CIVIC IDENTITY DEVELOPMENT: ONTOGENETIC ASPECT

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Abstract

Civic identity is developed through the information-perceptual, content-normative, value-semantic and integration-identification stages. It was identified (at the theoretical and empirical levels) that the basic factors of the civic identity development at its various stages are basic interpersonal needs; basic beliefs; the values of the parental family; civic attitudes of reference persons; social integration (experience of interpersonal relationships with peers); value-semantic orientations; subjectness activity; prosocial focus; social trust (including institutional); the fact of meeting the needs of physical and social existence in the state (level of social frustration); experience of interaction with the state in the form of its various agencies.

Keywords: *civic identity, civic socialization, stages of development, factors of the civic identity development.*

Introduction

The current threat to the territorial integrity and national security of the Ukrainian state has made the issue of civic identity relevant, since the lack of formation, diffusion, instability of the civic identity create serious problems for a citizen (sense of hopelessness, anxiety, alienation, frustration with respect to important socio-psychological needs), and for the state in general, because it predetermines the psychological tolerance of citizens to various types of external aggression – from a direct military invasion to the territory of the state to the economic and information warfare.

Scientific interest in the problem of developing the person's civic identity is explained by the absence in scientific discourse of its integral psychological concept, the justification of psychological patterns, mechanisms and factors of its development, in-depth understanding of civic identity as a psychological phenomenon, as the individual's awareness and feelings of their own civic affiliation. Foreign and domestic scholars are aiming their scientific interest, first of all, at identifying the differences between civic identity and ethnic identity (Hart, Richardson, & Wilkenfeld, 2011; Hristova & Cekik, 2013; Yates & Youniss, 2006; Taljunaite, 2013; Vasiutynskyi, 2011; Hornostai, 2015; Zhadan, 2017; Khazratova, 2016), identification

of its structural components (Cohen & Chaffee, 2013; Bezgina, 2013; Efimenko, 2013; Petrovska, 2017); search for a psychodiagnostic tool for measuring civic identity (Doolittle & Faul, 2013; Beaumont, Colby, Ehrlich, & Torney-Purta, 2006; Moely, Mercer, Ilustre, Miron, & McFarland, 2002; Petrovska, 2019). However, with regard to the peculiarities of the civic identity development, scientific literature contains mere fragmentary statements by scientists.

Theoretical and methodological analysis of modern research suggests that civic identity is a complex (in terms of structure, factors and determination mechanisms) and multilevel psychological phenomenon. Based on the principles of the theory of social identity and social self-categorization (Tajfel & Turner, 1986), the concept of social identity complexity (Roccas & Brewer, 2002), as well as the systematic approach (Lomov, 1996; Maksymenko, 2006), based on the principle of systemicity, the *civic identity* of the person is considered by us as a *complex multilevel personal formation that results from self-categorization, awareness (giving meaning-value) of belonging to a community of citizens and the state (as its citizen) and the person's subjective attitude (emotional and conative) to that membership.*

Stages of civic identity development, namely: information-perceptual, content-normative, value-semantic, and integration-identification, were identified by us based on the peculiarities of social development of the individual (the peculiarities of gaining social experience), covering the spheres of consciousness, communication and activity, and envisage: formation and development of consciousness, outlook (views, interests, social values, ideals); learning culture inherent in a particular society, social community (rules, norms and patterns of behavior); learning social roles, communication skills, self-expression in the environment the person lives in; accumulation of experience of social behavior (Moskalenko, 2013), the main phases of personality formation (adaptation – learning social norms and values; individualization – aspiration to personalization, self-actualization, integration – integration into a social group where possibilities are discovered) (Petrovskiy & Yaroshevskiy, 2003), the staged nature of identity formation (Erikson, 1996; Marcia, 1966; Kolotaev & Ulyibina, 2012; Maksymenko, 2006; Zhadan, 2017) and features of civic socialization as a type of organizational socialization (Petrovska, 2018).

Information-perceptual stage (covering *preschool and early school age*) is a stage of initial and immature awareness, characterized by the presence of fragmentary and unsystematic representations and knowledge about citizenship, state, etc., formed as a result of recording messages (mostly implicit ones) regarding civil norms and values, observation of the civic behavior of others. The so-called *proto-identity* corresponds to this stage (Kolotaev & Ulyibina, 2012), when one's own civic identity is not yet problematic.

Content-normative stage (encompassing *secondary school/adolescence*) is characterized by the formation of ideas about the social role of a citizen, awareness of the system of civil rights and duties, ideals and values (obtained mainly from authoritative sources), as well as the formation of perceptions of oneself as being similar to the citizens of one's own state and different from the citizens of another state (self-categorization); the system of civic attitudes begins to emerge. This stage corresponds to the so-called *reproductive civic identity* with partial reflexivity.

Value-semantic stage (covering the *youth age*) involves actualization of the processes of self-determination, in particular about oneself as a citizen, formation of a value-appraisal attitude to one's civic affiliation – subjective significance, importance of membership, interpreted as promoting (or not) self-esteem and the positive self-development, identification and justification of value-semantic foundations for one's own life concept, building life plans,

in particular in the context of possibilities for self-realization in the state, determination of the focus of interests in the public-political sphere. This stage corresponds to the so-called *productive civic identity*.

Integration-identification stage (covering the period of *early adulthood*) is characterized by the crystallization of civic views and beliefs (adolescent doubts disappear), formation of civic attitudes, the content and focus of which depend on the success of practical implementation of one's own life plans in the organizational space of the state (legal, economic, political, etc.), understanding and giving civic identity meaning-value, development of one's own civic position. This stage corresponds to the so-called *meta-productive civic identity*.

The age of middle and late adulthood covers the stage which can be conventionally referred to as the stage of ***stabilization/transformation***. Indeed, civic socialization of the individual can continue throughout the conscious life of a person since acquired ideas, orientations, and guidelines are not permanently unchanged, they can be adjusted/changed at the age of middle and late adulthood. However, further changes in civic identity are not regarded as development, they are rather deemed to be transformations which depend on socio-political, economic and other conditions of human life.

Thus, the development of the person's civic identity takes place in the process of civic socialization through the institutions of micro-environment socialization (family, close environment of a person) and macro-environment socialization (culture, educational institutions, mass media, NGOs, etc.). *Civic socialization* is proposed to be regarded as the *process of gaining social experience of civicism* by the individual (norms and values of civic culture, civic behavior patterns, knowledge and ideas about the state, citizenship, etc.) *through the inclusion into the organizational environment of the state and the system of social relations with other citizens.*

As known, social life of adults is largely influenced by their childhood. Families, as the lowest level of a public organization, have a priority in establishing civic identity, especially at the initial, information-perceptual stage. Parents' family is the first and most important institution of civil socialization of the person, it is a model of the state of a kind, the first organization faced by the child and in which their formation takes place. The first ideas of social norms, social control and social roles are obtained by children from their parents (Shestopal, 2002).

Civic identity development, in particular, its type ("devoted", "alienated", "moderate" or "indifferent"), can, along with other factors, be affected, in particular, by the fact of meeting the child's basic interpersonal needs. Tendency of an adult to emotional and social distancing, according to Schutz, the author of the three-dimensional theory of interpersonal behavior (Schutz, 1958), may depend on the nature of meeting the needs of inclusion and affect in the childhood, in particular, the experience of inadequate family integration and inadequate relationship between parents and the child in the emotional sphere (coldness, rejection). However, the propensity of the person to avoid power and responsibility, to give preference to the role of a subordinate, to avoid making decisions, a tendency toward humility and obedience may be due to the peculiarity of meeting the interpersonal need for control, namely, the fact that parents fully controlled the child taking all decisions for the child.

The experience of family relationships, peculiarities of the interaction between the child and the mother and the father (or their substitutes), behavioral patterns developed in childhood determine the ways of a civic focus of an adult. Thus, family upbringing features reflecting the specifics of child-parent interaction affect the formation of the person's subjectivity, give

the opportunity to test oneself and one's own possibilities. It has been proven that trusted, friendly relationships between parents and children, ability of the child to make decisions on their own, respect for the child's point of view, etc. influence the development of self-respect, independence, openness, trust, initiative, but in the case of strong parental care and full subordination of the child to parental guidance, indifference, passivity, and self-doubt may develop (Diduk, 2001). Equally important are the civic attitudes of reference persons (parents, family members), in particular, whether the parents engaged the child in discussing various topics (domestic, ideological, religious, etc.), or talked with them about the state (its history, politics, etc.), which samples of their civic behavior they showed.

Values of the parents' family and its cultural capital are also important for the civic identity development – which values were of priority (the values of "survival" or the value of "self-expression"), whether family members celebrated important events in a large circle of relatives and whether close family ties were maintained, whether family members helped and worried about others, whether they were widely read, whether attention was paid to the development of critical thinking, etc.

As a rule, family influences do not have a pronounced purposeful nature, i.e., they indirectly affect both the formation of civic attitudes and the focus of the child's interests. Subsequently, their own personal civic guidance can be fully (in the case of borrowed, conditioned identity) or partially based on the system of family guidance and value orientations.

On the other hand, the influence of the family on the formation of the child's personality can be of direct nature. An example of direct influence is the situation where one of the family members is actively engaged in social activities, active responsible citizenship of the family members has a decisive influence on their way of life, and considerable attention is paid to the formation of civic and political views of children. Parents can transmit attitudes that, according to their beliefs, are valuable to children, in particular, develop a sense of solidarity, civic responsibility, respect for state symbols, etc., as well as form affiliation with their fellow citizens (Hess & Torney, 1967).

In the childhood, preconditions are formed for the development of civic beliefs and views. The experience of family relationships, the nature of relations with others serve as the basis for forming a system of basic beliefs – implicit, global, sustainable representations of the world and of themselves. Basic beliefs are considered to be the basis of the person's world view (Janoff-Bulman, 1992) and are hierarchically organized cognitive-emotional implicit ideas of the individual through the lens of which events of the world are perceived and in accordance with which behavior is formed (Padun & Kotelnikova, 2008). According to Yanov-Bulman, the core of the subjective world of the person is based on the three categories of basic beliefs: belief in the benevolence/hostility of the surrounding world; belief in the justice/injustice of the world; belief in the value of own self (person's perception of self-worth, ability to control and influence the events of their life, luck). Basic beliefs formed in childhood can serve as a basis/criterion/standard in the value choice (motives, goals, actions), selecting and evaluating certain knowledge (assessments, norms), and influence the formation of civic beliefs in adolescence.

Educational institutions (pre-school, school, extra-curricular, post-secondary (college, university) are considered by us as the following important institutions of socialization where the person's development continues, and hence the development of the person's civic identity.

An important element in establishing civic identity is the social integration and social acceptance, the experience of relationship between a person and their peers, teachers,

representatives of the administration of the educational institution. Positive experience of interpersonal relationship in adolescence, affiliation and self-respect needs that have been met, realized desire to be with others, friendly relations with classmates/groupmates, positive experience in defending one's own thoughts, interests and rights, availability of one's own value-semantic orientations that allows interpreting and selectively adopting civil norms, goals and values, as well as subjectness activity that integrates such characteristics as activity, reflexivity, initiative, creativity, self-determination, self-regulation, independence, etc., will promote, in our opinion, the development of civic identity components.

After completing their studies, the vast majority of young people begin to work and are already maximally engaged in the organizational space of the state (financial, economic, legal, political). We assume that in this period, the factors influencing the formation of one or another type of civic identity are the nature of meeting the needs of the physical (food, housing, healthcare services, etc.) and social (social self-realization, free expression, confidence in the future, etc.) existence in the state. Inability to meet one's own needs in the state (high level of frustration) can lead to the development of "alienated" or "frustrated" type of citizen. In order to form a clear civic identity, the experience of interaction with the state in the form of its various agencies (representatives of the state power) is also important. Positive experience of applying to institutions for the purpose of realizing and advocating interests influences the formation of positive perception of the state and of oneself as a citizen of this state.

An empirical study was conducted to identify the factors of the civic identity development at each of its stages.

Research object. Person's civic identity development.

Research subject. Socio-psychological factors of the civic identity development.

Research aim. To identify the factors of the person's civic identity development at each stage.

Research participants. 115 persons aged 21-59, the average age is 33.2 years old, of which 66% are of the early adulthood age, 34% are of the middle adulthood age; 51% are females, 49% are males. 47% have higher education, 31% have special training, 22% have secondary education; 43% live in the cities, 57% live in rural areas, 87% come from two-parent families, 13% grew up in a single-parent family.

Research method. The empirical study was based on the questionnaires developed by the author where the respondents were asked to evaluate pairs of opposing statements (from -3 to 3) concerning *relations with parents (or guardians) in the childhood and peers* ("I had constant contact and interaction" – "there was no constant contact and interaction", "the relationship was close, warm" – "the relations were indifferent, cold", "there was tight control on the part of my father (mother)" – "there was no control on the part of my father (mother)", "there was trust/no trust in our relationship", etc.) – the statements from this block were to find out the nature of satisfaction of basic interpersonal needs such as inclusion, affect, control, credibility; *features of family upbringing* ("I was overprotected" – "I was underprotected", "I was given the right to make my own decisions" – "I was not given the right to make my own decisions", "I resisted my parents all the time" – "I easily obeyed my parents", "my parents listened to my point of view" – "my parents never listened to my point of view"); *priority values of the parents' family* ("survival values were the priority values of my family of origin" – "self-expression values were the priority values of my family of origin", "it was customary to maintain strong family ties" – "it was not customary to maintain strong family ties", "particular attention was paid to critical thinking development" – "no attention was paid

to critical thinking development", "my parents talked to me about the state (its history, politics, etc.)" – "my parents never talked to me about the state (its history, politics, etc.)", "my parents always involved me in different forms of civic activity" – "my parents never involved me in different forms of civic activity"); *the experience of interpersonal interaction with peers* (separately during school and college years) (for example, "I had friendly relationships with my classmates (groupmates)" – "my relations with classmates (groupmates) were hostile", "at school (university/college) I used to be an outsider" – "at school (university/college) I used to be a leader", "I used to actively participate in school (student) activities" – "I avoided school (student) activities", "I was not afraid to defend my position" – "I was afraid to stand my ground", "I had many interests in different spheres" – "I was not particularly interested in anything", etc.; *lifestyle* ("my activity is usually aimed at socially useful things" – "my activity is usually aimed at things that are useful only to me", "I tend to avoid solving difficult life tasks" – "I always try to solve difficult life tasks", "I prefer individual work" – "I prefer working in a team", "I manage to maintain friendly relations with my colleagues" – "I am unable to have friendly relations with my colleagues", "I am fully satisfied with my professional self-fulfillment" – "I am completely dissatisfied with my professional self-fulfillment", "I have a negative experience of applying to institutions to realize and defend my interests" – "I have a positive experience of applying to institutions to realize and defend my interests") etc., as well as psycho-diagnostic testing which used the following techniques: Level and Type of Civic Identity (Petrovska, 2019); World Assumptions Scale (Janoff-Bulman, 1989, adapted by Padun & Kotelnikova, 2008); Level of Social Frustration (Vasserman, 2004); Portrait Values Questionnaire (Schwartz, 2001, adapted by Semkiv, 2013); Interpersonal Trust Scale (Rotter, 1967, adapted by Dostovalov, 2000), Social Activity Scale (Lewicka, 2005, adapted by Cholij, 2010). Research data calculation was done using STATISTICA 8.0 software.

Research results

There were no statistically significant differences of the integral indicator of the civic identity and its components in the study subjects with different education, different place of residence, different family status (two-parent/single-parent).

According to sex, statistically significant differences (according to Student's t-test) were identified in the *cognitive* component of civic identity ($p = 0.0119$), namely, males have a clearer idea of themselves as citizens, are more aware of their civil rights and responsibilities, show a higher level of civic self-categorization.

Statistical differences (ANOVA and Scheffe test) were identified in the *affective* component of civic identity in people with different income levels ($p = 0.0418$). Lower values of the affective component of civic identity are demonstrated by individuals with low monthly income per family member (up to UAH 2-3 thousand). The inability to fully meet the basic physical and social needs of existence in the state reduces the level of social and psychological well-being of citizens, causes the formation of a negative perception of the state and oneself as a citizen of this state, accompanied by emotional dissatisfaction, disappointment, hopelessness, feelings of social insecurity, insignificance, shame, etc.

Cluster analysis using the clustering tree procedure and the k-mean method (after standardization) revealed three groups of subjects: with higher than average civic identity development level (cluster 2), average civic identity development level (cluster 1) and below the average civic identity development level (cluster 3) (Fig. 1).
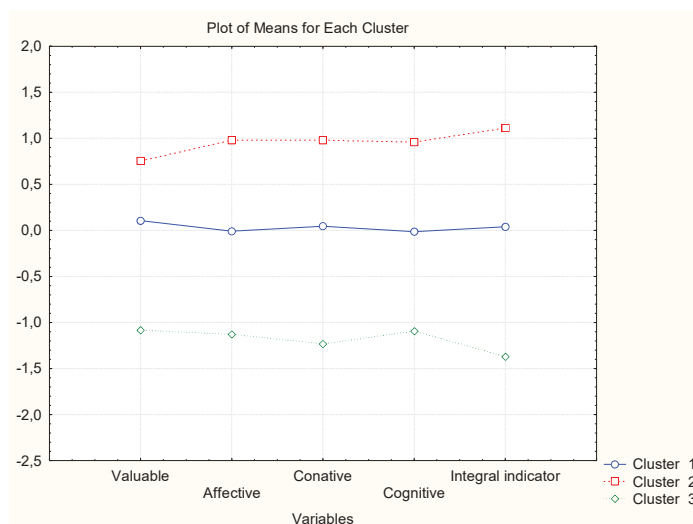
Fig. 1. Mean values of the civic identity components for different groups

It is typical of subjects with a higher than average civic identity development level (31.3%) to attach great importance to their membership in the community of citizens and the state (as its citizen), they feel the connection, similarity, solidarity with other compatriots, show strong civil feelings (patriotism, pride, etc.), demonstrate awareness of their civil rights and responsibilities, have a well-formed idea of the social role of a citizen. The state, statehood, fellow citizens are valuable to them, and they are ready to make efforts for the development of the state, to influence important events for the country, to feel significant, capable of influencing the course of events in it.

For the subjects with below the average civic identity (25.2%), there is a weak emotional attachment to the community of citizens and the state, non-acceptance of state and/ or civic values and goals at the level of behavior (low level of solidarity), which indicates insignificance, the inadequacy of this social category for a person, they tend to get detached from the state, do not seek to influence the adoption of socially important decisions.

Individuals with an average level of civic identity development (43.5%) are characterized by some degree of uncertainty, ambivalence of their own ideas and feelings, connected with the state and their place in it, are characterized by unstable civic position.

A discriminant analysis of the step-by-step method was used to verify the correctness of the selected groups. To indicate the statistical significance of the power of discrimination in the current model, Wilks' Lambda's standard statistics was used. Its value varies from 1.0 (no discrimination) to 0.0 (full discrimination). In our case, discrimination between groups is highly significant (Wilks' Lambda: 0.0162, approx. $F_{(6.186)}$ = 45.8870, $p < 0.0000$). Classification matrix (Table 1) presents the percentage of observations that were correctly classified for each population with the help of the classification functions obtained.

Table 1. Classification Matrix (N=115)

Rows: Observed classifications Columns: Predicted classifications				
	Percent – Correct	below average – p=,25217	average – p=,43478	above average – p=,31304
below average	100,0000	29	0	0
average	100,0000	0	50	0
above average	94,4444	0	2	34
Total	98,2609	29	52	34

Thus, the attribution of citizens to groups with different levels of civic identity development is correct by 98.26%.

The conducted comparative analysis (ANOVA) revealed statistically significant differences in individuals with different levels of civic identity development according to these indicators (Table 2).

Table 2. Analysis of Variance (N=115)

Variables		F	p
basic interpersonal need for affect		3.8079	0.0257
trust in relationships with parents		2.8681	0.0417
basic belief of the justice of the world		3.0533	0.0418
values of self-expression as the priority values of the parents' family		3.4161	0.0369
critical thinking development		3.9228	0.0231
involvement in the discussion of various topics (domestic, ideological, etc.)		6.7843	0.0017
participation of parents in various NGOs		3.8164	0.0255
involvement of the child in various forms of civic activity (by parents)		5.0935	0.0079
talking with parents about the state (history, politics, etc.)		5.9322	0.0037
leadership	school	5.0074	0.0086
	student community	3.8243	0,0253
participation in events	school	5.2372	0,0069
	student community	4.9775	0,0088
Defending one's own position	school	11.1657	0,0000
interests in different fields	school	7.6636	0.0008
	student community	3.4125	0.0037
relationships with groupmates	student community	4.1361	0.0189
self-regulation (value orientation)		3.5108	0.0338
social activity		3.9297	0.0229
prosocial focus		3.6293	0.0303
social trust		3.7035	0.0282
solving/avoiding complex life tasks		7.5756	0.0008
experience of applying to institutions		3.9219	0.0231
dissatisfaction with social status		4.3265	0.0159
dissatisfaction with the state of affairs in the state (employment opportunity, healthcare, etc.)		4.1034	0.0195

Scheffe test has shown that individuals with the below the average level of civic identity development, as opposed to those with the average and above average civic identity development level, have significantly lower values of the above indicators, other than frustration scales (here, respectively, significant higher values were identified).

In order to identify the factors influencing the development of the person's civic identity,

a factor analysis was carried out using the rock slide method and Varimax rotation. According to its results, an 11-factor model was built that explains 72.8% of the variance of the data obtained. The rest of the data is due to random effects that are not included in this factor model.

The first factor of the model which can be referred to as "***basic interpersonal needs***" explains 15.7% of the variance of the data received and includes the following scales: "inclusion" (0.84), "affect" (0.83), "control" (0.55), "autonomy/independence" (0.73), "trust in relationships with parents" (0.86), "values of self-expression as the priority values of the parent's family" (0.50).

The second factor – "***self-affirmation values***" – accounts for 12.8% of variance and includes "self-regulation" (0.68), "stimulation" (0.71), "hedonism" (0.65), "achievement" (0.72), "power" (0.77) scales.

The third factor which accounts for 9.6% of the data variance included the following scales: "participation in school/student events" (0.77), "leadership (in school, university)" (0.66), "defending one's own position (in school, university)" (0.67), "availability of interests in various spheres" (0.56). This factor can be referred to as "***adolescent subjectness activity***".

The fourth factor (accounting for 7.2% of the data variance) is related to the nature of meeting the individual's physical and social needs in the state, namely, the level of "***social frustration***". This factor was formed by scales such as "total frustration" (-0.92), "dissatisfaction with social status" (-0.75), "dissatisfaction with the socio-economic situation" (-0.84), "dissatisfaction with the state of affairs in the state (employment opportunity, healthcare etc.)" (-0.68). It should be noted that this factor includes indicators with negative values, indicating that the more a person estimates the availability of opportunities in the state for social self-realization and for meeting needs (lower frustration), the more likely that they will form a stable positive civic identity.

The fifth factor (accounting for 6.7% of the data variance) can be conventionally referred to as "***prosocial focus***", because it is formed by scales "focus of activity on socially useful affairs" (0.51), "conformance" (0.80), "benevolence" (0.76), "traditions" (0.65), "self-orientation (flexibility)" (0.73).

The sixth factor (accounting for 4.5% of the data variance) includes the scale of "participation of parents in various NGOs" (0.75), "talking about the state with parents" (0.64), "engaging the child in various forms of civic activity" (0.60), "engaging in discussions of various topics" (0.51). This factor can be conventionally referred to as the "***civic position/ attitudes of reference persons***".

The seventh factor (accounting for 4.2% of the data variance) is associated with "***basic beliefs***" and includes the scale of "commitment to the world" (0.81), "kindness of people" (0.81), "justice of the world" (0.66).

The eighth factor (accounting for 3.5% of the data variance) can be referred to as the "***parental family values***" and includes scales: "celebrating important events in a large circle of relatives" (0.86), "caring for and helping others" (0.65), "maintaining close family ties" (0.62).

The ninth factor (accounting for 3.1% of the data variance) is associated with "***social trust***" and is formed by the scales of "institutional trust" (0.87), "social trust" (0.79).

The tenth factor (accounting for 2.9% of the data variance) is referred to as the "***experience of applying to institutions***", since it is formed by this scale (0.61).

The eleventh factor (accounting for 2.6% of the data variance) may be called "***social integration***" (experience of interpersonal relationships with peers), since it is formed by the scales "relationship with classmates" (0.75), "relationship with groupmates" (0.63).

Conclusions

Civic identity development is of staged nature and is formed as awareness of and reflection on one's own place, role and degree of activity in the system of interaction with other citizens and the state.

Summarizing the results, we propose a theoretical-empirical model for the person's civic identity development (Fig. 1).
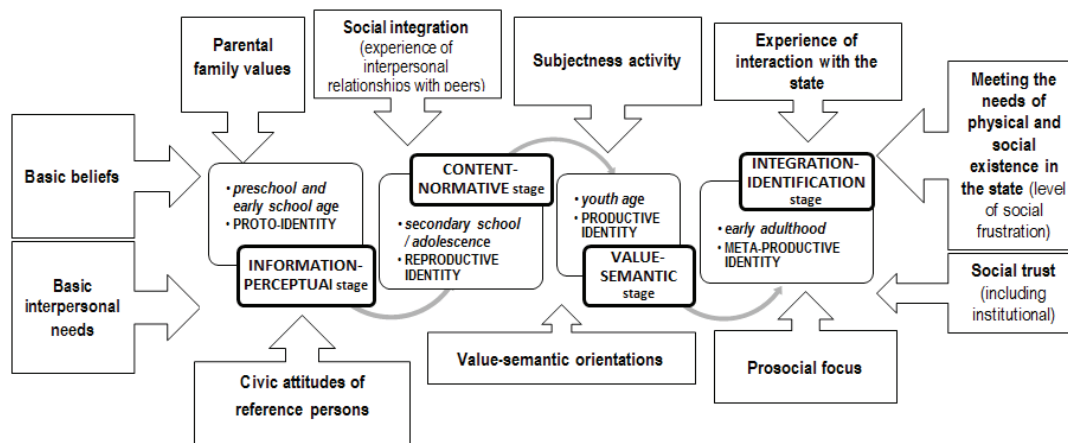

Fig. 2. Person's civic identity development

The empirical study has allowed us to identify the following main factors behind the civic identity development:

At the information-perceptual stage (preschool and early school age):
- *Basic interpersonal needs* (inclusion, affect, control), the nature of meeting which in childhood determines the predisposition of the adult to emotional and social involvement or distancing, a tendency to humility and obedience or independence and responsibility in decision-making;
- *Basic beliefs* (benevolence/hostility of the world, fairness/unfairness of the world), which serve as the basis/criterion for making a value choice, for selecting and evaluating certain knowledge (assessments, norms) and influence the formation of civic beliefs;
- *Parental family values* (the values of self-expression or survival, maintenance of close family ties, etc.);
- *Civic attitudes of reference persons* (including civic role models);

At the content-normative and value-semantic stage (adolescent age)
- *Social integration (experience of interpersonal relationships with peers)* (the nature of meeting the needs of affiliation and self-respect);
- *Value-semantic orientations* (especially self-affirmation values);
- *Subjectness activity* (participation in school/student activities, presence of interests in various spheres, etc.);

At the integration-identification stage (period of early adulthood):
- *Prosocial focus* (focus of activity on socially useful affairs);
- *Social trust* (including institutional);
- *Meeting the needs of physical and social existence in the state* (level of social frustration);

- *Experience of interaction with the state* in the form of its various agencies (representatives of state power).

Discussion

Summarizing the results of the pilot study, it can be argued that the civic identity development is significantly influenced by the person's prosocial orientation as a willingness to cooperate, to join forces with other compatriots in order to improve the well-being of the state and its citizens, the desire to help and support others. Prosocial behavior is formed in the process of personality development, and is determined both by the corresponding values of the family of origin (cohesion, close family ties, helping others), and sociocentric value orientations (benevolence, conformance, traditions, universalism), i.e., the system of internal standards, attitudes of the personality that channel efforts and encourage the person to implement appropriate prosocial strategies in their interaction with the world.

Prosocial orientation of the personality depends on the experience of interpersonal relationships with peers, social integration, which will further contribute to the formation of a sense of "We", a sense of unity and solidarity with fellow citizens. It has proven that the tendency to social isolation and distancing reduces the likelihood of prosocial behavior (Twenge, Baumeister, DeWall, Ciarocco, & Bartels, 2007). Our findings are supported by the studies (Gest, Graham-Bermann, & Hartup, 2001; Wentzel & McNamara, 1999) that have found that children who are rejected by their peers act less prosocially than others. Children with fewer friends exhibit a lack of basic prosocial skills (Schonert-Reichl, 1999; Gest, Graham-Bermann, & Hartup, 2001). Social and emotional distancing is, in turn, conditioned by the satisfaction of basic interpersonal needs and basic beliefs formed back in childhood, since children with low social support on the part of parents/significant adults have been proven to be more likely to interpret other people's ambiguous actions as aggressive or self-serving (Anan & Barnett, 1999) because they believe that the world is hostile, dangerous. Children and adolescents from stable, close-knit families are more likely to take actions that benefit others (Romig & Bakken, 1992), as well as those behaviors that involve collaboration, help, assistance, altruism, which further shapes important civic values – solidarity, mutual assistance, involvement, responsibility for the well-being of fellow citizens and society as a whole, which are realized in civic practices.

Civic identity development is also influenced by civic guidance/behavior patterns of reference persons. A particular level of respect for the state, official language and state symbols, formation of fundamental elements (positive or negative) of awareness and acceptance/ rejection of state and social values, in particular democracy, social responsibility, justice, respect for law, tolerance, dignity, etc.; capacity for civic initiatives (or passive-indifferent civic position) largely depend on significant others.

Particular attention in the process of developing a civic identity should be paid to the development of personality subjectivity as the capacity for independence, activity, initiative, responsibility, personal and social self-determination, development of a holistic image of "Me as a citizen". The issue of subjectivity becomes particularly relevant in adolescence, when the most important tasks of personal development, determination of priority values, aspiration in life, understanding of one's own responsibility for their implementation, etc. are solved. Subjectivity is an element of the mature psychic structure, it is the central indicator of personal maturity (Tatenko, 1996), which determines conscious and active attitude to the world and ourselves therein.

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Finally, it is of utmost importance for civic identification to satisfy the individual's own needs for physical and social existence in the state. It is a subjective feeling that a citizen has with respect to the opportunity to satisfy their vital needs in the state, to protect their interests, rights and freedoms from various unlawful encroachments, threats of any kind (physical, property, information, social, economic, political, environmental, military, etc.), as well as the idea of the state providing the conditions for self-fulfillment and maintaining an effective life. Scholars draw attention to the dependence of human needs on their political/civic identity (Konfisakhor, 2004; Khazratova, 2005; Vasiutynskyi, 2011), in particular, the need to feel safe is one of the determinants of the interaction between the individual and the state, and it determines striving for the orderliness of the social environment and its predictability. It is reasonable to note that in Ukraine, unlike in more developed countries, the state exhibits little activity in meeting the needs of its population (Farion & Kovch, 2013). The number of low-income and incapacitated citizens who are directly dependent on financial support from the state is increasing. Although the salary level tends to increase, it does not correspond to the real cost of labor, especially for highly skilled workers (teachers, scientists, healthcare professionals, engineers, etc.) who, for the most part, do not receive the level of income that could help them ensure full satisfaction of needs. This pushes many citizens to seek greener pastures in other states, which is a serious challenge to the national security of the Ukrainian state, since the inclusion of a person into the organizational (legal, economic, social, axiological) space of another state may lead to a "loss" of Ukrainian civic identity and a desire to replace it with another identity.

However, we understand that it is necessary to conduct similar studies on bigger and more representative groups for achieving scientifically credible results.

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CIVIC IDENTITY DEVELOPMENT: ONTOGENETIC ASPECT

Summary

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The article focuses on the problem of developing the person's civic identity, which is the key to integrity, stability and security of the state, consolidation and development of civil society. Undeveloped, diffuse, unstable civic identity generates serious problems for both individual citizens (feeling of hopelessness, anxiety, alienation, frustration of important socio-psychological needs) and for the state as a whole, since it predetermines the psychological tolerance of citizens to various types of external aggression. Civic identity of the individual is considered by us as a complex multilevel

personal formation that results from self-categorization, comprehension (giving sense-value) of being a member in the community of citizens and the state (as its citizen) and the subjective attitude (emotional and conative) of the person to their membership. **The object of research** is the person's civic identity development. **The purpose of the research** is to determine the socio-psychological factors of the civic identity development.

Development of civic identity takes place in the process of civil socialization, which is considered by us as the process of gaining civic social experience of civicism by the person (norms and values of civic culture, civic behavior patterns, knowledge and ideas about the state, citizenship, etc.) through the inclusion into the organizational environment of the state and the system of social links with other citizens. Basic stages of civic identity suggested by us: information-perceptual stage (covering preschool and early school age), content-normative stage (encompassing secondary school/adolescence), value-semantic stage (covering the youth age) and integration-identification stage (covering the period of early adulthood). Civic attitudes do not remain unchanged forever and can be adjusted/changed in the age of middle and late adulthood, however, further changes in civic identity are no longer its formation but transformation that depends on different conditions of human life. Therefore, the age of middle and late adulthood covers the stage which can be conventionally referred to as the stage of stabilization/ transformation.

It has been revealed that the main social and psychological factors of the person's civic identity development are as follows: Basic interpersonal needs (inclusion, affect, control), the nature of meeting which in childhood determines the predisposition of the adult to emotional and social involvement or distancing, a tendency to humility and obedience or independence and responsibility in decision-making; Basic beliefs (benevolence/hostility of the world, fairness/unfairness of the world), which serve as the basis/criterion for making a value choice, for selecting and evaluating certain knowledge (assessments, norms) and influence the formation of civic beliefs; Parental family values (the values of self-expression or survival, maintenance of close family ties, etc.); Civic position/attitudes of reference persons (including civic role models); Social integration (experience of interpersonal relationships with peers) (the nature of meeting the needs of affiliation and self-respect); Value-semantic orientations (especially self-affirmation values); Subjectness activity (participation in school/student activities, presence of interests in various spheres, etc.); Prosocial focus (focus of activity on socially useful affairs); Social trust (including institutional); The fact of meeting the needs of physical and social existence in the state (level of social frustration); Experience of interaction with the state in the form of its various agencies.

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