

НАЦІОНАЛЬНА АКАДЕМІЯ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ  
ІНСТИТУТ СОЦІАЛЬНОЇ ТА ПОЛІТИЧНОЇ ПСИХОЛОГІЇ

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The current collection of papers is devoted to the 20th anniversary of the Institute of Social and Political Psychology of National Academy of Pedagogical Science of Ukraine. This issue is a sort of business card of the scientific subdivisions of the Institute. The authors tried to reflect the most valuable from what was created during 20 years of scientific search, to outline the prospects of the further development of these scientific directions, which are promoted by the Institute in Ukraine. The main topics that are discussed are the historiogenesis of social psychology, designing of the personal life path in the modern realm, mass political consciousness and behavior, group identity, social dialogue and political socialization of youth. The authors analyze the concepts of political-legal consciousness, problems of media psychology and media education, management of public opinion, monitoring of situational factors of personal and societal development.

For the specialists working in the sphere of psychology, sociology, political science and other spheres of socio-humanitarian knowledge.

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**HISTORICAL GENESIS OF SOCIAL PSYCHOLOGY  
AS A SOURCE OF SHAPING IDEAS ABOUT ITS SEMANTIC  
SCOPE, DISCIPLINE STRUCTURE AND SCIENTIFIC STATUS**

The article is an attempt of a critical analysis of the current state of social psychology as a branch of science from the point of its past, in other words – based on the reconstruction of its historiogenesis. Having done this reconstruction, the author confutes a myth about emergence of social psychology within two sciences – sociology and psychology, which results in social psychology being viewed as a “hybrid” subdiscipline with a vague scientific status. The idea is presented consistently that social psychology is a psychological science and could not have been any other, for it is aimed at studying a special class of psychological (not some other) phenomena. Thus, all the precedents of incorporating social psychology into other sciences must be viewed as the special forms of interaction (connections) of psychology with these sciences. The author clarifies the place of social psychology in a psychological knowledge system showing that social psychology broadens the meta-subject field of psychology in general up to its actual ontological scope, and therefore, it is one of the most important fundamental psychological disciplines.

*Key words:* social psychology, historiogenesis, content, subject field, disciplinary structure, scientific status, system of psychological knowledge.

The most urgent need for developing each particular science is discussing its contents scope and depth, logical organization of knowledge which it is invoked to produce, its disciplinary structure and scientific status. Specific science (scientific discipline) in search of answers to these questions states up-to-date status as well as *creates* itself, its image both for itself and for real and hypothetical consumer of knowledge produced. It should be done considering the fact that many contemporary socio humanities are “still too young to believe that their structure is mostly formed” [22, p. 179].

There is no doubt that Social Psychology is one of the sciences mentioned. The problem of its semantic scope, subject area, or, in other words, the sphere of its research interests, has always been and remains to be particularly acute. Blur and obvious non-clarity contribute to it. Besides it should be recognized that the inadequacy of its image as a scientific discipline is created, unfortunately, mostly by the efforts of social psychologists. Therefore, a kind of arbitration authority is needed for solving the defined problems. We are convinced that appealing to historical genesis of social

psychology, its primary source, can play the role of such an arbitration authority.

Usually the so-called strategy of presentism in researches of scientific disciplines history encourages considering ideas and theories of the past from the views of the present. This strategy is justified in many cases though criticized rather often; sometimes it is impossible at all to outline the object of historic-and-scientific research without it. However, it should not be considered as absolute. In the development of a scientific discipline often there are situations where one needs to move from the opposite i.e. to look at the current position of the discipline from positions of its past. This so called revision of the contemporaneity in terms of matching the original project seems to be very important now for the further development of social psychology.

Thus, the **aim** of this article is to clarify the semantic volume, subject field, structure and scientific status of social psychology based on the reconstruction of its historical genesis.

Non-clear image of Social Psychology and therefore of its scientific status determine its interpretation as a discipline that by its very essence, by its very subject is a marginal or “hybrid” branch of the scientific knowledge, taking up the intermediate position in between Sociology and Psychology, sciences from which it supposedly originated. That is why one of its main missions is to serve for these “parent” sciences as a particular “bridge”, “corridor”, in short, to be a certain link between them [1; 25; 26; 31; 32; 41]. This interpretation is based on the fact (which is historically accidental as will be presented later in the article) that in the United States for several decades social and psychological problems were developed mainly (but not only) by scientists with both psychological and sociological background. They worked in the scientific institutions of both psychological and sociological profile, and taught in the departments of Psychology and Sociology. Naturally, their views on Social Psychology and research approaches differed greatly, which eventually led to rather bizarre terms: “Psychological Social Psychology” and “Sociological Social Psychology”. Division between these two social psychologies was consolidated at the institutional level: Social Psychology sections were created at both the American Psychological Association and the American Sociological Association.

These two abovementioned American Social Psychologies were developing as parallel lines without crossing each other until 60-70 years of XX century. That was the period of aggravating of many domestic and foreign policy problems that the United States faced. This situation put the social relevance of both of them on the agenda. Consequently, the theme of

dichotomy in social psychology appeared in the American scientific periodicals [5; 30; 54; 57; 60].

The first or at least one of the famous sociologists who successfully worked in the field of social psychology was T.M. Newcomb. In his article “Social Psychological Theory: Integrating Individual and Social Approaches” (now is considered to be a textbook), T.M. Newcomb criticized social psychologists having psychological education because they “minimize or even ignore the nature of the social structure, of which their subjects are members” and those social psychologists having a sociological education because they “do not take into consideration biological and psychological conditions at which human organisms selectively participate in their environment”; those “organisms” are compared with “virtually empty receptacles into which culture is simply poured” [30, p. 17]. Newcomb postulated that the flaws of American social psychology can be remedied if it, in both its versions – psychological and sociological, will realize fully “the reality of psychological processes as well as social organization reality”. [ibid, p.18]. “<...>I would like social psychology development to move forward by means of examining both psychological and sociological problems. I’m waiting for the theory which would take into account psychological processes nature no more and no less than real conditions of group life in which these processes happen” – this was his motto in conclusion of the article mentioned above [ibid, p. 31].

After Newcomb those theses were repeated in multiple ways with some modifications by other American scientists interested in the theme of social psychology dichotomy. By the way there were many cases without referring to the real author [5; 17; 42; 44; 54; 57; 60]. (Note!) Those psychological processes were regarded as totally individual, non-social; according to American sociologists those were reason for attributing them to the realm of psychology; “social structure”, “conditions of group life” etc. were considered as the ones of pure sociological nature, i.e. deprived from their psychological content. For example, M. L. Kohn emphasized that “Establishing constant links between individual and social structure of psychological means explaining processes of social structure influence on the individuals but not its psychological nature [17, p. 171]. These ideas give grounds for interpreting social psychology as a marginal branch of science, a kind of a link (“bridge”, “corridor”) between Sociology and Psychology. But the question is if such ideas should be taken on trust.

Unfortunately, the latter is exactly the case regarding many Western as well as Soviet and later post-Soviet scientists. The matter is that the theme of social psychology dichotomic nature, that appeared in American scientific journals, coincided with the renaissance period of social psychological science in the former Soviet Union. The pioneers of renaissance, of

course, read those journals, and some of them took it a purely American institutional dichotomy. That is why the myth of the Social Psychology origin from the two “parent” sciences was perceived as one of its main methodological problems up to the statement that “understanding the subject of social psychology and its status in the system of sciences depends on understanding the subjects of Psychology and Sociology” [1, p. 22]. Thus, social psychology was doomed the role of a poor stepchild in need to win back its unclear subject from the “parent” sciences.

The myth of “parent” sciences and Social Psychology dual reference was especially obsessive in one of the probably best textbooks by G.M. Andreeva (it is still being reissued until now), which we have just cited, as well as in her scientific studies and the textbook written jointly with colleagues [39]. P.M. Shykyrev suggested specific paraphrases of that myth by means of the concept of *the basic discipline*. According to the latter American Social Psychology is developing based on the Psychological Science, and the one of Western Europe is based on the Sociology [46].

The theme of dual origin and Social Psychology dual status also migrated from the mentioned sources to the Ukrainian scientific and educational literature in independence times [18, 26; 31; 32]. However, L.E. Orban-Lembryk highlights rightly: “<...>Recognition of the fact (?) that on the one hand, Social Psychology is based on the Sociology, and on the other – on the Psychology, has not contributed to establishing Social Psychology as an independent science” [31, p. 13]. Nevertheless, the “fact” itself is not questioned.

The most amazing thing is that social psychologists in Ukraine and Russia are stubborn in cultivating the stereotype of dichotomic Social Psychology, even if the realities of modern development revealed by them seem to encourage forgetting about it. In the introduction to the anthology “Social Psychology: Self-Reflection of Marginality”, named not without a certain shade of the disciplinary masochism, O.V. Yakymova begins with reviewing the fundamental changes in Social Psychology in North America and Western Europe as a result of the crisis in 1970s. Following European authors cited, she argues that the crisis resolved in a rather specific way, namely (attention!) by means of dividing the discipline into two social psychologies, the first one follows the “old” positivist paradigm and the second is based on the principles of social constructivism [41, pp. 8-9].

So, there are two social psychologies again; the dichotomy is here again, but now it is a different one. And if according to the author, it is so significant, then the former division of Social Psychology into psychological and sociological ones is hardly worth of attention. But it is not the case. Having talked about paradigm shifts, O.V. Yakymova goes back to hackneyed topic: “The idea of Social Psychology searching for its “face” will be



incomplete, if the double reference and borderline nature of social psychological knowledge are left aside. The Western Social Psychology that originated from two independent sciences, Psychology and Sociology, has now “two faces” – psychological and sociological one [ibid, p. 11].

Her position as an anthology compiler affected materials selection. Most of the materials were the works of American social psychologists of sociological orientation, i.e. sociologists identifying themselves as social psychologists. Frankly speaking, in the light of enchanting (though mostly controversial) methodological innovations of K. J. Gergen and R. Harre their theories seem quite flat. If we try to highlight the main intention of the mentioned theories, they are aimed at solving the problem of how to unite two branches of American Social Psychology. But they should be united non-institutionally; it is because “sociological” social psychologists would lose their positions in the sociological institutions as a result of the union and would not be able to take those at psychological institutions.

Naturally, this intention is set between ideas of the need to preserve problematic fields, specific interests and the key notions of Sociological Social Psychology. The mentioned intention is revealed rather clearly in the published work of Sheldon Stryker [42]. The author admits that Sociological Social Psychology feels quite uncomfortable in the sociological community (“existing in disadvantaged, indifferent or even actively hostile environment” [ibid, p. 210]). Thus, if “two psychologies” are united, it will be a disaster for Sociological Social Psychology: sociologists of structuralism orientation would be happy to get rid of it in their departments where social psychology study programs constantly become less popular among the students.

The mentioned published work proves clearly that defending a special status of Sociological Social Psychology is explained, in terms of modern methodologists of science, by social factors rather than cognitive ones: its adherents want to keep their “place in the sun”. At the same time, Sociological Social Psychology, naturally, is simply not interesting to Sociology from the cognitive point of view, it is a needless branch. It is due to the fact that psychological aspects of social are researched by different areas of Sociology: symbolic interactionism, phenomenology, social constructionism etc.; i.e. they study the same problems that social psychology (no matter, if it is admitted or not). So, why do we need one more discipline in the system of sociological knowledge?

Nowadays the thesis of the need for balancing the limited in methodological approaches psychological version of Social Psychology with sociological version as more social one is out-of-date. Despite all kinds of possible warnings the role of Psychological Social Psychology changed greatly since it was criticized by T.M. Newcomb for ignoring the social

structure. “Psychological” social psychologists were not concerned only about laboratory experiment anymore, but went in the field, studied a personality and interpersonal relations in real social groups. Thus, the ignoring if observed was less than before.

Taking into account all of the mentioned above, the problem of two social psychologies and hence their integration, mutual complementarity, etc. is outdated. It is true even for the USA, not to mention the Western Europe where this problem was never raised.

However, the stereotype of Social Psychology dual origin and its status appeared to be surprisingly tenacious. It is mentioned in the works of sociologists and psychologists as well as in the science studies. In particular, M. Dogan, the famous French specialist in social science methodology, explored their hybridization phenomenon and referred Social Psychology to hybrid scientific disciplines being convinced that due to its origin at the intersection with Sociology “the former Psychology lost a great area” [11, p. 5].

His compatriot and one of the most prominent social psychologists of our time S. Moscovici, however, is opposing strongly to such ideas. “<...> Social psychology is regarded as the means of filling gaps: on the one hand, to give social subject the inner world, and on the other, to bring back the individual subject to the outside world, i.e. the social one. Some individuals consider Psychology and others Sociology to be a kind of a nature of social psychology. This approach proves Social Psychology at the same time to be a hybrid and a science that uses the residues that are not utilized by other sciences”, says S. Moscovici and adds: “<...> if everything is considered (its present and its past), it becomes clear that the image of a hybrid is not proper to it” [28, p. 25-26].

The point of view of the distinguished British historian of science R. Smith is of great interest as well. He believes that “Social Psychology is a general discipline that is a background for specific disciplines - Psychology and Sociology” [38, p. 289]. Of course, this idea can be argued. But let’s agree that “to be a background” means something different than to be interdisciplinary (marginal) branch, a derivative of the “parent” sciences, their hybrid or a bridge, “a corridor” to link Sociology and Psychology.

A famous Russian psychologist A.L. Zhuravlev suggested a fundamentally new view on the place of Psychology among sciences and its interdisciplinary links, and therefore of Social Psychology [13]. As far as we know, he was the first, at least among the psychologists, to declare that Psychology has no and cannot have a monopoly on exploring and explaining the psyche. The latter is studied by different sciences – from Genetics and Neurophysiology up to Social Science. Again, by Social Sciences in general, not just the Sociology. Hence, according to A.L. Zhuravlev, realities of in-

terdisciplinary links between Psychology and its individual branches are needed; Social Psychology is one of the main ones.

The concept of A. L. Zhuravlev cannot be analyzed more thoroughly in our article. It is important to note, though, that he gave a unique explanation. In particular we refer to the institutionalized “rooting” of Social Psychology in the structure of sociological knowledge. This “rooting” is regarded as a certain level or a special interdisciplinary link established between Psychology and other sciences (not only with social ones). Engineering Psychology (as a technical specialty!) had “rooted” in the Engineering, Clinical Psychology in the Medical Science, and Psychophysiology – in the Medical and Biological ones. However, all of these branches first of all develop as psychological disciplines despite their “rooting” in other sciences. This, let us say, unusual, unconventional type of interdisciplinarity is characterized by Zhuravlev as the one specific to Psychology [ibid, p. 21]

But if Psychology has no monopoly on studying and understanding the psyche, then how does it, and the Social Psychology as its integral part, differ from the other sciences studying psyche as well? This difference, in our opinion, lies in the fact that psyche is an *object of study* for Psychology and accordingly for Social Psychology; in the frames of the other sciences its research has a *supplementary role*. It can be observed in the scientific works of sociologists involved in social psychological problems. O.V. Yakykova argues that the priority theme of meta-theoretical considerations of sociologists is the search for socio-psychological algorithm that would be “useful” for the Sociology. [41, p. 14]. The same said Ralph H. Turner in his article “My main goal was to reveal the most important historical approaches to study the individual in society from the perspective of the tasks of creating such a theory of social dynamics, where the personality would be an intermediate variable” [44, p. 154]. It goes without saying that considering personality and psyche as an intermediate variable can never be accepted by professional psychologists. Therefore, all the projects of both psychologies a priori are doomed to failure.

Thus, Social Psychology, as every science should define its subject, its contents by itself based on understanding of theoretical and methodological backgrounds, history of its own development, rather than understanding subjects of neighboring sciences, as some of our estimated colleagues believe.

But before we give definition of Social Psychology we believe it is important to put dots over the “i” about the myth of its origin. It requires at least some historical overview. The latter allow us to appeal to classical works that are the background for socio-psychological knowledge. We will agree with V.I. Podshyvalkina that nowadays “appealing to the classical science is specific to all of the scientific disciplines. One of the reasons is

that accumulated empirical material leads to losing an integral perception of the phenomenon studied. In this case going back to the roots means studying an unready object; classics consider the subject in the rather integral way due to some historical reasons. Besides, there is a possibility to understand the logic of what in these theories reflect time and what have survived the test of time. In other words, appealing to history makes it possible to separate the particular from the overall" [6, p. 149].

According to S. O. Kravchenko, we want to add that traditional, linear approach to social knowledge aging is not fair anymore because society complications encourage scientists to make constant rediscoveries of ideas that seem historically exhausted. In this way social knowledge moves from historically contextual to the *timeless time*<sup>1</sup> of existence, into the new reflexive temporality that dominates nowadays [19, p. 16]. Certainly, the same can be said about the psychological, in particular, social psychological knowledge.

So, in a very simplified, vulgarized interpretation we can refer to R. Pinto and M. Grawitz that the myth of Social Psychology origin should be seen as two sciences: the Psychology and the Sociology. The first is to analyze the human nature and the second – the nature of the society. Social Psychology dealing with relationships between man and society appeared later [35, p. 163]. In fact, things were not like this. This is clearly seen on the example of Emile Durkheim, one of the acknowledged founding fathers of Sociology, known for his anti-psychologism.

However, from the view of modern sociology this anti-psychologism was rather strange. Sociology, by Durkheim, is a *collective Psychology* [52, p. 47]. What's the matter? The fact is that Sociology as such didn't exist at that time.

The project of its creation was only proclaimed by Auguste Comte, and therefore E. Durkheim is considered one of its founders. And Psychology existed already at that time. There is a historical fact that Sociology is separated as an independent discipline from Philosophy and Physiology [8, p. 22]. However, the Psychology of that time was tied more "tightly" to the Physiology by family cord and psychic phenomena were regarded as totally individual<sup>2</sup>. First of all, Durkheim was interested in the phenomena of "collective consciousness", "collective ideas", "collective feelings", "collective attention" etc. He was not the adversary of Psychology, but he was against

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<sup>1</sup>The term is introduced by M. Castells [51, p. 16].

<sup>2</sup>We can see from the before mentioned that such interpretation of psychic things is proper to many contemporary scientists, American in particular.

relating the mentioned phenomena to the individual psychological ones: “<...>We do not consider absurd the idea of Sociology to be Psychology, if we add that Social Psychology has its own laws that differ from the ones of individual psychology” [52, p. 47]. Therefore, it is fair to say that we can consider Durkheim to be the founder of Social Psychology as well [see. 339, p. 194].

It is very important from the view of the revival of national traditions of Social Psychology that similar to his ideas can be found in the history of Ukrainian socio-humanitarian thought. In particular, B.O. Kistiakivskyi believed that “each family and society, each civic organization or professional association is based on the common mental functions of their members” [cit. 47, p. 380]. A.S. Zvonyska argued that individual and society cannot be abstractly contraposed. She was constantly proving that the psychic is not just a factor in social life but its basis, meaning that all the social relations, all human relationships have psychological nature [15].

We mean that today’s Sociology and Social Psychology originally were developing as a branch of scientific knowledge; obviously there was a lot more of Social Psychology. This branch of science was created by common efforts of the famous sophists, coryphaeus of social science of philosophical, legal and philological education mostly as well as a variety of scientific interests. Therefore, it is very difficult and sometimes incorrect to relate them unambiguously (as it is often done nowadays) to sociologists, psychologists or social psychologists. O.V. Yakymova who was mentioned in this article considers among the founding fathers of Social Psychology “well-known psychologists (Tarde, Lebon, Freud, Lewin, Allport) as well as classics of sociological thought (Durkheim, Mead, Cooley, Hoffman)” [41, p. 11]. Here we have a bunch of exaggeration, or even nonsense, because, for example, Tarde and Lebon are often regarded as sociologists in reference books, sometimes as social psychologists (and at the same time as sociologists, criminologists, etc.), but never as psychologists in the traditional sense. George H. Mead had philosophic education and denied to be a sociologist, although he taught Social Psychology throughout his university career. He got an acclaim as a sociologist<sup>1</sup>, gained recognition post-mortem only, in the works of H. Blumer [53, p. 75] he was declared symbolic interactionist. But there were no scientists among the authors of the first social-psychological theories that emerged at the turn of XIX-XX centuries who could be named “famous psychologists” except for W. Wundt. That

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<sup>1</sup>Besides, considering it the thesis of interactionist orientation in the Social Psychology to be of Sociologic origin is disputable [2, p. 28].

can be the reason for the mentioned branch of knowledge to be represented as Sociology, but not as Social Psychology.

Its subject was regarded in the sociological incarnation in social institutions and social status; it did not refuse subjective knowledge completely, i.e. psychological aspects of social life<sup>1</sup>. E. Durkheim evolved in this direction. At a certain stage of the evolution, he began to realize the essence of Sociology in analyzing social institutions. It was due to his efforts to identify social life laws when he concluded that contemporary social psychology “is rather a word denoting all of the general ideas, inconsistent, inaccurate and having no definite object” [12, p. 56]. But at the same time Durkheim created the social psychological concept of collective ideas.

Nowadays the subject of Sociology is defined as a social reality that unites the objective and the subjective [43]. As for the postmodern sociologists, they recognize subjective measurements only (meanings and values that members of the social process attribute to their relationships and actions [3, 7]). But Social Psychology studies social reality in its subjective dimensions. That is why research areas of modern Sociology and Social Psychology are inevitably intersecting and influence mutually each other. That is the reason why Social Psychology and Sociology relationships have competitive interpenetrating links (approaches, methods, techniques etc. are mutually borrowed) rather than interdisciplinary. We consider it to be possible in the postmodern methodological discourse.

Certainly, it does not mean that Sociology is exhausting completely the subjective dimensions of social reality as its *object of research*. It is unlikely, at least until these measurements are reviewed as intermediate variables. However, if sociology regarded them differently that would no longer be Sociology but rather a kind of Social Psychology. However, it is its own interdisciplinary problem.

Taking into account everything mentioned, we emphasize again that in order to develop properly Social Psychology should not take care of its imaginary marginality but needs to have its subject and content determined, as well as feel confident about itself rather than being concerned about entering the area of the neighboring sciences. In our opinion, the starting point of its definition should be the history of social-psychological thought in the classical period, and socio-psychological classic works. According to

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<sup>1</sup>If Sociology could refuse from studying these aspects it would look like the one having nothing in common with contemporary because it would not be based on its main method – mass inquiries reflecting mostly no more and no less than certain psychics of human communities.

V. I. Podshyvalkina they enable to regard its subject in integral, full scale that meets public expectations and requests.

We will not try to “re-write” this story: the first, classic social-psychological theories (E. Durkheim, W. Wundt, G. Lebon, G. Tarde), whose popularity, perhaps, could envy the modern scientist, are known to have no definition of social and psychological science subject. However, there is no doubt after authors' analysis that the investigated or (if someone likes) tried to study psyche phenomena by means of empirical referents (carriers) of which are individuals, as well as big or small unions of people (so called crowds, ethnic groups, etc.). This phenomenon is often referred to supra-individual, although other terms can be used. For example, Maslow used the notion of “transpersonal phenomena” [24].

We tend to believe that the most significant for the future research of these phenomena step was made by G. Lebon, one of the founders of the Theory of mass psychology [20]. He was the first to understand the concept of phenomena and described them as empirical, sensible reality. In fact, that was a great scientific discovery non-appreciated<sup>1</sup> properly. It was so important that excessive emotions and odious political evaluation criticized so far seem to be less important. Naturally, that collective soul and group consciousness were described by many scientists before Lebon. Of course, this discovery was prepared by a long philosophical tradition of holistic/integral thinking; its most important one was the doctrine of the “objective spirit” of G. Hegel. The teachings of Hegel were the background for the nations' psychology theory (M. Lazarus, H. Steinthal, W. Wundt) in Germany. Lebon was aware of that. But nations' psychology had very abstract ideas of supra-individual psyche, allowing the possibility of studying an object of culture (art, religion, language, myths, customs, etc.). Lebon understood and reproduced diversity of natural (“living”) form totally unknown at that time, that can be studied by scientific methods in the field, although such methods weren't suggested by him.

Other social-psychological theories that emerged at the turn of XIX – XX centuries influenced the individual psyche by the ideas of cognizing the supra-individual psychic phenomena. However, in the early 1920-th, when Social Psychology was declared as an experimental discipline, it broke with those ideas; that's why its subject was limited to great extent. “Social psychology is the science which studies the behavior of the individual in so far as his behavior stimulates other individuals, or is itself a reaction to their behavior; and which describes the consciousness of the individual in so far

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<sup>1</sup>The only precedent of decent recognition of the scientific achievements of Lebon is a book of S. Moscovici “Century of Crowds” [27].

as it is a consciousness of social objects and social reactions” declared F. Allport, the pioneer in the experimental stage of the American Social Psychology development [49, p. 12].

The subject of social-psychological research was set, in fact, as individual behavior, due to the influence and a mere presence of others. And part of the lost social psychology semantic scope, denoted by the term of the “collective behavior” ceded completely to sociology. In this latter the collective behavior was studied primarily from the perspective of the emergence and consolidation of its new forms as elements of social structure [4, p. 170]. Psychological contents of these forms was of the little interest to sociologists. As a result, nowadays we know not more about psychological phenomenology of many manifestations of supra-individual activity of people than what Lebon wrote in his time. This is the real cost of narrowing the subject of social psychology, although this narrowing still is often rated in the foreign social psychological historiography as unconditionally productive [56].

F. Allport outlined definition of the cognitive area of Social Psychology for several decades. Later that definition was reproduced by other scientists with some changes. However, consciousness “had evaporated”, behavior was left only. It happened under the influence of behaviorism. Let’s see the most common examples:

“Social Psychology is the scientific study of individual’s experience and behavior because of influencing it by the social stimulus” [59, p. 8];

“Social psychology is a subdiscipline of psychology that especially involves the scientific study of the behavior of individuals as a function of social stimuli” [55, p. 1];

“The object of Social Psychology is dependence and mutual dependence between individual behaviors” [61, p. 3].

Summarizing similar definitions, G. Allport concluded that “the vast majority of social psychologists regard their discipline as an attempt to understand and explain the influence of real or imaginary behavior of others on the individuals’ thoughts, feelings and behavior” [50, p. 3]. In the 1970s this limited understanding of Social and Psychological Sciences subject caused strong criticism from Western scholars (S. Moscovici, H. Tajfel, R. Harre and others.). They initiated the so called anti-American riot in Social Psychology. They shifted the focus of analysis into the broader social context, the real (non-experimental) situation of human interaction, intergroup relationship. But still they did not determine its subject the way that it covers the contents of the first psychosocial theories not to mention reflection its nature as a scientific discipline.



For example, in 1970 S. Moscovici wrote: “I suggest to regard all phenomena of *communication ideology*<sup>1</sup>, in their genesis, structure and functions as the main subject of study, proper to *psycho-sociology* only (the term was used by him at that time. – M.S.)” [cit. 28, pp. 19-20]. Probably Moscovici felt the lack of such definition; that is why that name was refined and changed in his further written works “groups of people and individuals who create their reality, supervise each other and make relationships that unite them as well as differences to distinguish them are the realm of Social Psychology research” [58, p. 60]; “*Social Psychology is a science about ideology phenomena* (cognitive phenomena and social ideas) and *communication phenomena*. All of the listed at different levels of <...> human relationships: relations between individuals, between individuals and groups and between groups” [28, p. 20]. Social Psychology is a science about social ideas that integrate the individuals, give them energy and reasons to the society existence” [29, p. 7].

Some of these definitions are more effective, especially if focus is set on groups as well as on the individuals; other are less successful. Any of them can hardly be considered to be rather satisfactory, especially the latter, a typical example of epistemological phenomenon (unfortunately common in psychological science) called by A.V. Yurevych a stretching of the central category of partially psychological theory to the whole psychological reality [48, p. 180]. In this case, social ideas represent this category.

Excessive narrowing of some and opacity of other definitions of Social Psychology subject (which is still written in foreign scientific publications), affects the logic of social psychological knowledge organization and prevents from considering it completed disciplinary structure. We believe that situation with mass psychology themes can confirm the truth of this thesis. The mentioned S. Moscovici revived mass psychology themes by the end of XX century and literally speaking gave them “the second wind”. His “The Age of the Crowd” became a real hymn to that current of social-psychological thought, which he considered to be equal to the political economy by its historical value. S. Moscovici was convinced that the idea of these “two sciences about the man” made the history and “pointed at very specific events of our times” [27 p. 28]. However, in Social Psychology textbooks published for many times under his editorship, including in the Russian language, despite expectations Mass Psychology got a very modest place in the latter devoted to the applied areas of social and psychological science along with important, but not cornerstone themes such as racism,

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<sup>1</sup>According to the later explanations of S.Moscovici these phenomenon are systems of ideas and attitudes [28, p. 20].

propaganda, spreading rumors, etc. [40]. I mean that it is still not included in the main “body” of social and psychological knowledge even though the legitimacy of developing such themes as Mass Psychology is already recognized in the West.

This is the case when domestic tradition of creating Social Psychology as a scientific and academic discipline, developed in the period of the Soviet Union, is of great advantage. The same structural elements of socio-psychological knowledge, though given in a different order by the authors of the most of Russian and Ukrainian textbooks are as following:

- Social Psychology of personality;
- Psychology of interpersonal communication and interpersonal interaction;
- Psychology of small groups (sometimes the medium groups are mentioned along with small ones);
- Psychology of large groups and mass phenomena;
- Psychology of intergroup interaction [1; 14; 25; 32; 33].

We mean that the basic categories triad “personality – group – interaction (communication)” is the foundation for the structure of socio-psychological knowledge”.

Nowadays such ideas of semantic understanding in Social Psychology can be regarded as the most complete and the best in logical arranging, considering the historical tradition of social-psychological thought and ontology of the psychic that is fixed in it. They were improved during discussions about Social Psychology subject in the Soviet Union in the end of 1950s – at early 1960s. The global socio-psychological science owes Soviet social psychologist that these ideas were formed as they are now. That is their undeniable historical merit despite theoretical and empirical works neither by number nor by quality can be compared with achievements of social-psychological traditions of America and Western Europe.

Soviet social psychologists didn’t have much success as for the *subject* of Social Psychology and its creation compared to the Western ones. Let us get to the most famous definition by G. M. Andreeva, repeated many times by other authors in textbooks and reference books. According to it, Social Psychology subject is human behavior and activities that appear because they are included in social groups and psychological characteristics of these groups as well [1, p. 11]. It is easy to notice that having the same flaws, weaknesses, as those discussed in the abovementioned definitions of the Western authors.

These definitions are vulnerable because they, *first of all*, outline empirical objects of social and psychological research rather than phenomena that are to be investigated; *secondly*, they describe functioning of these objects in the categories (behavior, activity, communication), which allow

elimination of psychic. Psychology is not noticed in these definitions or it is slightly. That gives grounds to Social Psychological Science interpretation as a hybrid discipline, including a little of Psychology and Sociology. But in the general it is none of them. Attempts to give definition of Social Psychology by means of the categories such as “Social Psychological reality” weren’t success because abovementioned categories need to be defined by themselves.

Therefore, Social Psychology is to describe itself as a *Psychological Science about social, its internal (psychic) content* in the whole diversity of origins and manifestations. In other words, Social Psychology subject should cover everything that is known to the world psychological thought about common people’s lives and everything that it “found” in this area – from La Pierre paradox to Jung archetypes of the collective unconscious. Its subject should consider the primary growth and inseparable individual psychic processes, which is according to the teaching of S. Frank, embodied in first “we” [45, p. 68]. I also should consider “the deepest common ground” (based on it according to V. A. Romenets human uniqueness becomes possible in this case only [36, p. 77]. According to S.D. Maksymenko, the person begins with love and spiritual unity of two loving people, i.e. long before physical birth and even conception [23].

Taking this into account in a number of previous publications [33, p. 11-30; 37, pp. 13-36, 51-60] we suggest to define Social Psychology subject as *individual and supra-individual (group, collective, mass) psychic phenomena, conditioned by historical and cultural unity of the people, their common activity and are revealed in the characteristics of individual, group and inter-group behavior.*

We should note that this definition naturally leads to broadening the ideas about psychic ontology and its supra-individual manifestations in particular. We know that this question is complicated and even irritating to some extent. It is due to the fact of recognition ontology of super-individual psyche has always been a stumbling block for psychologists who studied the concept of the psyche as a function of highly organized matter. But, first of all, is it appropriate to reduce this highly organized matter to an isolated skull in the brain of an individual? Psychological science of non-religious and mystical character is familiar with ideas of psychic substrate understanding, for example, the idea of field theory by K. Lewin [21] or interpretation the psyche as a functional body activity and not brain<sup>1</sup> (idea of O.M. Leontiev). Obviously these ideas are the same “fantastic” as the

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<sup>1</sup>O. M. Leontiev was convinced that consciousness can’t be confined in the “brain-pan” because it means “driving it to grave” [10, p. 308].

concept of collective mind and can be extended successfully to it. Nothing prevents from interpreting it as the same functional body of the activity. In fact V.P. Zinchenko and E.B. Morhunov do it and say that soul, psyche, consciousness can be regarded as functional organs of the individual as well as society [16, p. 121].

Secondly, we have no idea of what is more in the bias relation to the supra-individual psychic phenomena –fundamental doubts about their reality (based on the absence of evidence of their physiological substrate existence) or unwillingness to violate a taboo on studying that reality. Such taboo is confirmed by S. Moscovici: “<...>They judged about Mass Psychology as if it was about Astrology, despite the fact that the most prominent sophists and classics of psychology were working on it. I believe this is due to its non-availability to the experimental verification or mathematical expression. However, we can also shift the statement and state that there were no attempts to verify its position or give them mathematical expression precisely in order to secure the taboo. The notion of “mass psychology” has got derogatory connotation and it reveals its fear and, ultimately, to the people who support society” [27, p. 22].

But still we face another problem: is it really necessary to get always to the psychic phenomena to reach the substrate to study the mentioned phenomena? The concern about the substrate became an obsessive idea, epistemological complex of psychologists, whereas, for example, sociological thinking usually does not really care about this problem. “Sociology deals with studying *society* in its various incarnations (let them be social norms, values, institutions, actions, interactions, agents, actors etc.) rather than the nature of society even on the theoretical level”, said A. B. Hoffman [9, p. 22]. In ontological terms sociological thinking is satisfied by abstract categories like “social whole”, “social reality”, “social form of material motion”. Meanwhile, it is evident that these categories seeming respectable provide sociologists with epistemological calm about ontology. But for real these categories have no more empirical content than there is in the “fantastic” notions of collective or group consciousness of the soul. That is why perhaps we should not refuse from studying in Social Psychology anything that is inconsistent with traditional ideologemes of substratum. Besides ideologemes compelling in terms of today’s ideology can appear to be a kind of phlogiston tomorrow and be replaced by others.

Naturally, a considerable part of Social Psychology subject matter (supra-psychic phenomena in particular) does not fit into that picture of psychic, depicted by General Psychology. But this means an incomplete picture only. Because it happened historically, that the discipline denoted by the term of “General Psychology” was not developed as a theoretical background or framework of psychological thought in general (for example, see

in [34]); but in fact Psychology of the individual, even socialized one is socially determined etc. That is why General Psychology as it is today can't be the core of psychological knowledge all alone. Considering a number of methodological ideas, which due to the lack of space we cannot all present here, Social Psychology on the one hand and Psychophysiology on the other should create a background and its core along with General Psychology.

Thus, contrary to the ideas of M. Doğan, Psychological Science is not deprived from the cognitive area by Social Psychology, but increases it significantly. That defines Social Psychology status as a fundamental psychological discipline and its place in the system of psychological knowledge.

### CONCLUSIONS

We consider possible to limit the theses without getting in detail about the main ideas of abovementioned:

1. The myth of Social Psychology origin "in the bosom of the two parental sciences" (Sociology and Psychology) is criticized considering historical context. This myth, and thus the concept of Social Psychology double reference are counterproductive from the point of view of the prospects for its development.

2. Social Psychology as a science that studies a specific class of mental phenomena is Psychological science, and can't be other. Thus, the precedents of socio-psychological knowledge incorporation in other sciences should be reviewed as a specific kind of interaction (links) of Psychology with these sciences.

3. Social Psychology like any scientific discipline has to determine its own subject, content and place in the system of sciences, based on understanding its own theoretical and methodological backgrounds and history of its own development, rather than understanding subject of all the science, which it borders with.

4. The subject of Social Psychology should be regarded as individual and supra-individual (group, collective, mass) psychic phenomena, conditioned by historical and cultural unity of the people, their interaction, common activity and are revealed in the characteristics of individual, group and intergroup behavior.

5. Social Psychology expands its subject matter of Psychological Science as a whole to its true ontological boundaries, which condition its place in the system of psychological knowledge as one of the most important fundamental disciplines.

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**PERSONALITY IN CONTEMPORARY REALITIES:  
WAYS OF LIFE-DESIGNING**

The ways of life-designing optimization are analyzed in the article. Those are: revolutionary way of solving crisis life situations; the evolution path to / beyond-crisis life choices; strategic way of claiming character of creating the future; tactical way of step-by-step self-tasking and pragmatic way of personal practicing. Three components of life-designing as listed below were defined. They are: configuration of crisis, beyond-crisis, claiming character and task practices aiming at self-identification; configuration of practices aiming at developing new communication territory by means of crisis management, time made life choices embodied in the tasks of life claims and configuration practices aimed at creating next stages with critical techniques, methods of selection, claims and objectives.

*Key words:* life-designing, life crises, life choice, life aspiration, life tasks, personal practicing.

Nowadays attention is rising to the contemporary person and its life due to the need of considering rapid social transformations consequences. Thus, the need for understanding the special features of personal life-designing in conflict, low-prognosis social medium defines the *urgency* this scientific work. The induction of scientific researches carried out by the Laboratory of Personality's Social Psychology within past two decades would contribute to defining areas for further scientific research and a theory of personal life-designing.

The *object* of the article is to identify its own ways of life optimization by modern person.

It is hardly possible to get abstracted of the prolonged and short-term crises in our everyday life. Thus the first topic covered by our lab was intended to seek and find psychological assistance methods in crisis and extremely difficult life situations.

We tried to cover the whole range of crises situation faced by the personality and considered traditional normative crisis in all its stages as well as non-normative crisis that occur in the family, in professional and personal life. All of the listed requires certain human actions that exceed person's adaptive capacity and energy resources. Peculiar attention is paid to the crises of various manifestation; *severe*, leading to thoughts of suicide; *medium*, intentions and actions enabling the next manifestation of deviations in behavior, abnormality in psychological and sexual development, psychosomatic diseases; *relatively light* impedes social adaptation, profes-

sional realization, family interaction, lowers self-esteem and distorts self-perception [3].

Crisis was studied as an emergency system that happens if there were no positive transformation in the individual's life. It is the mechanism of anti-stagnation cutting off the old habits and stereotypes, relationships change, new ways for self-realization are to be found. Real ways of crisis solving depend on its stage as well as on the type of relation to what is happening (ignore, exaggeration, demonstrative, voluntary and productive) [3, 4].

Everyday stress and sudden cases were analyzed; self-help techniques in difficult conditions were approved.

Individual and group methods of providing psychological assistance to a person and person's family in crisis case were developed. We immersed into the prevention and rehabilitation work with deviant personalities, suicides, pregnant women, critically ill patients (cardiology, AIDS, cancer) [3].

It was the mode of approving the first way of optimization (improving) personal life-designing: constructive and timely way of overcoming life crisis by means of defining new values, ways of self-regulation, and techniques for recovering control.

At the same time we faced the fact that personal development has other ways than crisis. The latter has destructive risks. Crisis can be prevented, and its destructive consequences mitigated if faced difficult choices person is ready to test new models of self-realization in time. So there aroused the next complex topic for laboratory research referring conditions and determinants of personal choice.

Life choice is a strategic decision changing life vector due to being a non-revolutionary driving force of the individual's world, self-making personal determination way.

The main criteria are: *evolutionary self-organizing* (revision personality's own life as a dynamic regulation of its spontaneity by means of choosing *highly-effective movement direction*); *psycho-semantic* (choice of new forms and methods of regular reinterpretation of the experience gained in the aspects of *clarity, convenience, consistency*); *subjective* (actualization of ability to bear responsibility for themselves and their own lives, internality, independence during making important emergency decision); *structural and functional* (work out individual and particular types of activity, techniques of being that enable selection activity); active skills (developing the ability of initiation making choice, stage by stage transcendence, overcoming difficulties during start in making choice, mistakes during making choice) [2, 4, 9].

Auto aggressive motives of youth choosing risky sports and tourism are researched. Group prevention activity with extreme athletes and adventurers (climbers, speleologists), youth with disabilities is worked out. The pattern of group psychological mutual support of people with serious somatic problems is approved. Special attention is paid to the selection strategies of AID-positive youth. Group technology in correcting drug-injection users' deviant choice is approved. The influence of the personal myth upon youth in choosing risky behavior, gender differences in risk activity that has significant difference regarding men and women are revealed [2].

The importance of social and psychological competence was proved during analysis of interpersonal choices. Group methodology for making the best choice during role conflict is created. The role of such personal determinants as awareness and similarity of values, marriage and family attitudes, ideas of women's and men's roles in the family and directing at partnership in communication for successful students' choice of the potential marriage partner is revealed [2].

Thus the way of personal life-shaping (designing) (modeling) as follows was determined: the one of life choice, i.e. the way of making on time decision before/off-crisis solution that improves gently personal non-revolutionary movement (development).

Other subject for the laboratory research as a logical chain of the topic devoted to the aspirations as potentials' formation predict the possibility of achieving decent life by the personality. Life pursuit is considered as man's relation to his own life on the aspect of need, as a desire of ensuring appropriate conditions for the development of self-esteem. It is the aspirations on the quiet that becomes lemma for effective life strategies. Due to the latter the personality trenches upon life top positions that would be impossible in other more passive way of life [1].

The functions of life aspirations that become elements of their structure are evaluation and patterning that are the basic components of emotional claim. Conative component is created due to stimulation and regulation functions. Construction aspirations require cognitive component as well, based on the reflexive function of rethinking acquired experience, that is in the past, and it is supplemented by future modeling function [1,4].

Life aspirations as life-desining social and psychological mechanism are realized step-by-step in three-phases. Vague aspirations denotation takes place in communicative semiotics phase when vague picture of what should happen in life is being organized. The second stage, prognostic-narrative is characterized by the forecast of desired worthy life plot. The final phase of self-realization is the goal-setting [1].

Aspirations were analyzed by the Laboratory staff in the context of the Eastern (collectivist) and Western (individualistic) cultures. Self-

realization vectors were determined. Those are: *objective* characterized first of all by the focus on social imperative, standards, and *subjective* aiming at revealing personal potential. The role of aspirations in the personal identity, achieving life success, adolescents' and youth's professional prospects vision, viability developments were revealed. Gender analysis of career and marriage-family aspirations gave a lot of interesting data. Non-appropriate aspirations related to Internet dependence proved to lead to almost blocking the planning personal relationships and professional self-realization. Owing to analysis of claims deformations specific features of blackmailing and consumerism of problem youth and drug addicts were revealed [1, 8].

Semiotics, narration and goal-setting were put on the evaluation test as optimization technology of individual's aspirative activity. Semiotic technologies help primary structuring of the future by means of imposing advance expectations and aspirations on it. It was proved during individual and group psychotherapy sessions. Narration technologies contribute to future modeling in the context of human's whole life, considering the influence of typical and ideal life scenarios, age desired and future efforts for obtaining desired result. Targeting technologies are related first of all to updating responsibility, developing self-distancing skills, claims details and creating regulation methods [1].

It was the way of appearing the third way of personal life-designing – the way of *claim modeling* the future by means of advance expectations and aspirations.

However, there aroused question about methods and techniques of life claims operationalization that resulted the theme choice of personality's life-tasks. Tasks were regarded as a peculiar personal chronotope synthesizing temporal and semantic perspective as units of semantic structuring of the future. Owing to the latter individual's activity becomes goal-directed, and is realized regularly in phases [4, 7, 10].

The life tasks were determined to be formulated as energy-intensive futurological narratives in order to plan the next stage of life-way. The main topic of autobiographical narrative is chosen considering time-and-space and fable-plot-genre life constitutive components. To ensure adequate task-setting of life problems a certain level of individual's narrative competence is required. Social and psychological factors defining life tasks setting are: social and cultural context, dialog communication, multiple identification, axiological uniqueness and social semantics. Life tasks are characterized by content, results, novelty, adequacy, accessibility and energy intensiveness. Life task becomes mature and has transformations stages of meaning-search, meaning-bearer and meaning-self [4, 10].

Heteronomous character of modern life was shown as the one giving people multiple opportunities at the same time provoking competition of life

tasks to each other. Task structuring patterns of professional future were defined and the way of emerging borrowed task-narratives were analyzed. Life tasks were analyzed simultaneously in three modes: personalization, unification and potential. Reflexive, impulsive and intuitive are the ways of setting tasks [10].

The lack of initiations in modern society turned out to lead to reducing the impact of cultural traditions and community experience in setting vital tasks caused by personal experience, reference groups and media stories.

Efficiency, commitment, maturity level, values hierarchy, self-regulation styles are the main characteristics of the personality affecting setting life tasks. Students who set realistic everyday tasks related to marriage and family are characterized by high level of reflexivity, focus on self-actualization, spontaneity, and focus on human values.

Independent task-setting, variability, resources and procedure are diagnostic features of the created task. Education, love, family, work, friendship, money are the main areas of self-tasking [10].

Life capacity requiring cognitive, emotional and personal resources is defined to be psychological precondition of task-setting in unexpected circumstances. Drug-addicts' life tasks are related to the achieving well-being, education, self-development. AIDS-infected people have priority of maintaining health, well-being and comfort. In case of inefficient self-realization vital tasks are aimed at preserving adaptive, compensatory position, protection from life's realities requiring changes. Defining professional tasks especially in the area of social work is conditioned by the experience of drug-addicts [10].

Personal self-constituency optimization pattern consisting of promoting ability to start life, raising adapting level to different social and cultural contexts, improving multiple identification abilities, increasing tolerance to environment, developing disposition to own life textualization is offered [7, 10].

Thus, the way of setting task adequate to individual's claims and real situation, independent and balanced life tasks promoting self-realization in various fields is other way of life-shaping optimization.

Today's laboratory theme is related to social and psychological practices as repeated behavioral life-shaping actions, accumulating experience and articulating personality and its' individual history.

Practices were determined to be life-designing techniques, life tools that appear, being approved, repeat and get fixed during ongoing individual's dialogue with global world (society, culture) and the actual situation. Human actions in order to get the status of practices are to be frequent, prevent, appropriate and necessary for many people [4, 5, 6].

There are different life-designing practices i.e. background, routine, converting, extreme that are to be considered in a continuum between two poles: the one of the ordinary and quiet everyday life and the other is rapid, unexpected and risky life. It happens under certain conditions that background and design, individual and mass kinds of practices mutually transubstantiated.

The basic components of the life-designing pattern are three areas of personal practice as follows. The first, personal practices configuration aimed at shaping personal self. The second, spatial practices configuration aimed at accustoming to individual's meaningful communication territory. The third, time practices configuration aimed at overcoming certain period of the life, according to the historical distance [4].

Analysis criteria of social and psychological practices of life-shaping (modeling) are *text analysis criteria* (narrative-mentative) and *context* (cultural and individual, values and meaning, regulatory).

Personality becomes more integral, stable, adaptable due to narrative practices dominance promoting immersion into laws and regulatory contexts. And it becomes more open, flexible and dialogical owing to mental practices domination when value-semantic contexts are the most important [5; 6]. Transformation practices are described to be used by the individual mostly in the mentative way, whereas background practice in the narrative one. Specific features of personal autobiography provided by routine or transformation practices temporary dominance caused by mutual transition of narrative and mentative [5, 6].

The patterns of attitude to risk as listed below are identified. Risk is interpreted as: an adventure, a game, a test, a task. Risk management practices are highlighted: neglecting, manipulation, protection and integration. Cathartic essence of crisis practices impeding the problem of youth antisocial practices and stimulating making pro-social practices is revealed.

Communication practices of authoritativeness, subordination, confrontation and construction are underlined in the space of dependent relationships. Internet communication practices deployment criteria: anonymity, privacy, mediated activity are defined. Domination, avoidance, mutual support practices are analyzed. Serious and light types of space in the areas of work and leisure are defined. Practices providing transitions between spaces are pointed out. The functions of positive influence of the personal fear of death on life-designing are found out. Those are: old bonds of personal experience deconstruction, latent psychological resources actualization, stimulation transition from destructing to constructing new life vectors.

The ways of life-designing practices optimization in the areas of practices reconfiguration aimed at self-identification, development of mean-

ingful communication area and essence-generation in accordance with the net life stage. Effectiveness of stabilization practices of life-constructing (security, “flirting” with danger, perfect future planning, try own strength) are verified. The ways of risk minimization (choose object for trust, belief in one's own luck, best alternative search, master new types of behavior) are found. The ways of optimization practices of life-designing in the dependence space are outlined. Those are: expanding interpretation limits, creating relations based on values and meaning, differentiation of common and individual development prospects in the relationship.

Optimization of individual's own family life-designing should be aimed at improving the environmental and dialogue interaction practices were defined. Ways of optimization narrative practices of family life-designing in everyday and crisis situations according to the types of family narratives (dominance, autonomy, cooperation, care, and merger) were approved. Practices of disregard, compensation and search among the ways of optimization women's practices of constructing partnerships with men were approved. The pattern of life-realization optimization of the problem individual, including patterning technology, inversion of intention, reconstruction and construction was developed.

Methods of optimization social services users according to the communicative Internet practices typology of avoidance and domination were worked out. The following practices of integrating the fear of death as a personal resource: “magnifying glass” narration, essence search, reset, demechanization and immunization were suggested in shaping new life path.

So, the next way of personal life-designing optimization is the way of personal practicing between routine and extremity poles, individual's active and passive position, individual and mass character.

### CONCLUSIONS

Personal life-designing in conflict, little predictable society provides increasing attention to temporality. It adumbrates a paradigm shift from existing to the one that is arising.

The ways of different areas and life stages designing optimization by personaity are as following:

- *revolutionary way* of solving crisis life situations contributing to urgent life-designing reformatting;
- *evolutionary path* before / beyond-crisis life choices as a strategic decision changing gradually, adjusting flexibly life-designing path;
- *strategic way* of patterning the future by means of on time life claims reflecting individual's basic needs;
- *tactical way* of phase life-designing by means of setting urgent life tasks;



• *pragmatic way* of personal life-designing practice occurring in between every day, background, stabilization activity and transformation activity, creative, extreme.

The basic components of the life-designing pattern are: the first, crisis, claim and task practices configuration aimed at self-identification. The second, practices configuration aimed at accustoming to individual's meaningful communication territory owing to crisis situations constructing solving, on time life choice, conscious and realized in tasks life claims. The third, practices configuration aimed at patterning, planning and creating the next stage of life way by means of crisis practices, ways of choosing, claims and tasks.

The main components of life-designing pattern are, *first* of all, configuration of crisis and beyond-crisis, claim, task and practices aimed at self-identity. *Second*, they are configuration of practices aiming at significant environment, developing new communication territory by means of constructive crisis management; life choices made on time; life claims understood and embodied in everyday tasks. And, *third*, the configuration of practices aimed at modeling, planning and creating the next stages by means of the critical techniques, methods of choice, claims and objectives.

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## **STUDYING MASS POLITICAL CONSCIOUSNESS AND BEHAVIOR: LESSONS FROM THE FIRST MONOGRAPH**

The article presents the retrospective analysis of the content of collective monograph “Psychology of Mass Political Consciousness and Behavior”, published in 1997. The results of the research are examined in connection with the current socio-political processes in Ukraine. Particular attention is paid to the model of political and semantic space of the Ukrainian society which was an effective tool to generalize the peculiarities of mass political consciousness development and formed the basis of the 20 year-long monitoring. The course of events has confirmed a number of findings made in the book: the characteristics of mass consciousness maturation; division of Ukraine into nine political and ideological regions; the differences between the political and ideological positions of the main social and demographic groups; the psychological factors of social tension in Crimea and Donbas; strengthening the tendencies to ideological pluralism; weakening identification with the state; formation of the Russian-speaking citizens’ Ukrainian patriotism. At the same time, it is stated that previously discovered psychological advantage of official position influence on mass consciousness becomes less actual gradually. Four scenarios of the society development presented in mass consciousness by then and their actual implementation at a later period have been considered.

*Key words:* mass political consciousness and behavior, model of political and semantic space of the Ukrainian society, reform and anti-reform attitudes, anti-Russian and pro-Russian attitudes, scenarios of society development

Laboratory of Mass Psychology and Communities (initially Laboratory of and Masses and Organizations) was created as one of the first two academic Institute’s divisions (Scientific and Practical Center of Political Psychology then). The first subject of laboratory research performed in 1994-1996 was “Scientific and Methodological Backgrounds of Social Psychological Trends Analysis and Forecast in Social and Political Life of Ukraine”.

The first monograph in the Institute was the result of the research carried out. It was published in 1997 and revealed conditions and content of mass political consciousness in Ukraine at that time. Psychological, economic and ideological determinants of social tension in social and political life, social and psychological aspects of political parties were revealed [2]. Today, after almost two decades of Ukrainian society development, mass consciousness and political psychological science addressing our data and

conclusions is of great scientific and historical interest. It is interesting to verify if combination of our logic and intuition in the study of mass consciousness proved the importance of information written in the book of O. Donchenko [ibid, p. 6]), and can help us to understand up-to-date social and political processes.

The pattern of political and semantic space of modern Ukrainian society is one of the most notable achievements of the study described in the book. (A fundamental contribution to its development was made by Kalachnikova L.) [ibid. 42-60]. The pattern appeared to be a very effective tool for content and dynamic characteristics generalization of mass political consciousness since 1994 until today and reflected monitoring results throughout 20-years (Fig. 1).

The pattern is based on two important vectors underlined from the content of respondents' perceptions about public and political life of society. These vectors competed with each other for social and psychological significance in different periods of time. Sometimes they yielded to the third (relation to the state power). The name of the first vector "reform – anti-reform" attitudes was successfully defined from the very beginning. The second one was not defined. Obviously, that was due to its significant value: we mean the attitudes (and opposition) to everything Ukrainian and Russian; it begins from the language, and goes to the problems of independence, history, culture, mental contents and symbols, political orientations, etc. We called patriotic, pro-Ukrainian, state, anti-Russian the appropriate attitudes at one side of the scale, and pro-or anti-state on the other side.

*Figure 1. Dynamics of Ukrainian citizens' mass political consciousness in the period of 1994-2013.*

The name of "anti-Russian – pro-Russian" attitudes, reflecting an extremely high level of influence on Ukrainians' mass consciousness actually "Russian" factor seems to be the most appropriate today. (For example, that factor was mentioned to be the most significant one affecting voting results during elections and referendums [ibid, p. 64]. Such a pattern was observed for many times during the survey as a greater actualization factor in the election period. Mass consciousness was shown to differentiate easier national independence problems, the ones of language, attitudes towards Russia rather than economic and even ideological issues. That's why citizens are strongly guided by pro or anti-Russian positions of political power rather than by their economic slogans.

Annual generalization of mass political consciousness is represented in the pattern. The nature of data dissemination for the first three years gave reasons for making the optimistic conclusion that the development of Ukrainian population political consciousness is characterized by gradual but

steady transition from the left and left-of-center (communist-socialist, anti-reform, pro-Russian) to centrist and right-of-center (national-democratic, reformist and patriotic) attitudes. However, it appeared to be more difficult (and more interesting) [1; 5]. Public consciousness development in 1994-2013 consisting of five cycles is represented in the pattern.

The *first cycle* is related to the period of 1994-1997. In 1994 in the beginning mass attitudes were predominantly left-of-center. And later in 1995-1996 a marked shift to the right was noticed. But no significant changes were observed in 1997.

The beginning of the *second cycle* (1998-2003) is characterized by the sharp shift to the left in 1998 (in particular, it was reflected in parliamentary elections of that time). The society remained at the same place for the next two years and on the same position in the left side of the political spectrum. In 2001 a sharp but short transition to the right was recorded. Positive results for the mass consciousness of pro-Ukrainian government of Viktor Yushchenko probably were considered the most obvious reason. Later there was a regress to the left in 2002. And the lack of measurable change saws noticed in 2003.

The *third cycle* was characterized by the significant turning point in 2004. It marked political transition of the society to the right. It found manifestation in the “Orange” Revolution and Yushchenko's presidentship. In 2005 the situation became more expressive.

However ineffective and unpopular right-to-center politics of the “orange” government caused the reverse effect. It was *the fourth cycle*. A significant shift of the society to the left was seen in 2006-2009. Mass attitudes were actually back to the level of 1994.

*The fifth cycle*. However, the actions of the next government, under the rule of Viktor Yanukovich, were not completely effective. That was the reason of appearing the opposite trends in the mass consciousness in 2010-2013. Society clearly took right positions, especially in anti-Russian feelings.

Thus, we should state government efforts aiming at certain direction caused inverse effect of the expected: mass wishes turned to the opposite direction to the one declared by the state power. It was due to government's low popularity.

An important property of mass political consciousness was found in the research report i.e. ambivalence. It is based on the significant mismatch between citizens' conscious proclaimed views and their unconscious posture [2, p. 47-49]. Up to 20% of respondents could give rather contradictory answers even in the same questionnaire. It depended on the content and description of the problems. For many times it had been an important reason

for unexpected fluctuations in Ukrainian mass opinion and sometimes it was leading to dramatic changes in social development.

Despite our optimistic expectations these fluctuations were growing rather than weakening. Mass consciousness was constantly changing; danger of social and political disaster became evident, especially after the events of 2004.

The lack of pro-Russian anti-reform, anti-Russian parties in the policy of the contemporary Ukraine seems to be important [ibid. 65]. There are reasons to believe that the Party of Regions tried to represent pro-Russian reforms and was successful in it for some time. However, its leaders' corruption outweighed reform intentions, and it led to the political forces collapse. The political party "Batkivshchyna" ("Motherland") was anti-reform, anti-Russian (national-communist) power. The image of its leader was the best in representing the specific features of the power. But the mentioned party lost its popularity because of political debates with the opponents.

Differences between political and ideological positions of the main social demographic groups, preserved mostly during the whole period of monitoring are described in the monograph. Ethnic Ukrainians, the youth, students and entrepreneurs tend to the right policy (reforms, anti-Russian). The left (anti-reform, pro-Russian) views are represented mostly by ethnic Russians, people of the older generation of retirees and workers. Political views of middle-aged, agricultural workers, service workers, housewives are closer to the center. Groups of respondents are arranged logically according to their income level: poor (left), rich (right) [ibid. 53-60].

Regional differences were revealed significantly and situation didn't change until today [ibid. 50-53].

The division of Ukraine into nine political and ideological regions offered in the monograph confirmed its practical reasonability for many times. In 1990s and during the "Orange" revolution in 2004 reform and especially patriotic views were spreading from Galychyna and Kyiv to other Western regions and then to the Center, and later to the North East. South-eastern regions opposed them according to the laws of polarization. However, the next decade is characterized by significant mental Ukrainianization: Ukrainian patriotism (often represented in the Russian-speaking communities) has increased significantly in the South and East, and it was less significant in the Crimean peninsula and in the Donbas region.

European Maidan in 2013-2014 was supported mostly in the central-northern and western regions, but it led to significant public opposition in the southeast. Pro-Ukrainian unions won in the most oblasts of Ukraine. We could win in the Donbas, if there was no Russian military intervention. In-

stead, the annexation of the Crimea is also a result of the Russian invasion; as well as a consequence of the relative predominance of pro-Russian people in the peninsula (actually it was not so big, as represented in the data of so-called “referendum”).

Pro-Russian dominance over the two decades of the development of Ukraine proved to be that decisive factor in the most complicated situation in the Crimea and the Donbas. Neither Crimea, nor Donbas was the object of special attention in the frames of our survey. But some of its parts were carried out based on the material of these regions.

It is interesting to see today which of the specific features became more important later were of use or weren't. For example, the inhabitants of the Crimea were noticed to have reform attitudes among representatives of all the south-eastern regions. That could be the psychological background for appearing pro-Ukrainians on the peninsula [ibid. 53]. Unfortunately, none of the governments of the previous presidents (Kuchma, Yushchenko, Yanukovich) paid attention to that phenomenon.

The level of respondents' anxiety of their social demographic and political ideological characteristics was defined in our research. [ibid. 109-111]. A. Tymchenko found that dependence according to the three parameters during interviewing the representatives of the Crimean peninsula.

*First*, the anxiety proved to be significantly higher among the non-Tatar population rather than among the Crimean Tatars. Obviously, it was easier for the Tatars to cope with emotions considering the positive changes in the fate of their ethnic group. Most of the Crimean Tatars returned to their historical homeland and got positive perspectives of living in the Crimean peninsula. Instead non-Tatar people were worried and concerned about their future. Prospects for development of a community in the Crimea as a part of Ukraine were unreliable and sad. State policy of the three powers concerning the Crimean Russian-speaking population of the next years did not give grounds for worrying. That is the reason for it to be almost disloyal to Ukraine.

*Second*, the left, anti-reform and pro-Russian had higher level of anxiety in the Crimea and throughout the country compared with the right. It can be explained by the dominance of unattractive trends of changing society attitudes at that time to the right. We guess that society changes to the left caused constant anxiety increasing in the both parts of politics and ideology.

*Third*, anxiety level depended on public perception of mass protests. In case of no mass protests, the highest anxiety had respondents considering such actions as neutral or uncertain i.e. they were worried mostly without being biased in question causing protests. Instead, people with neutral or uncertain position showed relatively lower anxiety level in Theodosia and

the surrounding area where mass protests study took place just before the research was carried out. Experience in protests together with assertive position assists people in overcoming the tendency of anxiety.

Reasons for social psychological loss of Ukraine in the Crimean peninsula are given in the research. Those are: wasted opportunities of attempts to converse Crimean population to loyalty to the Ukrainian values, ignoring Crimean Tatars pro-Ukrainian position, lack of interest in real needs and attitudes of the Russian-speaking population, non-considering his anxiety. As a result, most of the Russian-speaking population of the Crimean peninsula considered Russia as the one for solving their problems and renewing “the Russian peace”.

Speaking about Donbas psychological factors of social tension were studied in our article. In particular, a survey of inhabitants of the town of Stakhanov, Lugansk region (a typical settlement of Donbas region) was made by A. Levtsun. [ibid. 95-104]. Satisfaction with life was considered one of the factors. In general data obtained from that survey can be applied to the inhabitants of any region. For example, they reveal that personal satisfaction and good financial situation influence the level of satisfaction with life. Obviously there is nothing unexpected in it. But however residents' sense of superiority over the representatives of other regions should be mentioned. Real or imaginary higher level of financial security in the region was combined with the conviction that Donbas “feeds all the country”. So inhabitants of the region believed in their key role in the country.

The second factor, worth considering is that people who blame mafia for the low standard of living prevailing in the country have higher satisfaction level with their lives. Mafia was then a kind of an invisible enemy, focusing the main negative attitude. It seems that later, when Donetsk mafia in fact gained real power in the region, and in the country, the image of the enemy was transferred to someone else i.e. in conditions of deteriorating political opposition to adherers of Bandera, in particular to the semi-myth “Right sector”.

The next interesting phenomenon refers to the age differences. Youth was found to have less pro-Ukrainian conscious position in conscious expressions of citizens of all ages than representatives of other age groups. Instead, youth position was more patriotic. This phenomenon of conscious and unconscious positions mismatch was described as follows: “the youth has no idea of its own pro-Ukrainian position to be stronger than the one of the older citizens” [ibid. 53].

The youth of that time is today's middle age generation which is the most active in social and political aspects and obviously is very pro-Ukrainian. So what happened to the fixed gap between the conscious and unconscious views of the Ukrainian youth of that time? We can guess that



dependence revealed was one of the manifestations of shaping modern Russian-Ukrainian patriotism. (Its features are described in an interesting way by M. Slyusarevskiy [4]). In 1990 pro-Ukrainian and pro-Russian opposition was defined by the language, later this confrontation decreased slightly, although it is still significant. (There is more information about Russian-language community in Ukraine in our last collective monograph [3]). That's why the youth that 20 years ago was more Russian-speaking compared to middle and senior generations. In its conscious evaluations it "logically" preferred pro-Russian values but gradually pro-Ukrainian values got partially Russian-designed. That is why it became easier for Russian-speaking people to identify with them.

Differences between the main ethnic groups' views: ethnic Ukrainians, ethnic Russians and other small variety of groups are reflected in the pattern.

The Ukrainians and the Russians have the highest distinction in the "Russian" vector. The Ukrainians are naturally more pro-Ukrainian, the Russians are more pro-Russian. Representatives of other ethnic groups naturally are in the intermediate position between the Ukrainians and the Russians [2, p. 53, 56, 57]. However, it is remarkable that earlier they were closer to the Russians, and now they are closer to the Ukrainians. (Like a group of Russian-speaking Ukrainians previously tending to Russians, and now their position has shifted to Ukrainian-speaking Ukrainians).

Ethnic differences are less noticed, but still significant in the reforms. There is an interesting fact: the Russians whose education level and material support are higher than the one of Ukrainians could tend to reforms, but they steadily behind in this respect. Focus on the Russian is obvious to be associated significantly with the Soviet rejection of market-capitalist relations and ideological pluralism.

But the group of "others" has gradually stepped on the most reform position. There is rather obvious explanation. Members of this group focus all their interests on gaining material wealth, they identify themselves partially with Ukrainians but not with the Soviet or the Russian.

The attitude to power is an important factor in the Ukrainians' mass consciousness differentiation. This vector had always been in third or fourth position by the role. Recently especially during the presidency of Viktor Yanukovich it appeared to be the most important one. The words that Yanukovich had united the country were setting the majority of citizens against themselves; those were not empty words. Thus we can say that our conclusions about the official political position to be a priori psychological advantage in influencing public consciousness [ibid. 66-67] is not up-to-date. Indicators of political attitudes after 2004 (as abovementioned) proved it. The influence of the official power apparently is important for individu-

als and groups of lower civil and political positions. But their problem and the one of the power is that as a rule these individuals and groups are passive in social and political life; they are neither against the government, nor protect it.

Nowadays the conclusion about Ukrainian citizens' mass consciousness maturation seems to be of great importance [ibid. 45-46]. Some attributes of this process, of which we could guess as the one taking place were observed at that time. But that process was not so clear to be stated for sure. Our pattern showed that all the way to the maturation was confusing and inconsistent. But in general we can assume that Ukrainians' mass consciousness had a very complicated maturing way and it became ahead of the state power, and the party elite.

Ukrainians' level of distrust in the state was found to be higher than the one of Russians, but identification turned out to be weaker in the researches of N. Hazratova about the unconscious in the person's attitude to the state. As a result of three ethnic groups' comparison (Ukrainian, Russian and Uzbek) Russian identification relations with the state were the strongest, Ukrainians have the weakest ones, and Uzbeks are identified strongest with the authorities [ibid. 69-71, 78-81]. This gives reason to explain Ukrainian more active neglecting of government (especially during both Maidans) compared to the Russians' contrast consolidation around their power and government.

Two opposite characteristics were found by O. Baryshpolets in the trends in the ideological pluralism. Ukrainian citizens were just trying to accustom to it. On the one hand, it is a painful perception of the fact of ideologies plurality, caused by reaction to the long hyper-ideology, fatigue of the crisis and aversion to the politics. But on the other hand, Ukrainian mentality as a positive factor of pluralism: tolerance, prudence, calmness predominance over temper, categoricity over irony [ibid. 137-138]. Perhaps these latter features helped our society to keep the relative peace for a long time and as was noted by O. Baryshpolets and M. Mylinevskiy, created favorable psychological background for development of the multiparty system in Ukraine [ibid. 149-156].

Another conclusion of O. Baryshpolets refers to the lifetime of the party as a political union. A party exists in the society until there are complex values that are the basis for party's activity. "The party can be prohibited; people involved in its activity can be destroyed physically. However, the real term of the party death can be under conditions when the society completely loses of need in ideological values professed by the party" [ibid. 140]. This idea appears to be the most appropriate for the Communist Party in up-to-date Ukraine. Activation requirements for its prohibition reflect strengthening right attitudes in the society. But only the lack of the pro-

Communist ideas in the citizens' minds would mean a real political death of the party. (And it is hardly possible: the ideas of communism are unfortunately immortal). It's important to get rid of the "leader" in the mind rather than overthrow the monuments to Lenin.

Four basic scenarios of society development existing in the public consciousness at that time were described at the end of the monograph [ibid. 157-159].

"Protest-left" was recognized the most common and most likely one. Its role was in strengthen mass discontent, growing social tension, aggravating social contradictions, lack of faith in the political means of solving problems, political apathy and electoral passivity of the population.

"Politically centrist" is the second scenario reflecting hopes for the peaceful way out of the crisis, social understanding by means of the elite, gradual establishment of market economy and state independence.

"Politically radical" is the third scenario of going out of the crisis. It had to consist in the political and ideological polarization of society, destructive activity growth, and extreme political movements' intensification.

"Economic-democratic" was the most attractive but the least possible. It was focused on the economic reforms and development, social protection, stress reduction, democratic values promotion, national renaissance.

The way of Ukraine over these years reflect varying degrees of all four scenarios implementation, and almost in the same order as they were described. Low effectiveness of the "left" protests pushed society to the "centrist" attempts to develop. However, the lack of the proper state experience and political elites thinking as well as corrupt habits caused failures along the way as well as radicalization. The latter was represented mostly in Maidans and their positive and negative consequences. The most attractive "democratic" scenario has not prevailed yet, but was only manifested in certain features. However, its time seems to have come right now.

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## GROUP IDENTITY IN CONTEXT OF PSYCHOLOGY OF SMALL GROUPS

The article covers the basics of the theory of group identity in the context of psychology of small groups. The content of the basic concepts of the theory, namely the educational environment, group identity, identity of the group, synergistic groups, group dynamics, group psyche and others are revealed. Mechanisms of relation among group identity, group dynamics and sociometric structure of group, mechanisms of development of various types of group identity are analyzed. The high level of identity in a small group causes the formation of a new quality, which is called “identity of group”. Intragroup dynamics in a small group may include the processes of integration and differentiation of group identity. The main concepts and conceptual models covered by the general theory, namely, role identity, cognitive and emotional components of identity, gender identity, trust and loyalty in the context of identity and others are described.

*Key words:* educational environment, group psyche, group identity, group dynamics, sociometric structure of group, role identity, gender identity, trust, loyalty.

*Formulation of the problem.* Studying group identity in the frames of small groups in psychology is a promising task for modern social psychology because it reveals studying opportunities of various group phenomena in their dialectical relationship. For several years this trend has been developing by the team of laboratory psychology of small groups and intergroup relations staff of the Institute of Social and Political Psychology of the Academy of Pedagogical Sciences of Ukraine [1–2].

The role of this topic is defined by the need of studying the theoretical background of group processes in which a small group is not only as an object of psychological impact, but subject of the collective psyche. One of the main phenomena of the latter is group identity. Modern social life is impossible without effective functioning of various social structures from small group up to the society in whole. A small group is the basis (a kind of molecule) of social environment. Individual’s social life is in the small group. Its efficiency and operation define social structures effectiveness at different levels and social environment in general, as well as and complete self-identity as a small group member.

Socio-psychological climate problems in groups are complicated in conditions of market relations and social inequality is caused by the latter. They become challenging often have conflict or even destructive nature, which, in its turn, prevents individual’s harmonious development, makes its

effective functioning and self-realization complicated. Today the problem of improving in-group interaction among students is particularly acute, because at least one in four high school students is worried about relationship with peers according to representative surveys data made by the Institute of Social and Political Psychology.

Unfortunately, solving this important problem is significantly slowed in recent decades by the fact that there are ideas in the sociology, psychology and pedagogy of natural desire to overcome collectivist reduction has unfairly shifted the perspective of the individual groups and bands to the periphery of the scientific search. Creating the terms of reference of the group will necessarily include development of new concepts and theories because theoretical approaches created in the Soviet period met the requirements of ideology of the epoch (the so-called psychological theories of the staff), and consequently do not meet up-to-date social realities.

*The purpose of the article* is to analyze group identity specific features, its development patterns, functioning and development in the conceptual and phenomenological field of group consciousness and group unconscious as well as to develop means for optimization integration processes in small groups of various types (school classroom, student groups, pedagogic groups, therapeutic and training groups, etc.).

A number of concepts and patterns that became the background for socio-psychological theory of group identity in small groups were created as a result of theoretical and empirical research carried out [1]. The system of the mentioned theory basic concepts including even and odd concept, as well as the ones revealing group identity essence were underlined. "Learning environment" is one of the basic concepts of research, within the frames of which group identity. It consists of three substructures: material, informational and social-psychological. We will consider the third component of the educational environment in our research. *Group identity* should be regarded as a persistent identification of individuals with a particular group. It is defined by their direct contacts and relations, and / or some real common features (territorial, spatial, temporal, historical and value-oriented). The concept of "group identity" is correlated to some degree with more general notion of "social identity" as well as its specific manifestations (role, gender, professional identities and others).

One of the main statements of the theory is "group identity" and "identity of the group" notions' ratio. Relationship between group identity, group dynamics and sociometric group structure is proved [3]. Group identity develops during direct contact between group members. At a certain minimum level of identification with others, people can name their group "we", but the one of others "they". Group is an important value for humans. It is important for people to consider them not only an individual, but as

well as group member. Its identity level can be different. Groups of highly-developed identity acquire “synergic” properties. Rather strong identification processes can be observed; people can feel each other even without any direct communication. There is a high level of cohesion and unity. These and other features are united in our research in the concept of the “group mind”, which we regard as a set of *group consciousness* and *group unconsciousness*.

Improving efficiency of all the kinds of group activities is explained by high identity level in the group. A new notion named “group identity” is formed in this group. The group like the individual is a separate entity having its own identity, trying to preserve its originality, autonomy and integrity. Group needs to defend its identity. Family system, the therapeutic group (dyad), training group, creative research staff, professional staff (team), education team, sports team, military unit can be examples of groups where a very high development of group identity is possible under certain conditions. Groups of high-level group identity can have antisocial activity, for ex. a totalitarian sect, criminal group, and aggressive crowd. Group of football or music fanatics can be related to pro-social and anti-social, depending on the focus of their activity.

There can be different in-group dynamics. Groups interact with other group entities, share their values and create new common identity for them. Lower order identities can coincide. This process we call *group identity integration*. In some cases common identity is not created, thus group subjects do not create the only group. In case if there appear micro groups with their own identity (and they interact with each other) in the frames of one group, dynamics can be observed in *identity differentiation*.

Identities interactions and changes, in particular the ratio of identities at different levels (personal, micro group, group-wide) cause changes in the processes of sociometric group structure and group dynamics. And vice versa, artificial change of group structure configuration leads to group dynamics, and eventually a new structure of group identity is formed.

A group is stable, cohesive, or vice versa unstable, depending on the identity configuration. Group entities will cooperate or conflict at various levels, the group will work effectively or will disintegrate. In other words, if micro-groups’ identity prevails the all-group, the centrifugal processes can cause strong dynamic processes up to group destruction [3].

Theoretical analysis resulted as generalized theory of group identity, which established a system of hypotheses that were under empirical verification. As a result of empirical studies these ideas were proved experimentally, as well as their background – psychological mechanisms. More than 1,200 people and students of secondary schools, university students, teachers, psychologists, educational system teaching staff, married couples etc.

were an experimental research base. It was proved that the main features of group identity should be developed for group formation as a total social subject. It was reflected in the patterns of promoting group identity formation.

Identity formation as a holistic psychological formation having some regularity is reviewed in the pattern of cognitive and emotional components in the structure of identity. Identity is dynamic formation and is regarded as a sum of identities, which can be both cognitive and emotional. Emotional identification is more important for a small group rather than for medium and large groups. It is due to group identity to be defined by means of the identification of the individual with real people, with whom there are significant direct relationships and emotional ties. Identity is an element of group mental field pattern. Emotional and cognitive components make part of the group identity. They coexist in a dialectical unity and are functional components of the conceptual and phenomenological field of group consciousness and of the unconscious of the group. Group identity is one of intra-psychological phenomena of group mental field; group identity is an inter-psychical phenomenon. Group consciousness and the unconscious of the group include both cognitive and emotional components, but their ratio will vary in different groups [4].

Person's identity as an integral structure of individual's self-concept who is a member of both small and large groups is regarded in the role identity pattern. A human is not an abstract being, but the one always acting in unity of specific socio-psychological characteristics. Thus we should consider person's identity in its various manifestations rather than social, group, and individual ones. Group identity ties with other identities of the person are determined by the fact that initially there are contradictions in development between group and an individual, but they are overcome efficiently in the process of group development and of the individual as a group member. Therefore, group and individual identity are ontologically opposite structures in the human psyche, and creating role identity is one of the mechanisms of overcoming contradictions between person's group and individual identities.

The distance between ideas about the role of I-human and the ones of other group members was found out to create psychological dimension of the process of acquiring role identity by the person and reflects relationship between individual and group identities. This relative distance is specific for different micro groups of high school students: standouts and unsuccessful in school education, sociometric stars, and students of different creativity levels. The students who reveal high level of thought originality face internal role conflict because of stereotype expectations existing in the class as for a creative personal. Group and individual identity differ greatly in the



field of small group. It can be proved by relevant criteria. A fundamental conclusion can be made: although there exists expression polarity between group and individual identities, but human is oriented at group or individual reference roles at different levels of human activity in small groups can co-exist independently of each other without conflicts but supplement each other [5].

The pattern of group interaction in the gender context includes components as listed below: gender identity, gender norms and gender stereotypes. Determinants of this interaction in the group are: sense of belonging to the group, group cohesion, loyalty of the group members, trust in the group, group dynamics and role context of interaction between group members. The mechanisms are identification, reproduction, imitation, rejection, regulation, stereotyping, identification and individualization. The nature of the relationship, general purpose, interests, role positions of group members are factors of group interaction. Mini-groups (dyads, triads) based on gender preferences depending on the components of group identity (cognitive, emotional and behavioral) [6] are formed under the influence of this interaction.

Working methods were developed and approved in the frames of the sub-concept of small group leader's gender identity. Those methods were the background for understanding the gender role identity of small groups' members and formulated perspectives of leadership position to shape their own individual and group living space. The relation of men and women gender identity and their role positions in the student group and in family couples was found; gender identity of women is closer to androgyny to their leader position, and gender identity of men is closer to androgyny to more tolerant attitudes towards women leadership position in the given small group. Comfortable microclimate formation based on subject-subject relationships in the group was proved to occur owing to the use of coaching approach [7].

The pattern of trust considers complex socio-psychological phenomenon consisting of conative, cognitive and affective components is expressed in mutually expected and mutual relations of group members, in case of their vulnerability and dependence on each other in joint activity. Trust is one of the conceptual ontogenetic concepts that is always revealed in group relations and determines features of group identification processes. The ratio of "trust" and "confidence" is dynamic in the group. The change is caused by individual instruction (expectations) that appear during socialization as well as structural dynamic processes within the group, reflecting the unique culture of its life. The credibility of group members of high intensity group interaction (educational-therapeutic and therapeutic) has much lower level of expression, as opposed to such a trust of group member of the low-

intensity level (educational). High level of group interaction intensity effects influences on reducing individual and social trust. However, the same intensity during group identity formation contributes to their brand new (levels) growth by means of targeting to establish sensitive and close relationships. The latter are possible because of affective and behavioral willingness to trust, creating common semantic and ethical field [8].

The notion of “loyalty” and psychologically close ones by the content such as “commitment”, “adherence”, “loyalty”, “solidarity”, “enforcement/keeping to the rules” is correlated in the pattern of loyalty. The term of “loyalty” is understood and interpreted ambiguously at scientific, intercultural and domestic levels. The loyalty of a person to a small group is a system of attitudes, relationships of different valence and direction, including sociometric. The latter is associated with all the aspects of the life of a small group formation identity. The internal and external aspects can be defined in the manifestation of loyalty. The internal one is related to the real motivation of the group member, and the outer one is close to the obligation, solidarity with the position, group opinion and its cohesion. The latter is essential for the group development and is singled out in the two main life dimensions: instrumental, practical and related to the group purpose, and expressive, emotional one, representing the interpersonal context of group structure development. Development of loyalty level is the process that depends on the norms as interaction results that can be institutional, evolutionary, or contracting. As a result of the research a relation of loyalty to the process of group identity formation (which later begins to influence loyalty processes in the group), as well as displays of conformity, concessions, negativism, status of group member, its interest in the activity content and group tasks [9].

**Conclusions.** Analysis of the basic provisions of the theory of group identity in small groups enables its extension to the psychology of medium and large groups where the similar patterns of group identity and related to those dynamic processes (analogues of group-creating and group dynamics in small groups). This enables application of research results for analyzing contemporary social reality; in particular it refers to overcoming social contradictions caused by differences in group identity of large groups of people.

Results of socio-psychological study peculiarities of the research concerning group identity we use to rethink teaching experience synergetic formation of small groups. Special analysis showed the presence of many examples of achieving synergistic level of educational groups. Summarizing teaching experience from the perspective of the psychology of small groups can highlight the fundamental conditions of effective formation of group identity in the educational environment that encourages the adoption of small groups as synergistic.

So we can make a conclusion that effective group functioning, full-scale training, education and personal development are almost impossible without group identity formation in these communities. It is not only group processes regulator, but also a system-shaping factor of social environment at the level of small groups.

Prospects for future research of the laboratory staff are in the developing of the main provisions of the general theory of group psychological field. They will be implemented in three research areas: intra-psychological, inter-psychic and meta-psychic aspects of group mentality.

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## **SOCIAL DIALOGUE AS THE SOCIETY COMMUNICATION PRACTICE**

The vision of social dialogue as a communication practice suggested in the article is based on the concept of procedural character of contemporary world, changeability; fluidity of its structures. In the frames of system theory of the society it is interpreted by means of self-reference notion (N.Lumann), communication action (J.Habermas), structuration (E. Hiddens). Perhaps we should also point out the fact that social dialogue defining feature is that the participants have no socially determined situational role patterns and hierarchy relations. It transforms fundamentally social dialogue psychological structure and modifies its social and psychological functions. Pragmatic determinant of speech behavior is focused on the mutual understanding. Social dialogue studied in the present article as a communication practice has threefold result. Technological result is an agreement, a program concluded convention, etc., i.e. an agreement between the parties, enabling the opportunity of implementing practical tasks (to implement the project, which was launched for social dialogue). Communication result is the creation of a common discourse order. This in turn means communication environment transformation: a kind of change in discourse parameters, enabling reproduction of conventional communication process and confrontation to manipulation or conflict communication strategies. Social psychological result is shaping solidarity, trust and tolerance in the society as an important benefit for civil society. From these facts, we can conclude that social dialogue is not just exchange of information, ideas and emotions by means of signs and symbols. But it is a mechanism facilitating connections between different segments of society. This is a specific form of social interaction realized as communication practice. To draw the conclusion, we can say that the possibility of social dialogue implementation (in the narrow sense as a tool for solving social issues, in the broad sense as a tool for creating social reality) is, on the one hand, an indicator of social openness (cooperation intentions, tolerance), on the other hand is an indicator of general communication disposition of society members to share achievements.

*Key words:* communicative space, discourse, mass media, identity, construction of social reality.

***The urgency of the problem.*** The concept of social dialogue in Ukraine is regarded mostly in the context of relations between employers and employees. The focus is put on the notion that the social development state and prospects depend first of all on the nature of these relationships. Therefore, social dialogue is reviewed in numerous scientific works as identification and convergence process, achieving common agreements and co-

ordinated decisions in labor and social-labour relations between the entities representing the interests of the employees, employers and the state. An anchoring point of this vision is the Decree of the President of Ukraine "On the Development of Social Dialogue in Ukraine" dated 29 December 2005. It states that social dialogue is aimed at enhancing the role of trade unions and employers' organizations and associations in shaping economic and social policy, further development of social dialogue as one of the key factors of ensuring social stability, civil society development and social conflicts prevention [1].

Besides, the Cabinet of Ministers of Ukraine approved an action plan for the development of social dialogue in Ukraine in August 1, 2006. The efforts of scientists and managers are aimed mainly to applied aspects of the problems, in particular to defining conditions providing arising branch and territorial trilateral additional bodies of social dialogue as agreed problem-solving in social and economic field related to the employees and employers rights and interests.

The focus on the practical aspect has diminished the possibility of considering social dialogue vision its features as a kind of expanded public discussion concerning a wide range of issues that are subject of interests of different social groups in particular and society as a whole. Social dialogue in the broadest interpretation can be a mean of solving social-relevant problems. Due to the latter the kind of social life providing high degree of social comfort and psychological well-being of its members is achieved or supported. A wide range of participants is considered: the representatives of various spheres of the society deal equally in partnership. Problems that are the reason for the communication are out of the aspect of labour relations.

If social dialogue is considered as a communication practice, including representatives of various communities (classes, groups and society sectors), it gives the possibility of analyzing such complex effects of social life as social relations coordination, social groups interaction, semantic codes coordination of this interaction, social values comparison, grounding social relations optimization possibilities etc. But this view means the need of understanding social dialogue specifics as a communicative practice of the society.

Thus, the *aim* of this scientific paper is determining social dialogue characteristics as a communicative practice of the society and analyzing differences of other similar practices.

***Theoretical analysis of the problem results.*** First of all, it should be mentioned that our appeal to the issue of social dialogue is due to high interest to the social and humanitarian sphere to the society global transformation. The pace of the latter is accelerating at the beginning of the new

millennium and is related to emerging new kinds, methods and means of communication. The latter are the response to increasing social mobility, the number of contacts, meeting people of different social groups, nations, religions, political parties, etc. Therefore, there is a need of establishing relationship between these communities. Thus the attention is raised to various ways of mass communication and search optimization ways.

The vision of social dialogue as a communication practice suggested in the article is based on the concept of procedural character of contemporary world, changeability; fluidity of its structures. In the frames of system theory of the society it is interpreted by means of self-reference notion (N.Lumann), communication action (J.Habermas), structuration (E. Giddens).

The main idea of social analysis sociality on the aspect of communication society is the fact that communication is becoming its productive force (Jürgen Habermas). N. Luhmann characterized this global trend and insisted on the idea that “no social system can exist without communication, thus social systems arising are run by non-probability communication process non-probability, ways of overcoming and transforming them into the probability. Sociocultural evolution process can be reviewed as transformation and increasing possibilities of prospective communication. Society creates its own social system around itself” [3].

Thus, we are dealing with penetration of communication in all life spheres of society but not with arising and development of new communication structures and processes. It’s about fundamental in-depth transformation in shaping sociality character caused by cognition of social reality communication nature, reflection of strategic change of communication role in processes of social institutions configuration.

Considering abovementioned features of modern social sciences space, social dialogue is defined as communication society practice aiming at creating social relevant trends of social life and ensuring sequence of inter-subject significant interactions. (Term “*shaping*” in the given context defines processes related to inter-subjective ideas about social life phenomenon that finally is represented in a peculiar way of problem or situation determining.)

We believe that social dialogue in its developed form is possible under two conditions only. The first is local discourses parity that exists in the space communication. It is related to the specific social and historical development. First of all this kind of practice is realized by different social groups of the population i.e. different identity groups (men, women, the poor, the rich, educated, non-educated). All of them have no need in “the unique identity”, but the need to agree as for some social life significant trends. Social dialogue participants can be, for example, different profes-

sional groups as more competent in the problem solving. It refers to professional discussion only. Social dialogue can't be considered a professional discussion, because its main need is non-homogeneities involving. Thus, discussion of feasibility and need of vaccination can be considered a social dialogue because of the process meeting two criteria. The first, the problem is socially important (keeping children's health). The second, doctors, teachers, parents, journalists, psychologists, sociologists are involved in the discussion. So, functionally differentiated society is an important "frame" for the social dialogue.

However, social dialogue is "mass" due to the great number of participants but still it can't be regarded as mass communication. The main feature of the latter is the fact that mass as its defining feature creates new essences in the communication process. Communication process participants are not individuals, but so called mythologized "complex" subjects: people, government, army, oligarchs etc. In other words, the main function of mass communication is not informing, but uniting (and after it the ones of management, keeping social status, subordination and power). This is the ground for the possible use of the most kinds of mass communication as ideological influence tools. Social dialogue differs from mass communication and is not meant to creating common identity, as it is realized in other mass communication practices. The latter produce "mass" desires, needs, viewpoints, values etc., get audiences united around common ideas, political views, values, consumption patterns, etc. Social dialogue process enables local discourses preserving, and on the contrary it is the tool for improving procedures of identities diversity.

Thus, social dialogue differs from mass communication, because it has no management functions, social status maintenance, subordination (there is no manipulation / power component in communication); but parity position of the communicants enables local discourses preservation (there is no consciousness levels division).

The second condition of social dialogue, internal and psychological one is subjects' intention to understand for each other. It means a radical transformation of social relations implementation in the industrial society mediated institutions as a mean of fixing. In other words, the mentioned intention can be realized only in the case if social dialogue procedure is deprived of the governance impact (defined institutionally) positions of participants of the dialogue.

We mean that factor that is "contrary" to this psychological intention implementation is for example, dialogue's subjects belonging of the professional sphere, because the interaction in the frames of the latter is absolutely institutionalized. Therefore, it is implemented by means of relationship regulation in clear division of functions, rights and duties of the interaction

participants. It is the mentioned clear division of functions, rights and responsibilities that makes potential parity impossible, and thus destroys the symmetry in the participants' positions. Any institutional discourse gets fixed hierarchy positions of social roles in some way (a doctor – a patient, a teacher – a pupil, a parent – a child).

So if we are speaking in more detail about suggested interpretation of the social dialogue, its specific feature should be variation of participants' local discourse. Indeed, any communication in one social institution is mediated by the objective of its activity, specific features that ensure its achievement, a set of social positions and roles, typical for her and supported her system of norms, sanctions, incentives, etc. These systems, in fact, cause normative behavior of communication participants, finding consensus, setting forms and ways to meet their needs or resolve conflict. We highlight that communication that represents the institution as a social position also serves as a tool for ensuring equilibrium and consensus within any segment of the public space. However, this communication is not a dialogue in the meaning suggested in the article because there are no symmetry (parity) position and participants' intention of understanding. Social hierarchy in the professional discourse automatically makes interaction asymmetric, and hence communicants have to be guided by the intention of understanding the need to keep to defined social roles and positions.

The term of "social dialogue" seems to be questionable regarding to the communications in the business environment. Although its subjects are likely representatives of local discourses of identity, but there is no intention to understanding, or at least it is not a decisive psychological intention. Communication in the business environment first of all serves other prominent motive – to get a financial benefit.

In our opinion, communication in politics (although there is an expression of the "political dialogue" in the Ukrainian language), is not a dialogue in the suggested in this article meaning. It is due to the thing that interaction in this context is first of all aimed at the political struggle power, establishing leadership, i.e. parity is impossible considering the nature of the contacts themselves.

Thus, social dialogue is possible only when there is a plurality of different "languages", but without "different rights to broadcast". The latter causes the possibility of censorship or quasi-censorship i.e. usurping pre-emptive right to speak in this or that situation, report news, make judgment.

It is important to note another difference between business and political communication on the social dialogue: as far as the first are focused on the accumulation of symbolic capital (P.Bourdieu), providing receiving further economic capital and because the intention for understanding is not crucial for them, so there is a possibility of multiple strategies of communi-



cative behavior that are derivatives from the communicant status in the division of the symbolic power, from different rights to broadcast etc. Social dialogue differs because it is realized mostly by means of conventional strategies and tactics. Although it is evident that a variety of possible strategies can be used in the first phase is the one of entry. The strategies before mentioned are adjusted according to the common order of discourse and elimination power effects of social roles and positions.

When social dialogue is interpreted as a communication practice related to the possibility of parity representation of local discourses in the common space, it is necessary to explain the need of an appeal to the discourse as a way of explication social relations and way of the analysis its investigation. The most transparent discourse in this function is revealed by E.A. Kozhemiakin, who defined it as “specially organized and thematically focused sequence of statements created in the special historic and social framework, and it modifies the pattern of subjective human experience, beliefs, behavior and inner representation of the world” [2, 98 ]. Two aspects are important in this definition: that discourse is a sequence of statements, rather than their static structure, and that this sequence is defined by internal and external factors.

It means that if social dialogue is analyzed by means of discourse, at the same time the problem of keeping situation of generating utterances is solved. Because according to the definition the discourse is “built in” the situation that initiated the creation of the communicant’s text. According to the fact what it is the main problem of discourse, how problem appears in it possible answers to the main questions are distributed in the discourse field; all the parameters of discourse and relations between them begin function in the social dialogue regulating “mode”. That is why discourse is studied as a local communication space, revealing itself as a way of articulation a certain social aspect, its stage in the life of society with its traditions, attitudes, axiologisms. (We mean mutually set main parameters of discourse domain, goals, means and speech acts cognitive mechanisms, distinguishing features of texts, special features of context and characteristics of communication situations, etc.).

If social dialogue is reviewed as inter-discourse space, it will mean increasing the role of interpretation as a cognitive process providing “order” establishment and maintenance in the world of the interpretator. It can be expressed in understanding communication context properties and “transmitting” the results of such cognition into the inner world of the interpretator. In particular, social and psychological factors related directly to the communicants can be an independent research field of research. Those are: the level of background knowledge, knowledge of precedent texts of all of the dialogue (all discourses), power lines and power positions each dis-

course specific knowledge code, the amount of verbal and nonverbal communication unit and the ability to use and interpret this or that code, content and level of motivation and so on.

The importance of researching interpretation mechanisms that are mediators of shaping social reality is growing. First of all it is due to the “digital revolution” that changed totally the nature of access to the messages. Nowadays text has totally changed because of technological tools of mass media in the information environment. Diachrony (possibility of saving undistorted message in time), diatopnism (possibility of transferring long distance messages), multiplication (possibility of multiple, unlimited playback of the same authentic content) simultaneity (possibility of delivering message to many people at the same time), replication (possibility of regulating effects by the means of mass communication themselves) are distinguishing features of the new text. [4, 303]. Thus, the up-to-date messages (new text) as well as text field are presented simultaneously in the space of social dialogue. However, deliberate or accidental *selection* is represented in this space as an individual way. That’s why semiosis is regarded as unlimited and the one having hyper-interpretation risks.

We emphasize that total transformation of social dialogue in the communication situation happens mostly as a result of mediation by mass media. We consider simultaneity to be the feature that contributes to social dialogue easy-structured communication situation that influences its procedural features.

We mean that free of prescriptions communication defined by institutional relations is free of established and fixed social consciousness of verbal interaction. That’s why we face a situation when there is no exchange of communication roles considering the “simultaneity” of speaking / listening (or at least roles change “I say, You listen / You say, I listen” poorly expressed and therefore has low influence on the information field. At the same time it makes minimal “rhetor’s power”). Situational roles distribution based on social communicator’s functions is not carried out, because social dialogue is the space of parity communication. Therefore power relations disappear (the power of rhetor as well as the one of institution) that usually cause hierarchy in the interpersonal dialogue. Thus, the order of performing communication roles is impossible in the social dialogue because the latter is characterized as simultaneous communication process shifting the process of shaping the context of meaning-creation into the “neutral” discourse field.

We would like to highlight that there is no communication roles exchange in strictly structured communication situation (for example, within the frames of pedagogic discourse: “teacher / student”). It is due to other reason: communication roles features of the participants are directly related

to the maintenance of their situational roles. And also owing to the rigid differentiation of participants' situational roles their repertoire differ greatly and has its own set of appropriate types of speech acts and means of their realization. So, the interlocutors can neither share situational and communication roles nor perform communication acts to each other with equal illocutive force nor express directive intentions by the same means. Instead, rigid social conventions as for communication interaction are removed in the social dialogue. That's why "normatively set" change of communication roles between the interlocutors disappears.

Some features of social dialogue as a communication practice are generated by the simultaneity. We mean that the number of perlocutionary effects caused by one message is non-calculated and is equal to the number of potentially possible local discourses, i.e. it is infinite. (Besides, perlocutionary effect can't occur in some situations as a result of non-clear roles division between situational participants of low-structured communication situation). In addition, unlike the strictly structured situations where obligatory execution of the prescription is defined by communicants situational roles (for ex., professional communication in certain institution) and their hierarchy, imposes restrictions on arbitrary communication strategies and tactics, social dialogue participants can use different strategies and tactics to achieve the most powerful perlocutionary effect.

Social dialogue mediation by means of mass media also makes specific the role of feedback. The latter is an important condition for communicants' interaction (due to the adjustment of their behavior) in the interpersonal dialogue. But considering the fact that there is no communication roles change in the social dialogue we have a specific case concerning the feedback: the process of exchanging content and evaluation reaction of the partners on the information and behavior of each other loses its immediacy.

Besides, communication loses its multichannel property as a specific feature of interpersonal communication in the space of social dialogue. Several channels of information exchange during personal communication can be used. The nonverbal communication channel plays an important role. Social perception processes influence gradually the result of interpersonal communication. A "shift into the anonymity" happens in the social dialogue and thus such regulation of communication process loses its power. On the other hand, representation of the personality as the "top" one is often in the local discourse. In future the specific features of discourse and messages initiating are identified with before mentioned personality.

Thus, social dialogue in contrast to the interpersonal one is characterized by: 1) the lack of communication roles change, 2) a plurality perlo-

cutionary effects for one communicative act 3) the lack of immediate feedback and consequently hyper-interpretation risks.

Finally, we emphasize that social dialogue studied in the present article as a communication practice, has triple result.

*Technological result* is an agreement, a program concluded convention, etc., i.e. an agreement between the parties, enabling the opportunity of implementing practical tasks (to implement the project, which was launched for social dialogue).

*Communication result* is the creation of a common discourse order. This in turn means communication environment transformation: a kind of change in discourse parameters, enabling reproduction of conventional communication process and confrontation to manipulation or conflict communication strategies.

*Social psychological result* is shaping solidarity, trust and tolerance in the society as an important benefit for civil society.

Thus, we can conclude that social dialogue is not just exchange of information, ideas and emotions by means of signs and symbols. But it is a mechanism facilitating connections between different segments of society. This is a specific form of social interaction realized as communication practice.

### CONCLUSIONS

To summarize, our opinion is that the need for social dialogue and expansion of social functions of communication are caused by multiple factors i.e. the movement of society towards post-industrial stage, increasing trends of communities' differentiation and de-universalization as well as identities diversification. Different genres of discourse in general and multiple local discourses participation in particular make favourable conditions for achieving common constellation of meanings of communicative action as well as possibility of social convention. Thus, the possibility of social dialogue implementation (in the narrow sense as a tool for solving social issues, in the broad sense as a tool for creating social reality) is, on the one hand, an indicator of social openness (cooperation intentions, tolerance), on the other hand is an indicator of general communication disposition of society members to share achievements.

Social dialogue defining feature is that the participants have no socially determined situational role patterns and hierarchy relations. It transforms fundamentally social dialogue psychological structure and modifies its social and psychological functions. Pragmatic determinant of speech behavior is focus on the mutual understanding.

Thus, communication process dynamics in the social dialogue appears as an open field for new research. In fact there is no clear answer the question of the mechanisms "serving" the process of creating social world

considering the features we mentioned? We consider attention to the interaction of the individual parts of “social designer” will enable deeper understanding the process of social reality creation.

Finally, we note that social dialogue interpretation as “teamwork” with communication space will enable highlighting some specific features of local discourses interaction defining creating social psychological and ethical effects. In practical terms this approach opens access to regulation the dialogue by means of management strategies and communication tactics.

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## **POLITICAL SOCIALIZATION IN A TRANSITIONAL SOCIETY: PROBLEM, MECHANISMS, RESOURCES**

The article presents main paradigm approaches to research of political socialization and relevant to them views on the concept of political socialization, its goals and mechanisms, as well as outlines the subject field of the socio-psychological research in the framework of the different paradigms. The author also describes the logic and some findings of the regular surveys of the research fellows of the laboratory of psychology of youth political behavior carried out in the framework of nonclassical and postnonclassical approaches. In particular, there is a psychological model of structuring the content of political education of the young generation, which is oriented at providing for the citizenship education function of the political education; some findings of the research of youth social representations, peculiarities of social learning impact on school and university students political attitudes development, research of socializing discourse as a factor of structuring the value component of youth political world outlook in different regions. Socializing discourse propositions with regards to political values have been analyzed. It has been proved that university students' value discourse is not identical to the discourse of any political socialization subject. Basic meanings of students' discourse have been identified.

*Key words:* political socialization, social representations, political attitudes, socializing discourse, political world outlook.

Information society development caused systematic changes in socialized space: goals, objectives, essences and meanings are changing, competences structure of socialization subjects are transforming, influence of some other opportunities is reducing and its agents' possibilities are growing. Transitional societies are characterized except for this list of issues by an increasing pump up of the uncertainty level, changing values, norms and ideas about deviation, rapid aging of the interpretation schemes etc.

The need of solving the problems outlined led to the creation in the Institute of Social and Political Psychology of the Laboratory of political behavior of young people psychology (before – the one of the psychological problems of political education, and in 1997 – 2013. of Psychological problems of young people political socialization). It is focused on researching socialization process social and psychological conditions, factors and mechanisms.

Nowadays the study of political socialization factors are performed under different paradigmatic approaches and understanding of the nature and influence possibilities on this process vary depending on the vision of

determinants, essential features and expectations about political socialization outcomes.

Political socialization in the frames of classical paradigm is defined as the process of acquiring values, norms, traditions, standards of political behavior, providing individual's adaptation to the political system. According to this approach socialization is tool of political culture reproducing; an individual is a subject of socialization impacts; objective criteria for evaluating socialization process success exist or at least can be defined. Political socialization process is viewed rather as monologic, outward determined. Its development is restricted by individual potential and culture deployment. And individual's activity is aimed at acquiring norms and values, identification and adaptation to political realities. This subject is an object approach leading to the focus on the conditions and means of social influences and can be rather productive in a sustainable society where there is a consensus of fundamental interactions and basic political values and goals.

Political socialization specialists researching it in the non-classical paradigm focus mostly on the political culture development but not reproduction. Herewith socialization is regarded as dialogical, self-determined, subject-subject process of shaping individual's political worldview. Interaction *category* is the basic one for understanding the impact (or more precisely – mutual influence) socialization environment and identity, sources and mechanisms of change or changes exchange, because reality is generated by the interaction. Attention is concentrated on the individual's selectivity in standards and values of the political culture mastering, creative character of socialization, shifting the emphasis in understanding the opportunities of control over the course of socialization processes on behalf of individual and society. According to this approach socialization process sphere of influences is extending as well as its nature: political behavior samples and patterns selection and providing conditions for their internalization is not sufficient. There arise tasks for creating motivation for political participation, developing political thought, updating reflexive consciousness mechanisms, motivation to own interpretations and self-shaping of political reality, and thus the development of political culture.

Political socialization in Post-non-classical paradigm can be defined as meaning interpretation and construction process based on stable and deep social and cultural patterns and designs represented in the political discourse. V.V.Abramenkova considers them to be represented by visual archetypes *on the unconscious level*; by schematically standardized, emotive, stable and non-sensible images to images criticism, generated by mainstream culture and ideology stereotypes *on the semi-unconscious level*; by social stereotypes shaped in a particular society and reflect norms, standards, criteria, arising on the basis of culture on the *conscious level* [1]. So,

on the one hand, a person during socialization process becomes a result of interaction with the outside world. On the other hand it is shaping their world-view of politics in interaction with others, with culture and with itself, influences the world, produces new values, essences and meanings. Political socialization effectiveness is estimated by the dimensions of complexity, details and structured political identity world-view and its readiness to system impact on political interaction field.

The first researches made by the laboratory staff were carried out in the development paradigm. *Psychological pattern of creating political education content of the younger generation* was worked out as a result of researching psychological background of the political education content. Its main result is a person as the subject of political attitudes. Three units of *political socialization psychological effects* in the suggested pattern were outlined. So, political education content must be geared on: *cognitive* (political representation), *conative* (political activity experience) and *affective* (political attitudes system and socio-psychological mechanisms of political activity). The pattern offered is of cyclic character. Available generalization degree of political ideas, political activity experiences at each stage of political education actualize some social and psychological mechanisms. Owing to the latter conditions for appearing new political attitudes, appropriate personal meanings, motivations, ways of action, behavior patterns are provided. In its turn, the level of political activity subject at each stage is a proof of political socialization depth and extent, and thus, of the adequacy of political education content to its tasks. The interest as individual's attitude to life, revealed in an effort of understanding these conditions and influencing them (create or change) is the main category in the suggested pattern.

The pattern is focused mainly on providing *political education civil functions*. The *need of combining two approaches – traditional current assessment and long-term real life assessment in the process of evaluating political education effectiveness* is grounded. Current evaluation should be aimed at assessing student's political competence, rather than his reproduction abilities. A set of assessment techniques of 1) senior pupils' political identification features; 2) their political awareness level; 3) tolerance; 4) communication vector [2] is worked out.

Scientific researches carried out within the frames of the topic “***Social Science Education as a Factor of Youth's Social Ideas in Transforming Society***” prove the urgency of restructuring political education content and forms considering suggested pattern. A collective scientific monograph was published as a result of researches performed [3]. In particular, a range of features of youth's social ideas due to the lack of educational influences efficiency was found:



- meaningful social ideas of students do not include nearly half of the available scientific knowledge resource;
- youth's social ideas of are very abstract – ideas that can be considered prototypes arise more often than those related to certain representations;
- a share of moral expectations in social ideas is very significant. We can state oversaturation of social ideas stereotypes and emotional components. The core of moral values semantic field is an expectation of equality, honesty, responsibility.
- the understanding of the latter is characterized by numerous schemes and lack of political responsibility idea;
- understanding of social responsibility (moral views) are rarely represented as scenarios compared to political or legal ideas;
- cognitive principles prevailing over attitude one in different groups of social representations is unequal – the share of emotional representations was the lowest in the group of civic ideas (20%), the largest in the group of moral ideas (42.9%).

One third of political and legal ideas representations can be regarded *attitude ones*, herewith most of them (60.4% and 77.5% respectively) as *negative*, suggesting the lack of youth adaptability [3].

Low awareness level of the social institutions and phenomena mechanisms and functions is correlating with dominant protest guidelines, negative and aggressive attitude to social life were defined. Students' prototypes ideas who were unable to define concept suggested, more often had negative emotional connotation; and typically negative patterns were in specific representations.

Comparative analysis of students', teachers' and educators' semantic ideas about the good citizen revealed significant differences in their interpretations.

*Students considered* a good citizen to be a person of political trust, political efficiency and interest and participate in interactions system like "*citizen – state*". Teachers focused in the interaction of "*citizen – other people*". Teachers' prevailing characteristic was: "... a good, decent person keeping to moral standards and values and respecting others". Teachers unlike students pay more attention to active citizenship as a good citizen feature, and loyalty is little. *Educators'* idea of the good citizen is focused in the aspect "'citizen – social processes". Activity is one of the main components of educators' semantic representations, but only in the sixth, the least important factor (the one of social adaptation). It is supported by positive integral relation to social reality. Such semantics can indicate that the educators don't understand and thus can't suggest adequate ways of students' civic education. Educators are likely to be hostages of controversial

state rhetoric. On the one hand, it calls citizens to be active, critical and responsible. On the other hand, it restrains them because of lack of attraction mechanisms and expectations loyalty and self-respect from its citizens' due to supporting relevant civil attitude by means of educational process in particular [3].

Further search of social and psychological resources of socialization influences caused research of social education influence peculiarities on the development of pupils' and students' political attitudes. As a result the scientific research and methodology work: **“Social Education: Mechanisms of Political Attitudes of the Youth”** was published [4]. Political socialization was studied in the approach named “reciprocity pattern”. Thereby interaction becomes its determining factor.

This understanding of essence development means that the latter has the same nature with education as a process of acquiring new ways of behaviour and activity, their fixation and/or modification by the subject. Existing conditions of political socialization and the *pattern of need future* describing political socialization *goals* on the both levels (adaptation and development), as well as *values* indicating on the degree of socialization subject (*how should be the final result of political socialization?*) are analyzed. *Description pattern* answering question about origins of the political socialization problems of in the transition society (what is happening?) is suggested. *Explanation pattern* used for identifying the situation to ensure socialization process (why can't we get the result desired?) is developed. Software pattern based on the identification of education social resources as a mechanism of political socialization of the youth is created.

Methodical backgrounds of developing political attitudes of the youth by means of social education, including shaping value patterns of the political world, social and regulatory cooperation, political competences, civic attitudes, etc. are developed. [3; 4].

The laboratory staff worked out the research area of psychological pattern of political education – specific social attitude – mechanisms of political attitudes. Factors of structuring political students' world-view based on the suggestion that space and direction of political socialization are determined mostly by the social discourse in a transitional society.

Considering the fact that interaction of each of socialization subject is and at the same time corrects own interpretation of meanings and values of the common discourse [J. Mid, H. Blumer, V. Vasyutynskiy] and understanding of discourse as a dynamic kind of social practice shaping social world, personality, and identity and sets reality boundaries and helps to structure it (D. Potter, M. Ueterel, L. Phillips, L. Jorgens, R. Shveder, T. Titarenko), we have worked out a research *hypothesis*. According to the hypothesis the range of political socialization suggestions represented in the

hypothesis define continual number of meanings and thus interpretation frames defining political world-view of the students. This is the case when discourse interaction is a kind of social and cultural regulation process of political socialization; and basic meanings of public discourse reflect social expectations as for its vector.

A special program and research tool kit were worked out to confirm the hypothesis, based on non-classical and post-non-classical methodology combination. An empirical study of specific features of students' political world-view was carried out.

The program is created to perform research discourse of the political interaction in the context of values, goals, motivations, cultural and historical aspects, social capital and political practices of its subjects. The program is aiming at defining the basic meanings that determine the process of students' political world-view structure.

For the moment we already have preliminary results. Due to the latter some conclusions can be made, in particular the one regarding students' political world-view value component structuring.

During the first stage of researching special features of students' political world-view value component structuring value offers of online media, political forces programs, education programs were analyzed. The latter include education programs for pupils of 10-11 grades in schools of Ukrainian language of instruction— standard and academic levels the Ukrainian Literature, World Literature, History of Ukraine, World History and Law) and students (method of incomplete sentences is used). Content analysis of socialization discourse resulted that:

- approximately one third of the value proposals socialization discourse are symbolic and have no interpretation prospects;
- semantic range of proposals for individual values is narrowed and sometimes is represented by one pole of values; therefore interpretation constructs are absolutely predictable;
- values-goals and values-means proper to liberal political culture represented in the discourse very poorly;
- values and meanings based on emotional, unconscious constructs prevail in the Internet-media and most political parties;
- evaluation discourse is directed mostly to the past or present and but is not aimed at consolidation;
- discourse space is limited to the space interaction “power – person”; interaction of “citizen and power” or “civil society – government” “is not reflected in the value discourse;
- value discourse of socialization subjects is characterized by protest rather than radical character.

Socialization discourse proposals concerning political values were systematized, specified and became a background for developing tools for psycho-semantic research – a questionnaire consisting of 47 statements regarding seven most important themes of the discourse that was used to carry out investigation in eastern, western, southern and central regions of Ukraine.

Comparative analysis of factor patterns and content value proposals of the students from *central* part of Ukraine (represented by Kyiv and Vinnytsia universities), *southern one* (Kherson university), eastern (University of Kharkov) and western (Ivano-Frankivsk university) resulted to following:

- basic meanings of the value component of the youth political world-view in the central and southern, western and eastern have essential difference. A range of suggestions about the origins of the mentioned differences, can be made; including, first of all, historical memory, cultural specifics of the region, differences in the political discourse of the local elites, territorial features, etc.;

- despite the differences values discourse of all the students in all four regions is aimed at changing the existing order; but revolutionary values are more evident in the central and western parts than in the east;

- value aspect of the youth's political world-view in the central and southern regions is expressed by the value of the individual, that is set on active cooperation with the government, has an idea of interaction mechanisms and goals between agents aiming at providing human rights. Students from the east and west shape political world-view around the value of power, while political responsibility of the power is a condition for achieving aims (well-being and order) in the eastern part of Ukraine. As far as it concerns the western part of Ukraine it refers to individual's political responsibility.

Freedom values are represented in the patterns of basic constructs of eastern and western regions of Ukraine, but the need for freedom is not up-to-date. We can also state the simulacrum of "human rights" construct, represented in the patterns of the east and west by the fifth factor "condition of keeping human rights" (the respondents expressed non-understanding the nature of these rights);

- value discourse of the youth from central and southern regions of Ukraine is more rational and agreed regarding values-goals and values-tools compared to the discourses of east and west. The most controversial by the compliance of objectives and means, as well as ideas about ideas about the nature of individual values and the conditions of their existence is the eastern region students' discourse.

Data comparison of the first phase of research (socialization discourse content analysis) and psycho-semantic survey results indicates that

the students' political discourse is not equal to any subject of political socialization.

Analysis of factor pattern of the value component of the students' political world-view offers that define it, gives grounds to characterize it as modern one. At the same time the features of simulacrum, symbolic, mythological values constructs indicate on the need to confirm hypothesis suggested.

Significant differences in ideas about the nature of respondents' values who receive technical and humanities education (including human rights, freedom, revolution and evolution moods) were found out. Significant difference between political scientists and students of technical professions (by the parameters of freedom, human rights and responsibility for their own political choice and its consequences) was found. No significant difference between political science students and other humanities professions were found. The latter give grounds to make conclusion that modern educational discourse is not aimed at shaping value component of students' political culture. But differences found during research are not caused by targeted educational influences on the process of structuring youth discourse, but due to different intellectual strategies that are used for understanding value offers of social discourse by the youth willing to work in the technical or humanitarian spheres. The task of political education content reorientation becomes update considering the abovementioned (see. Psychological pattern of creating the content of youth political education).

System creation meanings of youth value discourse of in all regions are: ***security, human rights and development***. Youth political discourse direction is determined mostly by relevance degree of the values of freedom, awareness level of the necessity of public control of power and readiness for revolutionary change. So a broad dialogue involving all the subjects of political socialization around these values and semantic constructs will do well for society consolidation as well as approving new value practices.

Diverging vectors of structuring value component of students' political world-view from different regions will lead to the further strengthening of differences (naturally), as well as totally opposed ideas of value priorities, acceptability of certain practices of political interaction etc. Hence is the need for inter-regional dialogue able to contribute to improving values and meanings, expanding the range of interpretations of all dialogue participants, and as a result people's mutual understanding. NGOs, mass media, social networks, and of course, political education can play the main role in this process.

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## **MEDIA PSYCHOLOGY AS A CONCEPTUAL BACKGROUND FOR MEDIA EDUCATION: BEST PRACTICES IN UKRAINE**

Information challenges are between all the problems that face human beings, but educational institutions do not pay enough attention to preparing children for effective interaction with media space. Results of monitoring show: a low level of media consumers' critical thinking is breaking an integrated system of high-quality media as necessary institution of civil society. Media education experiment in Ukraine based on the media psychological developments is presented in the article. Media psychological background is overviewed: it consists of the media risks and media misused concepts, but proposes media creative educational practices, which motivate children to friendly communicate and productively collaborate on the base of reflexive feedback. New challenges of media education implementation are discussed.

*Key words:* media education, media literacy, media creativity, youth leisure activities, virtual environment, reflection, reflexive approach

### *Informational challenges and efforts of educational institutions*

The mankind has entered a new phase of its global development determined by two types of the most significant challenges: ecological and information ones. First ones determine the conditions of the physical (material) human survival on the planet. The biosphere of the latter suffers irreversible changes influenced by anthropogenic activity. Information challenges are between all the problems that face human beings. It is owing to the fact that ideas (thoughts, decisions, criteria, approaches, values and other intangible assets) are created and spread in the area of information that can affect all the aspects of human life. The last decades are characterized by the increasing of time spent by the people in interacting with information world of processed by various media. A particularly noticeable is moving children's and youth's leisure activities into the virtual world (from listening to music of different radio stations up to social networks in Internet). Human life is characterized by post-virtual qualities; but virtual media events (and sometimes even simulacra) are crucial in taking vital decisions, setting life goals, shaping one's own future.

Educational institutions don't pay enough attention to preparing children for effective interaction with media space despite undeniably important role of information from the media for the human life in general and contemporary children's in particular. Educational system content and its organizational structure don't meet the requirements imposed by the

changes that humanity faces though it stays in the old material and industrial approach. Adopting a dynamic modern information environment where child lives is spontaneous; there is no constant educational support. It happens rather often that adults let their children to be in media space without any compass, and don't teach them to navigate by the stars. Unfortunately children face media-risks that can harm, destroy their health and psychological well-being, retard in mental and physical development, and make relations more complicated [1].

'Media education needs to be recognised as a fundamental human right' – said at A global strategy for development of Media Education, proposed by UNESCO at 2001 [2]. Media Education is a branch of the pedagogical science teaching and practice aiming at finding effective ways of overcoming challenges of the information space; ensuring children's preparation for effective interaction with modern media, as well as developing media-immunity, critical thinking, the ability to media-creativity, general media literacy and media culture. Media education has been the construction of different roads linking sometimes-isolated areas of news literacy, digital literacy and so on. As media grow and change continually as media education must overtake always. But the opposite way may be. Start point of media education is not from media, but from psychology of children.

The conceptual background for modern media education in Ukraine is Media Psychology. The latter is a new social-psychological field combining psychology of mass communication and new media, psychological approaches to mediation, communication psychology in both virtual and real worlds and psychology of social dialogue in general. New Social Media-Psychology is a branch serving to civil society rather than media-producers as it used to be earlier. The mission of Media-psychology is in assisting media-educators in mutual influence of producers and users of information products moderation, preparing children for effective interaction with the world of modern media.

*Creation of the laboratory of mass communication psychology and media education*

Laboratory of mass communication psychology and media education of the **Institute** of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine has the leading role in establishing media psychology in our country for past 8 years. The need for creating specialized laboratory was defined by information space and Ukrainian citizens' public opinion poll investigation results, carried out by the **Institute** by means of monitoring, including confidence in the national media (since 2003) [3; 4] and the leading national TV channels [5]. Data analysis revealed as following: media-sphere in the country is changing greatly in the conditions of its independence, transition from totalitarianism to democ-



racy, commercialization, convergence etc. But citizens' views of media are mainly defined by out-of-date paternalistic expectations, without considering major changes, until recently. Media consumers don't require real high quality production, they don't understand the nature of language and level of modern media-messages; thus they are vulnerable to media manipulation etc. A low level of media consumers' critical thinking is broking an integrated system of high-quality media as necessary institution of civil society. Consequently education system should consider the urgent public demand, and scientists should provide grounding for changes needed for creating methodological and theoretical bases for media education development.

Since Laboratory of mass communication psychology and media education was created its efforts were aiming at developing conceptual apparatus, criteria and research methods of personal and mass media culture as the most widespread phenomena. It integrates a wide range of media literacy phenomena, media-competency, digital and information literacy, e-health, cyber-culture etc. A nationwide media culture monitoring of the Ukrainian population was started [6]; the first in Ukraine experimental program for senior pupils media culture (N.I. Cherepovska) and corresponding teacher guide [7] were developed. The Concept of implementation media education in Ukraine [8] was approved in 2010 based on scientists works on media-psychology of National Academy of Pedagogical Sciences of Ukraine. Ministry of Education of Ukraine issued a Decree on National Experiment of Media Education Introduction in 86 secondary schools, Autonomous Republic of Crimea and 8 regions of Ukraine (Ministry of Education order # 886 dated July 27, 2011).

#### *Media psychological developments for media education*

The article is aimed at reviewing the contents of Laboratory scientific research results held in last four years under the topic "Social and Psychological Aspects of Information and Educational Spaces Interaction in Ukraine" (2009-2013). The main objective of the research was aimed at identifying specific features of information and educational spaces interaction in the conditions existing nowadays concerning Ukrainian society informatization, defining contradictions and effects of media and education mutual penetration, determining place and role of media and media education in personality socialization, developing theoretical and methodological backgrounds of age media psychology, meeting requirements of new challenges as well as the main media psychological aspects of children's development in society.

Theoretical search resulted in creation age periodization of media risks on the base of reflexive approach (L. A. Naydonova [9]), several concepts and patterns: social information types (O. T. Baryshpolets [10]), complex media cultural phenomenon (O. L. Voznesenska [11]), five

measurements of media virtual environment (L. A. Naydonova [12]), socio-psychological temporal mechanism of media dependence formation (G. V. Myronenko [13]) media creativity and media perceptive communication (N. I. Cherepovska [14]).

Theoretical elaboration verification was based on sufficient empirical background: all-Ukrainian mass representative surveys of population and parents of children of all the ages (approximately 4,000 persons), two mass diagnostic tests in experimental secondary schools (approximately 6,000 persons), local empirical studies of children and their parents, students and pupils of all the ages.

The national socio-psychological pattern of school media education was suggested based on the researches performed. Conceptual framework of media psychological framework of creating school programs on media education for children of all the ages was developed. A competition on school programs by joint efforts with NGO's was launched and their experimental testing was started. Conceptual backgrounds for asynchronous media education, pupils' media socialization in individual form of education, animation studio as a form of creative media education for pupils, media club as form of media education for general public. All of the abovementioned is represented in a number of educational programs for pupils, students, and teachers' professional development.

N. I. Cherepovska had enunciated the idea of individual's media creativity as its important social and psychological resources in the conditions of human life in the information society media reality. Media creativity resource is a possibility of implementation new communication types. The concept of "media perceptive communication" was introduced. It defines recipient's inter-psyche communication with media texts created by others. The concept of media perceptive communication is revealed by means of two new phenomena: "*self to gadget*" describing specifics of human existence in modern conditions, and "one-on-one with media text ("*self to media text*") clarifying viewer's interaction with a cultural text, i.e. visual media text under the rules of its perception, a way of processing visual information, the ability to apply fragments revised. The method of "Media reflection" for youth introspection to develop a focused, meaningful approach to visual display, self-regulation on consumption of visual media products was created.

O. T. Voznesenskaya analyzed perception of mass media content by children of all the ages. She defined age specifics of media using by pre-school children. It sets the background of age periodization in child's interaction with information space. The suggested concept of *complex media-cultural phenomenon* as a form of media space self-organization assists in understanding specific of interaction with modern media space. It provides

different social sub-systems mutual penetration. Thus, images and characters created in the sphere of media are widely used for commercial purposes, become elements of everyday life; penetrate into the educational environment representing values and moral principles. The phenomena of vampire-trends, Potter-trends and other that were studied as ones influencing greatly children's environment could be examples of such complex phenomena.

Psychological well-being of the child can suffer from harmful influence because of potential dangers of complex media cultural phenomena in case if there is no systematic media education creating media immunity and critical thinking skills. O.Ye. Golubeva has made family-content analysis of major Ukrainian news channels in this context. Considerable image distortions of a typical Ukrainian family were found [15]. Those are: underestimation or even complete disregard for father's role, negative association of large families as a source of problem family etc. Considering the tendency of children's excessive consumption of media products out of parents' control and its negative influence on the family system it is the necessity of media education family the need for family media education was grounded. It means the possibility of raising media culture in the family by direct influence on the family by the child. Family is the nearest social environment, where all the media risks of the child can be recompensed at the appropriate level of media literacy of parents and media culture of the family in general. The program and guidelines for club meetings of social rehabilitation "Family Media Education" for art groups and general secondary education institutions were created by O. T. Voznesenskaya and O.Ye. Golubeva.

Analysis of parents' views on the TV-influence on their child [16] revealed the need for media-producers to solve the problem of threat to children's health and development. In particular, the relationship of excessive TV-watching by preschool, junior and senior school age boys leads to overweight [17]. Thus the risk of related diseases diabetes in particular and others has been confirmed in international studies for many times. The need for implementation a national system of more informative graphic warning signs to inform parents about potential danger for children of certain age from watching media production, which can be harmful, was grounded based on parents' views questionnaire. International experience proves the use of such systems to be an important part of state media education programs. Information section about warning signs is a part of the manual on "Media Culture" for 10th grade pupils, approved by the Ministry of Education of Ukraine and recommended for use in general secondary education institutions.

The work on media education is aimed at introducing scientific media psychology developments in the broad media education practice, creat-

ing media education movement of the public, scientific support of the network of Ukrainian media educators has good results.

*First results of media educational experiment and new challenges*

O.T. Baryshpolets has fixed an increase of general level of media education innovations support by teachers and pupils; Ukrainian teachers' community is becoming more prepared for introducing mass media education. Media culture of the adults and youth has positive trends in its development. These are as following: increasing the role of information needs and interests in leisure activities, increasing ability of navigating in information environment, selection approach, criticism, ability of identifying manipulative techniques in the information flows and opposition to the ideas promoted, although the amplitude of these shifts does not reach the level desired. The worrying trends are found and need further scientific research.

Thus, duration of viewers stay in the artificially created TV-reality that sometimes becomes the most important in defining attitudes, values and life decisions than influence of the nearest social environment. There is a virtualization of leisure activities of the youth; children spend more and more of the free time on the computer games, communication in social networks or information search on the web-sited (instead of needlework, contact with nature, family, relatives and friends, physical education and sports). We are witnesses of the ongoing Internet boom. Recent years are characterized by increasing the number (from 34% in 2008 to over 80%) of senior pupils relaxing and having fun in Internet. The frequency and duration of TV-programs watching among pupils and students is reducing but time spent on computer work and leisure as well as stay online is increasing.

Conceptual background for media hygiene as a system of cyber-users information and technological security and psycho physiological prevention from negative effects of multimedia technologies was created by G.V. Myronenko to overcome these challenges. A motivation and temporal pattern of media dependence development as non-constructive forms of interaction of the individual with multimedia technologies was created. Diagnostic parameters of Internet activity specific features of the youth and subjective time of Internet users were defined.

The appropriate diagnostic techniques of Internet users 'subjective time virtualization' were created. The phenomenon of "*online life saturation illusions*" (a combination of acceleration, moments of time and sense of inner the emptiness after staying in the Internet), "distance bias" (tracing the lives of others is more important than one's life as a tendency for living the "life of others" were recorded and described. As a result the sense of non-satisfaction with one's own life, low self-estimation level, depressive moods), "virtual acceleration of the subjective time" (the sense of accelerating course of time during virtual activity rather than real life) were recorded

and described as well. Media users' motivation and semantic sphere transformation (a kind of "shift from reason to the purpose" by O. Leontiev) become socio-psychological mechanisms of creating media dependence. It is based on double-natured modification of the subjective time, acceleration or and slowing down or "infantilization". A range of theoretical and practical problems as well as guidelines on "Media culture interaction with Internet reality" (for high school pupils, teachers, and school psychologists) was created.

Senior pupils' media culture monitoring revealed crucial role of audio media activity (listening to the music by means of various gadgets constantly ranked first in 2008-2015 years regarding leisure time). Thus N.O. Obukhova had started creating topics for audio media culture. An empirical study of the influence of audio media on the pupils' socialization, including individual forms of education was made. Criteria for audio media culture of the senior pupils were defined; practical methods for its improving developed were created.

#### *Conclusion and perspectives*

Specific features of information and educational spaces interaction are in recognition of media educational need by teachers, parents and pupils as subjects of educational system in post-totalitarian conditions and formation of media educational movements for safe and children-friendly media space. Media psychological background consist of the media risks and media misused concepts, but propose media creative educational practices, which motivate children to friendly communicate and productive collaborate on the base of reflexive feedback.

Scientific results of the Laboratory of Mass Communication Psychology and Media Education are being actively implemented in practical activity; its scientific staff is flexible to educators' social demand and of all the people in general. The increasing number of media educators' in the network and understanding media education as an important component of state information security cause a great demand of media psychological knowledge. However, development of media psychology requires fundamental researches of information behavior patterns in different sectors of the virtual environment, interaction of virtual and real communication, individual styles and specific features of different media practices of different subcultures representatives and local communities. The list of promising media psychological directions can continue because intensive changes in media space and society as a whole cause the need for constant reflection of themselves in the sphere of media necessary for preventing numerous media risks.

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**SOCIO-PSYCHOLOGICAL ANALYSIS OF DEVELOPING  
THE CONCEPTS OF POLITICAL AND LEGAL CONSCIOUSNESS  
IN DIFFERENT PERIODS OF HISTORY**

In the article the author does an attempt to analyze the dynamics of the concepts of political and legal consciousness in philosophical and legal theories and distinguishes their social and psychological component. It is emphasized that already in ancient political and legal consciousness the concept of rule of law emerged and acquired the contours of ideas of the political freedoms of citizens. The author notes a significant contribution of Roman philosophers, in particular Cicero, to the further development of the legal state concept. Cicero was the first to define such property of the law as giving equal rights to the socially different people. The author also outlines European conceptions of legal consciousness at the period of dark ages. The special attention is paid to the concepts of political and legal consciousness, which were engendered in New time, as exactly in this period in the first time the state and society began to be examined as the different phenomena, namely the state appeared as a source of the real political power. Exactly in this period considerable development of political and legal thought resulted in appearance of authoritarian and liberal-democratic political and legal conceptions. The authors of authoritarian political and legal conceptions considered that power must be absolute, unique and indivisible. So, conception of Thomas Hobbes foresees complete limitation of political freedoms. But the the main aspect of liberal political theories were justification of individual's freedom, new aspects of public and civil freedom and question about the limits of power (John Stuart Mill, Jean Jacques Rousseau). XIX and XX century were marked by appearance of theories which asserted the lack of state tyranny, citizen's equality before the law and examined a right as the order of freedom. The analysis done by the author allowed to draw conclusion, that the considered theories of political and legal consciousness reflect certain ideas fixed in theory as well as in the public mind: power, subordination, freedom, rights, duties, responsibilities. Political and legal theories revealed in the article include social and psychological context: human's relation to the society, state and political power.



*Key words:* state, politics, law, society, rights, duties, freedoms, responsibility, justice.

*Problem.* Changes in our country, especially recent events make up-to-date the question of psychological basis for providing creation a new state organization and social relations regulation. A new legal and democratic state cannot exist without citizens' willingness to live obeying certain rules. It goes without saying that societal consciousness must meet the requirements of the new state. So there is a need of finding new theoretical approaches, in particular it refers to the analysis of psychological phenomenon of "political and legal consciousness", specific features of shaping and developing political and legal consciousness of the individual.

*The purpose of the article:* is to follow dynamics of developing political and legal concepts of consciousness in the philosophical and legal theories and distinguish their social and psychological component.

The construct of "political and legal consciousness" is not widespread among scientists, but lately it is described by some philosophers in the scientific articles. This is not by accident.

Numerous theories of law and the state are known to have arisen in the frames of philosophy. Philosophers tried to answer the following questions. How to build a fair society? What should be relationships of man and the state like? What are person's autonomy limits or limits of state intervention in the human life? What should relationships between man and society be based on? What should man should aspire in the social development?

We believe that these problems can be related to **social and psychological** ones, because their socio-psychological analysis at all development stages of philosophical and legal thought will enable understanding the problem of political and legal consciousness in its formation and development.

Analysis of ancient philosophers works gives researchers grounds for concluding that foundations of theoretical concepts of legal consciousness were made in that period. Development of political consciousness concepts wasn't mentioned in the ancient period because ideas of law as a social institution were hardly related to the power institutions. Ideas of political power were personified, i.e. they referred to the personality of a particular ruler in the social and political consciousness rather than to the performance of certain roles and functions regarding society management. This is the case when institution of law, is regarded as the one limiting rulers' power.

Plato referred to the Law as a special value because of imposing certain duties on the people and eliminating manifestation of individual freedom, i.e. everything that was separating the people. Plato's personality is

seen as a one whole with the state (polis); and social life is in order which makes a perfect social harmony. Obviously, it arises from philosopher's psychological views on the personality nature and the aim of individual's social life. His theory of the ideal state was based on his own anthropological (psychological) and socio-political views. Soul perfection and its salvation are regarded as the goal of human life by Plato. However, the philosopher believes that the human cannot do this alone, thus the state appears. He is convinced that philosophers are the only ones able to manage the ideal state. Plato requires for the philosophers-rulers an absolute power, complete control over the citizens (Plato is considered to be the founder of totalitarian state) [15].

Political, legal and psychological views of Aristotle are of great interest. Characteristic of the human as social (political) entities is the basis for this view. Aristotle considers the concept of "state" and "society" to be almost equal. He considered the essence of the state to be in the **political community** of people united for achieving the common good. Development of moral aspirations of citizens was reviewed with the term of "good", and virtues formation was seen as state goal. According to Aristotle, all state citizens must be equal and free. Freedom is regarded as a **political freedom**, i.e. the opportunity of participating in state governing. Even though "equality and freedom" are proclaimed, Aristotle makes an exception for women and allows slavery as a social need. We can say that for the first time a human in "his state" is a **subject of politics** and a member of the political community and a **subject of law** as private property carrier [3,13,14,15].

The common goal motivating people to unite in one state is a good for everyone. Based on this common goal, politics and law are regarded by Aristotle as **justice**. Policy-justice is a possible merging into the political communities and participation in state government. A right-justice means specific relationship between free and equal members of the policy included in the two systems: the vertical (police-citizen) and the horizontal (between individuals). Aristotle is sure, the law brings "smart" in the relation of domination and subordination. He was convinced that law made people's rights equal in social life, and the law (provisions of law) is a general rule of behavior. He is sure this is the way that the institution of law creates social and psychological climate of calm and **confidence**, because it is mandatory for everyone and depersonificated [2, 5].

Aristotle is the first in separating political and private life and highlighting two spheres of legal regulation of the activity of people and, thus, separates a man and his privacy from interference of the government. He distinguishes law as a rule of behavior and justice or **truth** which is above the law, i.e. divides the concept of social and moral norms. Considering natural law (the right of the individual) to be priority rather than law (posi-

tive law), Aristotle believes that state laws must conform with social relations and to reflect changes taking place in the public consciousness.

We should mention that there were no ideas about individual freedom at that time. There was dominating idea of individual **duties** rather than rights. Ideas of human freedom were associated with social order, and individual rights were not important. The law ensured social freedom, which regarded as a social duty, not a personal right.

Aristotle believed that law should give benefits to all the citizens, not just those who make laws in order to build a fair society. According to the Aristotle, the fair in the political relations is reasonable, that is why law should limit these relations. **Fairness** in society is defined by the law in all spheres of social relations, including political (**power – subordination**) [2,5,8,15].

Thus, we can say that the concept of **rule of law**, but not a person (ruler) and citizen's **political freedoms** were formed in ancient political and legal consciousness.

Ancient Roman philosopher Cicero made a new step in creating the concept of legal state. Cicero and other ancient philosophers didn't relate the concept of law and state. That meant dealing with legal society only, rather than legal state. But Cicero considers the state to be the property of the people and he considers people, to be a union of humans with common interests and equal treating the legal issues. In particular this refers to such property of the law as giving socially different people equal rights. (**This provision almost equals to modern understanding of the nature of law**).

In regarding the freedom Cicero goes beyond Aristotle, who understood personal freedom as obligation to participate in public affairs. He points at social freedom as citizen's **right**. He believes that social freedom is achieved by means of **consensus** [9, 14].

The concept of political and legal consciousness was influenced by medieval Christian doctrine, which became a source of individual morality and brings the "spirit of the Christian sense of justice" in people's relations. Thomas Aquinas was a bright representative of the ideas of Christian doctrine. He creates the concept of Divine law as a manifestation of God's mind and will. He believed that human laws are needed only because people live in sin and should be directed by threats of punishment.

His concept reflects the state of development of European legal consciousness of the XIII century. This is the period when law is not the main regulating mechanism of peoples' relations in private and socio-political life.

In his work "The Amount of Theology" he establishes laws hierarchy: eternal law, divine law, natural and positive law; the highest power is

given to the law of the divine will. He believes that the positive law prevents people from doing evil and ensures peace. [1]

Thomas Aquinas as a carrier of Christian doctrine ideas emphasizes each person's **individuality** that is given by God. Hence is the origin of understanding by each person the individual existence and its **self-value**.

In modern times state and society for the first time are regarded as different phenomena, and state appears as a source of real **political power**. There appears the first political theory of the "limited state". It protects the law from state and state laws, because the laws of civil society (private law) develop together with the community and do not depend on the will of political power. The principles of **equality** and **freedom** are formed in the civil society and they are transferred to the political relationship. That was the time for political and legal thought to focus on the analysis of different kinds of control over the monarchy. For example, it refers to political and legal traditions of the England; there appear authoritarian and liberal democratic political and legal concepts.

The founder of authoritarian political and legal concept was Thomas Hobbes. His political views were outlined in his treatise "About the Citizen" (1642).

Hobbes believed the "war of all against all" to be natural for the human. Therefore, to have a common good and social peace people should give up their political rights and transfer them to the state. The latter can force everyone to adhere to the decisions made. The power must be absolute, unique and integral. The concept of Hobbes reflects a complete restriction of political freedoms and maintain economic ones [4,7].

Ideas of John Locke, a philosopher, economist and psychologist are of great interest of our research. He is convinced that there are no innate ideas, but all of them are from outside (feeling) and experience of internal (reflection). Ideas acquired from the experience are used as knowledge materia. J. Locke was the first in separating clearly the notion of the individual, society and state, he preferred the individual obeying to the society. Society is over the state. Locke is convinced that society can create a new state power if it is not satisfied with existing one. The aim of the state is protecting individual's natural rights.

John Locke was the one to create a liberal democratic alternative to the authoritarian modernization of Hobbes. Its concept is in the extended postulate of indissoluble unity and correlation of the main political and economic rights. In contrast to Hobbes, natural rights are not lost in the state of Locke, the individual keeps them. Citizens' political rights limit the state power and prevent from economic rights violation. Locke is convinced that it is possible to guarantee individual economic freedom in case of political freedom only. He suggests division of power between various state institu-

tions in order to protect people and society from the encroachments of the state.

J. Locke is democracy theorist condemning any restrictions of representatives of people's rights on behalf of the dynasty. It is revealed in his major political work "Two Treatises of Government" and "Letters of Toleration". He is sure that people created the state by concluding a dual agreement of each individual with others about the transfer of their natural rights to society and with state about keeping their natural right for freedom. The agreement resulted in establishing "rules of the majority", which guarantee individual's protection from tyranny by means of taking laws. The principle of **consensus** gives an opportunity for effective collective action. Locke representative democracy (controlled by the voter) to be the safest and offers a theory of power separation. He believes that the state arises due to mutual people's consent, and this is the background for government **legitimacy** [10.6].

The concept of power separation was developed in the works of the French philosopher Charles-Louis Montesquieu. His famous work "The Spirit of the Laws" (1748) gives the thesis that power division into legislative, executive and judicial is the main guarantee of individual's political freedom. Montesquieu is the author of the constitution draft establishing balance between legislative and executive branches of power [8, 9].

The humanistic ideal of a self-identity leads to the search for new principles of understanding the state and state governor's activity. The views of Nikollo Machiavelli are of great interest in this aspect. Machiavelli was convinced that state appeared out of the God will but arises due to the people's needs, their interest in life protection and property saving. He developed the idea of the **private** and **public** good to be related. Machiavelli regarded legislation and law as the background for **freedom**. But his concept of freedom is rather restrictive. It is because *in normal times* freedom is a security contributing to the **citizenship** (only free people can participate in the political life) they should be taught as for participation in state governing processes. In times of crisis freedom is contrary to the security, and thus it should be limited (requires dictatorship) [9].

Justification of individual's freedom is the main aspect of the liberal political theories. John Stuart Mill in his book "On Liberty" (1859) was seeking about the **limits of power** and highlighted new aspects of social and civil liberty [11].

Radical democratic theory of power of Jean Jacques Rousseau arises as a certain antithesis for liberal democracy theories. This theory is based on the denial individual's independent role in the society and its total subordination of the public. Rousseau opposed to representative democracy, and was adherer of the principle of direct national governing. In his scientific

work “Of the Social Contract” (1762) he described the concept of corporate democracy i.e. when people got an agreement and each individual yields his natural rights and becomes part of the whole. In this case, the individual keeps his freedom as a part of the whole. Rousseau defines general will as the whole. This freedom is the state that embodies and protects individual freedom [8, 9, 13].

In the XIX-th century there appeared political theories of the “rule of law” that were developing in the frames of political, sociological, legal science and followed the tradition of protecting rights of society members. Thus, the term of “rule of law” is revealed by Albert Venn Dicey a famous English lawyer in his work “Foundations of public law of England”. According to the author the concept of “rule of law” has three values: the lack of state tyranny; citizen’s equality before the law; English constitution created historically and not proclaimed by the authorities [9].

XX-th century is characterized by the birth of so-called libertarian theories of law and democracy.

Friedrich Augustus von Hayek is an absolute leader of libertarizm. His legal approach can be related to this branch of science. Freedom is of total value for him because it is the source and condition for all the values. F.Hayek is convinced that there are no general ideas about justice in the society and based on it denies existence of moral justification for the law. Legal freedom means social life conditions when coercion of some people in relation to others is minimal. Right is the order of freedom. He distinguishes two types of order: spontaneous and organized by the government. He is sure that freedom and right can be correlated only with spontaneous self-developing order; social justice is important in an organized manner only. If the legislative branch takes responsibility to create a fair order, it causes decline of spontaneous order and establishment of collectivist forms of society and, finally, totalitarianism.

Friedrich Hayek believes that since there cannot exist a single view of justice in the society, the state cannot take responsibility for maintaining justice in the society. Society is a spontaneous order, which is defined by the law; otherwise there can be a danger of totalitarianism [9].

The Russian School of Law of the late XIX-th and early XX-th century made a significant contribution in the development of political and legal concepts.

Representatives of this school continued the tradition of natural law thinking about political and legal awareness. Their theory is based on the personality concept under which personality and its dignity are in the center of social life, and its structure includes spiritual dimensions. It means that person is recognized to be free and neither society nor government can deprive it from the freedom. The state needs to protect personality’s primary

freedoms by means of laws. Since personality is the primary element of the state thus the encroachment on the human freedom and dignity can destroy the state. Philosophers are convinced that life purpose of any society and law should be an individual. First, it should be the personality and proper to it individuality, spirituality and human dignity. Legal consciousness of society is based on the primary legal consciousness consisting of the system of evaluation notions about **rights** and **duties, prohibited** and **permitted, fair** and **unfair**. A prominent Russian philosopher S.L.Frank in his fundamental work “Spiritual Background of the Society” highlights the concept of the “ideal background” of legal relations and relations between power and society, which is their **credibility**. The notion of legal authority and power relations in society is revealed by S.L.Frank by means of the basic category for his analysis of “needed”. Frank considers the category of “needed” to be the primary one that constitutes human life and, first of all, the moral life. The ideal power of “needed” is a voice of conscience, and person’s specific is constantly transforming itself, because of the moral consciousness. Moral consciousness of the human (understanding of “needed”) is a practical expression of human spirituality.

According to S.L.Frank real legal relations are based on the primary legal relationship consisting in understanding the feeling of “needed” in the relations between people. So Frank denies attempts of positivist theories to interpret the law as a set of guidelines of the dominant force in the society, i.e. power, or as a voluntary agreement. This position is explained by him as power guidelines or agreements that can be a source of law only in case if recognized as legitimate (authoritative).

Frank considers the primary source of law and power to be is their authoritativeness, i.e. only **an authoritative power has power authority**. Relationships based on credibility, provide internal approval of subordination. This is the only case when requirements are not regarded as pressure.

Political power is defined by philosopher as authority, the will of which is mandatory for society members, because it defines the ideal “needed” as specific human relations. The voluntary subordination to power or legal norm is based on the direct awareness of the duty based on the understanding of legality, the credibility of the government and legal norms. Loss of credibility leads to a loss of psychological forces. Thus we face a destruction of legal institutions and authorities. As it was mentioned, Frank considers the basis of voluntary recognition of the authorities to be the credibility that is determined by the criteria of **truth** [12].

Socio-psychological analysis of the concepts of political and legal consciousness in different historical periods enables us to make **conclusions** as follows:

1. Political and legal theories are based on the concept of personality that responds to the social and psychological problems concerning individual's relationship with society and state.

2. Theories of political and legal consciousness reflect certain ideas fixed in theory as well as in the public mind: power, subordination, freedom, rights, duties, responsibilities, prohibitions, permissions, truth, justice, trust that make certain behavior standards.

3. Political and legal theories revealed in the article include social and psychological context: human's relation to the society, state and political power, ideas about behavior standards, priority of personal or social values, social equality of the representatives of different social groups, criteria of justice of laws and state regarding individual's rights protection and criteria of trust-distrust, acceptance (legitimacy)-rejection of power and legal institutions, ideas of law as a regulatory mechanism of social relations etc.

Psychological background for establishing a legal, democratic state is the appropriate level of legal and political awareness, political and legal culture of the main social groups, the youth in particular. That is why the state, state and public institutions face a range of practical problems, and scientists should participate in solving them.

In January 2014 the Laboratory of "Psychology of Political and Legal Relations" was created in the Institute of Social and Political Psychology of the National Academy Pedagogical Sciences of Ukraine. Its first scientific research is "Psychological Factors of Establishing Political and Legal Consciousness of the Youth in the Ukrainian Society Modernization". Its goal is building an integrated social-psychological concept of establishing legal and political consciousness of the individual.

At the stage of understanding the problems and creating a social-psychological concept of political and legal consciousness by scientific research staff of the Laboratory has conducted conceptual backgrounds and operation notion of "political and legal consciousness". The structure of the political and legal consciousness is discovered and described by Z. Sivers, V. Dukhnevych. Socio-psychological analysis of the components of the structure of political and legal consciousness: the idea of justice as part of political and legal consciousness of the individual is carried out by Z. Sivers. Confidence in the state and legal institutions as a part of political and legal consciousness is regarded by I. Larkina. The internal regulation of political and legal consciousness is examined by V. Duhnevych. In-system relations of different types of responsibility in the system of political and legal consciousness are studied by S. Baranova. Communication mechanisms of legitimate political and legal norms are regarded by O. Osadko. The phenomenon of "political and legal nihilism", "political and legal infanti-



lism”, “political and legal amateurism”, “political and legal idealism” are analyzed by O.Kudermina. The phenomenon of information manipulation of the Consciousness is studied by O.Moiseeva.

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## SOCIAL AND PSYCHOLOGICAL ASPECTS OF PUBLIC OPINION MANAGEMENT TECHNOLOGIZING

It is alleged that, despite the long existing idea about the public opinion and practical experience of its management, the real possibility of developing research-based technology of its formation appeared relatively recently. The main stages of technology development are described. Creating the technology suggests decomposition of activity into separate components, their separation from exploiting the technology in the form of relevant awareness of what should be done, in which sequence and in which way in order to achieve the desired result. It is shown that the development of technologies of creating a consolidated public opinion must be based on the socio-psychological understanding of public opinion, which, in particular, stipulates distinguishing between individual and public opinion within individual consciousness, and clarification of community members' ideas about the nature of differences between speakers of different opinions, the characteristics of the relationship between them etc.

*Key words:* social psychology, public opinion, consolidation, technologies of management.

People were aware of the role of public opinion management for a long time before the term of "*public opinion*" appeared [3; 5; 6]. It is considered to be used for the first time by D. Salsberi, the English writer and statesman of the XII-th century, to denote people's moral support to the parliament. The very same problem of public opinion determination and interpretation arisen for the first time there in the ancient philosophy. However, that social psychological phenomenon had different name, the one of "*public opinion*".

Ideas about technologies shaping public opinion appeared quite recently [14, 17], although some of them were used in ancient times. Egypt priests and pharaohs could have use of rumors; there were wall newspapers to explain to the citizens government's actions in the Ancient Rome. And a brother of the famous rhetor Cicero in his letter to him said: "Different innate virtues of the candidate can be important, but artificially created image rather than a natural behavior will lead to victory in the election campaign that lasts only a few months". Speaking modern language, he insisted on the image of the candidate as a key factor of the victory. Machiavelli wrote that "the Emperor has no need to possess all the virtues, but there is a direct need to look as the one having them".

The word "technology" is very old as well. It is mentioned in the culture of the 5th century BC. A German scientist Johann Beckmann (1739-

1811) used it in 1777 as a special term to name a separate scientific discipline.

It is evident that some knowledge about the public opinion and its management technologies existed long ago. However, only nowadays when there was a request for the conscious development of technologies shaping public opinion, they “met”. Let’s try to find out why it happened and what problems we face because of this “meeting”.

What is technology? What is technologization? One of the possible meanings of the word “technology” is the amount of knowledge and skills enabling creating any tangible and intangible objects from existing resources. Other meaning is that technology is the method of processing power, information or materials for achieving a particular goal (usually for creating certain product). Technology combines methods, procedures, techniques, various operations etc. and is based on the technical equipment, tools, material.

Perception of technology and art by modern person is as meaningful opposition although etymological analysis of the word indicates these words to be synonyms for a long time. The word “technology” (Greek *techne* “Art” + *logos* “word” ) is often translated as “*mastership doctrine*”. On the one hand the mastership itself is regarded as a craft, skills in a particular area, and on the other hand as high performance art of doing something. That is why a real skill can’t be identified with any clearly defined amount of available professional knowledge and skills and it is defined as a high and constantly improving art. Recently it was finally divided into “technology” and “art”. For instance, in the XVIII-th century the metallurgy was related to the field of “arts”.

In my opinion the main three stages can be distinguished in the development of any technology. Those are as described below.

**The first stage in technologizing** any process enabling appearing of the technology, is an individual mastership. It is based on a synthesis of the individual empirical experience, which often can’t be verbalized or fixed in paper (documented) in some other way. So perhaps it was not a coincidence that an individual craft was called mysteries (secrets) up to the XVIII century. Only a person of many years’ experience in the relevant field was able to use them. It was very often that individual secrets of great artists died along with them because they were unable to transfer knowledge to their students.

**The second stage** in appearing technologies can be determined as the stage of certain activities “technologizing”. Peter Shchedrovyt’skiy introduced the term of “technologization” to name conscious activity aiming at creating a range of procedures and actions necessary for achieving applied goals, and rebuilding patterns of such chains. The technology is ge-

netically “built in” certain activity. Technologization “separates, alienate” technology as a certain amount of knowledge and skills in a particular activity from the process of its implementation. And it also allows getting back to the technology as a sequence of actions and operations after certain period of time.

But technologization enables technology separation as a certain amount of knowledge and skills in a particular activity from the process of its implementation as well as also allows and even involves constructing units (modules) having the property of creating different systems and breaking down into pieces, utilizing, and integrating into other systems, including other technological chains. Some elements and chains can be replaced by others during this process.

Originally technologization is strictly applied activity. However, even in a hidden, implicit form it enables exclusion of certain methods or actions of the individual performing them, and their replication. Technologization is aiming at experience transfer from one person to other (or others). This implicitly assumes that one (those) receiving the broadcast experience are interested in its reproduction and seeks to learn the way of doing activity the way leading to the desirable result.

The simplest form of technologization is imitation. Technologization owing to imitation can stay unfixed by consciousness. Embryo forms of technologization activity can be seen in animals’ activity.

Rituals, ceremonies and traditions were also a means of fixing a certain idea, useful experience, as well as a kind of “tool” for mastering by the human man's own mental processes.

Another way of technologization is an instruction “do as I do”. It can be done by other person (student) when identical tools are used and similar effect will be achieved if individual steps and actions are made.

Activity “subjectification” has accelerated when human language appeared and reflection was used. Its decomposition into constituent “elements” and “blocks” had been accelerating from ancient civilizations to the present day. Activity is decomposed into its constituent elements, as well as it is distributed among different people. Different people or mechanisms, technical devices are assigned to perform certain actions. Actions’ sequence and certain activities and operations duration are of great importance. Mystery of production process disappears, resulting in individual mastership to lose its significance to some extent. At that moment several apprentices are able to do what was previously done by great master only. However, at this stage it is generally known WHAT and how and in what sequence should to be done to achieve the result desired. But often it remains unknown WHY it is necessary to do exactly this and not otherwise to achieve the goal. Science is supposed to answer the question “Why?” It is not surprising that the

following chain should be created during discussing innovations i.e. shaping new knowledge; its transformation into the new technology of producing new product or service; technology commercialization. However, exactly this order of sections in this chain has set recently, though it seems evident to many people. This evidence is based on the widespread misconception that science had acquired its current high status in XVII-XIX centuries because of its “self-evident usefulness”. However, even a brief excursion into the history of science proves that this is not so. The success of science were “by its own”, and the success of technology “by itself”. Invention of steam engine, locomotive, ship, loom ... Was that invented by one of the scientists? No! Self-taught inventors made that. Science and technology have been developing almost independently of each other up to the early XX century. Natural Science does not develop in order to “serve” for technology. Methodology, theory, experiment and own knowledge in the Natural Science are used first of all for empirical studies of the same natural objects in the same subject area, but on the new level or in wider scientific angle. Technology and technical creativity are not always based on natural scientific knowledge. If, for example, there is no relevant natural scientific knowledge available on the certain subject of technology, the technology provides “tunneling” through the barrier of Natural Science ignorance owing to its theoretical settings, empirical and intuitive methods. This is the thing it is alike art. Some groups of scientists were engaged in science and others in technology. Probably these two branches got together for the first time in Los Alamos in 1943, when the efforts of scientists and technologists were united within the frames of the single project. It is from the mid-twentieth century, when science and technology began to merge together into technologies and consequently the world started talking about the “scientific and technological revolution”. Integration of psychology into the public practice also occurs by means of involving of project and technological methodology that has proved its advantages in the election process, in the field of public relations, advertising, social and psychological assistance and rehabilitation, certain sectors of public administration and other areas [15].

**The third stage**, “technology” itself starts from the moment when laws and regularities of some processes are known involved and there appears the possibility of managing and using them control to achieve goals. These technologies are based rather on theoretical knowledge reflecting the internal logic process than on practical experience. Relevant knowledge should be so high and detailed to enable understanding general patterns and trends, as well as their detailed description, up to every practical action, phase, form, means and methods of practical activity. It is possible not only to forecast but also realize forecast data by means of gradual solving a

number of individual tasks. This allows “intervening” in the course of objective processes, changing their order, and establishing sequence and speed of procedures and operations depending on changing circumstances for achieving the goals early and the most complete.

Improving “interference” method is closely related to the development of conceptual ideas of the phenomena that are the object of management. Fundamental science change radically the basic ideas of these objects and open the way to developing totally new really revolutionary “break-through” technologies.

In general we can say that due to the development of science and improving technology the balance between the objective and subjective gets shifted toward the subjective. For example, some modern technologies (crystals producing in particular) allow to get in few days or hours materials that nature had been creating for years or even centuries. The same refers to the biogenetic technologies (for ex. cloning). Psychological and social technologies have the same possibilities to “squeeze” social time. Perhaps many people are aware of speed-reading technology based on the removing the stage of internal articulation from the analysis of readable text, which slows significantly the processing information received. So today technologization is the fate of many spheres. And at this stage technologization is regarded as a way of technology transformation as a certain amount of knowledge and skills in a particular activity to the technology as a certain sequence of real actions. The latter gives possibility of using objective processes for one’s own purposes and even subordinating these processes to one’s own will to some extent.

What can social psychologists offer to technology developers of public opinion management today? What social and psychological ideas about its nature can be a starting point for developing and improving relevant technologies?

Analysis of scientific works proves long time interest to the phenomenon of “public opinion” from Philosophy, Political Science, Sociology, Social Psychology, Education and many other sciences. Public opinion is studied in the most active way by sociologists. In social psychology, as mentioned by [1, 70], such studies are, unfortunately, very limited. This is one of the reasons why social psychologists have to borrow the definition of *public opinion* from sociologists. It is clear that the specific features of social and psychological understanding of this phenomenon are inevitably lost.

Researchers have different opinions about evaluating the level of public opinion issues. O.K. Uledov considers public opinion to be studied extensively in recent years has and many of its features are clarified in detail [21, 215]. V.S. Korobyeynikov as opponent believes public opinion to

be one of the most interesting and little studied manifestations of the human spirit [11, 52]. B.A.Hrushyn is categorical in his statement: "... *it is unlikely that today there is a different concept in sociology so unclear and contradictory in contents*" [6, 7].

Disputes about the category of the "public opinion" are increasing and it remains one of the most controversial scientific concepts.

Multiple attempts of giving universally accepted definition of this phenomenon resulted ineffective. That's why it became the stake in the game between social groups. P. Champagne believes it to be "intangible and vague", K. Popper calls it "a well-grounded illusion". P. Champagne is convinced that actually "public opinion does not exist" itself (P.Bourduie) and proper scientific definition (in the positivistic sense) can't be given.

Phenomenon of public opinion in Social Psychology is traditionally considered Psychology of Large Groups [12; 18]. Although many sociologists believe that public opinion phenomenon can be studied at the level of large social groups such as the population of the country, of the region, of any social demographic or professional group as well as at the level of groups of enterprises and organizations [4, 184], which sometimes can be attributed to small groups (by the number). The term of "collective opinion" is usually used in case when it comes to public opinion of the particular group [20]. However, some experts believe "*Social opinion shaped in small groups and public opinion emerging from the world community are similar in the nature despite some differences*" [20, 89]. Some sociologists consider important and even necessary to analyze public opinion at the level of the individual [13, 11]. Once defined "funnel" is totally consistent with the logic of the transition from sociological approach to public opinion analysis as a subject of social psychology to psychological, because it shifts focus from "external" to "internal". We should be aware of dangers that from such a shift. We consider these dangers to be first of all in the loss of social content, "social withdrawal" of individual psyche, its "fall out" the frames of social and psychological space and its reality.

What is public opinion as a social and psychological reality? What criteria and indicators can be used for identifying it and thus for distinguishing public opinion from the individual one?

We consider discussions about the subject of public opinion to be starting point in answering these questions. At first glance it is self-evident: the subject of "public" opinion is the community. Community is viewed in the Sociology as a vast majority of socially active society.

The phenomenon of Social Communication enables existing of the public as a whole. Free spreading of information flows gives possibility to every individual to have own opinion about the events in the society as well

as correlating, comparing one's own opinion with others, to meet real and potential adherers, find a reference group [9].

Community means "group of people united into some organization" [19]. So these communities should be considered subjects of public opinion. But there is a question *what communities are subject of public opinion?* Can any group of people be public opinion carrier (subject)? If not, so what are conditions and properties allowing the group to become such a subject? Scientists' points of view differ essentially in this regard.

Adherers of so-called elite concept (started from Plato), consider public opinion subjects only communities whose members have the appropriate level of knowledge, competence, and are able to understanding existing problems. Others consider public opinion to be determined by the number of its adherers. In ancient times, Protagoras regarded public opinion as the one of simple arithmetic majority. Nowadays it is often defined as "opinion of the majority of people concerning socially important problems", "guidelines regarding arguable points are wide spread" [7]. A quantitative criterion is the basis of definitions that "large social groups are classes, nations and peoples are the subject of public opinion", and its highest form is that "the thought is nation-wide" [16]. According to other above mentioned definitions large social groups as well as small ones, and even an individual are suggested to be considered the subject of public opinion [4, 184].

Such striking differences in the scientists' views to understanding the subject of public opinion raise the question of finding its single subject. If not it should be admitted that the amount of public opinions is the same as the number of groups and communities, or it should be defined what social group to be considered public.

Recognizing the fact that "there have never been and can't be the single interest as well as assessment and values in the society" [16], some scientists are convinced that "*the subject i.e. the society can't have a single opinion (author's italics)* because it appears like this in abstraction only, and it is a different in real life because of the range of elements, each one differs in interests, needs, values, estimation etc." [16].

Adherers of the alternative point of view agree that "communities of different levels: population of the country or the one of the whole planet or representatives of some settlements can be the subject of public opinion" [2, 17]. They emphasize that "*the key subject is all the population as a whole*" [2, 21] (*author's italics*). This approach seems to be the most rational because the diversity of public opinion subjects is recognized, and opinion of the most people is defined as the main subject [2]. Thus, the structure of public opinion can be monistic, unanimous and pluralist i.e. to consist of different views.



The problem is only in finding out the way of creating national public opinion from the one of various social, economic, demographic and territorial groups. It is said in some Sociology textbooks that such opinion “is arithmetical average” reflecting estimations, judgments and ideas of various elements of social structure” [16]. But in reality we still have vague idea about this abstract “average temperature in the hospital”. In fact, researchers face another dilemma. What is public opinion? Is it an idea of certain real people representing certain social class, subculture, or it is an abstraction resulting from the generalization of their statements? If this is reality and not an abstraction or epiphenomenon, so what is it in social and psychological terms? What are the ways of its appearing? What criteria and indicators it can be used to identify it?

In search of answering these questions existing experience in Sociology regarding the notion of “the public opinion” will be of great use for us. A well-known is the thesis that public opinion can’t be reduced to the sum of individual opinions. But what social and psychological reality is behind this statement about public opinion non-addictiveness? F. Allport stated in his methodological postulate that “existence of public opinion involves understanding it as a bearer of that the others react in an object the same way as the bearer does”<sup>11</sup> [citation 13]. In other words, public opinion is what people think about what people think. We don’t mean specific people but unknown ones. This approach to understanding public opinion causes an urgent need for distinguishing individual and public opinion in the frames of every individual’s consciousness. V. Ossowski [13, 7-16] made rather detailed analysis of possible relationship between individual and public opinion on the intra-subjective level. Developing an idea about the need of distinguishing individual and public opinion in the frames of individual consciousness it is easy to show that a person can have not one but several “public opinion”. The latter can be just opposite and mutually exclusive. These differences depend on the subjective nature and consequently people consider them to be significant and characterizing people’s capabilities and resources. That much is considered the probability of different views coordination, etc., chance for developing common, unique, consolidated community opinion increase or decrease.

In summary, we can state that public opinion as a super-individual formation exists in two forms: the objective and the subjective ones. In the first case it is a materialized community opinion, expressed by means of

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<sup>1</sup> An aphorism as follows is similar in content: “Public opinion is no more that this: what people think that other people think. And “Community is made of people whom we never have known about”.

verbal and non-verbal tools, recorded in signs, texts, and results of public opinion polls. These forms of public opinion are traditional subject of social scientists analysis. Content analysis and various interviews are methods for studying these forms. But public opinion can be expressed as well as unexpressed and it can exist on inter-subjective and intra-subjective levels. That is why it becomes a specific subject of social psychological research in subjective terms. Researchers have to analyze reflected and understood kinds of public opinion as well as those who are just beginning to be realized, are at the level of feelings, common action, body contact etc.

Answering questions about social and psychological mechanisms contributing to the consolidation of individual and public opinion is an important direction of scientific research. Usually, the means for harmonization the existing ideas are sought in the frames of such investigations. An alternative approach comes from understanding the consolidated opinion as a common thought from the beginning, i.e. one that is born in the social group in the communication process between them and it becomes the basis of uniting and consolidating the community. One of the key conditions ensuring existence of the community as a social whole is to individual choice restriction. It can be conditioned by the range of cognitive, emotional and motivation reasons. Choice restriction by the internal factors leads to formation community that can be defined as a collective entity and by external ones as a collective agent.

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## **LABORATORY OF SOCIAL AND POLITICAL PROCESSES MONITORING**

The article describes the history of the Laboratory of Social and Political Processes Monitoring at the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine. During several years one of its main tasks was carrying out national representative surveys on the up-to-date issues of social and political life of Ukraine. Information bulletins and analytical reports are being published systematically for more than ten years of Laboratory's monitoring activity. These materials are given to the Administration of the President of Ukraine, the Cabinet of Ministers of Ukraine and the Ministry of Education and Science of Ukraine. Scientific and research work carried out by the staff of the Laboratory along with the monitoring activity is described.

*Key words:* social tension, social situation, personal development, social development, situational approach.

Since the Institute of Social and Political Psychology of National Academy of Pedagogical Sciences of Ukraine was founded its scientists carry out their scientific research work and use numerous monitoring results. But subject specification of the Institute is first of all focused on the issues of social and political psychology, educational problems. Scientific researches carried out in the Institute's departments in the before mentioned areas needed creating and enlarging its own empirical database. That was the reason of creating Laboratory of Social and Political Processes Monitoring in the Institute in the early 2000's. One of its main tasks was annual national representative surveys on the up-to-date issues of social and political life of Ukraine. These are: public confidence in state authorities and public institutions, social tension level and protest potential of society, citizens' electoral intentions before the presidential and parliamentary elections, public opinion on the most acute and controversial aspects of political and social-economic life, about European and Euro-Atlantic integration, the Ukrainian-Russian relationship, national symbols, and monitoring of social and political situation in Ukraine and situation in the sphere of education (based on the results of higher educational institutions admission campaign) and others. Information bulletins and analytical materials are being published systematically for more than ten years of Laboratory's monitoring activity. These materials are given to the Administration of the President of Ukraine, the Cabinet of Ministers of Ukraine and the Ministry of Education and Science of Ukraine.

Scientific staff of the Laboratory carries out scientific research work along with monitoring activity. Scientific research work “Level and Dynamics of Social Tension in Ukraine” was made under the supervision of M.M. Slyusarevskiy in 2000-2002. Developing this theme was determined by the need of defining principles of transitional society development and management of governance processes occurring in it. In its turn it required analysis of social tension dynamics, its influence on population behavior.

A holistic concept of theoretical and empirical studies of the phenomenon of social tensions was developed as a result of the Scientific and Research Work. The definition of the term *social tension* as a specific mental state of society (or parts of it) occurring in response to extreme conditions. Despite genetic relationship of individual stress and social tension the latter has differences, defined by its supra-individual psychological nature.

Studying effects of tension occurring at certain stages of social development defined the need for consistent implementation of the situational approach. The main elements of social tension based on the scientific understanding of social tension structure were defined. Those are: 1) general dissatisfaction of the existing situation in society; 2) discontent of the possibilities of influencing the situation; 3) dissatisfaction of the actions of personalized social force able to influence the situation (according to the subjects' views); 4) retrospective assessment of previous the situation; 5) future situation assessment prediction.

A theoretical pattern of necessary and sufficient indicators of social tension makes is made. It makes possible development of new methodological approaches to its study. Pattern's operationalization made it possible developing an original methodology for measuring social tension level in the public opinion polls as well as improving recently created methodology for social tension expert evaluation. A methodological tool-kit for focus group studies was used as an additional mean for high-quality analysis of the phenomenon under research. Focus group studies were carried out among the representatives of social groups with mental condition characterized by the highest level of intensity. The combination of the mentioned techniques allowed improving significantly the reliability of empirical data and authenticity of respective interpretations.

During monitoring studies of social tension level and dynamics of in the Ukrainian society, the dynamics of social tension was monitored: a) in Ukraine as a whole and its regions; b) among teachers and other public sector employees; c) among representatives of different age groups.

Social tensions in Ukraine was defined to be at middle and close it levels during the period of observation and it was slightly lower compared to 1999. But its general all-country level was not influenced significantly by such potentially destabilizing factors of domestic and international life, as

“Cassette” and “Kolchuga (armour)” scandals, government and parliamentary crisis action “Arise, Ukraine!”, terrorist attacks in the USA, war in Afghanistan etc. Based on the data obtained it was concluded that certain tension reduction in society is natural because: first, of slight improvement of objective macroeconomic indicators; second, society as a whole is adapting to market conditions; third, gradual generations change and as a result increasing the number of citizens who have no psychological trauma because of transition to the new social order. However, trends of regional redistribution of social tension were observed: if it was significantly higher in the eastern and southern regions (especially in Donbas and Crimean Peninsula) in 1999-2001 and relatively lower in the western and central regions. So lately its level is increasing in the western region and Right-Bank Ukraine and lowers in the southern and eastern regions. Certain changes for better are seen in the structure of social tension: overall socio-political situation evaluation is less intense, awareness of their own ability to influence is growing, and the nostalgia for the past is decreasing. But instead government’s actions and prospects for the future are evaluated with more stress. These changes and trends are caused by both material and economic and political factors. However, individual psychological factors that are peculiar social tension “self-decreasing” mechanisms were found.

Trends of tension localization in certain social demographic and professional groups were tracked. Monitoring survey among competent experts found social tension to be at constantly higher above the national average level first of all among retirees, unemployed miners and teachers. Social demographic and social professional localization of the tension don’t coincide always with the trends of its regional distribution. Thus, social tension rate among the teachers at the end of 2002, was the highest as it was expected considering the regional trends. It was close to maximum in Lviv and Ivano-Frankivsk, partial in Ternopil region. But at the same time it was significantly higher than the regional indicators in AR of Crimea, Vinnitsa, Odessa, Rivne, Kharkiv and Cherkassy regions. Social tension level among the male teachers in the teachers' medium is significantly higher than in the women’s one, whereas the opposite ratio is observed in other social groups. Social tension aggravation among young teachers under 30 years is a particularly disturbing fact. Social tension in this age group is lower than in older colleagues. But it is much higher (more than 50%) than the Ukrainian average among the youth in general. The need for developing and implementing special programs of social and psychological support of the young teacher is explained considering the abovementioned trends.

Analysis tension in inter-ethnic and inter-religious spheres proved existence of potentially conflict zones. First of all those are Autonomous Republic of Crimea and other south-eastern regions of Ukraine. Mainly

those are Russians and Crimean Tatars living in the mentioned regions. Despite the fact that there are no real social and psychological preconditions for arising spontaneous ethnic and interreligious mass collisions in the short term, the only real factor that can provoke such collisions can be its targeted inspiration by some political forces and leaders as well as ethnic and religious hatred “export” from abroad.

Theoretical and empirical research on the relation between the phenomena of social tension and social protest proved this relationship can't be linearly determined. It is due to social protest to be relatively independent social phenomenon, and is not always directly conditioned by social tension level. The new concept of “protest mobilization” was introduced for making more complete and adequate description of social protest phenomenon in its relationship with the one of social tension. It should be regarded as structural and functional unity of society protest potential and mass protest activity. On the one hand, the latter reveals potential, on the other it is a permanent source and universal means of accumulation.

Monitoring studies made in 2000-2002 revealed the trend of lowering Ukrainian citizens' protest activity. However, it combined increasing protest activity. Public opinion on the social problems legal solving by means of mass protests was gradually forming. Approximately half of the respondents declared and it proves citizens' attitudes to the protest behaviors to be normative. As far as it concerns population protest behavior motivation we should mention that political and ideological reasons become more important despite common ideas about its prevailing social economic nature.

Other scientific research work “Research and Methodological Foundations of Social Tension Prediction and Correction” was carried out in 2003-2006 under the guidance of M.M. Slyusarevskiy. It allowed laboratory staff to clarify and develop an original theory of social tension as a mental condition of society. A conceptual pattern of social tension diagnosis, prognosis and correction based on its correlation was developed in the frames of the previous scientific topic (2000-2002).

Our scientists continued working at monitoring of social tension level and dynamics (started in 1998) in Ukraine as a whole, and its regions and most disadvantaged sectors of society (retirees, youth, educators and specialists in other state-financed spheres). Monitoring studies results revealed the main trends in social tensions in Ukraine. Those are: 1) general trends of its gradual decline (it is uneven, there are periods of some increase and stabilization; 2) trend of regional redistribution of intensity levels, moving its localization zones from east and south, towards west and north; 3) trend of increasing dependence of regional dynamics of social tensions political factors in the weakening of social economic factors influence.

Psychological mechanisms of social tension course as a condition characterized by severe procedures were clarified as a result of the research made. Thus, in particular, there is a kind of self-support tension mechanism based on the phenomenon of cognitive dissonance and causal attribution. We suggest that there can also be asymmetric mechanism of tension self-lowering.

Phenomenon of the Orange Revolution was analyzed considering the fact of revealing social tension patterns and citizens action. Its original interpretation as the one conditioned by relatively independent protest moods and action on the current level of social tension was offered. The Orange Revolution was shown to be a powerful burst of heated out-of-date grieves of mass protest activity. But it happened on the decline wave of public discontent of the living conditions in contrast to the most of the popular uprisings happening on the risen of it. The government tried to do everything to reduce “stress” conditions and was knocking the ground from the feet of the opposition. Indeed it became easier to live for the average and thus social tension in the country was lowering. So people were outraged of the government that ignored their will and came to the Maidan being but there was no anger, stress and aggression accumulated. They had some grains of hope in their hearts rather than blind revenge. This was the specific feature of the Orange Revolution defining its peaceful, festive and carnival course.

Dependence of social tension level fluctuations in almost all the social groups (age, social professional, ethnic, etc.) from its all-Ukrainian dynamics was found. It proved the favor of the interpretation of social tension phenomenon as a holistic mental state of the society. This dependence was not observed in the Crimean Tatar community only. On the one hand, it can be explained because of unresolved problems of Crimean Tatars related to their resettlement after returning to their historical homeland. On the other hand its social and psychological self-isolation, low integration level into the Ukrainian society.

A steady trend of social tension lowering is observed, in particular, among the educators. However, in some regions (especially in Lviv, and Vinnytsa regions) tension level among teaching staff is constantly exceeding average regional and is usually higher than average for the field. Moreover, it is quite clear (although not absolute) that tension is seen first in the teachers’ environment because of delays in salaries. In recent years tension was rising for other reasons, first of on the basis of “personnel” educators’ conflicts with local authorities.

It should be mentioned that it is impossible to predict social tension outside of centers of administrative and political decision-making. At the same time, social tension increases from its background level but not from



zero. That is why it's the systematic tracking, efficient and long-term predictions enable to estimate possible destructive potential of such tension.

Social prognosis synthesis and typology, their toolkit, sources, methods, kinds and stages allowed suggesting basic methodological principles of predicting social phenomena and processes, as well as methodological principles of creating prediction technologies. This is the basis for creating social tension technology forecasting. The latter provides comprehensive use of well-known forecasting methods such as extrapolation, modeling, expert interviews.

The reliability of calculated prognostic indexes of social tension conceptual pattern was proved by the method of isolated extrapolation of prognostic data in the process of developing mentioned technology.

It was made by means of comparison with empirical data obtained in 2006. All the actual data was found to be within 95% of predictive confidence interval. The latter is an empirical proof of accuracy of isolated extrapolation method for tasks-solving. The quantitative prediction of social tension and its individual components in 2007 was received by means of the mentioned method.

Predictive patterns of social tension possible dynamics of in Ukraine were made based on focus group and psycho-semantic researches data. Those are 1) a pattern based on reconstructed social ideas about space (this pattern enables predicting changes in the social tension level defined by certain state decisions and social events. It enables transition from search to the required normative prediction type) 2) pattern of tension depending on the employees income, including public sector (this type of prediction is relevant, because most of so-called popular or unpopular decisions concerning the average income of Ukrainian population can now be regarded as the main vector of external influence on social tension).

A morphological space of socio-economic and political situation in Ukraine scenarios, including two main ones that make this differentiates mostly this space. The first one includes state leaders' orientation into maximum possible integration with Russia and other former Soviet republics, support of some financial and industrial groups and export of priorities; second is determined mainly by the moderate state position of the "eastern vector" and focus on developing small and medium businesses in the country. Considering these scenarios the forecast of social tension dynamics for the next 10 years was developed. In case of the second scenario its level is likely to decrease; in the first it is to increase to some degree.

Social tensions theoretical background, main strategies and ways of adjustment are made based on research results. Typology of tense situations arising in the society from the part of defining approaches to decision-making and corrective influence tools selection is made. A structural and

dynamic pattern of social system response to tension situations as reflective process of decision-making was created. The main structural elements of the pattern are: state and political institutions, mass media, professional and other communities. The content and limits of their impact on social tension are outlined.

Real and simulated tension situations during business game taking place on different levels of social hierarchy: national, local (in some regions, sectors, ethnic groups, etc.) and on the level of specific organizations are analyzed. Managers (heads of technical vocational education institutions) research ideas about ways and means of adjusting mass stress states revealed typical errors for these concepts. Thus, recommendations for assistance management education employees were given. A psychological program of analyzing and resolving social tension situations in the neighborhood (for example, a situation in Kiev during the implementation of urban construction projects) was made. The system of management principles for preventing tension disturbance in the society in general and all its layers was created.

The scientific research work “Scientific and Methodological Background of Monitoring Social Situation of Personal and Social Development” was made in 2007-2010 under supervision of L. V. Hryhorovska. Its main objective was in developing concepts, patterns and methodological tools for tracking social development dynamics of personal and social situations. Performing public opinion monitoring on up-to-date issues of society transformation and education modernization is very important.

The concept of complex integrative analysis of social situations, personal and social development in the period of democratic reforms and innovation changes implementation in the educational space was developed. Specific features of two notions of social situation as a set of external conditions and of relations of man to the world are outlined. The first is the basis for harmonization ideas about content, relationships and hierarchy of factors influencing personal development of human being and its development as a subject of life and social creativity. The second is considered to be priority for studying patterns and predicting mental states of the subject dynamics, his behavior. The situation is studied as a result of subject’s efforts, its scope and essential structural characteristics as being always related in some way to the scope of the subject and its features.

Social situations classification scheme by scale is created. Types of social situations are highlighted. According to the socio-spatial parameters these are: micro-environment, macro-environment and global. According to the personal-temporal these are episodic, life phase and the scale of life in general. Global, macro and micro level situational factors influencing creation and manifestation of subjective potential of the individual nowadays in

Ukraine are highlighted. The most important factors are, in particular, the global information and sexual revolution; *macro-level* (moral values disintegration of modern Ukrainian society, low level of economic freedom, significant corruption level of public life and undeveloped public sector; *micro-level* (weakening socialization institutions of the young generation, such as family, school and children's community).

Ways of analyzing social situation representation are suggested. Those are: representations contents, subject's expectations, social situation boundaries in the individual's perception (family, work, social and political life, art, etc.), central and peripheral, structured and unstructured elements of situation image. Types of subjective representation situations: specific practical (phenomenological) and objective-logical (ontological) associated with types of subjective localization influence factors (external and internal) are distinguished.

Post-totalitarian subjectivity paradox conditioned by social situation subjective interpretations is recorded and analyzed. For example, revealed readiness to subjective realization in social creativity coexists with expectations of external factor of the "trigger". However, this paradox has no age specification. Social and psychological reasons for this personal initiative "paralysis" are in the fact that the social situation is presented mostly in its perception in macro-level dimension (as national, state). That is why it is impossible for humans to cope with it without assistance. Thus, there is the need for applying social and psychological technologies of adjusting subjective scale of social situation perceived by people, reducing it to the size that fits individual's possibilities and enable discovering his own subjectivity.

Up-to-date social situation can be a threat to personal and social development because of its variety, multiple opportunities, uncertainty, weak social control, rigid traditional norms and so on. Considering the fact that there are no effective technologies of shaping subjectivity these features can cause serious problems for social, civic, ethnic identity of the person, contribute to appearing of the personality whose life program is in avoiding any fixation of social space, position, stable mutual obligations. Mediatization and virtualization are features of contemporary social situation. It is revealed on the personal level, in particular, in reducing contact duration of maturing person with the nearest social environment and increasing the time of person's stays in the virtual space. The latter distorts human behavior patterns, relationships, social problems priority. In the social aspect it refers to increasing information attacks threat, psychological wars, the need for protecting information space.

When determining the structure of the situation as a dynamic spatial temporal formation without established items list, since it is given we should consider that, on the one hand, it is defined by the challenges of the

subject's environment, on the other hand by the specific features of the subject, first of all by his subjective potential and personal resources. Attention should be focused on determining factors of the developing nature of the situation. This is a compliance of the community subjective potential and / or individual's environment challenges. The pattern of the personality meeting modern society needs in constant development and effective integration into the global community is very important in modern conditions of world and society transformation. Possibilities of national traditions and values preservation and development are combined with society capacity to cooperation and integration with global and regional communities. Consequently, personal development strategy should be based on the principles as follows: contextual / cultural relevance, universal validity, practical use, focus on the best possible development of personal competencies and personality's best adaptation to the society transformation.

Monitoring of the social situation in Ukraine in various dimensions: political, social-economic, ethnic-national, educational was made in 2007-2010. A particular attention was paid to monitoring social situation in the educational dimension, aiming at determining Ukrainian citizens' relationship to education reforms, to any possible negative effects.

A conclusion about unfavorable social situation in today's Ukraine, for solving personal growth problem, development and manifestation of subjective personality qualities was made based on the data. In particular, Ukrainian society is in the situation of lack of recognized national values, which would contribute to nation consolidation and was an example to follow for citizens as subjects of social creation. Citizens' assessments of the overall life situation were worse. Ukrainian citizens' confidence crisis to the representatives of higher power still remains deep and irresistible. It is one of the most characteristic features of the social political situation in the country during the mention period. Citizens' disbelief to the possibility of influencing the situation is an attribute of the social situation. The responsibility for the current social economic and political situation is laid by the citizens first of all on the central power. It confirms the distance to be between the state and the civil society in Ukraine. Dynamics in the motivation structure of possible protest citizens' behavior was observed during the period of research.

Scientific and research work to study the features of personal and social development continued previous researches and was started in 2010. Situation approach was used: social tension and clarification scientific and methodological background of social situation monitoring.

The purpose of the scientific research work "Specific Features of Situational Factors Dynamics of Personal and Social Development" (carried out under the supervision of O. V. Sushyy) is developing a conceptual pat-

tern of situational factors, personal and social development in the context of social changes taking place in the modern Ukrainian society; carrying out public opinion monitoring on the up-to-date issues of the society transformation and education modernization on the basis of it; identifying social situation trends, available resources and personal and social development risks. Laboratory scientists believe in need of studying situational factors is caused by theoretically postulated and experimentally justified social and psychological science of their influence into the social events course. The latter is not always understood and evaluated properly by group subjects of social life. That is why the systematic studying of public opinion based on the conceptual pattern of situational factors, identifying trends in social situation will contribute to developing psychologically grounded strategy of public authorities and tactics of state development, society consolidation and education modernization.

The staff of monitoring social and political processes laboratory expresses congratulations to the Institute of Social and Political Psychology of the National Academy of Pedagogic Sciences of Ukraine on the 20-th anniversary and wishes all the colleagues new scientific achievements for the good of Ukrainian science.

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**Наукові студії із соціальної та політичної психології :**  
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Цей випуск збірника, який присвячено 20-річчю Інституту соціальної та політичної психології НАПН України, є своєрідною візитівкою його наукових підрозділів. Автори намагалися відобразити найбільш вартісне з того, що створено за двадцять виповнених творчого пошуку літ, окреслити перспективи дальшого розвитку тих наукових напрямів, які утверджує в Україні їхня установа. Висвітлюються питання історіогенезу соціальної психології, особистісного життєконструювання в сучасних реаліях, масової політичної свідомості та поведінки, групової ідентичності, соціального діалогу та політичної соціалізації молоді. Аналізуються концепції політико-правової свідомості, проблеми медіапсихології та медіаосвіти, управління громадською думкою, моніторингу ситуаційних чинників особистісного і суспільного розвитку.

Для фахівців, що працюють у царині психології, соціології, політології та інших галузях соціогуманітарного знання.

The current issue presents the results of scientific and research work of the Institute of Social and Political Psychology of the National Academy of Pedagogical Science of Ukraine in 2014. The issue covers the best practices in methodology, theory and history of social psychology. The broad field of social psychological problems of Ukrainian society transformation is discussed – starting from analysis of dynamics in political and psychological processes in modern Ukraine to deabsolutisation of traditional family and marriage values. The results of research on mass political consciousness, social psychology of personality, group interaction, media psychology and media education are presented. The authors of the issue analyze psychological problems of education and upbringing in social and political dimensions. Methodology of social and political psychology is proposed.

For social and political psychologists, specialists from allied science, teachers, undergraduate and PhD students.

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