or in-group depending on the level of exclusion / inclusion process under the supra-ordered category of humanity) – as essential “anchoring” processes well defined by the social representation theory (Moscovici, S. 1961 / 1976; 1980; Jodelet, 1989; de Rosa 2002; 2011; 2013b; 2018; 2019; Rateau & Lo Monaco, 2013) – are interesting to be studied as social construction, serving more the legitimation of policies and legal status adopted for the social control of the phenomenon than to describe the reality. “ In this mass movement it is nearly impossible to distinguish between the ‘political’ and the ‘economic’ migrant: the distinction exists legally and politically, but not in social reality.” Henk Overbeck (1995: 15)

On the subject of migration the ideological positioning appears determinant to construct the representations of the phenomenon “immigration” even before to know and analyze it: “we divide each other even before putting the basic data of the problem on the table” (Allievi, 2018b, XV). Findings from many interesting studies on social representations of migrants in the media show the polarised ‘alternative’ representations of

“migrants constructed in economic (e.g., as assets to economy) and humanitarian (e.g., as victims) terms in the favourable representations, whereas in the unfavourable ones, migrants were constructed primarily as a threat to the local economy, to security, and to the nation’s culture and existence” (Kadianaki, et al., 2018).

OBJECTIVES

This contribution illustrates the complex design of an on-going wide research program articulated through multiple research lines involving “media” and “field” studies, aimed at investigating the construction / sharing / polarization of the social representations and attitudes as function of different political-ideological positioning of social subjects (individuals / groups, organisations / institutions, experts / journalists / lay peoples) and of identity belonging, that guide the processes of social inclusion / exclusion towards the migrants / refugees.

The several interrelated research lines on “media studies” are guided by the objectives to reconstruct the ‘multi-voice’ and ‘multi-agents’ discourse on the phenomenon of migratory fluxes and the diverse social actors involved, analysing: a) the “scientific discourse” by the experts; b) the “institutional and policies oriented discourse” by different political, governmental and humanitarian institutions, international associations, etc.; c) the “lay people discourse” for and among citizens.

The research lines on ‘field studies’ conducted in two EU countries (Italy and Germany) are aimed at reconstructing significant elements of the migratory experience in different target population, adopting a theoretical and

methodological perspective that involves a set of interrelated psycho-social dimensions evoking iconic-imaginary representations linked to symbols, metaphors, social memory, multi-dimensional identity (personal, place, national and supra-national identities), cultural-normative expectations, feelings, experiential narratives, applying specific ad hoc designed instruments and methodologies with the principal actors' direct involvement in the study (2nd generation of young immigrants, adults migrants / refugees, relief agents and receiving communities).

METHOD AND PROCEDURES

The research design is inspired by the 'modelling approach to social representations' (de Rosa, 2013, 2014), that moves beyond the cumulative view of summing-up different techniques, as in the traditional multi-method, in favour of the creation of techniques guided by specific hypotheses concerning the role of multi-channel (textual, verbal, iconic, imaginary, projective, structured, etc.) communicative tools, the data analyses strategies and the multi-theoretical and multi-constructs options chosen for the dimensional analyses under investigation.

In this study the research plan accounts for the complexity of interactions considering both "media" and "field" studies, analysing different sources from "scientific", "institutional" and "lay people" discourses on migration, and designing specific tools for data acquisition for the 'field studies'.

As regards the "media studies" a systematic analysis using different strategies for data analysis (multi-dimensional thematic analysis of

correspondence, network analysis etc.) will be conducted on almost 6500 sources, including:

- a. for the *SCIENTIFIC DISCOURSE*: international scientific literature by social scientists inspired by the social representations theory and by other theories and disciplinary approaches extracted from the *SoReCom A.S.de Rosa @-library*, using as *key-search*: *migrant, immigrant, refugees, migration, immigration*;
- b. for the *INSTITUTIONAL DISCOURSE*: texts, reports, documents, speeches, etc. on institutional ‘policies’ by political and governmental institutions, humanitarian organisation / associations at national or international level or even influential sources like single political leaders of different orientations or religious authorities;
- c. for the *LAY PEOPLE DISCOURSE* “for” or “among” citizens by journalists and ordinary people: articles, texts, videos, images extracted from online newspapers of different political orientations (like the Italian *La Repubblica, Il Fatto Quotidiano, Il Mattino, Libero*) and from the most popular social media and multimedia sources (like *Twitter, Facebook, Instagram, YouTube, SkyTG24*).

The research lines based on “field studies” are focussed on different target population of immigrants, including: (2nd generation of young immigrants, adult migrants / refugees, relief agents and receiving communities).

- 89 adolescents 2nd generation immigrants from Philippine to Italy attending higher schools and college for the Philippine community in Rome (Italy);
- 100 adults equally distributed between migrants / refugees in Germany coming from different countries of the world (mainly from Africa) and

humanitarian professional workers and citizens living in the local community close to the host centres receiving the immigrants interviewed.

The various techniques, using different communicative channels (figurative-iconic, verbal-textual, narrative), include:

- A. the *Figurative Technique about the travel experience from the origin to the host country* (and back, if any imagined) *integrated by 'storytelling'* (de Rosa, 2017)
- B. the *Associative Network Technique* (de Rosa, 1995, 2002, 2003, 2005), including as stimuli words depending on the research target population, related to own nationality of the origin and of the host country, to supranational entity and to self-identity.
- C. the *World EuroSky Compass* (de Rosa, 2017) an adaptation on global scale of the research tool *EuroSky Compass* (de Rosa, 2005),
- D. the *Contextual and socio-demographic interview*

This semi-structured and open narrative based tool – designed by de Rosa and adapted according to the specific research target and context of the two field studies in collaboration with the interviewers S. Balbutin and S. Silvestri – detect information about 4 main areas:

- Personal data (of the interviewed immigrant / refugee and of his / her relatives);
- Background of the migratory experience and identity dimensions of belonging;
- Information on the breadth of the family and social network and frequency and communication methods with family, friends and acquaintances both in the country of origin and in the host country;
- Perceptions of the surrounding psycho-social environments and host community.

RESULTS

At the current stage of our study, as regards as the ‘media studies’ on “multi-voices” and “multi-agents” discourses two rounds of data collection have been completed during 2017 – 2018 and 2018 – 2019 involving almost 200 participants in the master course on Social Representations and Communication and the research laboratory on “New media and Web-Marketing” directed by de Rosa – at the Faculty of Medicine and Psychology, Sapienza University of Rome and in collaboration with the early stage research assistant Martina Latini (as far as it concerns the research lines on the ‘scientific discourse’ and the ‘institutional discourse’) and with the senior researcher Elena Bocci (as far as it concerns the several research lines on ‘lay people’ discourse by online newspapers and new media (social media and multi-media). Descriptive and multi-dimensional analyses of the impressive amount of sources gathered in the two academic years of data collection are still on going.

Some exemplary results will be presented also regarding the field studies – conducted respectively in Italy on the 2nd generation of adolescent migrants from Philippine in collaboration with Shiella Balbutin and in Germany on immigrants / refugees from world-wide countries, professional social workers and community neighbors in collaboration with Stefania Silvestri, doctoral trainees enrolled in the 2nd and 3rd of the *European / International Joint PhD in Social Representations and Communication*. Being the data analyses still ongoing, the presentation will be aimed mainly to illustrate the various research techniques devised ad hoc by de Rosa (travel design and "storytelling"; associative network; contextual interview), and to enlighten some significant elements denoting experiential process of social

inclusion / integration or rather exclusion / separation between the life before and after the migratory experience, detecting emotions, memories, expectations, metaphors, symbolic representational dimensions connected to the experience of travel and hospitality, in relation to the identity feelings of belonging to the origin and host countries.

CONCLUSIONS

Once all the descriptive and multidimensional analyses will be concluded both at the level of each research line and at the multi-level cross-analysis of the results based on the multiple research lines, our research program will contribute to further comprehension of the dynamic between social representations, mediated by multi-channel communication, embedded in social practices and policies oriented to social inclusion / exclusion in relation to contemporary migratory phenomena, looking at the intersection of the social representations shaped by different multi-voices and multi-agents discourse (scientific, institutional, lay people) and experiential narratives by different target populations of the involved actors (young immigrants of second generation, adult immigrants / refugees, professional social workers and host communities).

**VIOLENCE AS A RESULT OF POLITICAL
POLARIZATION:
A MEDIA SOCIAL STUDY ON SOCIAL
REPRESENTATIONS**

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INTRODUCTION

Brazil is recently experiencing a phenomenon of political polarization, especially after the presidential elections of 2015 and the events that ended up generating the impeachment of the president Dilma Roussef. This political polarization has increased greatly in presidential elections of 2018 and has escalated to episodes of physical violence and even homicides.

After these events, there was an increase in political polarization between conservative people, more of the right spectrum against PT – workers' party, and liberals or people more of the left spectrum, and the ever more uninhibited presence of extreme right-wing discourses, associated with religious justification for the discrimination of 'minorities' (women, blacks,

homosexuals). These discourses have been aimed at reducing the rights of marginalized populations, minorities and immigrants.

Such polarization can be perceived through the restriction of social circles, since people who were once friends and even family members have cut off relations because of political dissent. Such phenomenon has had a lot of visibility through social networks, where people have blocked contacts with people who think differently, or even entered open conflicts because of political dissent. This conflict of views and identities requires a framework of constructional analysis. The Social representation theory is able to explain how different identities request knowledge in different ways.

The social environment to which we are exposed enables us to develop as social agents (Duveen, 2001), providing support for social interactions and social construction of knowledge. Thus, we may say that we are limited in a certain way by the contexts and representations most conveyed in these media. Even so, it cannot be said that individuals are passive. They are active subjects in the reconstruction and sometimes in the contestation of representations and identities (Howarth, 2006).

Deschamps and Moliner (2009) note that Social Representations (SRs) can be a means for groups to affirm their particularities and differences, which demarcates their importance in the analysis of intergroup dynamics. In this way, sharing of SRs gives status to different groups in society and supports the criteria that underlie hierarchies and social comparison (Jodelet, 2008; Moscovici, 2011).

According to Moscovici (1961) SRs are re-elaborated when expressed in different media, the media being a great mediator in the process of production of the consensual universe. From this source of meaning production, new elements can be produced on social objects, favoring the

construction of new representations or consolidating those already under way in social thought (Clémence, Green & Courvoisier, 2011).

In its seminal study, Moscovici (1961) identified three different modalities of media communication: diffusion, which is characterized by the difference between information transmitters and their receivers, and the messages are intended for different audiences; propagation, which refers to the establishment of information of an already organized universe, directed to a specific public in which its knowledge is controlled; and propaganda, which establishes itself in social relations of conflict, when there are divergences of opinion about a given object, fueling conflicting social relations from persuasion. Thus, the form of communication through which the same SRs is spread creates in those who pass it on and in whom receives it, different predispositions for action. What is at stake, therefore, in this system of communication is the opposition between what is considered to be true and false knowledge, and the incompatibility between the perspectives defended by political opponents.

What Moscovici's work has shown is how people's views, even on a subject that at first glance may seem apolitical, such as psychoanalysis, are linked to political positions. This is because our ability to understand the phenomena and what they mean is based on shared fields of knowledge that determine where phenomena are situated in the broader social world. Politics, therefore, exists at two levels: in terms of which fields of knowledge we base them and also in terms of how specific knowledge about some object reinforces and is reinforced by any worldview is invoked (Elcherath et al, 2011).

OBJECTIVES

This study aimed to analyze how the mainstream media constructs – and which discourses they present do describe – the political polarization recently experienced in Brazil. This analysis aims to develop an analytical framework that allows to deepen the understanding of the phenomenon in the country.

METHOD AND PROCEDURE

Press analysis was performed on Brazilian mainstream media with the aim of analyzing texts published by press as cultural production on the theme. The newspapers chosen for this analysis are mainstream broadsheet papers. They use arguments that are widely shared among the most educated and wealthy social groups. Thus, the articles published in two Brazilian newspapers: *Folha da São Paulo* and *Estado de São Paulo*, which are two widely circulated newspapers, can be considered as exponent in the national media arena (Allain, 2007).

Regarding political positioning of newspapers, Taschner (1992) refers that *Estado de São Paulo*, founded in 1885, is considered more conservative and represented rural elites in its beginning. *Folha de São Paulo* would have been founded by a group of journalists in 1921 who positioned themselves in opposition to the first.

The analyzed articles were accessed through the online versions of the journals from January 2016 to March 2019, because it is important to study the arguments about violence in the political context in its process of construction and development in the Brazilian scenario from the

impeachment of President Rouseff to the electoral process of 2018. The terms "political polarization" and "political violence" were searched as key words. The textual data was submitted to a Descendant Hierarchical Analysis (CHD) (Ratinaud, & Marchand, 2012). The software IRaMuTeQ, developed by Pierre Ratinaud (Ratinaud & Marchand, 2012), employs a descending hierarchical classification analysis and allows a lexicographic analysis of the textual material, providing contexts (lexical classes) that are characterized by their vocabulary and text segments that share this vocabulary, as well as a correspondence analysis and similarity analysis (Camargo & Justo, 2013).

RESULTS

58 texts were found, 37 in *Folha de São Paulo* and 21 in *Estado de São Paulo*. Majority of the articles (23) was published on the electoral period, between September and October 2018. This peak in news reporting for this period reflects the political violence that marked the last Brazilian presidential elections. Shortly after this period, the texts on the subject diminished drastically, what could be an indication of the reduction of the "newsworthy" character of this topic – i.e. it does not mean it is no longer happening, just that it is no longer a novelty (Downs, 1972).

The descending hierarchical analysis generated five classes opposing two classes to the other three. The two first classes present data of the political violence that occurred mainly during the electoral period, including the attack suffered by the candidate Bolsonaro, the attack suffered by Lula's supporters and the criticism to the hate speech of Bolsonaro. The other three classes

present aspects related to the risk to democracy brought by violence in this context permeated by fake news and the need to respect diversities.

Regarding specific themes adopted by the two newspapers, it was observed that in *Folha de São Paulo* there were four texts written by women that dealt with political violence of gender, while in *Estado de São Paulo*, political violence was compared to violence in the context of football and there was also emphasis on work of the armed forces to maintain order during the electoral period.

The texts, in both of journals mostly written by specialists / researchers in political sociology, politics and other social sciences (22) and journalists (19), strongly condemned violence and extremism. They are not, however, extinguished by texts that foster political polarization insofar as they tend to strengthen stereotypes linked to political groups. So the productions of the media about political violence in Brazil are complex and reflect current context of the country.

CONCLUSIONS

We note that there is a strong closure to otherness in rival political groups. The political dispute has taken over the Brazilian political scene and social scenes. It is important to study and discuss this subject and understand that hostility toward members of the political outgroup is corrosive to democratic culture because it devalues cross-partisan cooperation, rewards incivility, and can incite violence (Iyengar et al., 2012; Iyengar & Westwood, 2015; Levendusky, 2013).

**EDUCATIONAL BASIS OF POLITICAL AND
ECONOMIC CONSCIOUSNESS DEVELOPMENT**

SUPPORT OF INCLUSIVE EDUCATION IN KRYVYI RIH

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INTRODUCTION

Development of inclusion in society involves providing access to all types of support and services for "children with special needs". This concept ("children with special needs") according to the convention, describes children with disabilities as children who have long-term disorders of development, limiting their ability to participate fully and effectively in society, on an equal basis with others in interaction with physical, social, economic and cultural barriers. In educational context the term "children with special educational needs" (children with SEN) is used, which is also provided for in Ukrainian legislation.

In this case, the latest state documents and decisions for teachers who teach children with special educational needs in inclusive education are: on July 2, 2017, the Government created a new system of support for children with SEN – inclusive-resource centers through reorganization of psycho-medical and pedagogical consultations. On August 9, 2017, the Cabinet of Ministers of Ukraine introduced amendments to the Procedure of organization of inclusive education in general educational institutions, according to which each student with SEN has an IDP, which specifies specific training strategies and approaches, amount of hours and directions of psycho-pedagogical, corrective-

development lessons. In addition, it is envisaged that educational and social needs of children with complex developmental disorders during their stay in a secondary educational institution are satisfied by social workers, parents or authorized persons.

On February 14, 2018, the Government established an additional payment of a maximum of 20 % for teachers working in inclusive classes or groups. This applies to preschool, general secondary, extra-curricular, vocational (vocational) and higher education institutions.

On February 01, 2018, the Ministry of Education and Science of Ukraine increased the rate of the teacher's assistant in the inclusive class; for the first time, the conditions for the introduction of posts of teachers-special-needs experts in institutions of general secondary education were introduced, where the training of individuals with SEN in inclusive and special classes was introduced.

On April 23, 2018, the Ministry of Education and Science of Ukraine approved the “Typical list of special means of correction of the psychophysical development of children with special educational needs studying in inclusive and special classes of general secondary education”.

On May 23, 2018, Ukraine moved from the International Classification of Diseases to the International Classification of Functioning, Restrictions on the Life and Health of Children and Adolescents (hereinafter referred to as the IFF-CA) that will enable our state to join European and international human rights standards.

On June 08, 2018, the Ministry of Education and Science of Ukraine approved the Model regulations on the team of psycho-pedagogical support of

a child with SEN in the institution of general secondary and preschool education.

Ukraine's Government ratification of the UN Convention on the Rights of the Disabled Persons sets the framework for policies on children and adults with disabilities, which mean: all children in Ukraine, including children with disabilities, can study in general education institutions; to ensure the quality education of children with disabilities, teachers should be able to individualize and differentiate educational process in accordance with educational styles, opportunities and additional needs of a child in educational process; in order to ensure individualization of educational process, teachers need assistance other professionals.

The Law of Ukraine "On Education" considers inclusion as a system of educational services guaranteed by the state based on the principles of non-discrimination, taking into account human diversity, effective engagement and inclusion into educational process all its participants. The Law of Ukraine "On Education" includes vulnerable groups the following categories of children (Article 19): children with psychological development disorder, children with peculiarities of establishing contacts with the social environment, children with learning peculiarities, children with peculiarities due to social environment influence.

Table 1. Categories of children

| | | | |
|---|--|---|--|
| <p>Children with developmental disorders:</p> <ul style="list-style-type: none"> • intellectual disability; • vision impairment; • hearing disorder; • muscle-skeleton disorder; • speech disturbance • complicated disorders of psychophysical development. <p>Children with diseases:</p> <ul style="list-style-type: none"> • those who require constant medical supervision; • those who may be an obstacle to external independent assessment, identified by the Ministry of Education and Science in conjunction with the Ministry of Health. | <p>Children with pervasive developmental disorders:</p> <ul style="list-style-type: none"> • disorders of the autistic spectrum. | <p>Children who may face learning difficulties:</p> <ul style="list-style-type: none"> • dyslexia, dyscalculia. <p>Gifted children:</p> <ul style="list-style-type: none"> • get specialized education and/or can quickly master the content of educational disciplines of one or more classes, educational levels. | <p>Peculiarities due to the influence of the social environment:</p> <ul style="list-style-type: none"> • need support in education related to living on the temporarily occupied territory or in grey areas; • have the status of internally displaced, refugee children; • obtain education in general secondary education institutions with teaching in indigenous and national minorities languages. |
|---|--|---|--|

Thus, the Law of Education of Ukraine regulates studying in a class of children with different nosology. This creates a precedent for retraining of educational specialists in the field of work with ABA-therapy, the correctional component of education, classroom teaching strategies with children with individual development program.

Therefore, the law regulates (The Law of Ukraine “On Education” Verkhovna Rada Journal (VRJ), 2017, No.38-39, p.380), that general education institutions may create inclusive classes for education of children with special educational needs: government authorities and bodies of local self-government shall create conditions for provision of rights and opportunities of persons with special educational needs to receive education at all levels of education, taking into account their individual needs, capabilities, abilities and interests; for education, vocational training or retraining of people with special educational needs, there shall be used types and forms of education that take into account their needs and individual possibilities; government authorities, bodies of local self-government and educational institutions shall create conditions for education of people with special educational needs by providing reasonable accommodation and universal design.

RESULTS

Therefore, we consider two problems for educational system in Kryvyi Rih. Firstly, until 2018, there were no defectologists and speech therapists working full-time in schools. Today, the situation has dramatically shifted to the ability to create a team of support for inclusive education in an educational institution, but at the same time there was a peculiar "staffing" deficit.

Therefore, the problem area of ensuring the implementation of educational reform in Kryvyi Rih is a staff gap (lack of) specialists, which ensure a stable (sustainable) transition to a new system of teaching and providing educational services. Secondly, these preconditions of the forms of retraining do not motivate participants of educational process in Kryvyi Rih to radically change the attitude towards their own competence in the field of inclusive education in accordance with European standards. Also traditional forms do not take into account the team approach to retraining and active training forms.

Consequently, the project of supporting inclusive education in Kryvyi Rih creates a model of retraining and advanced training of participants in the educational process through a combination of involving a team of trainers: university lecturers, methodologists of the regional resource center and representatives of charitable non-governmental organizations.

Purpose of the project are the following:

- Improve the quality of readiness to provide qualitative educational services in terms of inclusion in the pedagogical composition of general education institutions in Kryvyi Rih according to the ideas of the New Ukrainian School and the new Education Law.
- Create at the expense of training a combination of awareness in the field of special education and psychology and in practical-oriented forms of working out the skills of methodological, psychological and educational support in the field of inclusive education among all members of the team (director, teachers, correctional teachers, psychologists, social educators, teacher assistants) in Kryvyi Rih, in order to provide those classes that are already opened or planned to be opened as inclusive classes in the future.

- Provide, on local and regional round table, congregation ideas and discuss opportunities for further extension, expansion and institutionalization of Kryvyi Rih Inclusive education capacity building program (further requirements, roles and responsibilities, partner cooperation, ways of conducting, necessary resources, including financing).

For that reason, our team that worked on project of GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH) created strategy for training teachers that include 6 modules: 1) regulatory and legislative framework for inclusive education; 2) inclusion ethics and philosophy; universal design and reasonable accommodation of educational space; 3) support team: interdisciplinary interaction; algorithm of provision of psychopedagogical, corrective and development services; 4) individualization of the educational process; 5) competences of a teacher in inclusive education: strategies of teaching in inclusive education, method of collaborative learning, integration of technology into the discipline teaching methods, peculiarities of formation of mathematical concepts in children with special needs, difficulties with reading mastery and correction of dyslexia in children with special educational needs, correction and development of sense side of reading, development of intelligence of a child with SEN with the help of kinesiology methods, cooperation of teacher, psychologist and parents of a child with special educational needs, five levels can be associated with parents engagement; 6) work with children with behavior problems; resource room as the method of a child specific sensor needs satisfaction.

The pilot project began with recruitment of training participants. For analysis of groups dynamics effectiveness, O. Shestopalova, K. Bondar created a questionnaire and knowledge tests (forms A and B) on the themes of modules. Thus, for analysis of the degree of participants' training and motivation, a

questionnaire of semantic differential by Osgood was employed. On the basis of the results (n = 60) the degree of preparation of the participants of the training is analyzed and the distribution of timing of training blocks was formed according to the degree of awareness of the questions:

- Scale 1 – "Knowledge of the specifics of the reform of education" (min = 3; max = 4), which indicates a sense of subjective awareness of the specifics of reform;
- Scale 2 – "Knowledge of the authority of child support team with SEN" (min = 1; max = 4), indicating the heterogeneity of representations about team work and authority;
- Scale 3 – "Work on the compilation and implementation of individual development program" (min = 1; max = 4), indicating fluctuations in the competence to implement individual development program;
- Scale 4 – "Work in the resource room" (min = 1; max = 4), indicating fluctuations in the competence of the resource room;
- Scale 5 – "Complicated cases" (min = 2; max = 5), which indicates the need to maintain an inclusive experience.

Operating with statistical information can determine that with this degree of direct experience is relative (69 %). In particular, by analyzing this terminology, this experience is based on an outdated classification of nosologies for care of children with special educational needs.

CONCLUSIONS

1) An analysis of the system of training, implementation of a pilot project and generalization phase for identifying areas for further implementation of the system of training of different categories of pedagogical staff proved that participants on all stages successfully completed the tasks.

2) The content and results of the program were positively evaluated by representatives of local authorities, included in the regular session of the Kryvyi Rih deputies. It was decided to continuously monitor achievements and problems in the implementation of inclusive education in Kryvyi Rih (every six months).

3) Generalization of positions of the round table participants is as follows: to carry out a systemic restructuring of retraining based on the center at Kryvyi Rih State Pedagogical University by increasing amount of hours on topics of inclusive education in higher education programs.

PSYCHOLOGY OF ECONOMIC BEHAVIOR OF A MODERN SPECIALIST

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INTRODUCTION

In the period of Eurointegration transformations Ukrainian society is on such level of opinions polarization regarding reforms in all spheres that success of reforms and development (economic among others) largely depends on trust in governmental institutions, authorities, mass media, business partners in Ukraine and internationally. Economic development is directly connected to such socio-economic concepts as trust, social capital, citizenship activity.

Trust / distrust in government is strongly connected to degree of corruption and leads to different types of citizenship activity. Each representative of government is responsible not only for direct consequences of his / her actions in the nearest future but also for consequences in long perspective. Distrust in government in extreme forms can lead to separatism and loss of state territories what happens in Ukraine now.

One of the functions of citizenship activity is control over corruption and corruption behavior which undermine trust and social capital necessary for economic development. Over a long period of time level of corruption in

Ukrainian society has been quite high and corruption behavior became nearly normative. Change of such “normativity” of corruption behavior is a necessary condition for further economic development of the state what causes implementation of this course for specialists. Theoretical concepts presented in this course and their practical application are described in socio-psychological paradigm as well as in economic. The course was developed and firstly implemented on Department of Psychology of Management at University of Educational Management, NAES of Ukraine.

OBJECTIVES

Undertaking this course specialists obtain: understanding of consistent patterns of economic behavior and economic decision making, peculiarities of trust in economic and interethnic relations as an important factor of economic decision making; realize peculiarities of social capital in different communities, citizenship activity and psychological well-being role in formation of constructive economic behavior in the period of social, political and economic ambiguity; development of skills of corruption behavior prevention in order to keep trust and social capital functioning.

RESULTS

The course contains two modules. The first module is focused more on theoretical concepts and the second module on behavioral skills development.

Module 1. Economic behavior of a modern specialist and its socio-psychological factors.

Topic 1. Economic behavior and economic decision-making by modern specialists.

Topic 2. Trust in economic relations as a factor of economic behavior.

Topic 3. Interconnection of economic behavior and social capital.

Topic 4. Psychological well-being as a factor of economic behavior. Money pathology.

Module 2. Citizenship activity of a specialist as a factor of constructive economic behavior.

Topic 5. Citizenship activity of a specialist in constructive economic behavior provision.

Topic 6. Psychology of corruption behavior and its prevention in activity of a specialist.

Questions for discussion:

1. Economic behavior and its factors (cognitive, affective, motivational).
2. Risks in economic decision-making.
3. Economic behavior of a modern specialist.
4. Role of media in economic behavior of a modern specialist formation.
5. Types of trust: reason-based and implicit, strategic and moralistic, particularized and generalized.
6. Trust in institutions. Trust in news media.
7. Trust and tax behavior.
8. Trust in interethnic relations.

9. Social capital and its implementation in politics.
10. Individual and collective aspects of social capital. Social capital of relations and system social capital.
11. Social capital of relations: positional capital, trust capital, obligation capital.
12. System social capital: system control, system trust, system morality.
13. Social capital in different communities functioning.
14. Psychological well-being in the period of social, economic and political ambiguity.
15. Psychology of prosperity and poverty.
16. Money pathology.
17. Citizenship activity and trust.
18. Types of citizenship activity.
19. Psychological development in the context of socio-economic ambiguity.
20. Socio-psychological determinants of corruption behavior.
21. Cognitive psychology of corruption behavior. Corruption decision-making.
22. Power and corruption behavior.
23. Socio-economic consequences of corruption.

Current social, political and economic context of Ukrainian society's stage of development determines necessity for implementation of this course for PhD students and in life-long learning education. One of the most influential determinants of the current social, economic and political situation in Ukraine is corruption. According to the results of the research annually published by Transparency International position of Ukraine in world

corruption rating has been constantly but slowly improving since 2014 what experts of Transparency International connect to reforms. At the same time pressure on activists and journalists intensifies with such extreme forms as murder (e.g. Kateryna Handziuk) which remain unsolved. Among neighboring states Ukraine's position is better only than Russia's.

Besides anti-corruption reforms, changes in perception of corruption among citizens is required. Understanding of its consequences for every citizen and society in general is one of the steps towards changes in corruption decision-making and corruption behavior. National Agency on Corruption Prevention together with Transparency International Ukraine and other organizations conducted sociological research on level of corruption in Ukraine in 2017. This research covered 2585 respondents in 5 regions of Ukraine and showed the highest (4 scores) level of corruption perception in the following spheres and institutions: courts, Parliament, prosecution, customs, taxation service, political parties, medicine, state security, police, president of Ukraine.

The same research revealed main reasons of unreported cases of corruption: despondency in effectiveness of such reports – 45 %, distrust in bodies which should prevent corruption – 32 %, justification of corruption – 19 %, other reasons – 14 %. Question about behavior in situation of bribe distortion showed the following replies: absence of corruption report – 84 %, report without regret – 7 %, report with regret – 3 %, refuse from reply – 6 %.

CONCLUSIONS

Formation of intolerance to corruption in society and enhancement of trust in government were included to Anticorruption strategy 2015 – 2017 approved by Cabinet of Ministers on 29th April 2015. Unfortunately, Anticorruption strategy 2018 – 2020 was not approved and remained a project. Implementation of this course in life-long learning contributes to changing consciousness of modern specialists in accordance to demands of changing world which require constructive economic behavior based on intolerance to corruption and citizenship activity.

DEVELOPMENT, TRAINING AND IMPLEMENTATION OF A GIFTED PRIMARY SCHOOL CHILDREN EDUCATION PROGRAM

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INTRODUCTION

The education of gifted children is undoubtedly one of the most pressing pedagogical and psychological problems in education. Suitable education of gifted children is essential in securing the public welfare because these children will play a role in creating the future. A very important factor in successfully educating gifted children is teacher preparedness. It is especially important to train primary school teachers in gifted education, as they are largely responsible for providing a foundation for children skills development and successful future learning.

According to Croft (2003), a successful teacher is able to meet the needs of gifted children by differentiating curriculum, selecting tasks of varying and appropriate levels of difficulty, and observing and evaluating a child's work. Also important to successfully teaching gifted children is the development of a gifted education program and training of teachers who will implement the program. To a large extent, government educational policy should provide a proper environment for the development of gifted children, and should therefore ensure that teachers are prepared for such work.

American scientist and educator Leavitt (2007; 2017) states that the most important step towards a successful program for gifted children is to have a team of qualified professionals (including specialized / trained teachers, psychologists, administrators) to develop an appropriate program and teacher training for the nurturing and education of gifted children throughout their education.

Leavitt also describes key features of a successful program which include parental involvement, motivating children, and individual conversations about a child's abilities and achievements. It is also important to note that education of gifted children is not possible without the use of reliable, standardized psychological tests that identify gifted and talented abilities. It is also important to note that education of the gifted is impossible without the ability to identify gifted and talented children using reliable research methodology.

Therefore, it is important to have a clear vision of how children will be educated as they get older. According to Leavitt (2007; 2017), before developing a program, the following questions should be answered by a team of professionals: Which children, by which criteria will be considered gifted? What opportunities do they already have in the environment in which they grow and learn? What do we, educators need and what are we striving for when teaching gifted children? How and what should be mandatory, to implement effective education and training of gifted children?

Only in 2005 did the Ministry of Education and Science in Lithuania make a resolution to pay more attention to education of gifted children. Steps were taken to begin developing a variety of documents and programming, as well as supporting some projects in public organizations and governmental

institutions. During this time, a support system for exceptionally gifted children and youth was established, and some assistance was provided for a variety of gifted education projects. However, support for gifted children education was not, and is still not system-wide.

Reflecting on the fact that there is not enough systemization of the education of gifted children in Lithuania, this research explores the possibilities of creating a primary school education program for gifted children.

OBJECTIVES

- 1) Create a sample program for primary school teachers which would assist them in their work with gifted children in the subject areas of native language, mathematics and world knowledge; 2) Examine participating teachers' of the program experience.

METHOD AND PROCEDURE

The program, designed for developing primary school gifted children, was based on theoretical constructs and empirical research. This research was conducted in a total of ten schools, in the cities of Vilnius and Kaunas and surrounding areas. The research was implemented in several stages: 1. Developing a teacher training program for the education of gifted children in primary school, with the help of psychologists and expert teachers. 2. Preparation of methodological materials specifically for the instruction of

gifted children in the subject areas of native language, mathematics and world knowledge. 3. Teacher training for preparing to work with gifted children according to a specially designed program. 4. Selecting gifted children: through a first phase questionnaire, designed for parents and teachers, 120 children were identified as gifted; in phase two, sixty-five (65) children were selected from the 120, using the Wechsler Intelligence Structure Test (WISC-III). 5. Assessment of the appropriateness and value of the program. 6. Program changes based on teacher and expert feedback, and presentation of conclusions and recommendations to research participants.

Research methods: 1) Questionnaire for parents and teachers designed to identify personality and cognitive qualities and to identify gifted children. 2) Wechsler Intelligence Structure Test (WISC - III) for 6 – 16 year old respondents. 3) Teacher questionnaire designed to gather perceptions of program effectiveness, including identification of the strengths, weaknesses and possible applications of the program. Qualitative analysis was used to analyze the survey data. The statements were broken out into categories and subcategories, which provided the basis for summarizing the research participants' perceptions.

Participants: primary school teachers (N = 65) and 1 – 4 grade students (N = 65) from ten Lithuanian schools.

RESULTS

Seeking to establish the value, strengths and weaknesses, and opportunities for improvement of the program, three categories and several sub-categories of responses were identified during qualitative analysis,

including: 1) Utility / meaningfulness of the program (two sub-categories: usefulness / utility of the theoretical part of the program; utility / usefulness of practical tasks); 2) Weaknesses (two subcategories: lack of time, varying pupil / student / child abilities); 3) Program improvement (three subcategories: task set, theory, training).

In the opinion of the participants (teachers), the program was useful, the theoretical material provided about gifted children deepened teachers' knowledge, and the tasks could be used during lessons. Program difficulties were also mentioned. For example, some teachers found it difficult to coordinate time for the gifted program with regular lessons, which required additional classroom work, and made it difficult to differentiate regular lessons from gifted enrichment.

Some of these educators noted that mathematical tasks included in the program were the most attractive, and that the program tasks associated with Lithuanian language and world knowledge should be improved. Teachers reported using the tasks for gifted children during and after the lessons, and would like more task examples. They also asked for additional methodological literature, and said they would like to take part in additional training in gifted education (which could be accomplished through distance learning).

A group of experts (psychologists, teachers-experts, reviewers, scientists) participated in the research, and were responsible for developing and assisting with implementation of the program. Program usefulness, strengths and weaknesses were analyzed during and after the program implementation. In the opinion of the experts, the program was useful in both practical and theoretical terms. However, program weaknesses (constraints) were also noted, including subjective obstacles among some teachers, such

as lack of motivation, and lack of cooperative skills. More objective obstacles were also noted, including lack of funding, poor administration involvement / cooperation, and organization weaknesses.

CONCLUSIONS

In the opinion of both the teachers and experts who participated in this research, providing a specific program to teachers for education of gifted children is effective and efficient.

Teachers especially valued both theoretical background information, as well as practical competency needed to work with gifted children provided in the program. They also appreciated the continuity provided by the program, as demonstrated by the training periods, public conferences, and because the material could not only be freely used by the study / research participants, but also by all those who requested it.

The primary constraints of program application reported by teacher participants included: lack of time for the additional, gifted tasks during lessons; difficulty in differentiating learning when children of different abilities are in the classroom. Experts who participated in the research described constraints to program implementation to include: large time commitment and financial costs for preparation and implementation of the program, insufficient involvement of the administration, and lack of teacher motivation to implement / use the program.

Based on this research, it can be reported that the successful preparation and implementation of a primary school education program for gifted children requires: a team of professionals; accurate identification /

selection of gifted children, using reliable teaching methods; appropriate teacher training for work with gifted children; teaching material (theoretical information and task sets) tailored for gifted children, and publicizing the results of the program. Also important is the continuous availability of advice to teachers, enhancement of teamwork skills; collecting feedback from teachers about the strengths and weaknesses of tasks; and keeping the program updated based on feedback received.

**PSYCHOLOGICAL WELL-BEING AS A
PRECONDITION FOR ECONOMIC DEVELOPMENT**

SUBJECTIVE WELL-BEING, ORGANIZATIONAL STRESSORS AND ORGANIZATIONAL BEHAVIOUR OF PEDAGOGICAL EMPLOYEES

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INTRODUCTION

There is tendency to measuring progress of country, not just by how its economy is growing, but by how quality of life of citizens is improving (D. Cameron, 2010), to make progress with designing public policies to enhance social and personal well-being (P. Allin & D. Hand, 2015). As a result, subjective well-being of citizens becomes an important indicator of the country's economic and social growth.

Subjective well-being becomes especially important for pedagogical employees who teach future generations, including through patterns of their behaviour. However, there are key contradictions in the position of Ukrainian pedagogical employees which can reduce subjective effectiveness of their professional life and well-being: the contradiction between high positional requirements and actual educators' status; the contradiction between the necessity to make independent and innovative decisions and considerable limitations of independence by superiors (O. Bondarchuk, 2018); the contradiction between new requirements for employees' professional competence as a result of educational reforms and actual level of teachers'

professionalism as their ability to work in an innovative environment (T. Sorochan, 2018); the contradiction between the need for educators to intensively master the innovative content and technology of educational activities and the limited ability to meet it in a short time in the system of postgraduate education (L. Olifira, 2018), etc.

Subjective well-being have already been the subject of attention of many researchers: as a cognitive-judgmental process which determined satisfaction with life (E. Diener, D. Kahneman, N. Schwarz, 1999.), as a concept of positive psychology (M. Seligman, 2006; A. White, 2007), as an indicator of substantive freedom – the ability of people to live the lives that they themselves value (A. Sen, 2001), as being under the temporal states of the Present, the Past, and the Prospect (A. Durayappah, 2010), as multi-dimensional indicator of personal and psychological health (C. Riff, 2016).

OBJECTIVES

Objectives of this study are to find out the levels of pedagogical employees' well-being and correlation with their organizational stressors and organizational behaviour.

METHOD AND PROCEDURE

The following research instruments have been used: a) The Satisfaction with Life Scale (SWLS, E. D. Diener et al., 1998, modified by O. Bondarchuk, 2008); b) Organizational Stressors Scale (P. Spector & S.

Jex, 1998, modified by S. Topolov, 2011); c) Professional Motivation Scale (K. Zamfir, A. Rean, 2005, modified by O. Bondarchuk, 2018); d) Counterproductive Work Behaviours' Scale (R. Bennet, S. Robinson, 1995, modified by S. Topolov, 2011); f) Withdrawal Scale (M. Mitchell & M. Ambrose, 2007, modified by S. Topolov, 2011). The obtained data were analysed using correlation, factor analysis, ANOVA (SPSS-21.0).

The sample included 500 pedagogical employees of secondary schools from different regions of Ukraine of whom 85.5 % were females and 14.5 % males. The respondents were divided into four groups according to the length of their service: less than 5 years (19.6 % of the respondents), 5 – 15 years (19.1 %), 15 – 25 years (25.5 %), over 25 years (35.8 %).

RESULTS

At the first stage of the investigation on the SWLS scale the average value of pedagogical employees' well-being was 23.3 points with a standard deviation of 4.8. The possible range of scores on the questionnaire is from 5 (low satisfaction) to 35 (high satisfaction). It should be noted that high and fit levels of life satisfaction were found in a mere 50 % respondents. Pedagogical employees' subjective well-being was shown to correlate with gender and work experience: the longer the service, the less well-being becomes; at the same time, women, especially those with less professional work experience, have less well-being than men ($p < 0.01$).

At the next stage of the investigation the factor analysis found key organizational stressors using Organizational Stressors Scale. Factor 1 (48.3 % variance) which included: inadequate training (0.914), lack of necessary

information what to do or how to do (0.788), inadequate help from others (0.765), and conflicting job demands (0.521) was interpreted as “Lack of necessary information”. Factor 2 (15.2 % variance) included poor equipment or supplies (0.911), lack of equipment or supplies (0.888) which allowed to interpret it as “Lack of material and technical support”. Factor 3 (8.7 % variance) was named “Lack of effective management” as it was made up of organizational rules and procedures (0.761), the actions of the direct supervisor (0.691) and the actions of other employees (0.657). Factor 4 (6.5 % variance) was named “Poor interpersonal interactions” as it was made up of interruptions by other people (0.914).

The higher the organizational stressors, the lower the indicators of the subjective well-being of teachers were founded ($p < 0.01$).

The investigation found interesting differences in significance of organizational stressors for respondents, depending on their gender. It is established that for men, more important organizational stressors are “lack of information”, while for women, these are “poor interpersonal relationships” ($p < 0.05$).

At the final stage of the investigation the features of organizational behaviour of pedagogical employees (innovative activity, counterproductive work behaviour, employees’ withdrawal) were founded: 1) higher level of motivation of innovative activity was found in teachers who had high level of their well-being ($p < 0.01$); 2) higher levels of counterproductive work behaviour and employees’ withdrawal (i.e., intentions to quit, voluntary turnover, and absenteeism, M. Fugate, G. E. Prussia, A. J. Kinicki, 2012) were found in teachers who had low level of their well-being ($p < 0.01$).

CONCLUSIONS

As a result of the empirical study of subjective well-being of pedagogical employees of secondary school from all regions of Ukraine, an insufficiently high level of subjective well-being for a significant number of educators was revealed.

The assumption about the correlation between subjective well-being of pedagogical employees and their organizational stressors (lack of necessary information, material and technical support, effective management, poor interpersonal relationships) and organizational behaviour (innovative activity, counterproductive work behaviour, employees' withdrawal) is proved.

In view of this it is advisable to encourage pedagogical employees' development in order to raise their subjective well-being taking into account the necessity of expediency of minimizing organizational stressors and enhancing constructivism of organizational behaviour.

PERFECTIONISM OF SCIENTIFIC AND PEDAGOGICAL STAFF OF HIGHER SCHOOL

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INTRODUCTION

The research of perfectionism of scientific and pedagogical staff of higher school in Ukraine is on the front burner because of the modernization and development of higher education, access to the Bologna Process and to the European educational research environment. Such factors as high level of competition, constantly increasing requirements for employees at the labor market etc., demand of new requirements from teachers of higher school, achievement of new heights, desire to be the best and obtaining success by focusing on avoiding failure.

Perfectionism of personality is an object of research in different spheres of human activity. Desire of person to achieve high results can be explained by socio-economic and socio-cultural changes. In addition, a cult of rationality and individual achievements promotes the pursuit to perfection.

OBJECTIVES

Taking into account above mentioned, we could state that there is a need to say that perfectionism is a complicated and not enough investigated personal feature, the part of which covers all spheres of human life. That is why we devote our research for defining levels of perfectionism of scientific and pedagogical staff of the higher school.

METHOD AND PROCEDURE

The research of perfectionism of teachers of higher school was conducted in 2017 year. More than 1068 scientific and pedagogical staff of higher school from different regions of Ukraine took part in the investigation: 288 men, 666 women; age of the respondents was from 21 to 83 years ($M = 40$).

“The Big Three Perfectionism Scale” (Smith, 2016) was used in the research of perfectionism of scientific and pedagogical staff of higher school. For analysis of multidimensional construct of perfectionism, the authors constructed a self-report questionnaire designed for measuring three global perfectionism factors (rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism), comprised of 10 scales, which were constructed using facets assuage theoretical confusion, reduce the possibility of omitting core content and afford greater reliability and precision in assessment (Smith, Fister & Fischer, 2003).

RESULTS

The research of perfectionism is the subject of interest of many foreign and Ukrainian researchers. However, despite of the great number of researches, the definition of perfectionism is open. Theoretical analysis of foreign and Ukrainian works shows that there is no commonly used definition of this concept.

We are going to define perfectionism of personality as a psychological construct that combines desire of a person to the excellence, high personal standards, desire to bring the results of activities to the highest standards (moral, aesthetic, intellectual) (Ilyin, 2011).

Using “The Big Three Perfectionism Scale”, the following levels of perfectionism’s components of scientific and pedagogical staff of the higher school were found out (Table 1).

Table 1. Levels of perfectionism of scientific and pedagogical staff of higher school

| Components of perfectionism | Levels of manifestation in % | | |
|-------------------------------|------------------------------|--------------|------------|
| | Low level | Middle level | High level |
| Rigid perfectionism | 24.7 | 33.8 | 41.4 |
| • Self-oriented perfectionism | 32.3 | 26.9 | 40.8 |
| • Self-worth contingencies | 27.2 | 32.2 | 40.5 |
| Self-critical perfectionism | 25.2 | 38.9 | 35.9 |

| | | | |
|-------------------------------------|------|------|------|
| • Concern over mistakes | 30.4 | 30.4 | 39.2 |
| • Doubts about actions | 27.6 | 40.7 | 31.8 |
| • Self-criticism | 3.6 | 14.1 | 82.2 |
| • Socially prescribed perfectionism | 8.5 | 56.6 | 34.9 |
| Narcissistic perfectionism | 30.8 | 32.3 | 37.0 |
| • Other oriented perfectionism | 33.6 | 32.0 | 34.5 |
| • Hypercriticism | 34.6 | 39.0 | 26.4 |
| • Entitlement | 32.0 | 37.2 | 30.8 |
| • Grandiosity | 29.7 | 32.7 | 37.6 |

According to the first factor of “The Big Three Perfectionism Scale” 41.1 % of teachers of higher school has high level of “Rigid perfectionism”, 33.8 % has middle level and just one quarter (24.7 %) has low level. It means that mostly teachers of higher school are apt to the tendency to be perfect, they understand that they have to be an example for their students.

40.8 % of respondents has high level of “Self-oriented perfectionism” 26.9 % – middle level and 32.3 % – low level. Almost half of respondents feel strong desire to be as perfect as possible and it is very important for them to be perfect in everything they attempt.

According to the scale “Self-worth contingencies”, 40.5 % of respondents has high level, 32.2 % – middle and 27.2 % – low level. For three quarters of respondents striving to be as perfect as possible makes them feel

worthwhile, they always need to aim for perfection to feel “right” about themselves and their value as a person depends on being perfect.

The second factor of “The Big Three Perfectionism Scale” is “Self-critical perfectionism”. Here the middle level (38.9 %) prevails, then high level (35.9 %) goes and the last one – low level (25.2 %). It means that teachers of higher school are used to judge themselves harshly when they do not do something perfectly and they know that their students expect too much from them.

39.2 % of respondents has high level of “Concern over mistakes”, 30.4 % – middle and low levels. Almost 70 % of teachers of higher school are afraid of mistake; making a mistake, they feel themselves ashamed.

According to the scale “Doubts about actions”, 40.7 % of respondents have middle level 31.8 % – high and 27.6 % – low levels. Such situation can be explained by the fact that teachers are mostly sure about their actions. They are used to be an example to their students, so, that is why most of them have middle level of this scale. However, 31.8 % have high level, it means that they doubt and feel uncertain about most things they do and sometimes they are not sure if they are doing things the correct way.

82.2 % of respondents has a high level of “Self-criticism”, 14.1 % - middle level and just 3.6% - low level. Teachers of higher school, as they think, have to perform themselves in the perfect way because they understand that many of students’ eyes are looking at the teacher during classes, consultations etc. That is why teachers feel disappointed with themselves, when they do not do something perfectly and it is difficult for them to forgive themselves when their performance or actions are not flawless.

According to the scale “Socially prescribed perfectionism”, 56.6% of respondents have a middle level 34.9% - high level and 8.5% - low level. Such situation can be explained by the fact that teachers of high school understand and used to the fact that other people expect them to be perfect, that students make excessive demands of them.

37 % of teachers of higher school has high level of “Narcissistic perfectionism”, 32.3 % – middle level and 30.8 % have low level. Teachers of higher school tend to consider that other people do things perfectly because they demand it from themselves firstly and only then from others. In addition, teachers, due to their professional activity, used to be highly critical of other people’s imperfections. It is like professional deformation. In addition, other manifestations of professional deformation are entitlement and grandiosity.

34.5 % of respondents have high level of “Other oriented perfectionism”, 33.6 % – low level and 32 % – middle level. Teachers of higher school demand perfection from their families and friends. Teachers’ children feel different manifestations of this type of perfectionism. For teachers it is very important that other people should do things perfectly.

According to the scale “Hypercriticism”, 39 % of respondents have middle level 34.6 % – low level and 26.4 % – high level. Such situation can be explained by the fact that teachers of higher school understand that hypercriticism for students is unproductive way. If they would get frustrated when other people make mistakes very soon they will get burnout.

37.2 % of respondents have middle level of “Entitlement”, 32 % – low level and 30.8 % – high level. It means that most teachers of higher school understand that other people should not bend the rules for them and they are not entitled to special treatment from other people. We can explain it due to

the fact that most interaction between teachers and students is based on parity grounds.

37.6 % of respondents have high level of “Grandiosity”, 32.7 % – middle level and 29.7 % – low level. It means that most teachers of higher school are used to feel themselves as perfect; also, they are used to appear in front of a large audience of students. Scientific and pedagogical staff of higher school are experts in their fields of scientific research and they know that are absolutely the best at what they do. That is why many teachers have a sense of their grandiosity.

CONCLUSIONS

The problem of perfectionism of personality is the subject of interest of many foreign and Ukrainian researchers. According to “The Big Three Perfectionism Scale”, a significant number of teachers of higher school have average and high levels of perfectionism of personality. The prospects for further research will be directed at studying the influence of organizational and professional factors and the result of professional activity on perfectionism of an individual in activity of scientific and pedagogical staff of higher school more detailed.

RESOURCES FOR WELL-BEING: HUMAN CURIOSITY

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INTRODUCTION

Human curiosity has not been very often in the researchers' attention, most of its dimensions being studied in relationship with education and learning. As a multidimensional concept it was mostly defined as "Behaviour Search for Information", personality component, pre-set for empathy, a pillar for trust or a function related to survival. Beyond these attempts of catching the core of curiosity, it is also interesting to look at its underpinnings, as Celeste Kidd and Benjamin Y. Hayden (2015) propose in their paper "The psychology and neuroscience of curiosity": "We suggest that, rather than worry about defining curiosity, it is more helpful to consider the motivations for information-seeking behavior and to study it in its ethological context."

Instead of trying to identify curiosity taxonomy, Kidd & Hayden (2015) have a different approach in the context of Tinbergen's four questions. Named after Dutch biologist Nikolaas Tinbergen, these questions are designed to provide four complementary scientific perspectives on any particular behavior (Tinbergen, 1963). These questions also offer four points of view, from which one can describe behavior or a broad class of behaviors, even if its limits are still not very clear: (1) function, (2) evolution, (3) mechanism and (4) development.

The function of curiosity

The most popular theory about the curiosity function is about motivating learning. George Loewenstein (1994) described curiosity as "a cognitive-induced deprivation that emerges from the perception of a gap in knowledge and understanding." The information gap theory (Loewenstein) argues that curiosity works like hunger. Building on this theory, Loewenstein suggests that a small amount of information serves as a "priming" dose that greatly increases curiosity.

Evolution of curiosity

Even very simple organisms exchange information for rewards, but their search for information is not usually called curiosity. In roundworms, a small network of three neurons can plausibly implement this search. Organisms that have a simple search behavior include crabs (Zeil, 1998), bees (Gould 1986; Dyer, 1991), ants (Wehner et al., 2002) and moths (Vergasolla et al.) Data obtained by studying these organisms can help us understand how networks search for information.

Neural mechanisms of curiosity

Kang and colleagues (2009) used a curiosity task to test Loewenstein's hypothesis, that curiosity reflects a gap in information. Human subjects read questions about general culture and evaluated their curiosity during fMRI measurement (Kang et al., 2009). Brain activity in the caudal nucleus and inferior frontal gyrus (IFG) was associated with self-reported curiosity. These structures would be activated by anticipating many types of rewards, the results suggesting that curiosity causes a reward anticipation – in accordance

with Loewenstein's theory (Delgado et al., 2000, 2003, 2008; De Quervain et al., 2004; Fehr & Camaras, 2007; King-Casas et al., 2005; Rilling et al., 2002).

Strangely, the accumbens nucleus was not activated, while it is one of the most frequently activated structures in anticipation of a reward (Knutson et al., 2001).

Jepma et al. (2012) showed subjects blurry photos of ambiguous content that triggered their curiosity; curiosity has activated the anterior cingulate cortex and the anterior island – regions sensitive to aversive conditions. Solving the state of curiosity led to the activation of the striatal reward circuits. Like Kang and colleagues, the results highlighted the activation of learning structures. However, the differences between the two studies were greater than the similarities: in the Jepma study, curiosity is a fundamentally aversive state, while in Kang's study is a pleasant state.

Other further studies, quoted by Kidd and Hayden, suggest that for subcortical reward structures the information value is treated just like any other value. The activity of dopaminergic neurons (DA) is enhanced by the prospect of both a possible reward and early information. It has been proposed recently that the dopamine reward signal is constructed from the input signals from the orbitofrontal cortex (OFC), which in turn receives data from the sensory base structures (Öngür & Price, 2000; Schoenbaum et al., 2011; Takahashi et al., 2011; Rushworth et al., 2011).

Curiosity development

Developmental psychology studies highlight the fact that children's curiosity occurs especially when they learn about the causal structure of the

world. Thus, strategic search behaviors in infants are much more sophisticated than mere careful heuristics that characterize early infant attention, leading to the conclusion of a certain type of behavior (information-seeking behavior).

Logical conclusion following the four discussed aspects would then be: If behavior is an expression of the neural system activity (Hagan, 2015) (use of preferred networks of ideas, concepts) and "Personality is only behaviour repeated" (psychiatry view), then: curiosity is a personality trait in which we can integrate both external and internal behaviors.

OBJECTIVES

Beyond need for knowledge and personality: building knowledge networks

Finding a comprehensive definition for curiosity and some proper applications of it are bold and not easy objectives. According to the classic vision, curiosity is either: desire of knowledge (emphasis on satisfaction) or need for novelty (emphasis on stimulation). The limit of this vision is that there are no inter-individual differences.

Recently, curiosity has been defined as a function of personality (Gottliebe, 2014), thus having personal character. Researches in neuroscience, psychology and psychiatry have revealed that this search function for information has motivators uniquely calibrated and it is supported by specific neural processes.

Starting from the differences in the type and manner of searching for information, as well as the action taken after the information was found, Zurn

and Basset (2018) propose an operational definition of curiosity: The practice of building knowledge networks. Thus, a curious person would have a specific style of this practice, which is a mix of type, manner and subsequent action of searching information.

RESULTS

In 2007, economist Alan Krueger, Nobel laureate Daniel Kahneman, and their colleagues published a paper entitled "Do we have more fun now?" The question was: Has our social progress, economic prosperity, and technological advances in the last 50 years changed us in some way, the quality of our lives? Do these new opportunities allow us to spend more time doing what we like the most, thus increasing the satisfaction and meaning in life?

For most of us, the answer is no. Most Americans spend less than 20 % of every day to do what might be called very interesting, enjoyable and meaningful activities (such as talking to close friends, getting in touch with loved ones, creating, reading to play, etc.). On the contrary, much of our time and energy is spent in unsatisfactory work, in domestic or administrative affairs or in ways that bring neither joy nor challenge (watching TV, snacks or just "staying").

Curiosity and mental health

Following the influence of Berlyne's theory on curiosity (as an attempt to acquire knowledge determined by conceptual conflict and physiological excitation (Berlyne, 1960)), the researchers identified positive correlations with creativity and negative with anxiety (Leherissey 1971; Maddi & Bern 1964; Spielberg & Starr, 1994).

A 2017 study puts curiosity in direct relationship with reducing the risk of suicide in veterans. Also, curiosity would be related to the perception of elderly quality of life (2018) and curiosity overcomes regret for decisions taken in situations of uncertainty (2007).

Valuable resource for well-being

In the last decade, there were researchers who have shown interest in curiosity as a mechanism for reaching and maintaining high levels of well-being and meaning in life. Kashdan and Steger (2007) have shown that in the days when they are more curious, people with curiosity have reported more development-oriented behaviours and a greater sense of meaning, sense search, and the satisfaction of life.

A 2012 study on adolescents showed that teenagers with a rich curiosity have a higher level of satisfaction in life and a higher perceived sense of life than teenagers with low and medium curiosity. Contrary to the significant differences in well-being, there were no strong differences between the high, medium and low-curious adolescents in terms of distress. The conclusions of this research have highlighted curiosity as a specific predictor of positive well-being and come to confirm the continuous pattern of mental health, which sees positive and negative well-being as relatively independent constructs. The results were confirmed by further studies (Jovanovic, Jerkovic, 2014; Wang, Li, 2015; Miljković, Jurčec, 2016; Kaczmarek et al., 2014)

Lukacz et al. (2014) identified a significant reversal correlation between trait curiosity and depression as well as a positive relationship with well-being. On the basis of the research already carried out by representatives of positive psychology, it has emerged that certain traits, such as curiosity, can indirectly decrease depression, and the assumption is that the reverse

relationship between curiosity and depression would be mediated by subjective well-being. The results indicate that curious individuals tend to report higher levels of subjective well-being, which in turn are associated with lower levels of depression.

First concerns for the relationship between curiosity and anxiety were raised in the '50 – '60s, mostly related to learning. Penney (1965) examined the correlation between reactive curiosity and anxiousness in children, identifying an inverse relationship between the two. Segall (1959) published a study on curiosity motivated learning and anxiety reduction.

In the 2000s the concern for curiosity-anxiety relationship has returned, this time extending beyond learning. "Curiosity and anxiety work in tandem. It's not like when you're curious, there's no rest, or when you're anxious, there's no curiosity. They work in all sorts of different combinations" (Todd Kashdan: "Curious?: Discover the Missing Ingredient to a Fulfilling Life" an anxiety researcher).

CONCLUSIONS

How to use the human curiosity as a resource?

Kashdan suggests a move from the classical approach "Be Positive" to a more nuanced one, namely: "Let's accept anxiety as a necessary part of a life that involves taking risks." Exemplification would be: "sometimes we feel anxious because something matters to us." And curiosity is the tool through which we explore and identify things that are important to us. The perspective integrates the vision of positive psychology in which the

fundamental objective of life is no longer happiness, but a matrix of elements that contribute to the state of well-being.

Today, researchers continue to explore the correlation between curiosity and openness to experimentation (Kaufman, 2013), attractive social interactions (Kashdan & Roberts, 2006) and tolerance for uncertainty (Kashdan, Sherman, Yarbro, Funder, 2013). Curiosity is also studied as a connection with what is possible, not necessarily what is available and this perspective generates some insightful applications for counselling.

The Curiosity Oriented Approach (Richard Hill, Mindsience Institute) has its foundation on neuroscience of brain plasticity, psychosocial genomics and psychoneuroimmunology. The central idea is the importance of enabling natural search capabilities. Impact of this approach is targeted on coping, resilience, emotional regulation or promoting well-being.

Old new directions: self-care and curiosity

While discussing care and curiosity, one cannot miss Michel Foucault's vision (The Masked Philosopher): "Curiosity evokes 'concern'; it evokes the care one takes for what exists and could exist; a readiness to find strange and singular what surrounds us; a certain relentlessness to break up our familiarities and to regard otherwise the same things; a fervour to grasp what is happening and what passes; a casualness in regard to the traditional hierarchies of the important and the essential."

Here, the term "care" does not have the connotation of anxiety, but the care of personal well-being, by continual search for meaning. A vision that conveys that the purpose for which there is curiosity (Einstein – "curiosity had its own reason for existing") may be, why not, the human's well-being.

WORK-LIFE BALANCE INDIVIDUAL STRATEGIES IN PROFESSIONAL PRODUCTIVITY INCREASE PROGRAMS IN ORGANIZATIONS

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INTRODUCTION

Nowadays people's lives as well as their professional and personal development are being affected by a lot of various factors, events, information flows, and tasks, which they face every day. Professional development and productivity increase are associated not only with expert's abilities and skills as well as his or her career goals and motivation, but also with the ability for time and energy management (the ability to divide one's time and energy between work and play). The efficiency and productivity, the ability to achieve strong performance, and, along with it, the sense of satisfaction with one's life, harmonious development are of the same significance.

Work-life balance is a category defined by researchers as a person's subjective general assessment of the interrelation between work and other life areas, family, as well as the ability to combine these spheres in a proper way (Tkalych, 2015). In some modern research studies, a "work-life integration" term is also used. It reflects a fulfilled, healthy, and productive life, which

combines work, relationship, entertainment; integrates a number of activity types focused on oneself, one's personal and spiritual development (Allen, 2013; Jones et al., 2008; Lockwood, 2003).

The main work-life balance components include the load balance (optimal number of business hours, possibility to distinguish between work and leisure, take a leave, not to think about work all day long); time balance (equal distribution of time spent for work and other life spheres); work time and content planning (the possibility to change the content of one's own work and to schedule business hours); the complexity of tasks (attractiveness, complexity, optimal number of tasks or challenges to be addressed); environment balance (equal psychological efforts aimed to solve occupational, family, or personal tasks); social intercourse (friendly relations with colleagues, director's support, absence of the sense of loneliness, satisfaction of the need for socializing at work); satisfaction balance (equal occupational and family life satisfaction) (Tkalych, 2015, 2018).

OBJECTIVES

Objectives of the study were to empirically investigate the level of work-life balance in personnel by the psychological scale with the main criteria: absence of the load balance; work time and content planning; professional tasks complexity; social intercourse and to propose the work-life balance individual strategies in professional productivity increase programs in organizations.

METHODS AND PROCEDURE

In order to examine the level of work-life balance, we have designed an inventory based on 16 statements divided into the following 4 groups (which are the work-life balance components) by means of the factor analysis: 1) absence of the load balance; 2) work time and content planning; 3) professional tasks complexity; 4) social intercourse (Tkalych, 2015). The study has involved professionals from different fields of activity ($n = 634$). The number of women and men as well as their age distribution have been representative to the general number of participants.

RESULTS

The work-life balance has been generally assessed as average ($M = 4.19$). It should be noted that they have scored the load balance lower ($M = 3.15$) than other components: professional tasks complexity ($M = 4.18$), work and content planning ($M = 4.46$), and social intercourse ($M = 4.98$). Social intercourse component (friendly relations with coworkers ($M = 4.65$), the support of a manager ($M = 4.91$), the absence of the sense of loneliness ($M = 5.36$), satisfaction with socializing ($M = 4.99$) have got the highest scores. Therefore, the social and communication components, interaction with a manager and colleagues are the most balanced ones and have been most positively assessed by the participants.

The research results have shown that there is statistically significant relationship between the participant's age and their social intercourse scores ($p < 0.03$): it becomes more positively assessed with aging, while other

balance components have no significant age differences. Age correlates with such work-life balance characteristics as work time planning ($p < 0.01$), attractiveness and complexity of work and tasks ($p < 0.01$), a number of tasks to be completed ($p < 0.01$), the absence of the sense of loneliness ($p < 0.01$), perception of colleagues as friends ($p < 0.01$): these indicators increase with aging.

According to the results of the empirical study and to the theoretical approaches, the basic strategies in professional productivity increase programs in organizations may be the following: focus strategies, “resource / refusal” strategies, adaptive strategies, every of which is manifested in a certain kind of an individual strategy (Emslie et al., 2009; Frone, 2003; Grandey et al., 2010; Lyness, 2014; Muse et al., 2008, Straub, 2007).

Focus strategies are the ones which demonstrate a direction or a way of solving problematic or stressful situations by coworkers.

“Resource / rejection” strategies: coping strategies are directly related to the “work-family” interaction: demands decrease and resource increase strategies.

- Demands decrease strategy works in the form of decreasing a number of business hours, refusing some occupational or family duties, defining the priorities, limiting social life, decreasing role expectations (for example, being “good enough” for business or family relations).
- Resources increase strategy provides searching for support both at home and work (authority delegation, allocation of home duties, communication, positive interaction, satisfaction with relationships), efforts of finding benefits, learning through complex situations, using proactive

future-focused strategies (work week scheduling, interfamily resources search, proactive dialoguing with a partner or a director).

Adaptive strategies are the ones helping to adapt to problems arising at work or / and at home.

- Compensatory strategy – negative things or thoughts are compensated with positive energy at home and vice versa;
- Segmentation strategy – negative thoughts caused by work issues do not affect family relations. Both strategies are adaptive in achieving the balance between work and life.

At the personal level, it is necessary to improve the decision-making process and communication within a family for professional roles optimization and role conflict harm elimination as well as elimination of stressors affecting other family members. A person must be sure that his or her work does not harm his or her physical health allowing to devote enough attention to other life spheres.

Billing et al. (2014), Kinnunen et al. (2014), Scott et al. (2015) suggest the following interrelated levels of “work-life” integration disbalance:

- time, energy, and duties: a person spends more time and energy for work rather than other life spheres, and has too many work duties;
- attitudes and behavior increase demands for professional skills and achievements, and eliminate intimacy;
- significance and criteria for self-assessment – a person has an image of the ideal self (the one he or she thinks he or she must be) and others’ expectations, though as a rule, the achievement of such an image in real life is too exhausting for an individual.

In order to reach the work-life integration, a feeling of life fullness, some changes should cover the following three stages: the first one is balancing time, efforts, and duties; the second one is integration of occupational mastery and intimacy with others; and the third one is self-focus, which means being focused on one's own self-esteem, aspirations, and self-image.

These changes are possible upon condition of psychological support programs, sports psychologists' work who help to form the corresponding abilities and skills, as well as significant personal traits of professionals: motivation, self-confidence, persistence, psychological flexibility, lability, a low neuroticism level.

Besides, according to research, active engagement into the interaction with family and entertainment after a business day contribute to a better recovery as compared to passive activities (Jones, 2008).

One more important task regarding individual strategies of the balance achievement is the resources personal allocation. Resources personal allocation is a strategy according to which all desirable or necessary requirements are considered to stimulate a person to make a choice of where, when and how he or she spends resources in life (Grawitch et al., 2009). The efficient resources personal allocation not only decreases negative consequences but also contributes to positive results in the work-life balance achievement. It includes the following four stages: 1) defining available personal resources, 2) laying down requirements for work and private / family life, 3) using efficient strategies of resources allocation; 4) results review.

This task is often ignored in one's work and private life in cases when work requires performing professional duties which contradict the family

ones, ignoring other requirements for personal resources (e. g. social or private life, other activities, religious requirements, sports, rest, etc.). Individual differences, external resources, human-environment interaction have a great impact on the resources personal allocation. Despite the fact external resources are diverse, in general they can be divided into two basic spheres: support as well as teaching and development of a personality.

CONCLUSIONS

The work-life balance of personnel is considered to be average. The load balance has gained the lowest scores, the social intercourse indicator is the most balanced and gets increased with the persons' age. The basic possible individual work-life balance achievement strategies are as follows: focus strategies, "resource-refusal" strategies, adaptive strategies, every of which is manifested in a certain kind of an individual strategy. The use of the adaptive individual strategies with the resource increase strategy perfectly contributes to the work-life balance achievement.

We believe that the main personal skills and traits contributing to the work-life balance achievement include the following ones: personal flexibility, a high level of self-discipline; trust-based relations; dynamic and independent work. These skills should be mature, and the work-life balance achievement psychological teaching programs for personnel can increase their level.