

## STUDYING HIGH SCHOOL STUDENTS ABROAD IN THE DIMENSIONS OF CIVIC AND CULTURAL IDENTITY

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*The civic and cultural identity of a person is an integral part of the existence of any human community and a marker of its national, political and cultural subjectivity. In view of the ongoing Russian-Ukrainian war, the issue of civic and national-cultural identity of high school students studying abroad is becoming extremely important for our society. In fact, the martial law in the country, the socio-cultural and educational space of the countries of forced residence simultaneously have a noticeable direct impact on the attraction to or distance from the national and cultural identity of young Ukrainians living abroad.*

*The purpose of the article is to assess the current state of civic and cultural identity of Ukrainian high school students abroad in the context of the public demand for the formation of civic and national consciousness in times of war.*

*The article uses general scientific methods: classification, abstraction, comparison, formalisation, analogy, deduction, induction, synthesis, analysis. general scientific and special methods, in particular, In the analytical part of the study, we used the methodology of an interdisciplinary approach to form a holistic picture of the research. In order to determine the optimal methodology for empirical sociological research, a comparative analysis of the data available on the subjective perception of students and parents of the peculiarities of the educational process in the host country and other important factors was conducted. The sociological study of the attitude of Ukrainian schoolchildren to the influence of the foreign educational environment and factors of personal choice in the near future was conducted by an online survey using a questionnaire in Google Form online; the graphical and analytical method was used to illustrate the main results of the sociological study.*

*As a result of the sociological study, it was found that the socio-cultural orientations of an individual in the process of studying abroad are not unreasonably associated with the significant influence of the educational and social environment of the countries of temporary residence. The actual factors of influence and modifications of the dimensions of the socio-cultural identity of Ukrainian high school students abroad are identified. The conclusions substantiate the importance of the state and society's attention to the identified problems and the actual directions of measures to adjust these processes in view of their importance for the post-war Ukrainian society.*

*Keywords: civic and cultural identity, socio-cultural orientations of the individual, study abroad, Ukrainian students, sociological analysis*

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## **Introduction**

An important factor that determines the course of migration of certain social groups at the present stage of civilisation development is ensuring stability and achieving constructive interaction, which is created by the appropriate social environment, taking into account the totality of the needs of all subjects of interaction. The long-term full-scale aggression of the Russian Federation has significantly complicated the established practices of analysing the structural and cultural parameters of social space in Ukraine, while at the same time raising many questions about changes in attitudes towards civic identity. According to S. Dembitsky's research, the fact of belonging to the state and its territory, the status of citizenship has become an existential experience of people, and the share of those who consider themselves primarily citizens of Ukraine has increased sharply to 85% by the end of 2022, while the previous nine years since 2014 remained within the range of 57-64% (Dembitskyi, 2022). However, the problem of re-emigration of internally displaced persons may become a major challenge for the future of the Ukrainian state in the near future, as only 13% of respondents reported plans to return to Ukraine permanently within the next three months, according to a survey of Ukrainian refugees under the auspices of the UN (EU NEIGHBOURSEAST, 2022). Instead, 44% of respondents do not plan to return in the next three months, and 43% are undecided. Of the latter group, 79% plan to stay in the host country. Thus, the problem of returning students from forced emigration to Ukraine is relevant primarily because Ukrainian society is entering a new historical and social space in the context of an extreme increase in the pain thresholds of most social strata and the transformation of the worldview of society (Shevchenko, 2022). Therefore, according to researchers (Yaremchuk, S. Dyak, V. and Tushko. K, 2023), the socio-cultural self-identification of the Ukrainian community is currently facing a double challenge: on the one hand, it is the crystallisation of the identity of citizens within our country, and on the other, the search for demarcation lines to transform (and preserve) the identity of those who were forced to leave Ukraine.

Given the long-term prospects for the sustainable development of the state, the problem of this social stratum - temporary migrants from among pupils and students - is also relevant because in times of war, there are latent changes in the minds of students living in difficult conditions of emigration and '...daily make their choice in favour of a particular life strategy, including in the field of education, as the results of such individual actions are formed into trends that can be manifested in a more or less distant future' (Opora, 2023).

Thus, we have every reason to believe that solving these problems is of great importance for the future of Ukraine. Therefore, a sociological study of their factors, mechanisms for adjusting processes and forecasting the impact of their consequences on the development of Ukrainian post-war society requires a more detailed consideration of the subjective aspects of the forced emigration of Ukrainian students.

## **Literature review**

A significant number of works based on general theoretical approaches to the study of the development of self-consciousness in the individual psychology of A. Adler, analytical psychology of C. Jung, C. Rogers and W. Frankl, works of representatives of the humanistic direction A. Maslow, C. Rogers, G. Allport, social and cognitive theory of self-actualisation of personality by Albert Bandura (Bandura, A. 2006). An important basis for our work was the analytical materials of the study 'Ukrainian Society in the Context of War. Year 2023' by the Institute of Sociology of the National Academy of Sciences of Ukraine (Dembitskyi, S. Zlobina, O. and Kostenko, N. et al, 2023),

works devoted to the formation of the national identity of Ukrainians by P. Horinov and R. Drapushko (Horinov and Drapushko, 2022), transformation of identities during the war by N. Kostenko (Kostenko, 2022), problems of forming Ukrainian cultural identity in the conditions of war by S. Yaremchuk, V. Dyak, K. Tushko. K (2023), materials of the latest sociological research on national and civic Ukrainian identity by S. Dembitskyi (2022), the impact of war on the value priorities of O. Zhulyanova (2022), the state of identity of Ukrainians before and during the war by T. Liubyva (Liubyva, 2022), the study of changes in liberal values during the war by N. Otreshko (Otreshko, 2022), collective identity in the war by O. Reznik (Reznik, 2022), the problems of education in the war by S. Shevchenko (Shevchenko, 2022) and many others.

According to the analysis of scientific sources, quite recently, scholars have noted an acute identity crisis in Ukrainian society, accompanied, in particular, by the competition of communist, liberal, nationalist ideologies, and the confrontation between Ukrainian and Russian nationalism. In the above context, we note the fact that a significant number of Ukrainians had blurred, unpaid or delayed identities before the full-scale Russian aggression in 2022, based on Eriksson's classification of identities, as established by researcher N. Kostenko in her work 'Transformation of Identities during the War: Problems of Research and Sociological Practices' (2022). Usually, these types of identities, according to the author, are inherent in young people who are in search of themselves or copy the patterns of others (the so-called 'unpaid identity'). At the same time, this also indicates a certain infantilism of Ukrainian society, which is only now moving towards an 'achieved identity', with an awareness of its own values and ways of realising them. It was the full-scale invasion that clearly demonstrated that postponing the value choice became impossible, and the very 'fact of citizenship turned into an existential experience of people, and the value summary of identity became surprisingly obvious' (Kostenko, 2022, p. 7).

An analysis of current issues based on a number of recent studies allowed S. Yaremchuk, V. Dyak, and K. Tushko to highlight the importance of the value aspects of the process of identity formation in wartime: 'It is in the field of culture that the most heated discussions are taking place about the boundaries of the permissible and the unacceptable, the desirable and the undesirable in this area, where not only political but also religious, linguistic, scientific, educational and artistic contexts have simultaneously become more intense with extraordinary intensity. Identity is first and foremost a system of values, and the identity of a modern Ukrainian is not so much nationality or ethnic roots, but rather axiology' (Yaremchuk, S. Dyak, V. and Tushko. K, 2023). According to the researchers, it is the difficulties of these practices in wartime, which inevitably affect the established value systems of individuals and communities, that make it necessary to significantly expand the tools for observing those forms of social reality that do not fit into formalised classifications but refer to specific contexts. Therefore, such an uncompromising attitude to territorial integrity, even despite the uncertainty and future large-scale casualties, gives O. Reznik grounds to state that there are significant changes in the collective identity of Ukrainians (2022).

Researchers P. Gorinov and R. Drapushko in their work 'Formation of the National Identity of Ukrainians as the Basis of National Security of the Ukrainian State' state that the common goal of protecting the territorial integrity of Ukraine has managed to unite different groups of people, regardless of their political, cultural, religious or linguistic identity, into a single national identity. These identities are organically interconnected and comprehensively manifested in Ukrainian society and are a European phenomenon that makes adjustments to established dogmas and concepts. Thus, summarising the conclusions of the above-mentioned researchers, we share the opinion of P. Gorinov

and R. Driapushko that the formation of national identity in war is a complex dynamic process that includes both the course and the result of Ukrainians' self-awareness of their mental characteristics such as freedom, dignity, fearlessness, self-sacrifice, awareness of their purpose in defending the Motherland, as well as such essential features of the nation as its basic cultural values, the desire for national self-determination, defending the functioning of the local church, the undisputed right to use and develop the national language in all spheres of life.

Interpretation and interpretation of the value aspects of social intentions in the context of Ukrainian military realities in our work will be incomplete without reference to sociological data on changes in the worldview of the broader Ukrainian community. In this context, it is symptomatic that researchers have identified the following as the main and key characteristics of Ukrainian society since the beginning of Russia's full-scale military invasion: courage, resilience and solidarity' (Rating. sociological group 2022, p. 25). According to O. Zhulienova's study of the value priorities of Ukrainians, the full-scale war was a key event in the modern history of Ukraine, which today 'is fighting for its right to "be, not to surrender", which intensified the process of national self-determination, stimulated the readiness of Ukrainians to resist aggression and defend Ukraine's independence' (2022, p. 329). Therefore, researchers S. Yaremchuk, V. Dyak, K. Tushko in their work 'Problems of Formation of Ukrainian Cultural Identity in the Context of War' rightly point out that the consideration of the problems and factors of the formation of Ukrainian national and cultural identity through education in the context of war requires a separate detailed study, since its consequences 'predictably also concern the far-reaching and still distant post-war prospects for the development of Ukraine' (2023, pp. 105-111).

Thus, we can state that in the most general terms, the concept of 'civic identity of an individual' in modern scientific discourse means a set of certain common features (value, cultural) and general priorities of the country's development (foreign policy, socio-economic, etc.) available to an individual and other members of society, on the basis of which a certain collective self-determination of the community acceptable to the majority of the country's population is formed. Firstly, it means a certain level of identification of an individual with the community of citizens of the national state, and secondly, it raises the issue of conscious and active citizenship, awareness of being a member of civil society. These two aspects of the definition of civic identity focus on different aspects of the relationship between an individual and the state and society. At the same time, scholars note that the nature of this collective self-construction largely depends on the objective preconditions and practices of civil society, including the state of life situations in which a nation may find itself. In particular, the self-construction of the image of one's own civic identity can be significantly influenced by the value perceptions prevalent in its environment and supported and activated by both internal political and external factors.

Thus, civic identity is a multidimensional concept, a dynamic system that includes the definition of a person in various spheres: religion, education, science, communication, etc., and national and cultural identity is a person's awareness of his or her own belonging to a particular nation and state, society, cultural traditions, values, psychology, faith in a particular historical period of development.

Based on the analysis of the works of the above-mentioned domestic and foreign researchers, at this stage of our study, we can draw the following conclusions:

- the war has had a tremendous impact on the mass consciousness, and after the full-scale invasion on 24 February 2022, the formation of a consolidated collective identity of Ukrainians is

accelerating, due to the total denial by the Russians of the existence of Ukraine and its inhabitants as a separate nation (Reznik, 2022).

Since today there are significant transformations in the worldview orientations of migrant students and the issue of development, current state and problems of national identity in modern Ukrainian society is becoming more and more relevant, the main field of our attention is the study of the situation of formation of socio-cultural identity in the minds of Ukrainian high school students who study in difficult conditions of forced emigration and make their daily choice in favour of a particular life strategy related to socio-cultural and civic self-determination.

### **Research methods**

The theoretical and methodological basis of the study is the principles of socio-philosophical, socio-psychological and sociological approaches. In the analytical part of the study, we used the methodology of an interdisciplinary approach to form a holistic picture of the research. General scientific methods were used: classification, abstraction, comparison, formalisation, analogy, deduction, induction, synthesis, and analysis.

The target audience of our study were high school students who were internally displaced from among Ukrainian students in different countries of Europe and North America. In accordance with the objectives of the study ‘Forced Migration 2022 in the Eyes of Ukrainian Schoolchildren’, the questionnaire survey identified the relevant subjective aspects of the social and psychological adaptation of Ukrainian schoolchildren in the context of forced migration, the factors of influence of the new educational environment on the level of schoolchildren's performance in studying abroad, and the impact of the socio-cultural environment on further education plans.

Based on the methodological, social, psychological and sociological concepts outlined above, in 2023, an additional study of the value and motivational factors of the influence of the foreign educational environment on the social behaviour of high school students was conducted using the questionnaire survey ‘Study Abroad and Future Choices of Ukrainian School Youth 2023’. The methods of both studies were chosen: an online panel with a closed IP address.

The target audience of our study is high school students aged 13-17 who are staying abroad in 2022-2023 due to forced migration as a result of the war. The groups of respondents covered by the survey consist of students who have left the temporarily occupied territories (50%) or the government-controlled territories (50%), in particular, Zaporizhzhia, Kyiv and Kharkiv regions.

The survey was conducted among students temporarily residing in Europe and North America. The total sample size of the survey was 404 respondents. The breakdown of respondents by country is as follows:

- Poland – 30.2%
- Czech Republic – 18.3%
- United Kingdom – 15.6%
- Germany – 12.8%
- France – 9.5%
- Canada – 7.9%
- USA – 5.7%.

Regarding the educational activities of students: 70.6% of respondents continue their distance learning at Ukrainian schools, while 29.4% study at schools in the host country.

The quantitative data were processed in IBM SPSS Statistics 23 and Microsoft Office Excel.

## **Results and Discussion**

The main results of the surveys conducted in 2022-2023 below allow for a comparative analysis of the assessment of the subjective aspects of the social and psychological adaptation of Ukrainian schoolchildren in the context of forced migration in several significant aspects:

### *Self-assessment of the emotional state of schoolchildren abroad*

In 2022, less than 10% of the surveyed students felt completely comfortable abroad, 16.7% felt rather comfortable, (33.3%) indicated problems with their emotional state, 16.7% of the respondents felt extremely uncomfortable, and the same number were undecided about their state of mind. Although in 2023, there were virtually no people who were completely dissatisfied with their living and studying conditions, the number of respondents who felt quite comfortable in their study abroad experience more than halved, and the number of students who reported some discomfort or uncertainty in assessing the conditions in their host country doubled.

### *Assessment of the level of satisfaction with the conditions and results of studying abroad*

While in 2022, despite problems with emotional state, about half of the respondents were satisfied with their studies in these conditions (11.1% were very satisfied; 44.5% were rather satisfied), less than 5% were extremely dissatisfied, another 11.1% were inclined to a negative assessment, and 27.8% were undecided, in 2023, there were no completely satisfied students, no more than a third of the respondents were rather satisfied, and the number of uncertainty in the answers increased by one and a half times.

### *Assessment of the level of improvement and use of the language of the host country by schoolchildren*

Consideration of the factors influencing the new educational environment on the level of schoolchildren's performance in the context of migration in 2022 made it possible to state that more than 70% of respondents successfully used the foreign language knowledge gained in Ukraine, although about 25% did not use this knowledge for various reasons. The study confirmed last year's data that the vast majority of students (50% actively; 38% as they communicate) made efforts to master the language of the host country. About 40% of respondents have improved their host country language, and about a quarter of respondents have rather improved it.

### *Assessments of the attitude of the host community towards students and students' attitude towards the host country*

Regarding the subjective aspects of the socio-psychological adaptation of Ukrainian schoolchildren in the context of forced emigration, we can note that despite the overall positive assessment of attitudes in the school environment in 2022 (38.9% of respondents regarded the attitude of teachers and classmates as very positive, and 55.6% of students as rather positive), only 7.7% of respondents noted a change in attitude towards the host country for the better, and about 80% did not change their assessment.

### *Planning for the future after graduation*

While in 2022, 27.5% of respondents firmly expressed their desire to continue their school education abroad, 50% were considering it, and only 22.2% of students expected to return home, in

2023, 14.3% of respondents expressed their desire to stay abroad, and about 43% have not yet decided, which is 8% more than in 2022. Only 7% of respondents are inclined to reject this option entirely.

#### *Factors of motivation and decision-making by students*

A separate block of our 2023 survey is the study of the factors and motivation of high school students' intentions and decision-making factors. Almost 60% of respondents indicated their own desire as the main factor, and about 30% indicated the desire of their parents.

A relative majority of respondents indicated a higher standard of living abroad than in Ukraine as a key factor influencing their motivation and final choice. It is noteworthy that the benefits of foreign education are not among the factors of motivation for high school students.

#### *High school students' vision of Ukraine's future and motivation to return to Ukraine*

The vision of the future of Ukraine by high school students in the long term is dominated by an optimistic range of options: 35.7% of respondents believe that Ukraine will be a developed and fully rebuilt European country with a high standard of living and well-being after the war, while the same number of respondents are firmly convinced of a complete cessation of hostilities and gradual reconstruction. Motivation of those wishing to return to Ukraine.

The independence of the decisions of those wishing to return to Ukraine is noteworthy. More than a half of those who want to return to Ukraine at the first opportunity indicated their love for the Motherland as the reason for their decision, about 40% hope for better life prospects and development of Ukraine, or do not see such prospects for themselves abroad.

#### *The main concerns of high school students studying abroad in case of returning to Ukraine*

The main problems that will concern high school students if they return to Ukraine after studying include a threat to personal safety – 64.3% of respondents; lower level of financial security – 42.3%; complexity of Ukrainian education – 50%; lack of funds for professional education, opportunities to choose a profession and life prospects – 28.6% each. Only 14% of respondents have no concerns. At the same time, about a third of respondents pointed to a number of other reasons.

Thus, based on the research data, we can state that the construction of Ukrainian cultural identity and its formation in the context of war requires attention to the peculiarities of its transformation at home and abroad. As established, the main problem for migrants today is the issue of entering the social and labor sphere of the host society. When it comes to migrants' adaptation, it is advisable to distinguish between its internal (psychological) and external (socio-cultural, economic) forms. The main indicator of a migrant's external adaptability is his or her social status. Therefore, it is obvious that some parents, having found opportunities for earning money, renting housing and solving other problems, may decide not to return to Ukraine. In this context, our data on the subjective aspects of social and psychological adaptation of Ukrainian schoolchildren in conditions of forced emigration indicate a generally positive assessment of the respondents regarding their current school environment. Although more than half of the survey participants indicate significant problems with their emotional state, children have their own opinions, and they can be decisive. In our opinion, the main sign of internal adaptability of a migrant is a state of psychological balance, inner harmony, and satisfaction with the new environment and life. That is why, in our

opinion, in order to maintain the Ukrainian identity of high school students abroad, it is important to both adapt (partially assimilating into the foreign environment) and avoid being locked into their own cultural community.

### **Conclusions**

1. Based on the modern scientific and theoretical foundations of sociological science and materials of sociological research, it has been established that the actual practical factors of influence on the value orientations of high school students in the conditions of forced study abroad are

– the success of social and psychological adaptation of Ukrainian schoolchildren in the cultural and educational environment of the host country;

– the level of accessibility of the proposed educational practices, which is primarily related to the level of language proficiency and motivation to obtain education.

– situational absence/existence of clear prospects (primarily security and material and economic) for planning the near future.

2. It has been established that socio-cultural orientations of a person in the process of studying abroad are not unreasonably associated with changes in motivational aspects, in particular, the vast majority of high school students are in one way or another significantly influenced by the educational and social environment of the countries of temporary residence. At the same time, we believe that the independence of the decisions of those wishing to return to Ukraine and their hopes for life prospects and the development of Ukraine allow us to predict a rather optimistic scenario regarding the return of students to Ukraine despite the rather high level of threats to personal security, lower level of material security, etc. An optimistic range of options prevails in the vision of Ukraine's future by high school students.

3. In the context of analyzing respondents' (high school students') assessments of learning as agents of realization of certain social expectations and goals, our data indicate a generally positive assessment of expectations. Hope for the best is to some extent correlated with both the firm intentions of motivated students and the situational uncertainty of a significant number of respondents regarding life strategies for the future. The majority of high school students have their own opinion on the choice of life prospects, and it can be decisive. Based on the above, we can state the importance of the state and society's attention to the identified problems.

Given the scale of the forced resettlement of families with schoolchildren from our region abroad and the future problems of re-emigration, we consider it expedient to continue researching the situation of studying high school students of Ukrainian communities from the temporarily occupied territories abroad, to develop and effectively implement social and educational means and mechanisms to support their civic and national-cultural identity in the near future.

### **Conflict of interest**

The authors state no conflict of interest.

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