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LANGUAGE FACTORS OF CIVIC IDENTITY FORMATION

У статті увага приділяється аналізу проблеми громадянської ідентичності студентської молоді та вивченню її мовних чинників.

Показники дітермінант громадянської ідентичності (патріотизм, активна громадянська позиція, самореалізація в країні, відданість країні) серед студентської молоді мають високі значення та відповідають для більшості досліджуваних високому та середньому рівням вираженості. У більшості досліджуваних виявлено високі показники етномовної ідентичності, що проявляється у високих та середніх рівнях вираженості позитивного ставлення до української мови, знанні мови та етномовного атитюду.

Виявлено особливості етномовної та громадянської ідентичності залежно від мови спілкування студентської молоді (українська, російська та обидві). Студенти, які спілкуються українською, мають вищі показники знання з української мови, позитивніше ставляться до неї, мають вищі показники етномовного атитюду та сформованості громадянської ідентичності, порівняно зі студентами, які спілкуються російською.

Рівень патріотизму та загальний рівень громадянської ідентичності є вищим в україномовних студентів, порівняно із білінгвальними (які спілкуються двома мовами).

Встановлено, що мова є чинником сформованості громадянської ідентичності української студентської молоді. Зокрема, не знання мови, а позитивне ставлення до неї, що свідчить про важливість та значущість мови як елемента, який посідає вагоме місце в системі цінностей у контексті консолідації громадянської спільноти та етномовний атитюд.

Ключові слова: громадянська ідентичність, мова, чинники, етномовна ідентичність, етномовний атитюд.

Introduction

Problem statement. The issue of civic identity is becoming more important and needs comprehensive study due to the changes in various spheres of personal life: economic, political, social and so on. That is why the factors of civic identity should be studied, namely, the language factor should obtain a particular attention. After all, the issue of language has recently become quite acute in Ukrainian society among different age groups; it has become the subject of manipulative actions and informational intrusions into the mass consciousness. Language can be both a factor for consolidation of society into the state and a factor dividing society, stimulating controversy and debate on this issue. At present, the studies on language factors of civic identity focus mainly on students. After all, this age is associated with maturity reaching, citizen consciousness formation, acquiring the status of a subject of political relations which are linked with the peculiarities of an individual's political and social socialization (Craig, Baukum, 2005).

Theoretical analysis

Review of recent research and publications. Many works of both national and foreign scholars have examined civic identity (V. Antonenko (2007), O. Vasilchenko, V. Vasiutynsky, N. Vodolazhska, E. Hellener, I. Zhadan, Yu. Ivzhenko, O. Lozova, I. Ostapenko (2018), L. Pylypenko,

V. Pyrozhenko, L. Snigur, O. Sosnyuk (2017), N. Khazratova (2018), H. Tsyganenko, O. Shevchenko, T. Yablonska (2007), etc.) At the same time, attention was paid to the features of civic identity, factors of its formation, correlations of civic identity with different personality-typological, behavioural characteristics of an individual and so on.

Civic identity is defined as a subjectively significant experience and an awareness of the value and importance of belonging to a state. At the same time, it has certain essential characteristics that differ depending on the approaches within which this phenomenon is examined. In particular, civic identity is characterized by: attitude to the state, an individual's loyalty to it; activity in drafting laws and their observance; active interactions with other citizens on state issues; ability to empathize and think critically; existing reflection, active participation in discussion on the ways for state or society development; awareness and emphasis not only on one's own needs, but also on the needs of society; responsible participation in public life; ability to critically evaluate people's behaviour, etc. (Sinelnikov, 2019, pp. 2-3).

I. Petrovska has noted that psychological mechanisms such as: social perception, imitation, stereotyping, identification, interiorization, reflection, meaning formation, social categorization/self-categorization facilitate the formation of civic identity (Petrovska, 2020, p. 197).

N. Khazratova believes that if citizens are involved in the organizational space of the state it becomes a prerequisite for civic identity emergence. Civic identity is a multifaceted phenomenon; it is not enough just to understand by an individual that he/she belongs to the state as it citizen; various signs and indicators are important, including behavioural ones, for ascertaining and determining the formed civic identity (Khazratova, 2018).

Civic identity can be considered formed if an individual is aware of belonging to the community of citizens and to the state of which he/she is a citizen, but, in addition, all attributes of statehood are valued by him/her, and the "territory of life" shared with other citizens is perceived as homeland. An individual focuses on these marks when he/she determines his/her place in the social space (Bevz, 2018).

Civic identity is formed in early adolescence, when the first crisis of identity occurs and ideas about alternative realities and lifestyles emerge as a result of the development of thinking processes (Craig, G., Baukum, D., 2005). This age period is characterized by the definition of new social roles that are comfortable and bring social acceptance by peers, by high conformity to peer opinion and making familiar with them (Mosbach, Leventhal, 1988), by acceptance of advertising, fashion, media, etc. (Flay

et al., 1985), which are important elements of an individual's socialization and influence identity formation, including civic one.

A language should be considered as one of the main markers of civic identity (the status of the state language given to the Ukrainian language, its mandatory use in the official sphere, in the education system and the media).

A language should be mentioned not only in its attributive form (its legislative status), but also in the psychological dimension (a value assigned to the Ukrainian language, accepting it as one's own, or at least treating it as an important, integral element uniting civil society and defining «We» group contrary to «They» group).

In addition to the labelling, attributive nature, a language has a much deeper consolidating mechanisms. Through language acquisition, an individual interiorizes it, so that the language becomes a semantic scheme for meaning-making processes, helps generate a unique and specific semantic picture of the world and becomes the material forming authentic thinking. Analyzing the thesis of L. Vygotsky: "Thinking is a convoluted language" (Vygotsky, 1999), we can assume that there is a reverse process of language exteriorization as a common discourse that has a non-linguistic context and takes into account all aspects of society and the state.

O. Potebnya considered language to be the main means of thinking and cognition, as a creative activity that organizes thoughts, the most important means forming human knowledge about the surrounding reality and a tool for human knowledge existence. Reflecting the world (objective and subjective) in activities, a person records in words the cognition results (Potebnya, 1892, p. 28).

Despite the extensive factual material on civic identity and language, there is currently no single approach to the study on language influence on civic identity formation. That is why the article **purpose** is to analyze the linguistic factors of civic identity formation.

Research methods

To achieve this goal, we conducted the empirical study (October - November 2021). The following psychological examining methods were used in the study: the Questionnaire in Ethnic-linguistic Identity (Kuharuk, 2020); Civic Identity Questionnaire (Petrovska, 2020); the questionnaire «Examination of civic identity formation» (Khazratova, 2018).

The **sample** consisted of 108 Ukrainian university students of 1-4 academic years, full-time and part-time study, including 61 women and 47 men aged 17 to 21 years.

The data obtained during the empirical study were analyzed using the SPSS 19.0 software and the following mathematical and statistical

methods were applied: descriptive statistics, one-way analysis of variance (to compare three or more samples) and multiple regression analysis.

Results and discussion

The study consisted of three stages. At the first stage, we examined and analyzed the communication languages, the attitude to the Ukrainian language and ethnic-linguistic identity. At the second stage, we studied civic identity and its determinants. At the third stage, we determined the peculiarities of civic identity depending on Ukrainian students' languages used at everyday communication and the linguistic factors of civic identity.

With the authors' questionnaire, we revealed students' communication languages, namely, which language they defined as native one and which language they communicated in everyday life (table 1).

Table 1

Distribution of respondents by used language, in %

Native language	The language of communication in everyday life			
	Ukrainian	Russian	Both	Total
Ukrainian	50	2	11	63
Russian	3	16	8	27
Both	2	1	7	10
Total	55	19	26	100

We found that 63% of the respondents identified Ukrainian as their mother tongue, 27% considered Russian as their mother tongue and 10% identified both languages as their mother tongue. At the same time, partial differences were revealed as for which language they considered as a native one and which language they communicated in everyday life. 55% of students spoken in Ukrainian in everyday life, 19% spoken Russian and 26% used both languages.

The majority of students whose native language was Ukrainian used it in everyday life; communication in both languages was at second place for Ukrainian-speaking students and a small proportion of the respondents spoken only in Russian.

The similar picture was observed for students whose native language was Russian. The majority of them used Russian in everyday communications; both languages took the second place, and only few of them spoken in Ukrainian.

Most of the respondents who indicated both languages as native also used both Ukrainian and Russian in everyday life, only Ukrainian language was the second choice in this group and the Russian language was the least common (although in this case the difference was not significant).

To study attitudes to the Ukrainian language, self-assessment of Ukrainian language skills, the extent to which the respondents tend to determine civic identity (their own and others), we used the questionnaire O. Kuharuk's «Ethnic-linguistic identity» (Kuharuk, 2020). 70% of students assessed their proficiency in the Ukrainian language as high, 22% did as average and 8% of the surveyed students estimated as low. At the same time, positive attitude towards the Ukrainian language prevails in the majority of respondents: 78% had the high attitude and 17% had average one, but 5% of the respondents showed poor attitude to the Ukrainian language. According to the «ethnic-linguistic attitude» scale, we found that 56% of the respondents scored a high level for this indicator, 33% scored an average level and 11% scored a low level.

The peculiarities of civic identity were studied at the next stage. We estimated expression of the determinants of student's civic identity according to the results obtained with the questionnaire «Civic Identity» (I. Petrovska), (Fig. 1).

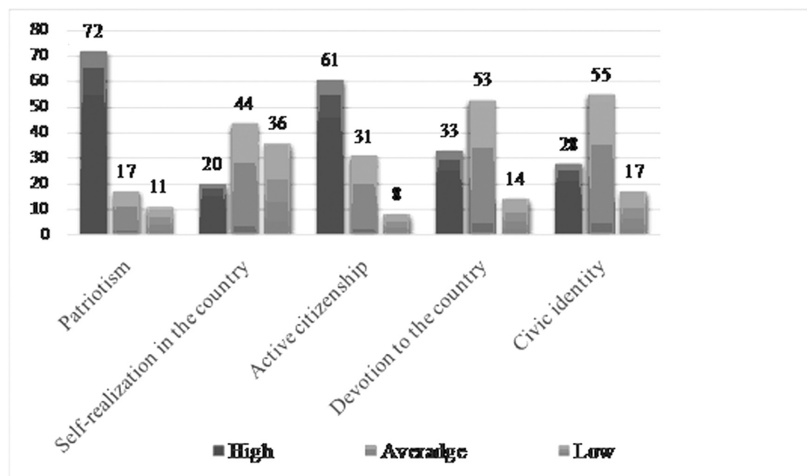


Fig. 1. The expression (in %) of civic identity determinants according to the «Civic Identity» questionnaire (I. Petrovska)

Most respondents showed a high level for the “patriotism” scale, which indicated their identification as a citizen of Ukraine, perception of Ukraine as their homeland, the importance for them to support Ukrainian culture, traditions, deep respect for state symbols of Ukraine and so on. The average level of patriotism was shown by less number of students and only few respondents had low patriotism.

As for the “self-realization in the country” scale, the average level prevailed, the low level appeared less often and the high level of self-realization within the country has shown by the lowest number of the respondents. This indicates that despite the respondents’ high patriotism, their assessment of opportunities for development and self-realization in both personal and professional areas in Ukraine was not high for young people. However, the positive point was that, despite the high percentage of respondents seeing low self-realization opportunities, the majority of students still saw at different levels (average or high) prospects for development and prosperous living in their country.

Active citizenship of most respondents was at the high level, the average level appeared less often, and only few respondents had the low level. This means that students tended to defend their rights as the country citizens, considered themselves responsible for the situation in the country and appreciated highly their civic activity.

As for the «loyalty to the country» scale, the average level was the most pronounced, the high level went in the second place, and the low level was revealed the least often. That is, students were ready to work for Ukraine, they were not indifferent to the country where they would be able to realize themselves and saw these prospects here and believed in the development of Ukraine as a strong state.

Regarding the general indicator of civic identity, the majority of the respondents had the average level, the high level appeared less often and the least number of students had the low level of civic identity.

The performed analysis of the data obtained with the questions and scale developed by N. Khazratova («Do you consider your as a citizen of the Ukrainian state?»; «Is the Ukrainian state a value and priority for you?»; «Are you proud to be a citizen of Ukraine») (Khazratova, 2018) revealed the levels of civic identity formation. The high level of formation was found in 61% of the respondents. That is, they considered themselves citizens of Ukraine as a state, for them it was a value and a priority and were proud of their citizenship. 22% of the students had the average level and 17% had the low level of civic identity. The obtained results confirmed the results of N. Khazratova’s research. She determined that the formation of humanities students’ civic identity was quite optimistic,

as the vast majority of her respondents had a fully formed civic identity (Khazratova, 2018, p. 25).

We revealed the features of students' civic identity depending on the language they used in communications (Ukrainian, Russian or both) with the help of one-factor analysis of variance and a further used posteriori multiple comparison of values (Sheff's Table).

Statistically significant differences were found depending on students' communication language according to the data obtained with the «Ethnic-linguistic identity» questionnaire (O. Kuharuk), (Table 2).

Table 2

Indicators of the «Ethnic-linguistic identity» questionnaire depending on the students' languages of everyday communication

Scales	Languages of everyday communication		
	Ukrainian	Russian	Both
Language skills	4,14±0,43278**	2,96±1,04126**	3,76±0,98793
Attitude to language	4,29±0,33732**	3,33±0,95266**	3,81±1,00161
Ethnic-linguistic attitude	4,01±0,61073**	2,75±1,18646**	3,52±1,03258
General ethnic-linguistic identity	4,13±0,40726	3,01±1,01849	3,68±0,98262

*Note: ** - significant at $p \leq 0.01$*

The Russian-speaking students had lower Ukrainian language proficiency compared to Ukrainian-speaking students. Accordingly, Ukrainian-speaking students did not have problems using the Ukrainian language in all spheres of life, they could correspond, write documents, read professional and fiction in Ukrainian, used freely Ukrainian phraseology, proverbs, sayings, phrases, in contrast to Russian-speaking who, expectedly, showed lower results for this scale.

Russian-speaking students had lower, but still positive attitude towards the Ukrainian language compared to Ukrainian-speaking students. This shows that Ukrainian-speaking students were pleased when they are addressed in Ukrainian, they wanted their children would use Ukrainian and learn mostly in Ukrainian in the future, they believed that the official and state language in Ukraine should be only one language - Ukrainian, it was important for them that the Ukrainian language developed and spread, that most people in Ukraine had a good attitude to the Ukrainian language, they felt their connection with Ukrainian-speaking citizens,

while Russian-speaking students had a slightly lower rate for the above language aspects.

As for the ethnic-linguistic attitude, which is expressed in the tendency to determine civic identity (one's own and others') on the basis of a used language, the Ukrainian-speaking students' results were higher than those of the Russian-speaking students, so the Ukrainian-speaking students determined civic identity (their own and others') more with the used language. Students who spoken Ukrainian in everyday communication were more likely to believe that one of the important ways to demonstrate their civic identity is to communicate in the national language and believed that people who considered themselves Ukrainian should speak Ukrainian, the language was one of the main symbols of the citizenship for them to a greater degree compared to students who spoken only Russian.

A statistically significant difference between Russian-speaking and Ukrainian-speaking students was found with the questionnaire «Examination of civic identity formation» (Khazratova) (Table 3).

Table 3

The formation of civic identity depending on the students' languages of everyday communication

Scale	Languages of everyday communication		
	Ukrainian	Russian	Both
Formation of civic identity	4,57±1,00341*	3,27±1,37183*	3,85±1,56365

*Note: * - significant at $p \leq 0,05$*

Ukrainian-speaking students had better formed civic identity than Russian-speaking students. Accordingly, Ukrainian-speaking students appreciated the value and priority of their own state and were proud of their citizenship.

Significant differences in the indicators determining students' civic identity were revealed depending on their languages of everyday communication (according to Petrovska's «Civic Identity» questionnaire (Table 4).

Table 4

Indicators of «Civic Identity» questionnaire depending on the students' languages of everyday communication

Scales	Languages of everyday communication		
	Ukrainian	Russian	Both
Self-realization	3,04±1,15376	2,61±1,33703	2,57±1,50023
Patriotism	4,32±0,61193**	3,66±1,35793	2,79±1,52019**
Active citizenship	4,05±0,76573	3,60±1,12135	3,14±1,16828
Loyalty to the country	3,64±0,69057	3,14±1,40215	2,70±1,24365
Civic identity in general	3,75±0,57336*	3,24±1,22983	2,79±1,21903*

Note: * - significant at $p \leq 0,05$; ** - significant at $p \leq 0,01$

Significant differences were found between students whose language of everyday communication was Ukrainian and bilingual subjects (those who used both languages). Ukrainian-speaking students were more patriots compared to bilingual ones. That is, it was more important for Ukrainian-speaking students to support Ukrainian traditions and culture, they had a sense of love for Ukraine, they identified themselves as citizens of Ukraine and were proud of it, their ideas about themselves were closely connected with Ukraine; bilingual students showed above features significantly lower. Similar specifics can also be traced to civic identity in general. Students who defined Ukrainian as their native language had significantly higher results compared to young people who mentioned both languages as native.

To determine the formula for civic identity formation in Ukrainian students, we used multiple regression analysis (MPA). The dependent variable was the formation of civic identity (determined with N. Khazratova's method), independent variables were: Ukrainian language skills; attitude to language; ethnic-linguistic attitude.

The regression analysis of the inclusion method (Enter) revealed the reliable regression model (indicator «R-square» = 0.796; $R = 0.892$, Durbin-Watson test = 2,000 (within normal limits)). This means that the probability to predict correctly civic identity formation with the constructed regression model was 79%, and the variable «civic identity formation» correlated with the regression model by 89% and there were no autocorrelations in the model (Table 5).

Table 5

Linguistic effects of the formation of civic identity

Factors	B	Standard error	Significance
Constant	-1,511	,473	,003
Ukrainian language skills	-,429	,350	,226
Attitude to language	1,505	,280	,000
Ethnic-linguistic attitude	,355	,239	,145

The performed regression analysis indicate that the language influence the formation of civic identity of Ukrainian students. However, not simply language skills, but a positive attitude to it, feeling of significance of language as an important element of the value system in the context of civil society consolidation and ethnic-linguistic attitude as a significant marker of belonging to Ukrainian civil society created such influence.

Conclusions

Civic identity in general was formed at the high or average levels in most students. Such indicators as patriotism, active citizenship were high in more than half of the respondents; the indicators such as “self-realization in the country”, “loyalty to the country” were mostly at the average level.

We determined the peculiarities of ethnic-linguistic and civic identity depending on the language (Ukrainian, Russian and both) that students used in everyday communication. Students who spoken Ukrainian had better Ukrainian language skills, a higher positive attitude towards it, higher ethnic-linguistic attitude and better formed civic identity compared to students who spoken Russian.

Patriotism and the general level of civic identity were higher in Ukrainian-speaking students compared to bilingual ones.

We have found that language influences the formation of civic identity of Ukrainian students. However, not simply language skills, but a positive attitude to it, feeling of significance of language as an important element of the value system in the context of civil society consolidation and ethnic-linguistic attitude as a significant marker of belonging to Ukrainian civil society created such influence.

The further research may include the development and implementation of a training forming civic identity among representatives of different age groups in Ukrainian society.

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LANGUAGE FACTORS OF CIVIC IDENTITY FORMATION

The article analyses the problem of students' civic identity and studies its language factors.

The indicators determining civic identity (patriotism, active citizenship, self-realization in the country, devotion to the country) were quite high in university students and corresponded to high and average levels in the most cases.

The respondents showed mainly high indicators of ethnic-linguistic identity, which was manifested in high or average levels of positive attitude towards the Ukrainian language, language skills and ethnic-linguistic attitudes.

We determined the peculiarities of ethnic-linguistic and civic identity depending on the language (Ukrainian, Russian and both) that students used in everyday communication. Students who spoken Ukrainian had better Ukrainian language skills, a higher positive attitude towards it,

higher ethnic-linguistic attitude and better formed civic identity compared to students who spoken Russian.

Patriotism and the general level of civic identity were higher in Ukrainian-speaking students compared to bilingual ones (who spoken both languages).

We have found that language influences the formation of civic identity of Ukrainian students. However, not simply language skills, but a positive attitude to it, feeling of significance of language as an important element of the value system in the context of civil society consolidation and ethnic-linguistic attitude as a significant marker of belonging to Ukrainian civil society created such influence.

Key words: *civic identity, language, factors, ethnic-linguistic identity, ethnic-linguistic attitude.*

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