

Model of Self-Identification of Youth in the Global Communication Environment

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Abstract: Identity is the result of an identification process. The essence of the identification process is expressed in the acceptance of a certain social role by an individual in the process of entering a social group. The psychological meaning of the phenomenon of "identity" reflects the inner identity and integrity of an individual. This phenomenon can affect both an individual and a group. The novelty of the research is determined by the fact that important factors in the process of identity development are specific events in the past and present, periods of crisis and changes in the history of society. It is shown that the main psychological mechanism for the development of identity is identification associated with the interaction between an individual and a social group. The development of personality identity includes a number of types of identity and continues during ontogenesis, is a dynamic and uneven process. The authors show that the concept of national identity within the framework of various fields of psychological science can relate to a group and a person. The practical significance of the study is determined by the fact that in the study the authors understand national identity as the cognitive and emotional awareness of a person of his own belonging to a particular nation, which has its own characteristics. Student (late adolescence) age is decisive in the formation of a person's identity and sensitive for the development of his national identity. The psychological mechanism for the development of a person's national identity at this age is national identification. An insufficient study of the development of the national identity of student youth has been established.

Keywords: National identity, ethnic identity, national language, nationality, professional education.

INTRODUCTION

A special period of development of personality identity is contained in the range from 17-18 years up to 22-25 years. This period or part of it in psychological science is defined as late adolescence (youth); student age, including student youth; youth; early adulthood, mature life (Boneta 2016). At the present stage of the formation of society, the majority of boys and girls aged 17-18 enrol in higher education, enriching a social community such as student youth (Stein, Rivas-Drake and Camacho 2017). A distinctive feature of this community is the systematic, purposeful acquisition of professional knowledge and skills by students together with teachers and independently during their studies in higher education (Kloser 2013).

Student (adolescence) age is a sensitive period for the development of a person's national identity (Gharaei, Phalet and Fleischmann. 2018). After all, all the prerequisites have been created for this during the genesis of identity (Walker 2019). Such prerequisites are: intensification and increase of the level of social

maturity, which harmonises with a high educational level and intellectual maturity of an individual; the emergence of a sense of identity and integrity of one's "I" (self-identification); a change in the relationship of an individual with significant others as a factor in changing his feelings about them and about himself; complication and increase in the level of awareness of the processes of self-knowledge and self-control; the growth of social activity; the formation of citizenship; sensitivity to particular historical transformations; increasing the complexity of the identification mechanism (Rostovtseva, Gel'fond and Miroshina 2019).

First, it is worth noting that, according to the results of a number of studies by foreign and domestic scientists, the development of a person's national identity begins at the age of 6-7 (Parra-Cardona, Yeh and Anthony 2017). Already at the age of 6-7, children, thanks to family upbringing and the influence of the people around them, acquire the first situational knowledge of their nationality (Wilkinson 2010). At 8-9 years old, the national identifications of children become clearer, which is due to their communication in the language of the nation, living on its territory, the appearance of national feelings in them (Abramova,

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Goncharova and Kostyuk 2018). At the age of 10-11, children begin to realise the authenticity of the history and life of their nation in comparison with others (Litchmore, Safdar and O'Doherty, 2015). Starting from 6-7 years old, children's knowledge of their nationality can have both interethnic and intra-national differences (Szerlag 2019). As children get older, these differences increase (van de Wetering 2016).

An empirical study of 6-, 9-, 12- and 15-year-old children and adolescents found the dynamics of national identification of respondents (Bingham and Duffy 2017). In particular, the researchers found that the level of cognitive complexity of national identifications in children increases with age. Until the age of 12, the dichotomy "friend – foe", which can be transformed into the opposition "friendly – hostile", begins to influence the interaction of children with representatives of their own and other nations. The content of national identity is determined by the child's choice of a specific ingroup. Among the foreign models for the development of the national identity of a person of adolescence, the most developed is the concept that interprets the process of the formation of national identity similar to the development of personal identification (Szerlag 2014). In the model of the development of national identity, three stages are distinguished and characterised. The first stage is distinguished by the fact that a personality of adolescence accepts his own national identity as granted to her, that is, unconditionally. At this age, an individual may develop outgroup preferences due to negative stereotypes regarding his group (including the nation) or the positive attitude of significant others to such a group (Gullickson 2019). In both the first and second situations, adolescents perceive attitudes uncritically, because they are given by significant others (parents, authoritative adults, etc.) (Tamam 2011). A common feature in both cases is the external predestination of these attitudes.

The beginning of the second stage testifies to the actualisation of national identification, which is associated with the need of an individual to resolve a certain situation concerning his nationality. Most often, such actualisation occurs in adolescence. The second period ends with the appearance in the personality of a position concerning its belonging to a certain group (including the nation). The achievement of a mature national identity by a person, which is manifested in the feeling that she is a representative of a specific group (nation), is characteristic of the third stage.

Late adolescence (or student) age is characterised by the intensification of the identification process, as a result of which a number of identities are formed in the personality, including the national one. In foreign and domestic pedagogical and developmental psychology, few works have been identified that are devoted to the study of individual aspects of the problem of the development of the national identity of student youth. Namely: the factors of the genesis of national self-awareness among 11th grade students of general education schools and 5th year students of higher educational institutions; psychological characteristics of the development of students' national self-awareness by means of literature; psychological foundations of the development of the national self-awareness of an individual in adolescence; the role of national identification in the formation of "I – image" of the individual. However, a slightly larger number of studies of various aspects of the problem of ethnic identity of student youth in the field of social psychology have been recorded (Light and Munk 2018). Thus, social psychologists studied: the peculiarities of the ethnic identification of students; the role of ethnopsychology life orientations in the process of self-actualisation of student youth; ethno-social representations in the structure of "I-concept" of university students; the influence of ethnic stereotypes on the interpersonal assessment of students; ethno-social attitudes as components of the interpersonal interaction of student youth (Portes and MacLeod 1996).

Within the framework of developmental and educational psychology, a small number of works on this issue have been recorded (Stegny and Kurbatova 2013). They are devoted to the study of the peculiarities of the development of students' ethnic self-awareness; psychological factors in the development of ethnic consciousness in early adolescence; social and psychological factors in the development of ethnic self-awareness of students (Göbel and Preusche 2019).

MATERIALS AND METHODS

The paper reveals the results of an empirical study of psychological characteristics and factors in the development of the affective component of students' national identity (2017-2020). Recall that, in general, this stage was devoted to an empirical study of the psychological characteristics of the development of the cognitive and affective components of the national identity of student youth and the determination of the leading factors of this process. In particular, the study of the relevance and level of commitment

(significance), as important indicators of the affective component of the national identity of students, was carried out using the “Who am I?” method. Recall that the respondents within 12 minutes gave up to 20 different answers to the question “Who am I?” Thus, the relevance of their national identity was confirmed by the presence of an answer certifying their nationality. But the absence of this answer most often indicates the irrelevance of national identity. Based on the results of this methodology, it was generally established that national identity is relevant for 240 students. It is worth noting that this number is less than half of the total number of subjects.

RESULTS AND DISCUSSION

Quantitative data of relevance in the studied groups for the purpose of clarity are presented in Figure 1.

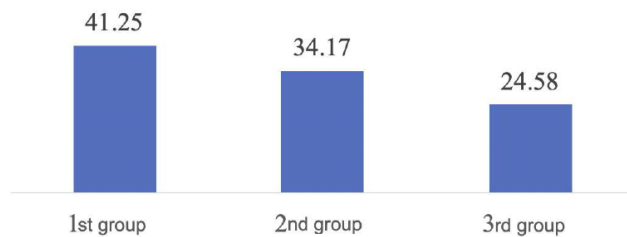


Figure 1: Quantitative data (%) of the relevance of the national identity of students in the studied groups, n = 240.

Figure 1 shows that the quantitative data on the relevance of national identity are the largest in the 1st group of students – future teachers of history, national language and national literature (41.25%). The authors believe that this is due to the study by them in a higher educational institution for a long time of such academic disciplines (history, archaeology, history in personalities, historical local history, ethnology, cultural history, history of the national language, history of the literary language, national language (in professional areas), national literature, folklore, ethnopsychology, religious studies, etc.), which relate to the main features of a nation, its historical past, language, culture, traditions and customs. In addition, students from this group undergo archaeological and folklore practice, which also significantly increases the relevance of their national identity.

Compared to the 1st, such indicators were somewhat lower in the 2nd group, which consisted of students of humanitarian specialities (34.17%). After all, they study only such compulsory academic disciplines in higher education as history, national language (in a professional direction), and cultural

history. However, the humanitarian orientation of their education, which involves the study by students of a number of such academic disciplines as culture and speech technique, ethnopsychology, religious studies, etc., also contributes to increasing the relevance of their national identity. On the other hand, the smallest indicators, in comparison with the first two groups, were recorded in the third group – students of medical and technical specialities (24.58%). The latter indicators are due both to their study of only the above-mentioned academic disciplines, and to their greater focus on non-humanitarian specialities.

Based on the results obtained, it can be asserted that the relevance of students' national identity is predetermined by their chosen future speciality. In particular, the study of a number of professional academic disciplines by future teachers of history, national language and national literature has the greatest positive impact on the relevance indicator; the smallest – by students of medical and technical specialities. In addition, the features of the relevance of the national identity of student youth were traced from the 1st to the 5th year of study. For clarity, the dynamics of the quantitative data obtained are presented in Figure 2.

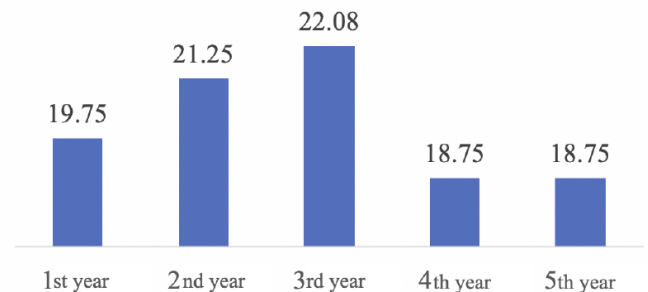


Figure 2: Dynamics of the relevance of the national identity of student youth (%), n = 240.

From Figure 2 it can be seen that the greatest quantitative data on the relevance of national identity was revealed in the groups of students of the 2nd (21.25%) and 3rd (22.08%) years. In the authors' opinion, this is due to the fact that from the age of 18, the maturity of a young person is officially recognised in society. After all, with reaching maturity, a person has the right to take part in elections, to legitimise his family status, to obtain a driver's license. Slightly smaller quantitative data on the relevance of national identity were recorded in the group of 1st year students (19.17%). The authors think that, on the one hand, such an indicator is due to their in-depth study of history, national language and literature in the process

of preparing for an external independent assessment. On the other hand, during the first year of study at a higher school, the adaptation processes of an individual to new conditions of life are of great relevance.

The smallest quantitative data on the relevance of national identity was found in the groups of 4th and 5th year students – 18.75% each. In the authors' opinion, the specificity of this period of study in the Higher School leads to a decrease in the studied indicator in these groups. Namely, the completion by students of training at a certain level (bachelor's or specialist's), preparation for state exams and future professional activities. In this regard, it can be summarised that with age, the relevance of the national identity of students may decrease somewhat. Summarising the obtained quantitative data on the dynamics of the relevance of students' national identity, it can be concluded that the changes that occur with each next year of their education in higher education are insignificant. And also about the importance of the influence of external, social factors on the development of students' national identity. The level of adherence (significance) to the national identity of students reflected the rank of the answer "I am a Russian man" (or "I am a Russian woman") out of 20 possible. The quantitative data of the dynamics of the significance of national identity for the respondents of the three studied groups are revealed in Table 1.

Table 1: Dynamics of the Significance of National Identity of Student Youth (Average) n = 240

Year	1 st group	2 nd group	3 rd group
1 st year	3.9	5.5	7.1
2 nd year	3.8	5.8	7.6
3 rd year	3.6	6.7	8.1
4 th year	3.6	8.7	10
5 th year	3.6	8.7	13
Average	3.7	7.08	9.16

Table 1 shows that national identity is of high importance (3.7) for students of the 1st group. In the authors' opinion, in-depth study of a number of academic disciplines that relate to the core features of a nation (history, language, culture) increases the level of their national pride, national dignity and national self-esteem. However, there were no significant differences in the indicator of significance among 1-5-year

students. It was found that a high level is inherent in students of the 1st (5.5), 2nd (5.8) and 3rd (6.7) years. The average level of significance (7.08) of national identity is generally inherent in students of the 2nd group, which is associated with rather high and medium levels of their national pride, national dignity and national self-esteem. After all, they study a small number of academic disciplines that can deepen these feelings. In particular, in this group it was found that the average level of national identity is allocated to respondents who study in the 4th and 5th years – 8.7 each. In the authors' opinion, the recorded insignificant differences in the significance of national identity can be caused both by a change in the social situation of students' development (from the period of adaptation, gaining social maturity to an increase in professionalism and strengthening of professional orientation), and by the awareness of the complexity of the social and economic situation in the country.

Compared with the previous two groups, the lowest indicators of the significance of national identity were recorded among students from group 3. At the same time, it is advisable to note that the level of this significance is medium. So, its overall average is 9.16. Undoubtedly, this indicator is due to the study of a small number of academic disciplines that would expand the volume of knowledge about their nation and its characteristics, as well as deepen the feelings of national pride, national dignity and national self-esteem. On the other hand, the differences between the mean values for respondents from different years of study in higher education turned out to be more significant than in the other two groups. Namely, 1st year students – 7.1; 2nd – 7.6; 3rd – 8.1; 4th – 10; 5th – 13. The authors believe that, as in the 2nd group, with each subsequent year of students' education, the increase in the intensity of the process of professional self-determination and awareness of the complexity of professional self-realisation in the near future leads to a decrease in the quantitative data of the significance of national identity.

National identity is of high importance for students from group 1, slightly above medium – in group 2 and below medium – in group 3, which is due to their study of such academic disciplines that contribute to this (group 1) and their insignificant quantity (2nd and 3rd groups). Indicators of the valence and certainty of the affective component of students' national identity were established using the methodology for assessing the positivity and uncertainty of ethnic identity. For the sake of clarity, the quantitative data of the valence of the

national identity of students obtained by this method are presented in Table 2.

Table 2: Dynamics of the Valence of the National Identity of Student Youth (Average) n = 527

Year	1 st group	2 nd group	3 rd group
1 st year	17.5	16.64	15
2 nd year	17.25	16.19	14.68
3 rd year	17.91	16.42	15.24
4 th year	16.76	16.3	15.5
5 th year	18.17	16.57	15.43
Average	17.52	16.42	15.17

Before characterising the quantitative data from Table 2, it is worth recalling that the methodology for assessing the positivity and uncertainty of ethnic identity is attributed to 8 statements concerning two scales – valence (1; 4; 6; 8) and certainty (2; 3; 5; 7) of national identity. In each scale, respondents had the opportunity to score from 4 to 20 points, which confirmed the high, medium and low levels of valence (positivity) or certainty of national identity.

From Table 2 it can be seen that, in general, respondents from all groups are characterised by a high level of valence of national identity. The overall averages obtained for the groups are placed closer to the positive pole of the scale. At the same time, in the 1st group this indicator is the highest (overall average – 17.52), in the 2nd – somewhat lower (overall average – 16.42) and in the 3rd – the lowest (overall average – 15.17). On the one hand, such results indicate a positive colouration of the affective component of students' national identity. After all, they are proud of their belonging to the nation and are ready to demonstrate this outside their state. Students from all groups are happy to remember their own nationality every time. In addition, they argue that if they were given the opportunity to once again choose their nationality, they would choose the same. And also respondents proudly answer questions about their nationality.

On the other hand, there are noticeable differences between the quantitative data of each group and, as it turned out, statistically significant. Calculations using the Student's t-test showed the presence of statistically significant differences in the dynamics of the quantitative data of the 1st and 2nd groups – 4.2; 1st and 3rd groups – 8.4; 2nd and 3rd groups – 7.4. From

the established pairwise differences between the study groups, it is noticeable that the largest statistically significant differences are the quantitative data of the 1st and 3rd groups, the least – the 1st and 2nd groups. The authors think that the obtained quantitative data are associated primarily with the study by students of the 1st group of many academic disciplines that contribute to this. And also with the fact that students from all groups are proud of the achievements of an independent state at the present stage of its development, the heroic history of their nation in the past and present. It also can be noted that within each group there were no significant differences between the quantitative data on a training course of the respondents. In general, student youth have a high level of the valence of national identity. The obtained quantitative data of the certainty of the national identity of students for the purpose of their clarity are presented in Table 3.

Table 3: Dynamics of the Certainty of the National Identity of Student Youth (Average) n = 527

Year	1 st group	2 nd group	3 rd group
1 st year	6.36	7.33	8.65
2 nd year	6.25	6.68	8.68
3 rd year	6.26	6.98	8.46
4 th year	6.19	6.64	8.09
5 th year	6.39	6.57	7.82
Average	6.29	6.84	8.34

As seen from Table 3, in general, all the respondents are distinguished by a high level of certainty of national identity, because the obtained quantitative data are contained in the range from 4 to 9. However, in comparison with the 2nd and 3rd groups, in the 1st group these indicators are the lowest (total average – 6.29), which confirms the biggest certainty of the national identity of students from this group. Compared to the 1st, in the 2nd group, slightly larger quantitative data were recorded (the overall average is 6.84), which is evidence of a certain degree of less certainty of the national identity of the respondents from this group. On the other hand, in comparison with the first two groups, the highest quantitative data were found in the third group (the overall average is 8.34), which reflects the least certainty of the national identity of student youth from this group.

Consequently, the results obtained reflect a fairly high clarity of the national identity of the students. This

confirms the high degree of agreement of the subjects of the 1st group, somewhat less of the 2nd group and even less of the 3rd group with the following statements of the methodology: “Despite the fact that there are so many different nations living around me, I always clearly aware of my own national origin” and “I would not like all nations to gradually mix, everyone should know exactly their national origin”. And also a high degree of disagreement among the respondents from the 1st group, somewhat less – from the 2nd group and even less – from the 3rd group with other statements of the methodology, namely: “When people around talk about the culture and traditions of their nation, I feel some discomfort, because I myself cannot determine exactly which nation to I relate” and “I am not sure that I am a representative of the nation to which others rank me.”

Noteworthy are the differences between the quantitative data in the study groups. Thus, using the Student's t-test, the presence of statistically significant differences in quantitative data was recorded. Namely, the differences in the dynamics of quantitative data from the 1st and 2nd groups were 3.9; 1st and 3rd groups – 12.1; 2nd and 3rd groups – 7.1. From these differences it can be seen that the most significant are the statistical differences between the quantitative data of the 1st and 3rd groups, the least – the 1st and 2nd groups. In the authors' opinion, the established differences are also due to the study by students of the 1st group of many academic disciplines, which significantly contribute to improving the clarity of their national identity. And also due to the fact that students from all groups are proud of the achievements of an independent state at the present stage of its development, the heroic history of their nation in the past and present. It is worth also emphasising that within each group, no significant differences were found between the quantitative data on the training course of the subjects. So, in general, student youth is distinguished by a fairly high level of certainty of national identity. The methodology “types of ethnic identity”, which was modified by the authors, turned out to be quite informative about such features of the affective component of the national identity of student youth as the modality (positive or negative) attitude towards one's own and other nations. Recall that according to the instructions for this technique, the respondents were asked to reveal the degree of their agreement with the proposed endings of the statement “I am such a person who...”. At the same time, this degree characterised them as the subject of the nation.

The types of students' national identity, which reflected the modality of their attitude towards their own and foreign nations, were determined by the key. For clarity, the results of the methodology “Types of ethnic identity” are summarised in relation to the positive (norm) and transformed national identity of students are presented in Figure 3.

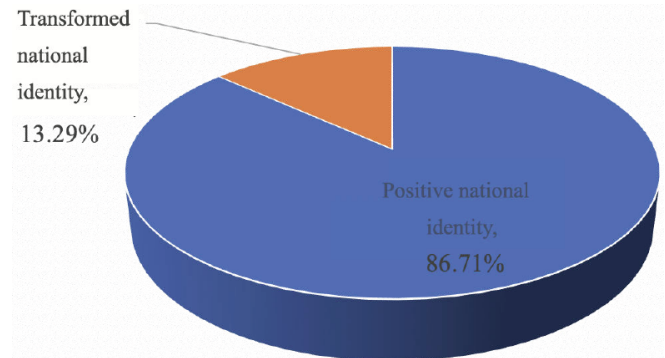


Figure 3: Quantitative data (%) of the positive and transformed national identity of student youth, $n = 527$.

As seen from Figure 3, 86.71% of respondents are characterised by a generally positive national identity, which is the norm. This type of identity is distinguished by a positive attitude of an individual towards the representatives of his own nation and at the same time a tolerant attitude towards representatives of other nations. It is worth emphasising that students with a positive national identity prefer the lifestyle of representatives of their own nation, while simultaneously showing a significant interest in the lifestyle of representatives of other nations. These respondents are proud of their nationality. They are distinguished by love for their nation, which they combine with respect for the language and culture of other nations. In addition, they are ready to interact with representatives of any other nations, despite ethnic differences. Note that this empirically obtained result is also confirmed in the works of researchers, because the norm is inherent in the overwhelming majority of representatives of those societies in which several national or ethnic groups coexist. It is the positive national identity of an individual that is the main condition for peaceful interactions between representatives of different nations. And also this type of identity is a guarantee of stability and independence of each nation.

But, as can be seen from Figure 4, transformed types of national identity (in particular, national hypo-identity (national nihilism, national indifference) or national hyper-identity (national egoism, national

isolationism, national fanaticism), which deviate from the norm, were identified in a small number of respondents, namely in 13.29%. The quantitative data of positive national identity and transformations of the latter in the studied groups of respondents are presented and characterised below, in particular, the quantitative data of the positive national identity of students of the studied groups are presented in Figure 4 for clarity.

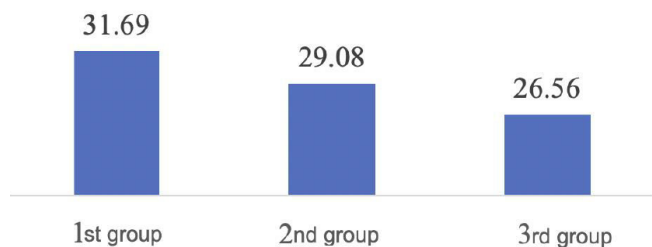


Figure 4: Quantitative data (%) of positive national identity of students in the studied groups, n = 527.

Figure 4 shows that among all respondents with a positive national identity, the largest number (31.69%) belongs to the 1st group. Compared with the 1st, in the 2nd group, a slightly smaller number (29.08%) of students with this type of identity was revealed. On the other hand, in comparison with 1st and 2nd groups, the smallest number (26.56%) of subjects with a positive national identity was recorded in group 3. It should be noted that students with a positive national identity are characterised by: providing the advantages of the lifestyle to their nation; respect for the representatives of one's own and foreign nations; the significance of a national language and culture; respectful attitude to a language and culture of one's own and foreign nations. They pride of their belonging to a nation characterised by a unique language, culture, tradition and glorious history.

In the authors' opinion, the established largest quantitative data in the 1st group of students, future teachers of history, national language and national literature are due to their study in higher education for a long time in a number of academic disciplines, which contribute not only to the growth of their national dignity, national respect and national self-respect, but also the emergence of respect for the essential characteristics (history, culture, traditions, etc.) of other nations and a tolerant attitude towards their representatives. It should be recalled that student youth from this group in the learning process assimilate such academic disciplines as history, archaeology, personal history, historical local history, ethnology, cultural history, history of the national language, history of the

literary language, national language (in professional areas), national literature, folklore, foreign literature, ethnopsychology, etc., which reflect the culture, history, traditions, customs of all nations. In addition, for students from the 1st group, archaeological or folklore practice is compulsory, which also greatly enhances the positive nature of their national identity.

Compared to the 1st group, the quantitative data of positive national identity turned out to be somewhat less in the 2nd group of students of humanitarian specialities. The authors believe that the decrease in quantitative data in this group is due to their study of only compulsory academic disciplines for students of higher educational institutions of these specialities. In particular – history, national language (in the professional direction), cultural history. At the same time, in addition to the listed compulsory academic disciplines, students of humanitarian specialities also study a number of such disciplines (culture and technique of speech, religious studies, ethnopsychology, cultural studies, etc.), which also contributes to the development of their positive national identity, respectful attitude towards representatives their nation and a tolerant attitude towards representatives of foreign nations. But, in comparison with the first two groups, the smallest quantitative data were found in the third group, which was made up of students of medical and technical specialities. In the authors' opinion, such a decrease in indicators is due to their study of compulsory academic disciplines – history, national language (in the professional direction), history of culture. And also a greater focus of students of these specialities on the study of medical or technical academic disciplines.

It has been established that the overwhelming majority of the studied indicators are characterised by a positive national identity (norm), which is manifested in their respectful attitude towards representatives of their own and tolerant attitude towards representatives of foreign nations. At the same time, it was found that the largest number of students with this type of identity belongs to the 1st group, somewhat less – to the 2nd and the smallest – to the 3rd group, which is due to their chosen specialities. Below, there are the considered and analysed quantitative data of transformed types of national identity, in particular, national hypoidentity (national nihilism, national indifference) or hyperidentity (national egoism, national isolationism, national fanaticism), which were recorded in a small number of respondents. In particular,

quantitative data of national nihilism of students in the studied groups are presented in Figure 5.



Figure 5: Quantitative data (%) of national nihilism of students, n = 527.

From Figure 5 it is noticeable that the number of respondents who are inherent in national nihilism turned out to be insignificant. It is appropriate to emphasise that in the 1st group this transformation of national identity was not recorded. But in the second group, the number of students with national nihilism (0.19%) is less than in the third (0.57%). Characterising the subjects with this type, it is worth noting that national nihilism is reflected in the denial by an individual of his own national identity, which prompts him to search for other stable social rather than national groups. They often feel the superiority of other nations and a sense of inferiority due to their nationality. In addition, they are often ashamed of representatives of their nation and have a hard time getting along with them. For the purpose of clarity, the quantitative data of the national indifference of student youth in the studied groups are presented in Figure 6.

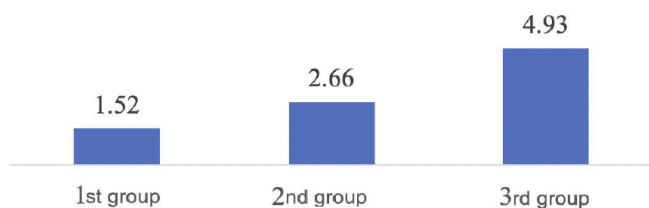


Figure 6: Quantitative data (%) of national indifference of students in the studied groups, n = 527.

From Figure 6, it is noticeable that, in general, the number of students who are inherent in national indifference is small. In particular, the smallest – in the 1st group (1.52%), insignificantly large – in the 2nd (2.66%) and slightly larger in the 3rd (4.93%). The main manifestations of a person's national indifference are irrelevance and uncertainty of their national identity. Respondents with this type of transformation of national identity are indifferent to their own national identity, believing that nationality does not affect their daily interactions in any way. They are also convinced that their nation is not better or worse than such other groups, and therefore do not provide advantages to

any national culture, including their own nation. For clarity, the quantitative data of the national egoism of the respondents in the studied groups are presented in Figure 7.



Figure 7: Quantitative data (%) of national egoism of students in the studied groups, n = 527.

Figure 7 shows that few respondents are characterised by national egoism, namely – 0.19% in the 1st group (the smallest number), 0.38% in the 2nd (slightly more) and 0.76% in the 3rd (slightly more). National egoism is expressed in the acceptance by an individual of his nation, in the recognition of its right to solve its own problems at the expense of other, “foreign” nations, as well as irritation and tension in interactions with representatives of the latter. Respondents with this type of transformed national identity are confident in the superiority of their nation over others and prefer its way of life. According to them, interaction with representatives of other nations often leads to trouble, and therefore they lose their temper when communicating closely with them, feel tension, hearing foreign speech around them. For clarity, the quantitative data of the national isolationism of students in the studied groups are presented in Figure 8.

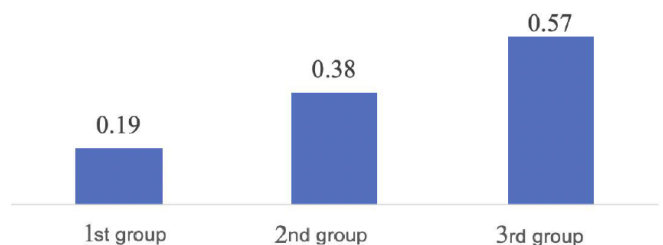


Figure 8: Quantitative data (%) of national isolationism of students in the studied groups, n = 527.

From Figure 8, it is noticeable that national isolationism was established by a few respondents. Namely – 0.19% of students from the 1st group (the smallest number), 0.38% – from the 2nd (insignificantly large) and 0.57% – from the 3rd (slightly larger number). National isolationism is manifested in the confidence of an individual, her nation in all respects prevails over others, because it is significantly

expanded and more developed in comparison with other nations, and therefore it is important to preserve the “purity” of the national culture. Those studied with this type of transformed national identity are characterised by xenophobia and a negative attitude towards friendship and marriages with representatives of “foreign” nations. They are convinced that a nation is destroyed by marriages with representatives of other nations, and only representatives of one nation are capable of true friendship. Therefore, their nation must be protected and cleansed from the influence of other national cultures. They also claim that their nation has the right to solve its own problems at the expense of other national groups, especially minorities. For the purpose of clarity, the quantitative data of national fanaticism of students in the studied groups are presented in Figure 9.

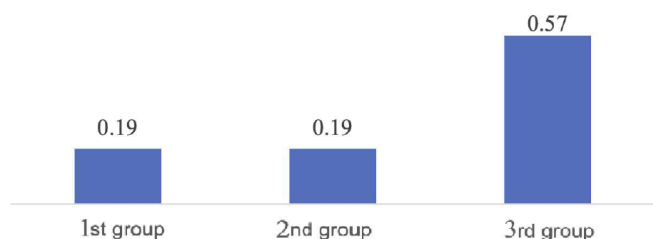


Figure 9: Quantitative data (%) of national fanaticism of students in the studied groups, n = 527.

Figure 9 shows that, in general, the number of respondents who are characterised by manifestations of national fanaticism is small. In particular, the smallest number of students with this type of transformation is in the 1st and 2nd groups (0.19% each), somewhat more in the 3rd (0.57%). The main manifestations of national fanaticism are such as: an individual recognise of the rights of the nation higher than human rights; his readiness for all kinds of means and actions, even for genocide, for the sake of the interests of a nation, which they can interpret in different ways; restricting or prohibiting representatives of “foreign” nations from using the resources of their nation, as well as the rights and privileges of its representatives. Those investigated with this type of national identity transformation recognise the harsh need to preserve the purity of their nation. In addition, they do not take interethnic issues seriously. With the help of the modified methodology “Types of ethnic identity” it was found that the majority of students (86.71%) have a positive attitude towards representatives of their own and other nations, as evidenced by their positive national identity. At the same time, it was found that the largest number of respondents with this type of identity belongs to the 1st

group, somewhat less to the 2nd and the smallest to the 3rd group, which is due to their chosen specialities. But transformed types of national identity (national nihilism, national indifference (national hypoidentity), national egoism, national isolationism, national fanaticism (national hyper-identity), which attest to their negative attitude towards representatives of their own and other nations, were found in a significantly smaller number of patients (13.29). It is necessary to emphasise that respondents with transformations of national identity need the authors’ close attention at the stage of a formative experiment.

CONCLUSIONS

It was found that the affective component of national identity among students of the 1st group, future teachers of history, national language and literature, develops most intensively; for students of the 2nd group, future specialists of the specialities “jurisprudence”, “philosophy”, “psychology”, “speech therapy”, “cultural studies”, “journalism”, “social pedagogy”) – less intensively; the students of the 3rd group, future specialists of the specialities “general medicine”, “geodesy”, “transport technologies (road transport)”, “mathematics” – the least intensive. It was revealed that the largest number of students in the 1st group have the highest and medium level of development of the affective component of national identity, somewhat less for – 2nd and the smallest – 3rd. It was found that among students from the 1st to the 5th year of study, the quantitative data of the indicators of the affective component of national identity undergo insignificant changes in all groups. At the same time, it is advisable to emphasise that such changes also concern a decrease in indicators of national identity, in particular, the level of its significance (commitment) in the 2nd and 3rd groups.

The main social factors in the development of components of the national identity of student youth are professional education, which is acquired in higher education; knowledge of the characteristics of one's own and other nations, which can be obtained independently and in interactions with other representatives of one's own nation; interaction with significant representatives of their nation; interaction with representatives of other nations; psychological – a positive attitude of students towards representatives of their own nation, a tolerant attitude of students towards representatives of other nations. In general, the results of the conducted empirical study of the psychological characteristics of the development of the national

identity of students made it possible to confirm the achievement of its goal, the fulfilment of tasks and the first part of the assumption. At the same time, the results and conclusions obtained showed the need to substantiate and develop an effective program for the formation of national identity among students.

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