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## Psychological Support for the Development of Environmental Etiquette of Ukrainian Students: European Integration Role of the Danube River

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**Abstract:** Taking into account the current trends of globalization, digitalization, actualization of “green” innovations in the life of mankind, the educational policy of civilized countries is dominated by the problem of the cultural layer of the individual. In this regard, scientists are actively analyzing the leading factors, in particular, the process of formation of the ecological culture of the younger generation. Researchers have already assessed the advantages of a value-based psychological approach that determines the understanding of the role of environmental consciousness in the development of an individual's eco-culture, as well as a structural-component representation of the phenomenon of “ecological consciousness”. This made it possible, on the one hand, to comprehend the problem raised from the point of view of the ecological culture of the individual in the period of mature adolescence, where the key is environmental consciousness (a fusion of environmental knowledge, assessment of the environmental situation, environmental behaviour); on the other hand, to detail the local history principle, taking as a basis the regional identity of the Ukrainian Danube, which is associated with the Danube River, its transboundary role in the formation of the ecological consciousness of the student youth of the united Europe. The conducted psychological discourse made it possible to establish that the content of the development of the ecological culture of the individual and its parameter - ecological etiquette, is mainly studied within the framework of the subject specificity of cultural studies and pedagogy. Meanwhile, practitioners of higher education feel the need for a complete understanding of them, which is possible as a result of research into the specifics of the psychological support of these processes. This was the purpose of our study, and its main methods were: a thematic questionnaire, including two options for closed questions - self-evaluative judgments of the respondent regarding the degree of manifestation of environmental etiquette and awareness of the problems of the Danube ecology, the role of student social and environmental initiatives in intensifying the process of European integration.

**Keywords:** Europeanness; culture; ecological consciousness; local history competence

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## **1. Introduction**

The positive and active attitude of the inhabitants of the Earth to the environmental mission is now not so much desirable as an indispensable quality of the individual. Moreover, we are talking about a personal quality that acquires all the signs of a key one at all levels of life – national-patriotic, axiological, professional self-realization. The formed environmental etiquette is a clear evidence of the civilization of the modern personality, its life-affirming position through the awareness of personal involvement and responsibility associated with the environmental role. The intrinsic value of the above, in relation to the youth community, is difficult to overestimate; especially when it comes to students - the most intellectual part of the youth, focused primarily on the actualization of their cognitive resources and their implementation in the conditions of an already made professional choice.

Meanwhile, the problem of developing the environmental etiquette of students in the context of the subject-activity approach remains poorly understood which determined our research focus and the purpose of the proposed article.

The psychological discourse of the indicated problem has led to a position, substantiated by psychological science, about the importance of the subjective vector of positioning the student's personality - the bearer of environmental etiquette. This is fully represented in studies of the problems of the humanities (E. Heiko, M. Stasiak, L. Khurlo, M. Shpak, etc.). The fact is that the main qualities of the subjectivity of the personality are recognized: plasticity, dynamism and a tendency to change. Now, on the basis of the research base of Polish scientists, even a separate direction has been formed - “pedagogy of subjectivity”, the basis of which were psychological ideas about the sensations of subjectivity (Zarzecki, 2012). Namely: a feeling of sympathy of the individual in his own development, the conviction that, first of all, the nature of the relationship with others and the outside world depends on you (Gorska L., Zarzecki L., Stasiak M., Trzopek J.).

Note that the subjectivity of personality has always worried psychologists (Asmolov A., Hohobarydze O., Zeltserman B., Furman A. etc.). It has been established that the subjectivity of the individual is the most important integrative professionally significant quality, without which the future specialist will not be able to successfully self-realize, since it forms the basis of his job competencies. Moreover, subjectivity as a personal quality is characterized by certain manifestations; we are talking about the subjective position, subjective activity, and subjective experience of the personality, its ability to reflect and anticipate (Shekhavtsova, 2014, pp. 104-108).

In addition, the process of becoming a student as a subject of development has certain specifics (Kuzikova, 2011, p. 412). That is why, when developing a student as a subject of environmental protection, psychological support is important. In our understanding, it is fundamentally important that this process focuses on the development of environmental etiquette, where the psychological interaction in the subsystem “teacher-psychologist and student” determines the dynamics of the formation of students as subjects of environmental protection already in the conditions of studying at the university. Such an approach will eliminate the current contradiction between the ethical components of the profession chosen by the students and their insufficient preparedness for initiative, autonomous and responsible environmental actions.

Taking into account the current trends of globalization, digitalization, actualization of “green” innovations in the life of mankind, the educational policy of civilized countries is dominated by the problem of personality cultivation. In this regard, scientists are actively analyzing the leading factors, in particular, the process of formation of the ecological culture of the younger generation. It should be noted that both domestic and foreign researchers have already evaluated the advantages of precisely the value-based psychological approach that determines the process of understanding the role of environmental consciousness in the development of the ecological culture of the individual, as well as the structural-component representation of the phenomenon of “ecological consciousness”. This made it possible, on the one hand, to comprehend the problem raised from the point of view of the ecological culture of the individual in the period of mature adolescence, where the key is environmental consciousness (fusion of environmental knowledge, assessment of the environmental situation, environmental behaviour); on the other hand, to detail the local history principle, taking as a basis, in particular, the regional identity of the Ukrainian Danube region, which is associated with the Danube River, its transboundary role in shaping the ecological consciousness of the student youth of a united Europe.

## **2. Research Methodology**

The psychological discourse made it possible to establish that the content of the development of the environmental culture of the individual and its parameter - environmental etiquette, is mainly studied within the framework of the subject specificity of cultural studies and pedagogy. Meanwhile, practitioners of higher

education feel the need for a complete understanding of them, which is possible only as a result of research into the specifics of the psychological support of these processes. This was *the purpose of our study, and its main methods* were: a thematic questionnaire, including two options for closed questions - self-evaluative judgments of the respondent regarding the degree of manifestation of environmental etiquette and awareness of the problems of the Danube ecology, as well as the role of student social and environmental initiatives in intensifying the process of European integration; “EKPP” technique developed by V.A. Yasvin and allowing to establish the student's really dominant attitude related to the student's attitude to nature.

*The uniqueness of our research* is the study and reflection in this article of the nature of the psychological support for the development of environmental etiquette of Ukrainian students (where the basis is the European integration role of the Danube River).

Note that psychological support, as a concept, is interpreted differently by scientists. As early as the end of the 20th century, it began to be used in scientific vocabulary and meant “to go with someone.” The researchers came to the conclusion about the exceptional importance in psychological support, as an organizational model, of the personality status of the one who determines the quality of the “diagnostic base” and strategy. We are talking about the subject of psychological support of a certain process, on whom the construct of “requirements-opportunities” (Bytianova M., Velytchenko L., Debars W., Kroy M. and other). In this regard, we are impressed by the scientific position in this respect of L. Velytchenko, who believes that it is legitimate to regard pedagogical interaction as an analogue of the model of psychological support (Velytchenko, 2012, pp. 55-59).

Indeed, in the very content of pedagogical interaction, on the one hand, there is a manifestation of the idea of a competency-based approach in organizing, stimulating, activating, controlling (in particular, the degree of a person’s manifestation of responsibility in terms of environmental orientation) of an action as a “unit” of its act. On the other hand, such an optimization model (in particular, the process of purposeful development of the environmental etiquette of future teachers) is open to innovation, thanks to the ability to take into account, first, external factors of influence (the environmental situation in the region, the specifics of the impact of the Danube River ecology on the physical health of residents, “green” initiatives of the united Europe, etc.), and secondly, internal resources that regulate the intensity of environmental protection actions of students (the system of personal meanings,

the nature of value orientations, the level of ecological consciousness of the individual, etc.).

The foregoing formed the basis of our study. In the context of the above, we consider important the clarification introduced by psychological science regarding the main features of a modern student as a person (uniqueness, activity, a certain severity, openness, self-realization), as well as his ability to self-development. It is believed that it is the latter function that allows the individual to consider himself “the true subject of his life” (Isaeva E., Kostiuk G., Maksymenko S., Slobodchikov V.) is a “huge acquisition” of the student himself. At the same time, scientists (Boryshevskiy M., Vyhotskiy L., Chebykin A., etc.) focus special attention to this ability of a person to regulate their internal state with emotional phenomena (Ryff & Singer, 2008, pp. 13-39). Psychologists are unanimous in understanding that in emotions one learns through experiences not only the importance for the individual, in particular, the phenomena of the surrounding natural world, but also the significance of “one’s own”, which affects the already established image of the individual himself (Emons P., Ryff K., Selye H., Fraise P).

### **3. Findings and Discussions**

Forming environmental etiquette among students, it is fundamentally important to take into account the personal vector. At the same time, to systematically develop the ability, mainly, to emotional self-regulation in the environmental protection activities carried out by him. In this context, on the one hand, the understanding of the role of the emotional sphere of the personality is reflected, because in it the transition of the moral feelings of the personality into worldview and spiritual ones is realized; on the other hand, in the “acceptance” of the organization and regulation of an environmentally significant act of a young person (actions, consequences, etc.).

In connection with the above, we emphasize that one of the markers that allows you to deepen your understanding of the psychological mechanisms of the development of an ecological mentality is the students' understanding of what, in fact, implies a sense of well-being. Important in this respect is, firstly, the interpretation of the concept of “well-being” in the context of the value of a person's own “I” and the value of “I” for others; such is the position, for example, of psychologist O.V. Tsarkova (Tsarkova, 2014, pp. 128-132).

Moreover, if we are talking about subjective well-being, then psychologists have found that it depends to a greater extent on the society and the cultural factor of the individual, is determined by normative-value and semantic representations (Dontsov O., Perelyhyna O., Ryknl O., etc.). Secondly, since we are talking about students, that is, future specialists, then the specifics of their idea of well-being are supplemented by characteristics related to professional choice, awareness of oneself in the chosen profession (Vomenets, 2019, pp. 3-54). Namely: personal self-efficacy, professional success, civic responsibility.

Thus, the formed environmental etiquette, on the one hand, positively correlates with the subjective well-being of the individual, and on the other hand, having not only personal, but also professional value, contributes to the positive dynamics of professional self-efficacy and success. This is especially clearly seen in the framework of the typology of the profession “man-man”. Indeed, by forming an environmental responsibility in the student, it seems possible to achieve positive dynamics only by realizing one's exclusivity of the impact as a person - the bearer of such a responsible attitude. Consequently, the system development in the conditions of the higher school of environmental etiquette of students is not an end in itself. We are talking about a quality that has an integrative character, which modern psychological science reveals, guiding the choice of sound practice-oriented approaches.

As a result of our empirical study (respondents of which were 314 students from three universities in the Odesa region), based on the “EKPP” method, S.A. Yasvin, it was found that only one in ten (10.2%) of them has an “ethical” attitude in relation to the natural environment, and the “aesthetic” attitude, that is, contemplative, dominates (62.4%). Experimental data resonate with similar conclusions not only by domestic psychologists, but also by foreign scientists.

We drew attention to a little-studied resource in the above-mentioned plan - the potential of local history. Note that in our experience it was made on such a natural history factor, which is the Danube River. Moreover, both in the aspect of an exceptional European integration role, and in the context of the personal factor of interest in ecology. We emphasize that the initiative of the “Regional Development Agency” in partnership with the cultural center “Lower Danube” (Galati, Romania), aimed at strengthening cross-border cooperation through a variety of forms, united by the theme “The Danube Wreath of Nations and Cultures”, has gained particular resonance in the Ukrainian Danube region.

In our experience of providing psychological support for the development process among the students of the Izmail State University of Humanities of environmental etiquette, this factor was regarded as dominant.

So, in the educational process, primarily within the framework of the taught academic disciplines, the dominant idea in environmental psychology was realized that the environmental consciousness of the individual is structurally represented by environmental knowledge (providing a basis for understanding the nature of the relationship between society and nature), assessment of the environmental situation (awareness of the limitations of natural resources), and environmental behaviour (acting as the main criterion for a student's apparent environmental etiquette). In our practice, the students' essays (in particular, on the topic: "Oh, man! The crown of nature. What is your crown without nature?!") with the subsequent organization of dialogic forms ("Socratic dispute", debates, "brainstorming" and etc.). The role of environmental training, adapted in accordance with the objectives of our study, was recognized as key.

Note that we consider the idea of environmental safety, which should permeate regional creative content, as a significant addition to the psychological support for the development of environmental etiquette; we are talking about the media, where advertisers, sociologists, marketers provide communication support, which will increase the attention of society to the environmental safety of such a natural object as the Danube River (Berlynskyi, 2012, p. 252).

The experience of our university confirmed the conclusions of practicing psychologists (in particular, T. Andrieva, N. Zakashanska, T. Kariakina, N. Lapchynska and others) regarding the importance of developing a volunteer movement among young people aimed at conducting charitable actions - environmentally motivated actions that allow young people to consider their leisure time as a value.

Thus, the effectiveness of the development of environmental etiquette of modern student youth is in the plane of systematization of the efforts of higher educational institutions and the media and full coverage of the regional environmental situation.

The study confirmed the relevance of a comprehensive psychological study of the problem of environmental etiquette of students - a prerequisite for determining constructive ways to improve the environmental culture of society.

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