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**THE PSYCHOSOCIAL PARTICULARITIES OF FORMING
THE PATRIOTIC CONSCIOUSNESS OF YOUNG PEOPLE
WITHIN A TRANSITIONAL SOCIETY**

511.03 – SOCIAL PSYCHOLOGY

SUMMARY

of the PhD thesis in psychology

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and Significance of the Research Topic. The future of any country depends on its young generation; therefore, youth has always played a crucial role in the social structure of society and in the pursuit of socioeconomic and political transformations. Furthermore, the security and well-being of our country largely depend on the values embraced by young people, which shape the patriotic and civic consciousness of youth of the Republic of Moldova.

Today's reality is marked by ongoing transformations in the development of patriotic consciousness and the value orientations of the younger generation the moral pillars that are fundamental to the self-awareness and identity of any people, nation, or generation. In the current context, fostering patriotic consciousness can serve as a fundamental value that enables the development of an individual's personality, as well as their identity as a patriot and citizen of their country.

The content and level of development of patriotic consciousness are determined by several factors: the moral and spiritual climate of society as a whole, the cultivation of respect for historical events that have occurred in the country, and the values and worldview that influence the social development of generations. The formation of patriotic consciousness in young people can enhance the unity of Moldovan society and foster a consciously positive and active attitude among youth toward their homeland and country.

To enhance patriotic consciousness among young people, it is necessary to identify the main sociopsychological determinants that influence the processes of civic identity formation and the development of a values-based attitude toward the homeland. This includes respect for historical heritage, culture, and traditions; a sense of responsibility, love, and pride for the homeland, country, and people, among others. This would help address the root causes of low patriotism among today's youth and create the conditions for developing a more effective system of patriotic education.

Special higher education institutions (militarized), including the *Ștefan cel Mare* Academy of the Ministry of Internal Affairs of the Republic of Moldova, have proven to be the most beneficial educational environment for the development of patriotic consciousness. As an integral part of the broader education system within society, these institutions represent a systematic activity of society and the state, which, through their institutions and organizations, contribute to the formation and growth of citizens' devotion to the Homeland.

In a world of continuously evolving modern technologies, as well as in light of the reform of certain structural subdivisions of the Ministry of Internal Affairs, there is a need for highly qualified employees. Their level of education depends not only on their intellectual abilities but also on how well they realize their moral potential. In this context, students of special higher education institutions with a police focus must have a sincere desire to benefit their country, including by preventing and combating organized crime, corruption, and illegal activities in general. Therefore, they must take responsibility for the fate of their homeland in other words, they must be patriots.

The relevance of this study lies in the fact that the formation of patriotic consciousness in the younger generation is an indisputable resource for the development of Moldovan society as a whole, ensuring its future self-organization and self-regulation.

Thus, objective premises have emerged for studying the psychosocial determinants of patriotic consciousness formation in young people, the identification of which is necessary to ground the attitudes, goals, content, tasks, conditions, and methods for ensuring the formative process in the growth and education of the younger generation. This process is conditioned by the interests of contemporary society, social institutions, and the state, as well as by the interests of the individual, who, during a certain age period, experiences processes of self-identification and seeks their own way of integrating into the public sphere.

Degree of Research on the Topic. Various aspects of the phenomenon of patriotism and patriotic consciousness have been addressed by both domestic and foreign researchers. In national scholarship, the phenomenon of patriotism has primarily been studied within the frameworks of philosophy, pedagogy, sociology, and political science.

The issue of patriotism formation has deep historical roots. The great minds of Antiquity – Plato (*The Republic, Laws*) and Aristotle (*Politics*) – considered patriotism the key link in the moral guidance system for members of society. They believed that a good citizen is a patriotic person who respects the laws and makes every effort to fulfill their mission in society.

The concept of patriotism also appeared in the works of prominent philosophers such as Immanuel Kant, Georg Wilhelm Friedrich Hegel, and others, who viewed patriotism as an important moral and political principle upon which the state is built.

Deep ideas about the content of the concept of 'patriotism' and its development prospects were expressed at the end of the 19th century and the beginning of the 20th century by philosophers such as I.A. Ilyin, V.S. Solovyov, N.A. Berdyaev, V.V. Rozanov, S.N. Bulgakov, and others.

The issues of determining the essence and content of the concepts of 'patriotism' and 'patriotic consciousness' are addressed in the works of authors such as V.I. Lutovinov, I.F. Shirshov, A.N. Vyshchikov, N.B. Kusmartsev, A.N. Malinkin, N.S. Mukhametshina, and others.

One of the peculiarities of patriotism is the significant role of the emotional factor in its formation and development. Emotions constitute one of the main categories of psychology, which has been extensively studied by psychologists abroad. Notable contributions to the study of emotions were made by S. Freud, P.M. Jakobson, S.L. Rubinstein, I.S. Kon, V.I. Dodonov, and others.

Many researchers position patriotism primarily as a value orientation, an ideal.

According to some foreign researchers, such as V.V. Dulin, A.S. Kalyuzhny, I.F. Kharlamov, and others, patriotism is closely linked to the value components of consciousness.

Explanations of definitions related to the study of this issue can also be found in the works of domestic authors such as S. Rusnac, A. Calancea, O. Paladi, and D. Antoci.

A notable contribution to the study of the issue of military-patriotic education of youth is found in the works of authors from the Republic of Moldova: S. Carp, Gh. Chirița, T. Carp, E. Gîrbu, I. Corman, V. Gobjilă, A. Budevici, N. Vicol, Z. Stanciuc, N. Silistraru, N. Iorga, as well as in the works of foreign authors: V.V. Dulin, A.N. Vyshchikov, I.F. Kharlamov, A.S. Kalyuzhny, V.I. Lutovinov.

The work utilizes concepts from foreign researchers who explore patriotism and distinguish between its different types (E. Lewin, R. Kosterman, S. Feshbach, R.T. Schatz, E. Staub, H. Lavine, I.M. Kuznetsov, O.E. Khukhlaev, E.A. Aleksandrova, and others).

It also uses the results of scientific studies that reflect the particularities of the ethnic identity of groups in the Republic of Moldova at different stages of life (S. Rusnac, I. Caunenco, L. Gasper, L. Horozova, N. Ivanova, etc.), as well as research on youth issues in a transitioning society (V. Blajko).

Additionally, the work incorporates foreign researchers' concepts of civic and ethnic identity (M.H. Johari, V.A. Yadov, A.V. Kuznetsova, E.A. Kublitskaya, T.G. Stefanenko, G.U. Soldatova, N.M. Lebedeva, A.N. Tatarko, and others).

In the field of pedagogy, a significant contribution to patriotic education for youth has been made by the author V.A. Sukhomlinsky.

The theoretical and methodological basis of the study includes the concepts of the phenomena under investigation: the axiological approaches to the study of personality (M. Rokeach, S. Schwartz, A. Maslow, V. Frankl, G. Allport, B.G. Ananiev, B.S. Bratus, A.N. Leontiev, D.A. Leontiev, K.A. Abulkhanova-Slavskaya, O. Paladi, D. Antoci, and others); the concept of subjective well-being of the individual – life satisfaction (N. Bradburn, E. Diener, A. Waterman, C. Ryff, and others); the fundamental beliefs of the personality (R. Janoff-Bulman, O. Kravtsova, and others); ideas about the development and formation of personality during youth (V. Mocanu, A. Tarnovschi, C. Dolinschi, J. Racu, E. Erikson, A. Rean, I.S. Kon, B.G. Ananiev, etc.); theoretical and practical studies on the issue of youth patriotism (A.N. Vyryshchikov, N.S. Mukhametshina, A.V. Kuznetsova, E.A. Kublitskaya, A.N. Alinkin, and others); the psychology of consciousness (G.V. Akopov).

The psychosocial determinants of patriotism have been studied in only a few psychological works (V.A. Koltsova, V.A. Sosnin, A.A. Gostev).

Thus, the relevance of this study is determined by the insufficient research on the phenomenon of patriotic consciousness of the personality and the psychosocial determinants of the formation of this phenomenon.

The issue under investigation is complicated by the lack of clarity in value orientations and behavioral norms among young people in the Republic of Moldova, caused by current socioeconomic transformations, which presents a challenge for patriotic education. Thus, the essence of the research lies in finding the answer to the following question: What are the main psychosocial factors that influence the formation of patriotic consciousness among young people in the Republic of Moldova, and how can they be effectively integrated into the educational process to overcome these challenges?

The purpose of the research is to identify the psychosocial particularities of the formation of patriotic consciousness in young people within the context of a society in transition.

Objectives of the research:

To achieve the goal of the study and test the proposed hypotheses, the following objectives were formulated:

1. Analyzing the degree of addressing the research problem based on theoretical and empirical studies in both national and international literature, to identify existing gaps and establish the theoretical framework of the research;
2. Identifying the content and structure of the process of forming the patriotic consciousness of young people, establishing criteria and levels of its development, including the influence of military traditions;

3. Empirically exploring the content of the patriotic consciousness of students at the "Ștefan cel Mare" Academy and identifying the main types of patriots based on the collected data;

4. Developing and experimentally testing a training program for the development of patriotic consciousness in students, evaluating its effectiveness through applied research;

5. Formulating conclusions and recommendations based on the results obtained, as well as developing the concepts of "patriotic consciousness" and "the image of a patriot's personality", with scientific and practical significance for solving the studied problem.

Research hypothesis: Patriotic consciousness among young people is shaped by their value system, ethnic identity, and fundamental beliefs regarding their self-perception, their view of the world, and their tolerance for uncertainty. A training program structured around these dimensions can significantly contribute to its development, fostering a sense of responsibility, love, and pride in one's country.

Synthesis of the research methodology and justification of the chosen methods: The research methodology is based on several fundamental theoretical approaches and the results of empirical research in social psychology, ethnic psychology, intergroup relations psychology, personality psychology, and education.

Social psychology analyzes the behavior and activities of individuals determined by their inclusion in social groups, as well as concepts related to social and ethnic identity. In this context, it is important to mention: E. Erikson („*Identity Youth and Crisis*”¹); H. Tajfel, J.C. Turner („*The Social Identity Theory of Intergroup Behavior*”²); M. Sherif („*The Psychology of Social Norms*”³).

Personality psychology studies personality and various individual processes and differences; it coordinates the individual's image in their relationships with the world, life, society, and other people, as addressed by: S. Freud („*A General Introduction to Psychoanalysis*”⁴); G. Allport („*Personality A Psychological Interpretation*”⁵).

Educational psychology examines and analyzes the process of acquiring knowledge, skills, habits, norms, and moral principles, as well as the formation of worldview, beliefs, and customs in the context of educational and training activities. A.C. Makarenko („*The Education of a Citizen*”⁶); V.A. Sukhomlinsky („*I Give My Heart to the Children*”⁷), („*The Birth of a Citizen*”⁸); I.F. Kharlamov („*Pedagogy*”⁹).

¹ ERIKSON, E.H. *Identity: Youth and Crisis*. New York: Norton, 1968 (1994). 336 p. ISBN 0-393-31144-9.

² TAJFEL, H., TURNER, J. C. *The Social Identity Theory of Intergroup Behavior*. In: *Political psychology: Key readings*. [citat 21 octombrie 2024]. Disponibil: [https://christosaioannou.com/Tajfel%20and%20Turner%201986.pdf\(2004\)](https://christosaioannou.com/Tajfel%20and%20Turner%201986.pdf(2004)).

³ SHERIF, M. *The Psychology of Social Norms*. New York, 1936. [citat 21 octombrie 2024]. Disponibil: <https://dn790007.ca.archive.org/0/items/in.ernet.dli.2015.264611/2015.264611.The-Psychology.pdf>.

⁴ FREUD, S.A. *General Introduction to Psychoanalysis*. New York, 1920. [citat 21 octombrie 2024]. Disponibil: <https://dn790004.ca.archive.org/0/items/generalintroduc1920freu/generalintroduc1920freu.pdf>.

⁵ ALLPORT, G. *Personality A Psychological Interpretation*. New York, 1937. [citat 21 octombrie 2024]. Disponibil: <https://archive.org/details/in.ernet.dli.2015.155561/page/n25/mode/2up>.

⁶ МАКАРЕНКО, А.С. *Воспитание гражданина*. Москва: «Просвещение», 1978. 147 с.

⁷ СУХОМЛИНСКИЙ, В.А. *Сердце отдаю детям*. 4-ое издание. Киев: Радянська школа, 1973. 288 с. [citat 27 decembrie 2022]. Disponibil: <https://studfile.net/preview/3801993/>.

⁸ *Idem*. *Рождение гражданина*. 3-е издание. Пер. с укр. Дангуловой Н. Москва: «Молодая гвардия», 1979. 335 с.

This approach to the issue has allowed us to highlight several **key concepts**:

1. Patriotic consciousness of the personality is a very complex, unified formation that represents the totality of knowledge about the genetic roots of the personality, awareness of the surrounding social reality, its development prospects, and the goal of being available for the devoted service of one's homeland as a dominant tendency of the personality within the context of its future existence (A.A. Biryukov, M.P. Buzski, A.K. Bykov)¹⁰.

2. Patriotic consciousness is one of the elements determining a person's decision to serve the homeland, constituting a subjective reflection of objective reality (A.N. Vyryshchikov, N.B. Kusmartsov)¹¹.

3. Patriotism is a complex, multifaceted psychological and socio-psychological phenomenon, highly diverse and ambiguous, encompassing three aspects: cognitive (knowledge, ideas), emotional (attitudes, feelings), and behavioral (preparation for action, objective, and action). Patriotism represents a fundamental component of the national identity of a people, expressed in feelings of love, pride, and devotion to the homeland, its history, culture, traditions, and way of life, in the moral duty to defend the homeland, and the recognition of the intrinsic value of other human communities and their right to identity and existence without confrontation (V.A. Koltsova, V.A. Sosnin)¹².

In this doctoral thesis, the following **methods** were applied:

Theoretical methods: analysis of psychosocial sources and scientific and methodological literature related to the studied problem; comparison, systematization, and generalization of data; construction of the research variables model.

Empirical methods: PVQ-R2 values questionnaire (personality profile) (Sh. Schwartz, 2012); "Perception of Patriotism" questionnaire (I.M. Kuznetsov); R. Janoff-Bulman's Fundamental Beliefs Scale (adapted by O. Kravtsova); Relationship Diagnostic Test (RDT) (G.U. Soldatova, 1998); Integrative Intercultural Competence Questionnaire (O.E. Khukhlaev); "Tolerance to Uncertainty" method (E.P. Belinskaya); "Patriotic Consciousness" questionnaire (S.M. Naumenko); Free Word Association Method on "Patriotism".

Statistical-mathematical methods for descriptive and inferential data processing, as well as quantitative, qualitative, and comparative analysis. The SPSS 25.0 statistical program was used for data processing. In the stage of determining differences between the studied groups, the ANOVA, Wilcoxon statistical test was applied.

Summary of the thesis sections: The thesis includes an introduction, three chapters, general conclusions and recommendations, a bibliography with 259 titles, three appendices, 157 pages of core text, 25 tables, and 5 figures. The results obtained have been published in 13 scientific papers.

⁹ ХАРЛАМОВ, И.Ф. *Педагогика: учебное пособие для студентов, обучающихся по педагогическим специальностям*. Москва: «Гардарики», 2005. 512 с. ISBN: 5-8297-0004-2.

¹⁰ БИРЮКОВ, А.А., БУЗСКИЙ, М.П., БЫКОВ, А.К. Патриотически ориентированное образование: методология, теория, практика. 2-е изд. доп. и перераб. Под общ. ред. Выршикова, А.Н. Волгоград: «Панорама», 2008. 718с. ISBN 978-5-91497-030-4.

¹¹ ВЫРШЧИКОВ, А.Н., КУСМАРЦЕВ, М.Б. *Патриотическое воспитание молодёжи в современном российском обществе*. Волгоград: НП ИПД «Авторское перо», 2006. 172 с.

¹² КОЛЬЦОВА, В.А., СОСНИН, В.А. Социально-психологические проблемы патриотизма и особенности его воспитания в современном российском обществе. В: *Психологический журнал*. 2005, Том 26, № 4, с. 92. ISSN 0205-9592.

SYNTHESIS OF THE CHAPTERS

Chapter 1, "Theoretical and Methodological Approaches to the Formation of Patriotic Consciousness", focuses on justifying the choice of research topic. Thus, the extensive literature clearly highlights the investigative efforts aimed at a thorough understanding of the concepts of *patriotism* and *patriotic consciousness*. To correctly assess the conceptual approaches to the formation of patriotic consciousness, as well as the ways of developing the inner forces of the individual that determine their formation as a citizen, we will focus on how certain authors address the issues related to our study's theme and will begin, primarily, with the general concepts related to "patriotism".

According to the Explanatory Dictionary of Modern Romanian, 'patriotism' is understood as love and devotion for the homeland and its people; the willingness to fight and sacrifice for the homeland's interests¹³.

The word *patriotism* comes from the Greek 'πατρίς' (patris) – homeland¹⁴ and is defined as: "Love for the homeland, attachment to the native land, language, culture, traditions"¹⁵, "A sense of belonging to a national community, to a homeland, and to the group of people who make it up or who consider themselves part of the same community or the same homeland"¹⁶.

Patriotism is objectively shaped by the existence of homelands as distinct entities, each with its specific sociocultural characteristics. The formation of peoples and nations occurred within the confines of a geographical space, which generated a certain unity among the members of that community and fostered a sense of belonging to that space. From this, it follows that patriotism is a state of being for an individual within a concrete social existence, in its dual form – historical and contemporary. These two dimensions present a relationship of complementarity, which intensifies and enriches with new nuances as history progresses, and as the present flows from and into the past¹⁷.

As can be seen, the concept of "homeland" is directly linked to the concept of "patriotism", which is based on love for it. The homeland implies "the political, cultural, and social environment in which a people lives and works"¹⁸.

Patriotism, being a multifaceted and multi-aspectual phenomenon, represents a complex of properties and characteristics, which manifest in various ways at different levels of the functioning of the social system¹⁹.

¹³ *Dicționarul limbii române moderne*. București: Editura Academiei Republicii Populare Române, 1958. p. 591.

¹⁴ *Большая Российская энциклопедия. В 35 томах. Том 25*. Отв. ред. Кравец, С.Л. Москва, 2014. с. 456. ISBN 978-5-852-70320-6.

¹⁵ *Новый иллюстрированный энциклопедический словарь*. Под редакцией Бородулина, В.И., Горкина, А.П. Москва: «Большая Российская энциклопедия», 2005. с. 544. ISBN 5-85270-259-5.

¹⁶ MÂRZA, R. *Despre patriotism*. [citat: 26 noiembrie 2024]. Disponibil: <https://www.contributors.ro/despre-patriotism/>

¹⁷ VICOL, N., VORNICES, S., NICA, L. Contextualizarea metodologică a educației patriotice și a valorificării sentimentului patriotic. În: *Perspective metodologice de formare/ dezvoltare a competențelor disciplinare ale elevilor în context axiologic: Culegere de articole*. Chișinău: Tipografia „Cavaioli”, 2015. p. 131. ISBN 978-9975-48-087-1.

¹⁸ IFRIM, I. Renașterea patriei „prin noi înșine”. În: *Securitatea umană și socială în statul democratic*. Materialele Conferinței științifico-practice internaționale, 27 octombrie 2023. Chișinău: „Print-Caro” SRL, 2023, p. 166. ISBN 978-9975-175-50-0.

¹⁹ CHIRIȚA, O. Natura psiho-socială și esența conștiinței patriotice. În: *Revista științifică „EcoSoEn”*. 2020, nr. 1-2, p. 261. ISSN 2587-344X.

This psychosocial character of patriotism is analyzed at two levels by the authors V.A. Koltsova and V.A. Sosnin – *personal* and *macrosocial*. They highlight different properties and characteristics of patriotism at each level. At the level of the subject of action, patriotism can be characterized as an element of its individual substructure and can be referred to the domain of higher emotional states and stable personal characteristics (behavioral norms, values, criteria for evaluating social phenomena, beliefs). At the macrosocial level – of the people, the society – patriotism appears as a substructure of social consciousness, including feelings, moods, ethnic stereotypes, attitudes toward their people and nation, and national norms and values²⁰. The basic feature of such national consciousness is that its promoters recognize the equal rights of all peoples to identity, without imposing their own views, norms, and values on others, including by force.

A.N. Vyrshchikov and M.B. Kusmartsev analyze the essence and content of the concept of „patriotic consciousness”. According to them, patriotic consciousness is one of the elements that influence a person's decision to serve the homeland, constituting a subjective reflection of objective reality²¹.

To more precisely define the content of the term „patriotic consciousness,” it is necessary to first define the concept of „consciousness”.

Consciousness, being the highest level of psychological reflection and regulation, is unique to humans as social beings. From a practical standpoint, consciousness presents itself as a set of emotional-mental forms, which are in constant change, emerging directly in the subject's inner world and anticipating their practical activity²².

The psychologist S.L. Rubinstein considers human consciousness a psychological category, a unity between the subjective and the objective, experience and knowledge²³. Consciousness is a form of psychological reflection, meaning the human ability to mentally activate, which primarily constitutes the result of humanity's sociohistorical conditions and labor²⁴.

Therefore, an individual's patriotic consciousness is a complex holistic formation, representing a combination of knowledge about the individual's genetic roots, understanding of the surrounding social reality, the perspectives of its development, and the establishment of readiness to serve the homeland devotedly as the individual's predominant aspiration in the context of their existence's future²⁵.

In modern society, which is undergoing transformation, the sincere desire to be useful to one's homeland and the understanding of personal responsibility for its fate are inherent in those citizens (especially from the younger generation) who have developed patriotic consciousness.

Thus, addressing the issue of forming patriotic consciousness in individuals and society as a whole is possible due to the influence of a combination of factors.

²⁰ КОЛЬЦОВА, В.А., СОСНИН, В.А. *Op. cit.*, p. 92.

²¹ ВЬРЩИКОВ, А.Н., КУСМАРЦЕВ, М.Б. *Op. cit.*, p. 172..

²² МАКЛАКОВ, А.Г. *Общая психология: учебник для вузов*. СПб.: «Питер», 2007. с.72. ISBN 978-5-272-00062-0.

²³ РУБИНШТЕЙН, С.Л. *Бытие и сознание*. СПб: «Питер», 2012. 288 с. ISBN 978-5-459-00889-0.

²⁴ МАКАРОВА, И.В. *Психология: конспект лекций. 2-е изд. доп.* Москва: «Юрайт», 2010. с. 57. ISBN 978-5-9916-0642-4.

²⁵ БИРЮКОВ, А.А., БУЗСКИЙ, М.П., БЫКОВ, А.К. *Op. cit.*

A specific factor in the formation of patriotic consciousness is *historical unity*. A.N. Malinkin understands historical unity primarily as the unity of the destinies of a people or state in moments of both joy and sorrow. This arises from shared experiences and perceptions of victories and defeats, as a people follow their historical path across a geographical territory. The unity of these experiences is passed down from generation to generation, thus creating the sociohistorical memory of the people, including their traditions, customs, etc.²⁶.

In modern scientific works, there is a view supported by the majority of researchers that the feeling of patriotism is closely connected with a person's identification with a specific country, people, culture, religion, etc.

Ethnic and civic identities are the most important areas of research within the social self-determination of an individual in a society undergoing transformation. In this context, "*ethnic identity* is the awareness, perception, emotional evaluation, and experience of belonging to an ethnic community. The meaning of this concept is best reflected in the term '*experiencing*', the individual's experience of the relationship between the 'self' and the ethnic environment—their identity with an ethnic community and their separation from other communities, and of self-determination within the social space in relation to many ethnic groups"²⁷.

From an ethnic standpoint, the Republic of Moldova is a multinational state, where, in certain regions, the national mentality also exists and operates. Under these conditions, patriotic consciousness takes on various facets.

The research on ethnic identity issues in the Republic of Moldova is quite comprehensive and is carried out in the following directions: *The formation and development of ethnic identity in different age groups* (I. Caunenco²⁸; L. Gaşper²⁹; N. Caunova³⁰; N. Ivanova³¹; L. Horozova³² etc.); *Interethnic perception, interethnic relations, national consciousness* (S. Rusnac³³; I. Caunenco, L. Gaşper³⁴, et al.).

An important issue in ethnosocial perception was addressed in an empirical study by social psychologist S. Rusnac. In this study, the author highlighted the influence of factors such

²⁶ МАЛИНКИН, А.Н. Социальные общности и идея патриотизма. В: *Социологический журнал*. 1999, №3/4, с. 100. ISSN 1562-2495.

²⁷ СТЕФАНЕНКО, Т.Г. *Этнопсихология: практикум*. Москва: «Аспект Пресс», 2006. с.6. ISBN 5-7567-0418-3.

²⁸ КАУНЕНКО, И.И. В поисках этнической идентичности или становление этнической психологии в Республике Молдова. În: *Prolegomene din istoria psihologiei în Republica Moldova*. Materialele Conferinței științifice internaționale, 4 mai 2018. Iași, România, Moldova, 2018, p. 61. ISBN 978-973-8483-84-2.

²⁹ GAŞPER, L. *Particularitățile psihologice ale identității etnice la adolescenți*: teză de doctor în psihologie. Chișinău, 2008. 202 p.

³⁰ КАУНОВА, Н.Г. Изучение культурных ценностей цыганской молодежи Молдовы. В: *Теоретические проблемы этнической и кросскультурной психологии. Том 2*. Материалы Пятой Международной научной конференции, 27-28 мая 2016 г. Смоленск: Изд-во Смоленского гуманитарного университета, 2016, с. 299-234.

³¹ ИВАНОВА, Н. Особенности этнической самоидентификации детей и подростков г. Кишинева. În: *Revista de Etnologie și Culturologie*. 2008, nr.3, pp. 256-262. ISSN 1857-2049.

³² ХОРОЗОВА, Л.Ф. *Этническая идентичность студенческой молодежи в условиях трудовой миграции населения АТО Гагауз Ери*: диссертация на соискание учёной степени доктора психологии. Кишинэу, 2017. с. 16.

³³ RUSNAC, S. *Percepția reciprocă între etnii în comunitățile mixte*: teză de doctor în psihologie. Chișinău, 1995. 237 p.

³⁴ КАУНЕНКО, И., ГАШПЕР, Л. Социально-психологические аспекты проблемы становления этнической идентичности подростков и юношей в Молдове. În: *Dunărea-Nistru: Omul și societatea. Anuar*. 2007, vol.I, pp. 262-281.

as the history of relations between ethnic groups, which can negatively affect the image of "the Other", as well as the characteristics of culture and social situation³⁵.

It is clear that the identification of individuals from all ethnic groups living in the Republic of Moldova with a particular ethnicity allows them to experience a sense of belonging, contributes to self-identification, serves as a source of self-expression, and acts as the primary regulator of ethnic behavior.

A significant contribution to the research of this issue is made by researcher I. Caunenco, who has focused for many years on the phenomenon of ethnic identity among various ethnic and age groups in the Republic of Moldova – Moldovans/Romanians, Russians, Ukrainians, Gagauzi, and Bulgarians. These studies have examined various social groups, such as schoolchildren, students, and adults, across different regions of the country³⁶.

At the same time, many researchers position patriotism primarily as a value orientation, an ideal.

According to author V.V. Dulin, patriotism is one of the most important and essential values that reflects a person's attitude towards their homeland and determines the highest level of personal development through their contributions to the country's welfare³⁷.

Values are the ethical commands that govern people's actions and serve as an indicator of the meaning that people attribute to their actions³⁸.

In the view of P. Popescu-Neveanu, the concept of "value" represents a trait, a criterion, a representation, a product, essentially as the objectification of human essence³⁹. Values are not directly observable, they contain cognitive, affective, and conative elements. They do not operate independently of the individual and the social field, refer to the standards of what is desirable, and are hierarchically organized within the personality system, being relevant for actual behavior⁴⁰.

Researchers S. Schwartz and W. Bilsky developed a classification of values⁴¹ that includes five formal characteristics: 1) Values are beliefs and acceptances; 2) Values are related to desired end states or behaviors; 3) Values are conditioned by specific situations; 4) Values guide the selection or evaluation of people, behavior, and events; 5) Values are ordered according to their relative importance to the individual^{42, 43}.

In addition to these formal characteristics of values, their significant contents can be defined as cognitive-emotional representations of three types of universal human needs: 1) the

³⁵ RUSNAC, S. *Op. cit.*

³⁶ КАУНЕНКО, И.И. *Op. cit.*, p. 61.

³⁷ ДУЛИН, В.В. *Педагогическое управление процессом подготовки офицеров запаса на военных кафедрах*: диссертация кандидата педагогических наук. Ставрополь, 2004. с. 124.

³⁸ CHIRIȚA, O. Orientările valorice ale personalității: originile conceptelor și ale teoriilor. În: *EU: Building links to Eastern Partnership Countries*. Materialele Conferinței științifice internaționale (ediția 1), 15-16 martie 2023. Chișinău: USM, 2023, p. 190. ISBN 978-9975-175-46-3.

³⁹ POPESCU-NEVEANU, P. *Dicționar de psihologie*. București: Editura „Albatros”, 1978, p. 768.

⁴⁰ PALADI, O. Interacțiunea dintre valori și fenomenele psihologice. În: *Revista științifico-practică „Psihologie”*. 2011, nr.3, p. 16. ISSN 1857-2502.

⁴¹ ШВАРЦ, Ш., БУТЕНКО, Т.П., СЕДОВА, Д.С., ЛИПАТОВА, А.С. Уточненная теория базовых индивидуальных ценностей: применение в России. В: *Психология. Журнал Высшей школы экономики*. 2012, № 2, Том 9, с. 45. ISSN 1813-8691.

⁴² SCHWARTZ, S.H., BILSKY, W. Toward a universal psychological structure of human values. In: *Journal of Personality and Social Psychology*. 1987, no.53, pp. 550-562. ISSN 0022-3514.

⁴³ Концепция Шварца-Билски. [цитат 23 noiembrie 2022]. Disponibil: https://studopedia.ru/7_178785_kontseptsiya-shvartsa-bilski.html.

biological needs of individuals; 2) the needs for social interaction; 3) needs related to the survival and well-being of social groups⁴⁴.

All these universal needs are satisfied, to varying degrees, through the fulfillment of different motivational types, which are shaped by certain values of the personality. They set the direction for specific actions of the individual and, in a broader sense, for the entire activity of their life.

I. Caunenco researched the cultural values of the student youth in Moldova and revealed the importance of both individualistic and collectivist values. The values of an individualistic orientation included self-respect, independence, achieving success, freedom, and choosing one's own goals. These values serve personal growth and development. The greatest consensus among Moldovan youth was found regarding the values of family protection and health, while for other values, such as creativity, life diversity, etc., the dispersion was relatively low⁴⁵.

From the above, it follows that "values" are guiding principles, goals, and ideals that exist in each person's mind, with which the person or a social group aligns their actions.

Following the analysis of the specialized literature, we specify that **the research problem** is nuanced by the fact that *the lack of clarity in value orientations and behavioral norms among the youth in the Republic of Moldova, caused by the current socioeconomic transformations, represents a challenge for patriotic education*. Thus, the essence of the research lies in finding an answer to the following question: *What are the main sociopsychological factors that influence the formation of patriotic consciousness among the youth in the Republic of Moldova, and how can they be effectively integrated into the educational process to overcome these challenges?*

In this context, **the aim of the research** focused on identifying the psychosocial particularities of the formation of patriotic consciousness among youth in a society in transition.

Therefore, the main research directions for **addressing the stated problem** focus on: 1) identifying the psychosocial factors that determine patriotic consciousness and evaluating the extent to which the components of the value sphere and social identity manifest; 2) establishing distinct types of patriotism and defining the concept of "the image of a patriot's personality"; 3) developing and experimentally testing a training program aimed at developing patriotic consciousness among the student youth, and evaluating its effectiveness through applied research, etc.

Chapter 2, "Empirical Study of the Psychosocial Factors in the Formation of Patriotic Consciousness Among Student Youth", represents the investigative approach aimed at studying the psychosocial particularities of patriotic consciousness formation in youth within a transitional society. In this regard, both practical, quantitative, and qualitative approaches were used to investigate: the value sphere (PVQ-R2 questionnaire, developed by Sh. Schwartz, 2012)⁴⁶; Perception of patriotism (questionnaire developed by I.M. Kuznetsov)⁴⁷; R. Janoff-

⁴⁴ ШВАРЦ, Ш., БУТЕНКО, Т.П., СЕДОВА, Д.С., ЛИПАТОВА, А.С. *Op. cit.*, p. 47.

⁴⁵ КАУНЕНКО, И.И. Культурные ценности молодежи молдаван: маркеры эпохи перемен. În: *Patrimoniul cultural: cercetare, valorificare, promovare*. Ed. 12. Materialele Conferinței științifice, 28-29 mai 2020. Chișinău, 2020, p. 284. ISBN 978-9975-52-215-1.

⁴⁶ ШВАРЦ, Ш., БУТЕНКО, Т.П., СЕДОВА, Д.С., ЛИПАТОВА, А.С. *Op. cit.*, p. 51.

⁴⁷ КУЗНЕЦОВ, И.М. Вариативность дискурсов патриотизма в повседневном сознании россиян. В: *Власть*. 2016, № 7, Том. 24, с. 165. ISSN 2071-5358.

Bulman's Fundamental Beliefs Scale (adapted by O. Kravtsova)⁴⁸; Tolerance for uncertainty (method developed by E.P. Belinskaya); the emotional-evaluative component of ethnic identity ("*Diagnostic Test of Relationships*," developed by G.U. Soldatova, 1998)⁴⁹; the individual's ability to function effectively when communicating with representatives of different cultures and in diverse cultural environments (integrative intercultural competence questionnaire, developed by O.E. Khukhlaev)⁵⁰; factors in the formation of patriotic feelings towards the homeland (*Patriotic Consciousness* questionnaire, developed by S.M. Naumenko)⁵¹; social ideas about patriotism (method of free verbal associations about *patriotism*).

The basic experimental hypothesis: The patriotic consciousness of youth is influenced by the value sphere, ethnic identity, fundamental beliefs regarding attitudes toward the self, the surrounding world, intercultural competencies, and tolerance for uncertainty.

Operational hypotheses: 1) The value sphere of patriotic consciousness is characterized by the dominance of values related to openness to change, self-determination (overcoming the self), and preservation values. 2) The patriotic consciousness of youth is influenced by positive ethnic identity, belief in the safety of the world, intercultural competencies, and tolerance for uncertainty.

Research Objectives: To achieve the study's goal and test the proposed hypotheses, the following objectives were formulated: 1) to determine the views of youth on patriotism and identify groups of patriots based on their perception of the concept of "patriot"; 2) to examine the particularities of patriotic consciousness among student youth through the study of the value sphere, ethnic identity, belief in the safety of the world, intercultural competence, and tolerance for uncertainty; 3) to analyze the characteristics of the value sphere, ethnic identity, and belief in the safety of the world among students within different patriotism groups; 4) to identify the factors contributing to the formation of patriotic feelings among student youth.

Description of the Research Sample: The experimental study included 210 subjects (68% male and 32% female), aged between 18 and 24 years ($M = 21$, $SD = 0,88$). Social status – students in their 1st to 4th years at the "Ștefan cel Mare" Academy of the Ministry of Internal Affairs of the Republic of Moldova. Nationality – Moldovan. The majority of students live in urban areas (53,8%), while 46.2% reside in rural areas. The study was conducted anonymously with physical presence.

Research Results

The first step in conducting this study was to determine the types of patriots. Thus, we can highlight four types: *Protective Patriotism* (6,2%); *Civic Patriotism* (70%); *Constructive Patriotism* (7,6%); *Emotional-Constructive Patriotism* (7,1%).

⁴⁸ ШАЙГЕРОВА, Л.А., ПРОКОФЬЕВА, Т.Ю., КРАВЦОВА, О.А., СОЛДАТОВА, Г.У. *Практикум по психодиагностике и исследованию толерантности личности*. Под ред. Солдатовой, Г.У. и др. Москва: МГУ им. М.В. Ломоносова, 2003. с. 44. ISBN 5-92170030-4.

⁴⁹ СОЛДАТОВА, Г.У. *Психология межэтнической напряженности*: диссертация доктора психологических наук. Москва: Смысл, 1998. 271 с.

⁵⁰ ХУХЛАЕВ, О.Е., ГРИЦЕНКО, В.В., МАКАРЧУК, А.В. и др. Разработка и адаптация методики «Интегративный опросник межкультурной компетентности». В: *Психология. Журнал Высшей школы экономики*. 2021, № 1, Том 18, с. 71. ISSN 1813-8691.

⁵¹ НАУМЕНКО, С.М. *Социально-психологические детерминанты формирования патриотического сознания молодежи*: диссертация кандидата психологических наук. Москва, 2013. с. 150.

At the same time, we highlight a group of subjects who could not be assigned to any of the patriot types, as they made other choices and provided ambiguous answers. This group, in our opinion, is classified under the category "Other" (9%). This group, with a frequency of less than 3% for each response, lacks informative value and will not be considered in the empirical study.

Protective patriotism is oriented toward protecting the country and its sociocultural environment. Proponents of the protective variant of patriotism have a high potential for consolidation within their country, which is due to the fact that, in their view, the concept of "homeland" is stronger and associated with the concept of "own statehood" ("own territory")⁵². The potential for consolidating patriotic beliefs is significantly higher among individuals who specifically choose the protective variant. For the group with protective patriotism, the most important aspect is preserving traditional cultural values. The traditional mode of behavior becomes a symbol of group solidarity, an expression of shared values, and a guarantee of survival.

Constructive patriotism is correlated with positive attitudes in the field of interethnic relations, with the need to maintain interethnic harmony, and with the possibility of manifesting a critical attitude toward certain phenomena in the homeland, combined with the need to act actively for its development. Patriotism (measured in its constructive form) is linked to psychological variables that promote prosocial behavior: constructive coping, values of equality and fairness, lack of prejudice, etc.⁵³.

Civic patriotism is characterized by love for the homeland, loyalty to its history, traditions, and values, a positive attitude toward the country, and the desire to serve it, along with a deep sense of civic responsibility and tolerance. Additionally, based on the responses to the first question of the "Patriotic Consciousness" questionnaire (S.M. Naumenko), more than half of the subjects in the "Civic Patriotism" group (68%) attach great importance to the concepts of state and nation, which is characteristic of civic patriotism.

Emotional-constructive patriotism is rooted in a deep love for the homeland, its people, culture, language, nature, and history, as well as a willingness to serve the country.

The next step in this study was to identify the expression of the highest-level values, as well as the individual values from which they stem. Thus, the most significant high-level values were found to be "Openness to change" (M=4,99), "Self-determination" (M=4,99), and "Conservation" (M=4,78). The least significant value is "Self-affirmation" (M=4,39). In general, respondents are more focused on self-determination and openness to change, which aligns with a social focus (with its inherent characteristics of altruism, social responsibility, sense of duty, self-determination—care for nature, care for others, tolerance, goodwill), as well as growth and self-development. The values of "Self-affirmation" are less pronounced. This indicates that for the respondents, the desire to control resources and dominate others is of lesser importance.

The next stage of the study aimed at evaluating the differences between the four groups of patriots in terms of the expression of certain components of individual values. Thus, the

⁵² КУЗНЕЦОВ, И.М. Патриотизм региональной молодёжи в социологическом измерении (на примере Пензенской области). В: *Социологическая наука и социальная практика*. 2023, № 2, Том. 11, с. 32. ISSN 2308-6416.

⁵³ АЛЕКСАНДРОВА, Е.А., ХУХЛАЕВ, О.Е., КУЗНЕЦОВ, И.М. *Конструктивный патриотизм в современных социально-психологических исследованиях*. [citat: 25 octombrie 2023]. Disponibil: <https://mgppu.ru/files/galleries/documents/9abb718ae9a224c74668972d290bcd1.pdf>.

"Civic Patriotism" group, which is the largest (constituting 70% of all respondents), dominates the following types of individual values: *Independence – actions* (M=5,38, SD=0,63); *Goodwill – sense of duty* (M=5,31, SD=0,62); *Goodwill – care* (M=5,30, SD=0,70); *Universalism – care for others* (M=5,06, SD=0,74). The less pronounced values in this group are: *Power – dominance* (M=3,59, SD=1,17); *Power – resources* (M=4,02, SD=0,93); *Conformity – interpersonal* (M=4,54, SD=0,94).

The remaining 30% were distributed among the other groups: "Protective Patriotism", "Constructive Patriotism", and "Emotional-Constructive Patriotism", thus presenting the greatest interest for further analysis within our study.

Among the subjects in these three groups ("Protective Patriotism", "Constructive Patriotism", and "Emotional-Constructive Patriotism"), the following types of individual values are dominant (important) and common to all: *Goodwill – care*; *Goodwill – sense of duty*; *Independence – actions*. To a lesser extent, the values of *Power – dominance* and *Power – resources* are expressed (Table 2.1).

Table 2.1. Types of individual values that dominate, to a greater or lesser extent, in all three patriot groups [developed by the author]

Values	Protective Patriotism		Constructive Patriotism		Emotional-Constructive Patriotism	
	M	SD	M	SD	M	SD
Goodwill (Kindness) – Care	5,51	0,50	5,29	0,43	5,44	0,58
Goodwill – Sense of Duty	5,38	0,62	5,29	0,85	5,66	0,53
Independence – Actions	5,33	0,62	5,33	0,73	5,48	0,53
Achievement	5,30	0,49	4,97	0,55	5,04	0,60
Universalism – Care for Others	5,17	0,92	5,06	0,85	5,37	0,56
Security – Personal	5,12	0,63	5,00	0,84	4,88	0,63
Security – Public	5,10	0,91	5,02	0,70	5,35	0,71
Reputation	5,05	0,71	4,60	0,78	5,22	0,80
Independence – Thoughts	5,00	0,59	5,02	0,49	4,97	0,90
Stimulation	4,97	0,64	4,70	0,61	4,37	1,07
Tradition	4,94	0,94	4,91	0,60	4,40	1,24
Universalism – Care for Nature	4,94	0,76	4,60	0,51	4,86	1,14
Hedonism	4,79	0,70	4,58	0,78	5,02	0,79
Conformity – Rules	4,79	1,03	4,89	0,65	5,06	0,79
Universalism – Tolerance	4,74	0,61	4,81	0,60	5,15	0,76
Modesty	4,46	0,94	4,50	0,83	4,66	0,82
Conformity – Interpersonal	4,41	1,08	3,95	0,90	4,00	1,02
Power – Resources	3,89	1,12	3,85	0,51	4,20	0,80
Power – Dominance	3,74	1,09	3,66	0,79	3,17	0,91

As we can observe, these values are common to all patriotism groups, reflected in care, goodwill, and support for close individuals. Additionally, independent decision-making regarding their personal life is important to them, as well as the ability to have freedom in actions and deeds. The particular dominance of these values may be indicative of age-related characteristics, determined by individual physiological and psychological traits. Independent decision-making is one of the elements of an individual's activity structure; it is a component of goal-oriented behavior. Thus, the main life task for these three patriotism groups is deciding on

personal and professional fulfillment, rather than seeking power, control, or dominance over others.

Next, we will describe each patriotism group separately, highlighting other important or less important values, in addition to those common to all patriotism groups.

For the "Protective Patriotism" group, the value of *Self-realization* is important, while for the "Emotional-Constructive Patriotism" group, the value of *Universalism – care for others* is significant.

Thus, for the "Protective Patriotism" group, self-realization in their own country and in various spheres (personal, professional, social) is crucial, while for the "Emotional-Constructive Patriotism" group, maintaining interethnic harmony and ensuring equal rights and opportunities for every individual in their country is important.

Additionally, for the "Constructive Patriotism" and "Emotional-Constructive Patriotism" groups, the value of *Interpersonal Conformity* is less attractive, which is expressed through tactful behavior toward others. It is important to note that, in our opinion, these results can be considered from the perspective of the student's life outlook and professional attitudes.

Police officers perform an important job for society as a whole, so during their training, students develop certain professional attitudes. A characteristic feature of a future police officer's activity is that, unlike representatives of other professions, they will often have to interact with a special group of people (criminals, public order offenders, individuals leading immoral lives such as alcoholics, drug addicts, etc.). Thus, an objective view of what happens during communication with different people does not always allow the police officer to be fully tactful.

Analyzing the results obtained for the subject groups with "Protective Patriotism", "Constructive Patriotism", and "Emotional-Constructive Patriotism", a statistically significant difference was found in the expression of individual values between the "Constructive Patriotism" and "Emotional-Constructive Patriotism" groups. No statistically significant differences were found between the other patriotism groups.

Based on a comparative analysis of the subject groups classified by type of patriotism, a statistically significant difference was found in the value labeled "Reputation".

From the descriptive statistics, a significant difference was observed between the group expressing "Emotional-Constructive Patriotism" ($M=5,22$, $SD=0,80$) and the group expressing "Constructive Patriotism" ($M=4,60$, $SD=0,78$), with a statistical indicator for the mean difference being $t=4,6$, $p<0,038$.

Among the respondents included in the *emotional-constructive patriotism* group, the indicators for the value "Reputation" are significantly higher than those in the *constructive patriotism* group. "Reputation" is a value that characterizes the individual's tendency toward social recognition, respect, and "saving face", meaning it reflects concern for one's public image. Orientation toward this value is expressed through the desire to feel important and significant in society, stimulating self-development and self-acceptance as they are. This contributes to building self-confidence, increasing self-respect, and motivating success.

The identification of differences between the components of fundamental beliefs in the four patriotism groups shows that the components "Self-Worth" and "Goodwill toward the World" are dominant in all patriotism groups, where the average values of the indicators for all

scales fall within the normal range (a value of at least 3.5 points represents the norm) (Table 2.2).

Table 2.2. Average values and differences between the components of fundamental beliefs in the four patriotism groups [developed by the author]

	Civic patriotism		Protective Patriotism		Constructive Patriotism		Emotional-Constructive Patriotism	
	M	SD	M	SD	M	SD	M	SD
The value of the "self"	4,89	0,86	4,82	0,73	4,75	0,96	4,53	0,64
The goodwill of the world	4,43	0,79	4,57	0,79	4,42	0,82	4,46	0,78
The degree of self-control (control over events that occur)	4,31	0,84	4,53	0,84	4,21	0,50	4,30	0,80
The controllability of the world	4,26	0,83	4,34	0,93	4,32	0,66	4,11	0,68
The degree of luck or opportunities	4,25	0,85	4,05	0,85	4,22	0,71	3,96	0,86
The fairness of the world	4,08	0,89	4,19	0,75	3,98	0,62	3,75	0,67
The goodwill of people	3,94	0,85	3,92	0,64	4,09	0,85	4,00	0,79
Randomness as a principle of event distribution	3,48	0,94	3,75	0,80	3,50	0,67	3,93	0,79

Such optimistic views of the world allow us to state that for the studious youth, regardless of the patriotism group they belong to, the result remains unchanged – respondents are capable of seeing opportunities for their own development and building a future in their country within the current social environment.

Ethnic stereotypes of respondents included in the four patriotism groups. In our study, ethnic stereotypes are perceived as a psychological defense mechanism, containing an emotional-evaluative attitude toward one's ethnic group, characterizing the level of preparedness for appropriate behavioral reactions in their interactions.

Table 2.3. Average values of the coefficients of ambivalence (A), severity (S), and direction (D) of the ethnic stereotypes of respondents included in the four patriotism groups [compiled by the author]

	Civic patriotism			Protective Patriotism			Constructive Patriotism			Emotional-Constructive Patriotism		
	A	S	D	A	S	D	A	S	D	A	S	D
Self-esteem	0,57	0,30	0,27	0,53	0,34	0,30	0,50	0,35	0,33	0,57	0,28	0,27
Image "Ideal"	0,49	0,40	0,34	0,42	0,47	0,40	0,44	0,46	0,39	0,44	0,47	0,38
Self-stereotype	0,65	0,25	0,18	0,64	0,25	0,21	0,61	0,27	0,13	0,75	0,14	0,02

The data from Table 2.3 show that the subjects exhibited high rates of ambivalence (A), severity (S), and direction (D) for self-stereotyping in three groups: "civic patriotism", "protective patriotism", and "constructive patriotism".

The "emotional-constructive patriotism" group shows the lowest severity indicator (M=0,14) and direction (M=0,02), but also the highest level of ambivalence (M=0,75) compared to the three groups mentioned above.

The analysis of the results allows us to conclude that, for all patriotism groups, a stable positive attitude toward one's own ethnic community is characteristic.

The comparison of intercultural competence results among the respondents in the four patriotism groups. Based on the obtained results regarding intercultural competence, high scores were identified on the *Intercultural Stability* and *Intercultural Interest* scales across all four patriotism groups (Table 2.4).

Table 2.4. The average statistical indicators of the intercultural competence of the respondents in the four patriotism groups [developed by the author]

Scale	Civic patriotism		Protective Patriotism		Constructive Patriotism		Emotional-Constructive Patriotism	
	M	SD	M	SD	M	M	SD	M
Intercultural stability	4,36	0,80	4,01	0,80	4,53	0,85	4,33	0,74
Intercultural interest	4,17	0,81	4,00	0,66	4,35	0,63	4,13	0,85
Lack of ethnocentrism	4,12	0,74	3,98	0,76	4,21	0,85	3,97	0,98
Managing intercultural Interaction	3,78	0,69	3,76	0,49	3,96	0,62	3,52	0,70

Thus, for subjects included in all four patriotism groups, intercultural stability and intercultural interest can be a significant resource for optimizing intercultural relations. Such relationships promote a positive attitude toward dialogue, tolerance, understanding, and interaction with people from other cultures (foreigners, individuals of different nationalities and/or ethnic groups).

Intercultural stability and intercultural interest are important components of the social and professional competence of future employees of the Ministry of Internal Affairs. Given that Moldova is a multinational country, a police officer communicates daily with people from different cultures and nationalities.

Tolerance to uncertainty. The analysis of the results obtained allows us to conclude that the subjects exhibited a lower level of tolerance to uncertainty in the cognitive sphere ($M=33,31$, $SD=4,18$) and in the emotional sphere ($M=31,39$, $SD=5,46$), while the behavioral component is dominant and more pronounced ($M=38,50$, $SD=6,60$). These results lead us to conclude that the respondents show a willingness to act in situations of uncertainty, to take initiative, and to seek new opportunities for development, as well as for the expression of their skills and abilities in a modern, transitioning society.

Identification of factors shaping patriotic feelings. Based on the empirical analysis, we were able to identify a variety of characteristics of the concept "Homeland" as reflected in the respondents' consciousness. Thus, at the top of the ranking are the following aspects: homeland (city or village), the place where they grew up (54%); the place where their loved ones (family and friends) live (52%); the culture and traditions they cherish (42%). Approximately a quarter of the respondents mentioned the state, which grants them certain rights but also imposes certain duties – military service, defending the homeland (25%).

We also highlight the factors that, according to the respondents, influenced the formation of these patriotic feelings. The top positions in the ranking were occupied by: parents (52%); their own thoughts about the country's issues (50%); studies at the Ștefan cel Mare Academy (33%).

It should be emphasized that 50% of the subjects mentioned that they think about the problems of the country. In our opinion, this shows that they are not indifferent to the place

where they live, to their city, and, consequently, to their country. Thus, there is a stability of the respondents' patriotic identity.

Identification of social ideas about patriotism. The method of free verbal associations allowed us to interpret the social ideas of the respondents about patriotism and the factors that influence its formation. Some of the highest indicators include the following categories: "Qualities of a patriot" (84,5%); "Homeland" (70,5%); "Positive qualities" (78,6%); "Positive attitude" (63,3%) towards patriotism; and "Culture" (49,7%). These results demonstrate that respondents tend to associate the concept of patriotism with the quality of defending the homeland, family, and state. They also perceive patriotism through the emotional-sensory sphere as an expression of love, admiration, and pride in relation to their homeland, country, and state, along with its history, traditions, and values. This, in turn, has a positive effect on psychological well-being and contributes to the high development of civic identity in the younger generation.

Formation of Patriotic Consciousness Among Students at the Stefan cel Mare Academy. The process of educating the younger generation is closely tied to changes in the political and economic conditions of society. The transformation of young people's sociocultural life leads to transformations in the educational principles of higher education institutions. However, the training of students (future officers) at the *Stefan cel Mare Academy* of the Ministry of Internal Affairs has a strong state-patriotic focus, with special attention given to fostering their patriotic consciousness. The future officer is educated so that service is motivated not by coercion, but by a genuine dedication to the profession, putting their heart and soul into it.

Proper training for future officers must focus on instilling patriotic values, attitudes, and beliefs in both their minds and emotions, along with high moral, socio-psychological, and professional qualities. It should also cultivate a sense of responsibility for the Homeland and a willingness to defend it. One key educational activity in fostering patriotic consciousness among students at the *Stefan cel Mare Academy* is studying history, culture, and military traditions.

Chapter 3, "Experimental Research on the Development of Patriotic Consciousness Among Studious Youth", explores the formation and development of patriotic consciousness among studious youth.

During the empirical diagnostic study, we identified a group of subjects who made different choices, which we labeled "*Others*". These students provided ambiguous answers in the "Perception of Patriotism" questionnaire, making it impossible to categorize them under any of the established patriotism types. The results prompted us to explore potential ways to foster their civic and patriotic qualities.

Thus, **we set out** to design and experimentally test a training program titled "Development of Patriotic Consciousness" for students in the "*Others*" group. The program aims to cultivate patriotic consciousness, civic values, and a sense of responsibility, love, and pride for their homeland, country, people, language, and nature.

Experimental Research Objectives:

1. Developing a training program aimed at fostering the patriotic consciousness of studious youth in the "*Others*" group.
2. Implementing the "Development of Patriotic Consciousness" program across three dimensions: "cognitive-informational", "emotional-evaluative", and "regulatory-behavioral".
3. Assessing the effectiveness of the program in developing the patriotic consciousness of studious youth in the "*Others*" group.

Formative Experiment Hypothesis: the development of patriotic consciousness among studious youth is possible if they participate in a specially designed training program focused on self-identification (self-knowledge), understanding, and experiencing their social identity (ethnic, civic) in connection with their professional activities.

Description of the Experimental Research Sample. The experimental research included 18 subjects selected from the respondents in the initial study, specifically from the group labeled "Others". These subjects were divided into an experimental group and a control group. The experimental group (9 participants) underwent the "Development of Patriotic Consciousness" training program, while no psychological intervention was applied to the control group (9 participants).

Whenever possible, homogeneity was ensured between the experimental and control groups in terms of age, social status, and gender. The experimental group consisted of 9 subjects (5 males and 4 females) aged 21-23 years. The control group was structured similarly, with 9 subjects (6 males and 3 females) aged 20-23 years.

During the experimental research, all participants gave their informed consent to take part in the study, with the condition that their anonymity would be maintained.

Analysis and Interpretation of Research Results. In the control study, we used the same diagnostic technique as in the initial phase of the research: the "Perception of Patriotism" questionnaire. Additionally, to conduct a qualitative analysis of the training results (post-training evaluation), we used the "Opinion Questionnaire" regarding the "Development of Patriotic Consciousness" training program.

Results of the Study Based on the "Perception of Patriotism" Questionnaire. Based on the data obtained from the activities carried out to develop and foster patriotic consciousness among studious youth, we can conclude that the experimental group (which participated in the training sessions) showed positive changes in all studied parameters compared to the control group.

To highlight statistical differences in the control group before and after the training, we applied Wilcoxon's statistical coefficient, which allowed us to identify both positive and negative differences before and after the intervention. Thus, we can state that no statistically significant differences were observed in the measurements conducted on the subjects in the control group. No significant results were recorded either for descriptive items or for the total outcome (Table 3.1).

Table 3.1. Measurement of Statistical Differences in the Control Group (CG) Before and After the Implementation of the Training Program [Developed by the Author]

	Before M+/- Sd	After	Positive Differences	Negative Differences	p
Item 1	0,11+/- 0,33	0,11 +/- 0,333	0	0	--
Item 2	0,667+/- 0,5	0,778 +/- 0,44	1	0	--
Item 3	0,33+/- 0,5	0,33 +/-0,5	0	0	--
Item 4	0,44 +/- 0,53	0,44 +/- 0,53	0	0	--
Total	1,556+/-0,53	1,667+/-0,71	1	0	0,317

By analyzing the results of the experimental group before and after the training, we can observe statistically significant differences in item 3 and in the total score for the four analyzed

items. This allows us to conclude that the psychological intervention achieved its objective by enhancing the patriotic determination of the training participants (Table 3.2).

Table 3.2. Measurement of Statistical Differences in the Experimental Group (EG) Before and After the Implementation of the Training Program [developed by the author]

	Before M+/- Sd	After	Positive Differences	Negative Differences	p
Item 1	0,22+/- 0,44	0,22 +/- 0,44	0	0	--
Item 2	0,667+/- 0,5	0,778 +/- 0,44	1	0	--
Item 3	0,44+/- 0,53	1,00 +/-0,00	5	0	0,025
Item 4	0,556 +/- 0,53	0,889 +/- 0,53	3	0	--
Total	1,889+/- 0,78	2,889 +/-0,78	9	0	0,003

The results of the experimental group after the implementation of the training program show a positive dynamic. The subjects' "ambiguous" responses were replaced with more "concrete" ones. By analyzing the nature of the responses received, it became possible to identify subjects in the EG with different types of patriotism, which was not possible earlier (Table 3.3).

Table 3.3. Results of the responses in the EG after the implementation of the training program [developed by the author]

Tupuri de patriotism	Itemi	Frecvență (Nr.)
Protector	1, 2, 3, 4	2 (22 %)
Civic	2, 3, 4	4 (44 %)
Constructiv	2, 3	1 (11 %)
Emoțional-constructiv	3, 4	2 (22 %)
Total:		9 (100 %)

According to the results obtained, it appears that the *Civic Patriotism* group is the largest group (44%), while the remaining 66% are distributed among the other groups: *Protector Patriotism* (22%), *Constructive Patriotism* (11%), and *Emotional-Constructive Patriotism* (22%).

Similar data was observed in the experimental stage of the study, where *Civic Patriotism* is also the largest group (comprising 70% of all those interviewed). "Civic patriotism" is characterized by love for the homeland, loyalty to its history, traditions, and values, a positive attitude toward the country, the desire to be useful to it, as well as a profound sense of civic responsibility and tolerance.

Qualitative Analysis of the Training Results (Post-Training Evaluation). Based on the results of the "Development of Patriotic Consciousness" training program, participants were surveyed regarding their satisfaction, relevance, and the usefulness of the training sessions. The opinion survey about the training program was anonymous and included three open-ended questions.

Let's analyze the responses to the survey. To the first question: "*What new things did you learn from the training?*" Based on the participants' responses, we concluded that they learned a great deal about themselves and their colleagues, the history of their homeland, family values, and how love for the homeland is manifested. As a result, participants showed interest and a desire to deepen their knowledge about the historical memory of their people and patriotic traditions.

To the second question: *"Have your ideas, beliefs, or opinions about patriotism changed?"* Participants noted that the training helped them form a clearer opinion about patriotism. Their attitudes toward spiritual, moral, and social values, as well as the patriotic qualities necessary to be a true patriot of their country, had changed.

The responses to the last question (*"What conclusions have you drawn from the training?"*) demonstrate that the training is a strong motivation for the formation and development of patriotic qualities and patriotic consciousness in youth.

Of particular interest is the fact that participants highlighted the importance of promoting knowledge about patriotism in all educational institutions, including kindergartens, schools, and universities in our country.

By analyzing all the responses from the participants, we conclude that the "Development of Patriotic Consciousness" training program enabled them to shift and improve their attitudes toward their homeland, country, traditions, customs, culture, and mother tongue. As a result, the youth are forming and developing: civic consciousness, a caring attitude, and a sense of responsibility toward their homeland and its people; a tendency to act for the benefit of the country and to love it as it is.

Consequently, the results obtained demonstrate the effectiveness of the activities carried out with the experimental group regarding the development of patriotic consciousness. The very participation of young people in the training program reflected their desire for positive change. Working together contributed to strengthening trust, cohesion, and the exchange of experiences and knowledge.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

This research was dedicated to studying the psychosocial peculiarities of the formation of patriotic consciousness among young people in the context of a transitioning society. The scientific results obtained led to the achievement of the research goals and objectives, and the scientific problem has been addressed.

Thus, we formulate the following conclusions:

1. By analyzing the extent to which the research problem has been addressed based on theoretical and empirical studies from national literature, we can conclude that, in the Republic of Moldova today, there are insufficient psychological studies on the topic of patriotism and patriotic consciousness. We can highlight studies conducted tangentially by I. Caunenco, L. Gasper, L. Horozova, and N. Ivanova, where patriotism is considered a personality trait with individual psychological characteristics, such as value orientations, responsibility, and national peculiarities.

Through the analysis and systematization of the existing information in both national and international specialized literature regarding the essence of the concepts of "Patriotism"⁵⁴ and "Patriotic Consciousness"⁵⁵ as well as the factors influencing their formation, we defined the

⁵⁴ CHIRIȚA, O. Definiția socio-psihologică a conceptului de patriotism. În: *Preocupări contemporane ale științelor socioumane*. Materialele Conferinței științifice internaționale (ediția 9), 6-7 decembrie 2018. Chișinău, 2018, pp. 108-111. ISBN 978-9975-3277-5-6.

⁵⁵ CHIRIȚA, O., CHIRIȚA, V. Conștiința patriotică: concept și caracterizare. În: *Pregătirea profesională a cadrelor pentru subdiviziunile Ministerului Afacerilor Interne și alte organe de drept*. Materialele Conferinței științifico-practice internaționale, 4 decembrie 2020. Chișinău, 2021, pp. 350-357. ISBN 978-9975-121-76-7.

direction of the research and selected the necessary methods and techniques for conducting the empirical study.

2. *The patriotic consciousness* of youth is characterized as a complex system of ideas, values, and motivational attitudes of the individual in relation to their homeland. The content of an individual's patriotic consciousness is formed based on reflective processes occurring in the country and society, as well as the internalization of patriotic values and ideas during the family education process. As a result of analyzing ideas about the world and the self, an individual's consciousness forms a personal system of ideas about the essence of the concept of "homeland" and patriotic values^{56, 57, 58}.

Based on the content characteristics of patriotic consciousness, we identify the following components in its structure:

- *Cognitive* (awareness of duty towards the homeland, people, and the willingness to defend its interests);
- *Emotional-Evaluative* (expression of love and pride for one's country, people, mother tongue, and nature);
- *Regulatory-Behavioral* (the individual's desire to implement value systems in practice concerning the defense of their country and homeland as a whole).

3. Based on the perceptions of the youth about patriotism, we identified four types of patriotism:

1) *"Protective Patriotism"*, which is oriented towards protecting the country and its sociocultural environment. For a group with protective patriotism, the most important thing is to preserve the traditional values of their culture. The traditional mode of behavior becomes a symbol of group solidarity, an expression of shared values, and a guarantee of survival. The potential for strengthening patriotic beliefs is significantly greater among individuals who choose this form of patriotism.

2) *"Constructive Patriotism"*, which is associated with positive attitudes toward interethnic relations, the need to maintain ethnic harmony, and the possibility of expressing a critical attitude toward certain phenomena in their homeland, combined with the need to act actively for its development.

3) *"Civic Patriotism"*, characterized by love for the homeland, loyalty to its history, traditions, and values, a positive attitude toward the country, the desire to be useful to it, as well as a profound sense of civic responsibility and tolerance.

4) *"Emotional-Constructive Patriotism"*, which is based on a deep sense of love for the homeland and people, culture, language, nature, history, roots, and a willingness to serve the country.

⁵⁶ CHIRIȚA, O., CAUNENCO, I. Determinante socio-psihologice ale formării conștiinței patriotice. În: *Revista științifică „EcoSoEn”*. 2019, nr. 3-4, pp. 187-191. ISSN 2587-344X.

⁵⁷ CHIRIȚA, O. Natura psiho-socială și esența conștiinței patriotice. În: *Revista științifică „EcoSoEn”*. 2020, nr. 1-2, pp. 259-263. ISSN 2587-344X.

⁵⁸ *Idem*. The psycho-social nature and the essence of patriotic consciousness. În: *The Contemporary Issues of the Socio-Humanistic Sciences: International Scientific Conference dedicated to the 20th anniversary of the foundation of Faculty of Social and Educational Sciences: Program and Working Papers*. Materialele Conferinței științifice internaționale (ediția 10), ULIM, 5-6 decembrie 2019. Chișinău: „Print-Caro” SRL, 2019, p. 64. ISBN 978-9975-3371-4-4.

4. The main sociopsychological peculiarities of forming patriotic consciousness among young students are: *the predominance of the value sphere*^{59, 60}. "Openness to Change" and "Self-determination", which corresponds to social focus (with its inherent characteristics of altruism, social responsibility, sense of duty, self-determination – concern for nature, care for others, tolerance, goodwill), as well as growth and self-development; *positive ethnic self-identification*, meaning the awareness of belonging to one's own ethnic group^{61, 62}, as well as the components of fundamental beliefs such as "Self-worth" and "Goodwill of the World", where young people are convinced of their own value, have an optimistic attitude towards the world and the people around them, which leads them to see prospects for their own development and the building of their future in their country.

5. The empirical study reflected ideas regarding the mechanisms of forming the patriotic consciousness of the subjects under investigation. The overwhelming majority of young people consider that the formation of their ideas about civic stance and patriotism is influenced by: the educational process in the family and their own thoughts on their country's issues. Thus, the reflection mechanism must be recognized as extremely important for forming the patriotic consciousness of young students.

6. A key role in the formation of young people's patriotic consciousness, according to the results of the study, is played by studies at the *Ștefan cel Mare* Academy of the Ministry of Internal Affairs, where the training of students (future officers) always has a pronounced national-patriotic character, with special attention paid to developing their patriotic consciousness. Future officers are educated so that service is not a matter of obligation but a love for their profession, putting their heart and soul into it. Training for future officers is aimed at instilling in their consciousness and emotions patriotic values, attitudes, and beliefs, as well as high sociopsychological and professional moral qualities, a sense of responsibility for the homeland's fate, and a readiness to defend it. One of the educational activities aimed at forming the patriotic consciousness of young students at the *Ștefan cel Mare* Academy is the study of the country's history, culture, and military traditions⁶³.

7. During the empirical study, we identified a group of respondents whose answers we classified as "Others". These individuals gave ambiguous answers in the "Perception of Patriotism" questionnaire, so we could not assign them to any of the types of patriots. This led us to design and test a training program aimed at forming and developing the patriotic consciousness of young students.

⁵⁹ *Idem*. Ценностные ориентации студенческой молодежи в условиях современного общества. В: *Языковая компетентность: методические аспекты практико - ориентированного образования*. Сборник научных статей V-й Международной научно-методической конференции, 24-28 апреля 2023 г. Могилевский институт Министерства внутренних дел Республики Беларусь, 2023, с. 72-78. ISBN 978-985-589-077-6.

⁶⁰ *Idem*. Orientările valorice ale personalității: originile conceptelor și ale teoriilor. În: *EU: Building links to Eastern Partnership Countries*. Materialele Conferinței științifice internaționale (ediția 1), 15-16 martie 2023. Chișinău: USM, 2023, pp. 189-194. ISBN 978-9975-175-46-3.

⁶¹ *Idem*. Самоидентификация личности как фактор формирования патриотического сознания. В: *Наука. Образование. Культура*. Сборник статей Международной научно-практической конференции. Психолого - педагогические науки, том 2. Комрат, 2024, с. 318-323. ISBN 978-9975-83-296-0.

⁶² *Idem*. Personal Self - Identification as a Factor in the Formation of Patriotic Consciousness. În: *The Police Review*. Police Academy in Szczytno. Poland, 2023, Vol. 150, no. 2, p. 345-354. ISSN 0867-5708.

⁶³ *Idem*. Formarea conștiinței patriotice a studenților Academiei „Ștefan cel Mare” a MAI prin prisma tradițiilor militare. În: *Revistă de proprietate intelectuală, știință și educație „INTELLECTUS”*. 2022, nr. 2, pp. 114-121. ISSN 1810-7079.

This training program, called "Development of Patriotic Consciousness", allows us to develop the patriotic consciousness of young students, helping them become citizens with the qualities of a patriot: responsibility, love, and pride for their homeland, country, people, language, and nature. This occurred based on the increased interest among experimental group members in studying their people's culture, traditions, customs, and values; the growing trust among group members, overcoming negative ethnic stereotypes in themselves and others, and exhibiting tolerant behavior. The methods and techniques described in the training program proved to be quite effective.

8. Based on the study's results, the "Image of a Patriot's Personality" is outlined, containing the following components: the *sociocultural aspect* (respect for values, traditions, customs, norms), which is internalized in the individual's consciousness through education and training; the *individual personality characteristics* (character, temperament, abilities, feelings, emotions, will), and the *conditions of the social environment* (material, economic, social, political, spiritual). When combined into a single system, these components form the integral image of the patriot's personality.

Based on the findings of this study, we propose the following practical recommendations across multiple areas:

1. To enhance the effective formation and development of patriotic consciousness among academic youth, the study's results can be integrated into public (social) discipline curricula such as sociology, social psychology, cultural studies, and anthropology.

2. The developed and tested training program can be recommended to youth work specialists, psychologists, and educators as a tool for addressing issues related to civic-patriotic education. Specialists who plan to implement this training program are advised to undertake a theoretical lecture course to enhance their competence in the field of civic education theory.

3. The proposed "Development of Patriotic Consciousness" training program can serve as the foundation for projects aimed at civic, national, and patriotic education for academic youth. The program can be modified based on the goals and objectives of education professionals.

4. For research purposes, it is advisable to conduct follow-up assessments not only immediately after the training program but also after an extended period, such as six months. This recommendation is based on the understanding that patriotism is a complex and multidimensional educational process. The knowledge and experiences gained during the training have a long-term impact, as they shape participants' understanding and internalization of patriotic values.

5. The development of a methodological guide for implementing the training program in various educational institutions, along with the organization of workshops for educators and psychologists, is highly encouraged.

6. Mass media (radio, television, press, and the internet) should play a more active role in promoting the value orientations of the younger generation, such as friendship, family, love, patriotism, cultural values, self-actualization through education, and a healthy lifestyle. The media can significantly contribute to shaping youth values by introducing positive attitudes and perspectives that support their personal and civic development.

Future Research Directions. One of the key challenges in modern societal transformations is the formation of citizens and patriots who possess a sense of national pride,

civic dignity, and love for their country and people. In this regard, we propose the following future research directions related to the topic: 1) Expanding the study to include other youth groups from diverse educational and social backgrounds to assess whether the findings are applicable in different contexts. 2) Conducting an in-depth investigation into additional psychosocial factors influencing the development of patriotic consciousness, such as the role of mass media and social networks. 3) Developing a methodological guide aimed at fostering patriotic consciousness among young people.

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LIST OF SCIENTIFIC PAPERS ON THE THESIS TOPIC

1. Articles in Scientific Journals

1.1. in Journals from Other Databases Accepted by ANACEC

1. CHIRIȚA, O. Patriotism in a Transitive Society: Socio-Psychological Analysis. În: *Semiannual Journal „Internal Security”*. Police Academy in Szczytno. Poland, 2022, Vol. 14, no. 2, p. 187-193. ISSN 2080-5268. Indexed in: ERIH PLUS, The Central European Journal Sciences and Humanities (CEJSH), Central and Eastern European Online Library (CEEOL); EBSCO Criminal Justice Abstracts, Index Copernicus Journals Master List, Index Copernicus World of Journals, ResearchBib Journal Indexing, NUKAT, WorldCat, Zeitschriftendatenbank (ZDB), Arianta, ProQuest, Google Scholar.

<https://internalsecurity.akademiapolicji.eu/resources/html/article/details?id=608038>

2. CHIRIȚA, O. Personal Self - Identification as a Factor in the Formation of Patriotic Consciousness. În: *The Police Review*. Police Academy in Szczytno. Poland, 2023, Vol. 150, no.

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1.2. in journals from the National Register of Specialized Journals

1. CHIRIȚA, O. Natura psiho-socială și esența conștiinței patriotice. În: *Revista științifică „EcoSoEn”*. 2020, nr. 1-2, pp. 259-263. ISSN 2587-344X. Categoria – B. https://ibn.idsi.md/sites/default/files/imag_file/259-263_5.pdf

2. CHIRIȚA, O., CAUNENCO, I. Determinante socio-psihologice ale formării conștiinței patriotice. În: *Revista științifică „EcoSoEn”*. 2019, nr. 3-4, pp. 187-191. ISSN 2587-344X. Categoria – B. https://ibn.idsi.md/sites/default/files/imag_file/187-191_9.pdf

3. CAUNENCO, I., CHIRIȚA, O. Abordarea psihopedagogică în activitatea de formare a conștiinței patriotice la tinerii de astăzi. În: *Revista științifică „EcoSoEn”*. 2020, nr. 3-4, pp. 149-154. ISSN 2587-344X. Categoria – B. https://ibn.idsi.md/sites/default/files/imag_file/149-154_17.pdf

4. CHIRIȚA, O. Starea de bine psihologică a persoanei: abordări teoretice. În: *Anale științifice ale Academiei „Ștefan cel Mare” a Ministerului Afacerilor Interne al Republicii Moldova*. 2024, nr.19, pp. 191-199. ISSN 1857-0976. Categoria – B. https://ibn.idsi.md/sites/default/files/imag_file/191-199_5.pdf

5. CHIRIȚA, O. Formarea conștiinței patriotice a studenților Academiei „Ștefan cel Mare” a MAI prin prisma tradițiilor militare. În: *Revistă de proprietate intelectuală, știință și educație „INTELLECTUS”*. 2022, nr. 2, pp. 114-121. ISSN 1810-7079. Categoria – B. https://ibn.idsi.md/sites/default/files/imag_file/114-121_7.pdf

2. Articles in conferences proceedings and other scientific events.

2.1. in the works of scientific events included in other databases accepted by ANACEC

1. КИРИЦА, О.В. Ценностные ориентации студенческой молодежи в условиях современного общества. В: *Языковая компетентность: методические аспекты практико-ориентированного образования*. Сборник научных статей V-й Международной научно-методической конференции, 24-28 апреля 2023 г. Могилевский институт Министерства внутренних дел Республики Беларусь, 2023, с. 72-78. ISBN 978-985-589-077-6. https://elib.institutemvd.by/jspui/bitstream/MVD_NAM/7970/1/Kirica.pdf

2.2. in the works of scientific events included in the Register of materials published based on scientific events organized in the Republic of Moldova

1. CHIRIȚA, O. Orientările valorice ale personalității: originile conceptelor și ale teoriilor. În: *EU: Building links to Eastern Partnership Countries*. Materialele Conferinței științifice internaționale (ediția 1), 15-16 martie 2023. Chișinău: USM, 2023, pp. 189-194. ISBN 978-9975-175-46-3. https://ibn.idsi.md/sites/default/files/imag_file/189-194_25.pdf

2. CHIRIȚA, O. The psycho-social nature and the essence of patriotic consciousness. În: *The Contemporary Issues of the Socio-Humanistic Sciences: International Scientific Conference dedicated to the 20th anniversary of the foundation of Faculty of Social and Educational Sciences: Program and Working Papers*. Materialele Conferinței științifice internaționale (ediția 10), ULIM, 5-6 decembrie 2019. Chișinău: „Print-Caro” SRL, 2019, p. 64. ISBN 978-9975-3371-4-4. https://ibn.idsi.md/sites/default/files/imag_file/64-64_14.pdf

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4. CHIRIȚA, O., CHIRIȚA, V. Conștiința patriotică: concept și caracterizare. În: *Pregătirea profesională a cadrelor pentru subdiviziunile Ministerului Afacerilor Interne și alte organe de drept*. Materialele Conferinței științifico-practice internaționale, 4 decembrie 2020.

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5. КИРИЦА, О. Самоидентификация личности как фактор формирования патриотического сознания. В: *Наука. Образование. Культура*. Сборник статей Международной научно-практической конференции. Психолого - педагогические науки, том 2. Комрат, 2024, с. 318-323. ISBN 978-9975-83-296-0.
https://ibn.idsi.md/sites/default/files/imag_file/318-323_9.pdf

ANNOTATION

to the PhD thesis in psychology by Mrs. Olga Chirita,
„The psychosocial particularities of forming the patriotic consciousness of young people within a transitional society”. Free International University of Moldova, Chişinău, 2025

Structure of the thesis. The thesis includes: an introduction, 3 chapters, general conclusions and recommendations, a bibliography with 259 titles, 3 appendices, 157 pages of main text, 25 tables, and 5 figures. The obtained results are published in 13 scientific papers.

Keywords: patriotic consciousness, patriotism, patriot, homeland, country, state, values, traditions, identity, ethnicity, personality, youth, student, training program "*Development of Patriotic Consciousness*."

Purpose of the study: The aim of this research is to identify the psychosocial particularities of forming the patriotic consciousness of youth within a transitional society.

Field of study: psychology

Objectives of the study: 1) to analyze the degree to which the research problem has been explored in both national and international literature, in order to identify existing gaps and establish the theoretical framework of the study; 2) to examine the content and structure of the process of forming patriotic consciousness of youth, establish its developmental criteria and levels, and assess the influence of military traditions; 3) empirical investigation of patriotic consciousness of students at the *Ştefan cel Mare* Academy of the Ministry of Internal Affairs and identification of the main types of patriots based on the collected data. 4) design and experimental validation of a training program aimed at developing patriotic consciousness among students, evaluating its effectiveness through applied research; 5) formulating conclusions and recommendations based on the results obtained, and developing the concepts of "patriotic consciousness" and "the image of a patriot's character," with scientific and practical significance for addressing the studied problem.

Scientific novelty and originality. This paper represents an innovative scientific contribution in the Republic of Moldova, as the first large-scale study to investigate the formation of patriotic consciousness among students from a psychosocial perspective. The novel aspects include the identification of the psychosocial factors determining patriotic consciousness and the evaluation of the manifestation levels of the components of the value sphere and social identity. The research is complemented by the development and testing of a specific training program aimed at developing patriotic consciousness, adapted for young people in an academic setting, and its validation through a formative experiment.

The results we obtained, which contribute to the solution of an important scientific problem. The study aimed at developing patriotic consciousness among students in the Republic of Moldova, contributing to understanding how psychosocial factors influence the formation of patriotic consciousness in the current social context. The results provide a solid theoretical and empirical framework for designing educational interventions to develop patriotic consciousness, adapted to the socio-cultural realities of the Republic of Moldova. The study identified the following types of patriotism: protective, civic, constructive, and emotional-constructive. The significance and importance of components in the value sphere, such as "Openness to Change" and "Self-Determination," in shaping the patriotic consciousness of youth, were assessed. All these findings contributed to the development and implementation of the *Development of Patriotic Consciousness* training program.

Theoretical significance of the study. The study broadens the theoretical framework of the psychology of patriotism by incorporating modern perspectives such as the ecocultural approach and social identity theory. It provides a new way of understanding patriotic consciousness, not just as an individual trait but also as a dynamic social phenomenon influenced by cultural and educational contexts. Thus, the research establishes the concepts of patriotism and patriotic consciousness and identifies the psychosocial factors involved in their formation; it also introduces a series of psychodiagnostic methods that enable the study of the content of patriotic consciousness in personality and the factors that shape it.

Practical value of the thesis. The developed and tested training program can be used in various educational and institutional contexts to develop the patriotic consciousness among young people. It can serve as a model for other similar programs and can be adapted for various groups of youth. Furthermore, the research results can be used to develop scientifically grounded methods and techniques for sociopsychological impact on the civic-patriotic stance of the younger generation. These results can assist specialists working with youth, as well as psychologists and educators, in addressing issues related to civic-patriotic education.

Implementation of the scientific results. The main conclusions and findings of the scientific research are reflected in 13 scientific articles published both in the materials of international scientific conferences and in recognized specialized journals, both domestic and international, such as: *INTELLECTUS* Journal of Intellectual Property, Science, and Education, *EcoSoEn* Scientific Journal, Scientific Annals of the "*Ştefan cel Mare*" Academy of the Ministry of Internal Affairs of the Republic of Moldova, *Internal Security* Scientific-Practical Journal, and *The Police Review* Scientific Journal. The results of the training program were approved and validated through the formative experiment, and its application within the "*Ştefan cel Mare*" Academy demonstrated the effectiveness of the method in enhancing the patriotic consciousness of young people.

OLGA CHIRIȚA

**THE PSYCHOSOCIAL PARTICULARITIES OF FORMING
THE PATRIOTIC CONSCIOUSNESS OF YOUNG PEOPLE
WITHIN A TRANSITIONAL SOCIETY**

511.03 – SOCIAL PSYCHOLOGY

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