



**UDC: 159.923.2-053.6:141.78**

DOI: [https://doi.org/10.32689/2617-2224-2020-1\(21\)-264-276](https://doi.org/10.32689/2617-2224-2020-1(21)-264-276)

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# FORMATION OF NEW IDENTITIES IN THE PERSONALITY OF A YOUNG PERSON OF THE POSTMODERN AGE (ON THE EXAMPLE OF AN EXCHANGE STUDENT)

**Abstract.** In the article, the authors substantiate the relevance of considering the issue of the formation of new identities in the personality of a young person of the postmodern era (on the example of an exchange student). The most mobile and active are students and school youth, in particular, exchange students. The formation of new identities in the context of studying in non-national countries, in the need to identify and develop the ability to overcome international linguistic and interstate barriers, to establish contacts quickly, to successfully adapt to another educational space is possible due to sufficiently complex psychological and behavioral mechanisms. The focus is on such mechanisms of identity change as success in solving problems, behavior in the situation of choice, personal qualities. An analysis of the results of the survey revealed that 97,5 % of the participants had to overcome difficulties during their study/stay abroad and 22,3 % indicated that they had not completely overcome them. Most (72,8 %) students preferred a rational approach to problem-solving. However, the specification of emotional feelings revealed their full spectrum: increased anxiety, helplessness, decreased self-esteem, aggression, strong desire to solve the problem as soon as possible, fear to seek help, apathy, excitement to solve the problem, irritation.

The results of the survey confirmed the need for purposeful formation of national pride and self-esteem in students, the need to know the world, themselves, make sense of their own lives, the ability to adapt to change and to exist in a multicultural space. Ultimately, this necessitates a change in higher education, change in policies towards higher education.

**Keywords:** postmodern era, formation of new identities, exchange students, successful problem solving, choice behavior, personal qualities.

## ФОРМУВАННЯ НОВИХ ІДЕНТИЧНОСТЕЙ В ОСОБИСТОСТІ МОЛОДОЇ ЛЮДИНИ ЕПОХИ ПОСТМОДЕРНУ (НА ПРИКЛАДІ СТУДЕНТА/ШКОЛЯРА ЗА ОБМІНОМ)

**Анотація.** Обґрунтовано актуальність питання щодо формування нових ідентичностей в особистості молодої людини епохи постмодерну (на прикладі студента/школяра за обміном). Для суспільства постмодерну характерні рухливість, ефективність, різноманітність, особиста активність. Найбільш рухливою й активною є студентська та шкільна молодь, зокрема, студенти/школярі за обміном. Формування нових ідентичностей в умовах навчання в країни, де вони не є громадянами, в умовах необхідності виявляти і розвивати у себе здатність долати міжнародні мовні та міждержавні бар'єри, оперативного встановлювати контакти, успішно адаптуватися до іншого освітнього простору є можливим завдяки достатньо складним психологічним та

поведінковим механізмам. У фокусі такі механізми зміни ідентичності, як: успішність вирішення проблем, поведінка в ситуації вибору, особисті якості. Проаналізувавши проведене опитування, виявилось, що 97,5 % учасникам довелося долати труднощі під час навчання/проживання за кордоном і 22,3 % зазначили, що не повністю їх подолали. Більшість (72,8 %) студентів під час вирішення проблем віддавали перевагу раціональному підходу. Проте, конкретизація емоційних почуттів виявила їх повний спектр: підвищене занепокоєння, безпорадність, зниження самооцінки, агресія, сильне бажання вирішити проблему якнайшвидше, страх звернутись за допомогою, апатія, азарт вирішити проблему, роздратування.

Результати опитування підтвердили необхідність цілеспрямованого формування у студентів/школярів національної та власної гідності, потреби пізнавати світ, себе, мати сенс власного життя, уміння адаптуватися до змін та існувати в полікультурному просторі. Зрештою, зумовлюючи необхідність змін у вищій освіті, політики у сфері вищої освіти.

**Ключові слова:** епоха постмодерну, формування нових ідентичностей, студенти/школярі за обміном, успішність вирішення проблем, поведінка в ситуації вибору, особисті якості.

### **ФОРМИРОВАНИЕ НОВЫХ ИДЕНТИЧНОСТЕЙ В ЛИЧНОСТИ МОЛОДОГО ЧЕЛОВЕКА ЭПОХИ ПОСТМОДЕРНА (НА ПРИМЕРЕ СТУДЕНТА/ШКОЛЬНИКА ПО ОБМЕНУ)**

**Аннотация.** Обоснована актуальность вопроса формирования новых идентичностей в личности молодого человека эпохи постмодерна (на примере студента / школьника по обмену). Для общества постмодерна характерны подвижность, эффективность, разнообразие, личная активность. Наиболее подвижной и активной является студенческая и школьная молодежь, в частности, студенты / школьники по обмену. Формирование новых идентичностей в условиях обучения в страны, где они не являются гражданами, в условиях необходимости выявлять и развивать у себя способность преодолевать международные языковые и межгосударственные барьеры, оперативно устанавливать контакты, успешно адаптироваться к другому образовательному пространству возможно благодаря достаточно сложным психологическим и поведенческим механизмам. В фокусе такие механизмы изменения идентичности, как: успешность в решении проблем, поведение в ситуации выбора, личные качества. Проанализировав результаты проведенного опроса, выявлено, что 97,5 % участникам пришлось преодолевать трудности при обучении / проживании за границей и 22,3 % отметили, что не вполне их преодолели. Большинство (72,8 %) студентов при решении проблем предпочитали рациональный подход. Однако, конкретизация эмоциональных чувств обнаружила их полный спектр: повышенное беспокойство, беспомощность, снижение самооценки, агрессия, сильное желание решить проблему как можно быстрее, страх обратиться за помощью, апатия, азарт решить проблему, раздражение.

Результаты опроса подтвердили необходимость целенаправленного формирования у студентов / школьников национального и собственного достоинства, потребности познавать мир, себя, осмысленно относиться к собственной жизни, умение адаптироваться к изменениям и жить в поликультурном пространстве. В конечном итоге — необходимость изменений в высшем образовании, политики в сфере высшего образования.

**Ключевые слова:** эпоха постмодерна, формирование новых идентичностей, студенты / школьники по обмену, успешность решения проблем, поведение в ситуации выбора, личные качества.

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**Articulation of the issue.** The issue of formation of new identities in the personality of a young person of the postmodern era seems extremely relevant due to the characteristics of the era, age characteristics of youth, the content of the concept of identity, and due to the importance of maintaining, further development of identity in the direction necessary for progressive social development.

Contemporary postmodern society, in contrast to premodern and modern societies [1], is characterized by extreme mobility. The new “narratives” of postmodernism are as follows: performance — the variability of events, situationism; simulacrum (creative montage of simulated reality); efficiency (not truth); language and communication as sources of legitimation of knowledge; the relevance of tasks belonging to the category “here and now” [2]. Freedom, diversity, tolerance and the view of a society where “everyone is an author and an actor” are considered to be the values of postmodernism.

The most mobile group is the youth. Thus, according to UNESCO, in 2010, 3.6 million students completed higher education outside their home country,

and their estimated number in 2020 will reach 5,8 million [3].

Under the influence of new socio-economic, legal, and living conditions, every young person changes their identity. At the same time, the reverse effect is exercised: “... identities respond to a social structure by supporting, modifying, or even radically transforming it.” [4, C.264]. In particular, creating the need for change in higher education, policies in the field of higher education.

“Identification Syndrome” [5] manifests itself in the form of new mechanisms of socio-group identities and motivates the authors for research.

**Analysis of recent publications on the issue and identifying unresolved parts of the common problem.** In the researches of E. Afonin, Z. Bova, M. Kozlovets, O. Kolisnyk, O. Litvinchuk, L. Muzychenko, T. Potapchuk, M. Chutori, partial questions of the investigated problem are revealed:

- peculiarities of identity formation in postmodernity, interconnection of individual identities and social structures — E. Afonin [4], M. Chutori [1];
- socio-psychological and age-specific features of identity formation in the student age — Z. Bova [6],

L. Muzychenko [73], T. Potapchuk [8], S. Revenko [9];

- the influence of sociocultural contexts on identity formation – O. Kolesnik [5], M. Kozlovets [10], O. Litvinchuk [11], Ya. Kotenko [12].

The authors note that a change in the identity in the postmodern society occurs:

- under the influence of the devaluation of traditional values, a sharp change in the pace of life, a significant division of generations, the acceleration of alienation processes [4];

- mixing of values, traditions, norms, different cultures, so identity formation is a complex and crisis phenomenon of M. Chutora [1].

Regarding Ukrainian youth, the formation of a young person's identity combines traditional Ukrainian (as opposed to Soviet) and pan-European civilizational identity [13]. A new, modern system of national values is being formed, as well as new, modern pragmatic and realistic guidelines for activities that will form the basis of national identity of Ukrainian citizens in the future.

In our view, the formation of new identities in exchange students deserves particular attention.

By “exchange students,” we mean the social phenomenon, status, and process of gaining knowledge and skills in a non-national institution of study and we characterize their social feeling as a marginal state [14].

The social status, social well-being of a young exchange student can be termed “marginal”, “migrant”, “homo zwischens” (from ger. Zwischen – between).

The social feeling of a student abroad is characterized by a marginal state: the influence of another culture,

traditions, behaviors and the need to adhere to the values, norms and rules of the host country; the necessity of adjusting their routine to a new model or finding acceptable substitutes; building an alternative to the permanent and habitual image of the self (including the level of one's own educational aspirations and limitations).

Thus, the sense of forming a young person's identity while studying abroad is to find their own self-awareness, self-esteem, identity in new living and learning conditions.

**The purpose of the article.** The formation of new identities in the personality of a young person of the postmodern era (on the example of an exchange student) has not been the subject of special scientific research, which has motivated scientific curiosity. The focus is on such mechanisms as success in solving problems, behavior in the situation of choice, personal qualities.

**Outline of the main research material** with full justification of scientific results. The philosophical theories of pragmatism and personalism influence and expand the methodology of modern science and education. At the heart of pragmatism are the views of American thinkers W. James [15], J. Dewey [2], and C. Pierce [16]. The main purpose of philosophy, science, education, according to the arguments of W. James, J. Dewey and C. Pierce, is to find a path that leads to success. Yes, C. Pierce believes that the truth of knowledge, ideas, and concepts is verified by the degree of their usefulness. According to U. James, this is realized on the basis of experience, facts, success. J. Dewey argues that an impor-

tant criterion is the ability to resolve problematic situations. That is concepts, ideas, and theories are genuine if they become profitable, fruitfully work in vital circumstances, lead to the achievement of pragmatic goals [2].

N. Vyatkina, reconstructing the theoretical constructs of pragmatism on the theory of truth, knowledge and life values with a projection on modern philosophy of education, quotes B. Russell's conclusion about two varieties of cognition: first, knowledge of facts, and second, knowledge of common connections between the facts. Another distinction is closely related to this distinction, namely: there is a cognition that can be described as a "reflection" and a cognition consisting of the ability to act intelligently [17]. These two types of cognition (according to N. Vyatkina) subsequently give rise to two different philosophies of education, two methodologies, two approaches to teaching and learning. In our view, understanding cognition as an "ability to act intelligently" is important in the context of the problem under study.

The subject of the works of the philosopher E. Mounier is a person, who is primarily characterized by such traits as social mobility, initiative, freedom, responsibility, and morality [18]. The highest value of a person is his a priori productive activity, ability to improve. The world of things emerges as a product of the objectivity of a person's immanent capacities, as a real embodiment of his infinite creative potential. E. Mounier returned European philosophical thought to the mainstream of the individual as a phenomenon of culture, a conscious subject of history, who has a sense of social and moral re-

sponsibility, the right and creative opportunities to overcome the problems of nature and society [18, p. 127–133].

V. Kremen emphasizes that in socio-historical terms, postmodernism reproduces the "uncontrolled growth of complexity", the global crisis of human relations with nature and society. The new "narratives" of postmodernism are performance – the variability of events, situationism; simulacrum (creative montage of simulated reality); efficiency (not truth); language and communication as sources of legitimation of knowledge; the relevance of tasks belonging to the category "here and now" [2]. Freedom, diversity, tolerance and the view of a society where "everyone is an author and an actor" are considered to be the values of postmodernism.

In the conditions of rapid change of environment, high risk, uncertainty, the objective necessity of the formation of new models of social behavior, construction of personal value system and identification structures is actualized (G. Andreeva [19], O. Sovetova [20]). Researchers point out that the ability to easily change identity structures is no longer a pathology, but a factor in the norm: constant social variability with necessity forms a subject who easily changes roles and their respective identities. In evaluating a postmodern person who builds their "open identity project," only the element of personal creativity varies: whether they create this project, so to speak, "in the image and likeness" of a contradictory being, or do these particular features of everyday life make them seek and/or produce new content that becomes the basis of identity.



The works of R. Henvey and M. Botkin substantiate the importance of forming in youth the ability to make informed choices. According to R. Henvey, education is one of the most important principles designed to help each person enter the world, harmoniously fit into the system of relationships at the cultural, social, economic and other levels of modern life. M. Botkin's main thesis is the need for the transition of each individual from unconscious adaptation to the world to positions of active and reasonable sociality, conscious foresight and personal involvement. In this case, the concept of "prediction" appears in Botkin's research as a broad requirement for successful resolution of new situations that have not been previously encountered in the life of an individual, predicting events and their consequences, the relationship of the latter with the present and future, personal initiative in identifying alternatives and accepting responsibility for one or another decision [19]. Involvement means the capacity for active collaboration, dialogue, understanding and empathy.

Based on the analysis of publications by contemporary authors: analysts of professional competencies (N. Enna [21], A. Goldman [22]), scholars (O. Kudryavtsev, U. Kruger [23]), review publications (e.g., Live journal [24]), the report of the Club of Rome (December 2017) [25] on the success of the acquisition of new competences in the future, we have discovered the following. All authors emphasize the importance of social competences: social intelligence [27], the ability to quickly establish relationships [3], social competence within the Self-concept [23],

to establish effective connections with others [21; 24]. Personal features that, according to experts, will contribute to the acquisition of new competencies are: "open consciousness", a keen sense of the new, the ability to "catch, perceive new" [26]; the ability to respond to mental and physical challenges [3]. For example, to live in a world of nanoseconds, nanometers [27], virtual worlds [3], etc. Some of the abilities of a successful person of the future nowadays are attributed to super abilities: in particular, the ability to adequately behave in situations of endless stress and time pressure [26], the ability to think outside the box and rules [21], the ability to respond mentally and physically to challenges [3].

The formation of new identities of "exchange students", "foreign students", "international students", "mobile" students, "foreign participants in the educational process" in terms of gaining knowledge and skills by a student in an institution of a foreign country is possible through sufficiently complex psychological and behavioral mechanisms. An online survey of students studying abroad this year was conducted in January and February of this year. The analysis of the characteristics of behavioral strategies revealed the following issues in solving problems: 97,5 % of the survey participants had to overcome difficulties while studying/living abroad and 22,3 % indicated that they had not completely overcome them.

Despite the fact that the majority (72,8 %) of students preferred a rational approach to solving problems, the specification of emotional feelings revealed their full spectrum: heightened

anxiety – 54,3 %; helplessness – 37 %; decrease in self-esteem – 24,7 %; aggression – 13,6 %; a strong desire to solve the problem as soon as possible – 56,8 %; fear of seeking help – 22,2 %; apathy – 18,5 %; excitement to solve the problem – 12,3 %; annoyance – 38,3 %. The excessive number of calls, the need for an immediate response, obviously led to different coping strategies: constructive and destructive. The results of the survey show that the participants of the international exchange programs are quite communicative, adapt quickly, seeking support from the host family and friends in the country of exchange. Relatives from the home country remain a significant source of support. Please note that only 3,6 % of participants asked other exchange students for assistance. The explanation is evident, students who are experiencing the marginal state and are having identical problems do not want to turn to each other for support and may not be able to provide it either.

According to the participants, the following factors led them to succeed in solving the problem: analysis of the task – 37 %; planning and problem solving – 54,3 %; accepting responsibility for the results of solving the problem – 58 %; “Social distraction” – 14,8 %; “Seeking social support” – 18,5 %. The results indicate that exchange students mostly use successful coping strategies. Participating in an exchange program is a great success for a teenager. Participation in qualifying rounds, preparation for study, and the stay in another country positively influences the selection of successful behavioral strategies. The following factors were offered as success factors

for solving delicate situations during study and stay abroad: diplomacy and communication; change in attitude towards problems – 3,6 %.

When asked the question “What hindered success in solving the problem?”, 35,8 % of the respondents replied: “... pessimistic thoughts about my own achievements”. The answers meant culture shock, reevaluation of values, lack of familiar surroundings, the need to start from scratch. The strategies of “finger-pointing,” “avoiding,” “procrastination,” indicated by 17,3 %, 45,7 %, and 42 % of the respondents respectively are non-constructive. It is well known that there are inversely proportional dependencies between the use of avoidance, distraction, emotional response, aggressive response, and successful problem-solving strategies. In an unfamiliar environment, selection of these behavioral reactions can have extremely negative consequences. Especially essential are self-regulation skills, which are lacking.

The need to adapt to the new environment, change behavioral stereotypes, evaluative judgments led to a situation of total choice. The moral choice (the decision between good and evil) or the option of alternatives was indicated by 48,1 % and 51,9 %, respectively. Among the problems that had to be solved, 42 % of the respondents noted structured (with known cause and effect) problems. 60,5 % of the survey participants reported unstructured (with unknown possible consequences) problems that required a solution.

Of the selection criteria used by the survey participants, 64,2 % choose the best option; 19,8 % avoid the worst;



13,6 % – select the option with the lowest risk; 1,2 % – choose the most predictable option; 1,2 % – act depending on the situation. It is noted that the most predictable option is selected as a criterion by only 1,2 % of respondents, which indicates the influence of the emotional component of choice. Choosing in a new cultural and social environment is similar to choosing under extreme conditions, with time, resources, and information constraints. Thus, in our view, it is vital to prepare for actions similar to extreme ones, and it is important to develop appropriate skills.

The survey found that students participating in exchange programs tend to choose effective coping strategies to solve problems, and if they do, try to choose the best option. The results of the survey confirmed the need for purposeful formation of successful behavior of exchange students, which necessitates consideration of the theoretical foundations of the issue.

**Conclusions and prospects for further research.** Summarizing all of the above, it should be noted that the formation of new identities of “exchange students”, “foreign students”, “international students”, “mobile” students, “foreign participants in the educational process” in terms of gaining knowledge and skills by a student in an institution of a foreign country is possible through sufficiently complex psychological and behavioral mechanisms. Particularly important in the learning process is the preservation of balance between native and other cultures, not opposing them, but establishing connections (Z. Bova) [6].

Obviously, overcoming crisis and conflict situations in the context of the

need to identify and develop the ability to overcome language and interstate barriers, quickly establish contacts, successfully adapt to another educational space leads to a decrease in the distinction of “fellows” and “outsiders” and an increase in the need for self-affirmation and self-development. In our view, the choice is being made in favor of individuals capable of living in marginal states. “Zwischens”, from an ontological point of view, is a person who is permanently in a state of alternative, who is in a “between” situation (reevaluation of values, reorientation of goals, etc.); in the context of the outlined problem – in a situation of permanent updating of one’s own knowledge, skills...

These results convince us about the relevance and perspective of the research topic; affirm the need for purposeful formation of students’ national and self-esteem, the need to know the world, themselves, make sense of their own lives, the ability to adapt to change and to exist in a multicultural space, after all – an individual who not only won’t lose himself in many cultural worlds, but will form its unique socio-cultural identity.

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