

The Influence of the Socio-Psychological Climate of Higher Educational Institutions on the Formation of Civic Position

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The relevance of the study is determined by the growing role of the socio-psychological climate of higher educational institutions as a factor determining the effectiveness of the educational process and the formation of the value orientations of young people. The aim of the study was to analyse the influence of the socio-psychological climate of higher educational institutions on the formation of students' civic position. The diagnosis of students' civic position was conducted according to motivational, cognitive, and behavioural components at high, medium, and low levels. The experimental study implemented the programme "Harmony and Citizenship", which was aimed at creating a favourable socio-psychological climate and forming civic position. Effectiveness was assessed through documentation analysis, pedagogical observation, expert evaluation, and self-assessment methods. The results of the expert evaluation demonstrated that only a small proportion of students exhibited a high level of civic responsibility across most indicators. The results of the empirical study confirming the effectiveness of the formation of students' civic position are presented. An educational intervention programme entitled "Harmony and Citizenship" was developed to support the formation of students' civic position. According to the results of the experimental study, medium and low indicators predominated in the control group across the motivational, cognitive, and behavioural aspects, with a particularly low level observed for the behavioural indicator (42.3%). Low indicators were also observed in the experimental group; however, the proportion of "high" levels increased in the motivational (34.1%) and cognitive (33.9%) aspects, while the "medium" indicators decreased. According to the behavioural indicator, the experimental group demonstrated a higher proportion of high levels (42.7% compared to 37.3% in the control group) and a lower proportion of low levels (13.8% compared to 21.5%). The control group showed higher results for the high-level motivational indicator (38.8% compared to 36.2%), whereas in the

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cognitive aspect the experimental group lagged slightly behind (39.3% compared to 41.2%). The concepts of “civic position”, “civic education”, “patriotism”, and “citizenship” were substantiated. The practical significance of the work lies in the development and implementation of a methodology for the formation of students’ civic position in the context of the influence of the socio-psychological climate of higher educational institutions.

Keywords: socio-psychological climate, civic position, civic education, higher education, educational intervention.

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