Formation of Regional Personal Identity in Teen-Age in Conditions of Technological Progress and Digitalization Growth in Information-Oriented Society

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ABSTRACT
This article shows actual continuity of the issue, related to studying personality's psychological connection with the settlement area, which, according to the author's opinion, is to the fullest extent possible reflected in the definition "regional personal identity". The purpose of the work is searching for possibilities of formation of the "dimensional" identity in the digitalization epoch, which aren't contrasted by a person himself or herself, but acquired by him or her in the process of interaction with the social environment. The authors have suggested the following component structure of the regional identity: cognitive-imaginative, dynamical/experienced, emotional-value-based and functional-regulatory components. The study has been executed among the students of the Sverdlovsk Regional Pedagogical College in the period from October 2018 to March 2019. The diagnostical procedure involved usage of the following methods: questionnaire survey, associative and narrative methods. The mathematical and statistical data processing expected to use Spearman's rank correlation coefficient, G-criteria of signs, factor analysis execution. The diagnostics results have shown, that the students of the College have low level of formedness of the regional identity knowledge-imaginative component. The factor analysis of the data, obtained with the help of the "Regional symbols" associative method, has shown, that there are 5 factors in examinees' regional identity sphere of concepts: "Natural and Historical Objects", "Geographical Symbols", "Climatic Conditions" and "Individually Significant Locations" and administrative and historical center of examinees' residence region. The narratives' content analysis and the factor analysis, executed on its basis, have shown, that the one's understanding of being an inhabitant of a precise territory occurred in the process of overcoming difficulties, emerged on the territory of Sverdlovsk region in the process of execution of group type activities, connected to the work, study, leisure. The diagnostics data analysis allowed to reveal main directions of the forming work: completion of deficiency of the regional identity knowledge-imaginative component; forming of the respondent's positive emotional and value-based attitude to the settlement territory, i.e. of the sphere of concepts of an inhabitant of Sverdlovsk region (regional identity emotional-value-based component); forming of the active social region-oriented position on the basis of respondents' life experience, revealed on the basis of narrative analysis (dynamical/experienced and functional-regulatory components of the regional identity). In the result of executed work, related to forming of the regional identity of experimental selection examinees, the statistically significant changes have been revealed.
Keywords: personal identity, sphere of concepts, regional identity components, narrative

1. INTRODUCTION

1.1. A considerable amount of identity studies starts with the registration of the personality crisis in the today's world. The disfunction of a personality's inner world interaction with the social world leads to the psychological well-being disfunction and personality deformation [22, 33, 35]. The self-determination is a complicate and long process on the way to achievement of the identity, especially, in the period of youth. The foreclosure, diffusion, moratorium and achievement of the identity – these are the options, or the states of forming of the identity in the teen-age, distinguished by Marcia, J. If in the period of teen-age a young person succeeds to achieve identity, it is the main teen-age newly formed structure [22, 28]. At the contemporary stage obtaining identity is complicated with the processes of its transformation in the conditions of technological progress and growth of digitalization in the information-oriented

society. Thus, the researchers note, that the identification models are subject to the transformations under digital technologies effect [8]. Before anything else, it regards identity border transformation, and, respectively, it essentially impacts such identity forms, which contain dimensional correlate in its psychological grounding, for example, civil, regional, organizational ones, etc. As Emelin, V.A. notes, "The extensiveness of technologies distribution in the information-based society and the extent of their inclusion into the daily life tissue itself set the objective of human and technologies interaction analysis to human sciences [5]. In connection with it, another, and not least important objective, is searching for and realization of the ways of "dimensional" identity forming in the digitalization epoch, which don't contrast with a human himself or herself, but which are acquired by him or her in the process of interaction with the social environment at the country, region, residential city/town level. In connection with it, the problem of forming regional identity in teen-age acquired essential actual continuity. In the contemporary scientific discourse, the study of regional identity is represented in different scientific areas: geography, political science, sociology, culturology [4, 6, 9, 11, 10, 15, 16]. Psychology considers regional identity to be the identity psychological connection with the residence territory, which differs it from the civil, ethnic and other types of social identity [1, 18, 19, 20, 24, 25, 26, 31, 32]. In foreign researches, at studying regional identity the "sense of place" term is used [27, 29, 34, 30]. According to the authors' opinion, a regional identity holder suffers rueful feelings in relation to his or her residence region, correlates the life objectives and values with its particularities, determines his or her activity in the context of the processes, occurring in the area of residence, on the grounds of the personal views and experience accumulation. On the grounds of above-stated, the authors suggested the following regional identity component structure: cognitive-imaginative, dynamical/experienced, emotional-value-based and functional-regulatory components [2, 13, 14].

1.2. One of the poorly studied regional aspects of the personal identity is the examination of its formation process at different life cycle stages. In dependence of the age-related period, the forms, means, content aspects of the regional identity forming may and have to be changed and corrected. That's exactly why it will ensure the best possible productive approach to the development of regional personal identity.

2. TERMS OF REFERENCE

2.1. To reveal main directions and develop the program of forming regional personal identity in teen-age (through the example of the students of the Pedagogical College).

3. STUDY ITEMS

3.1. Which diagnostical procedures allow to reveal field of work on the development of regional personal identity in teen-age?
3.2. What are the content-related details of the program of the development of regional identity of the students of the Pedagogical College?

4. SCOPE OF THE STUDY

4.1. To develop the procedure of diagnostics of the regional personal identity in teen-age.
4.2. To determine field of work on forming regional identity in teen-age.
4.3. To develop and experimentally verify the program of forming regional identity of the students of the Pedagogical College.

5. METHODS OF STUDY

5.1. The study has been executed among the students of the Sverdlovsk Regional Pedagogical College. One of this educational institution's objectives is the preparation of the students to the purposeful work with the children on teaching civic consciousness, love and value-based attitude to the native area in the quality of the child's primary socialization condition, based on satisfaction of the basic psychological need in appertaining to a precise community. According to the authors' opinion, the factors of psychological readiness to this type of pedagogical activity is the existence of a future teacher's formed regional personal identity. The study has been executed among the students of Sverdlovsk Regional Pedagogical College in the period from October 2018 to March 2019. 26 people in the age from 16 to 18 years old took part in the experimental activity. 77% of them were born in Sverdlovsk region, 15% of them were born on the territory of nearby regions (Perm territory, Khanty-Mansi Autonomous District, etc), 8% of them are from the neighboring countries (Kazakhstan, Uzbekistan). 85% of them have been living on the territory of Sverdlovsk region since childhood, 15% of them – less than 2 years.
5.2. Stages of the study:
• At the first stage of the study the diagnostics of the students' regional personal identity was executed, and the program of its forming was developed;
• At the second stage the selection was divided into the control and experimental groups, in the experimental group the program of regional identity forming was implemented.
• At the final stage the repetitive diagnostics and comparison of the data, obtained in experimental and control groups, were executed.
5.3. With the purpose of studying regional personal identity in teen-age in compliance with the regional

identity component structure, a complex of mutually complementing methods was used.

• *Questionnaire survey method*. The examinees' knowledge on geography, history, language particularities (Ural dialectism), literature and folklore of the Urals and Sverdlovsk region, may be studied through the questionnaire survey method. For example, the questionnaire on the Urals and Sverdlovsk region geography knowledge includes recitation of the most well-known natural and cultural toponyms and contains the following instruction: "Write a generic term for each toponym: mountain, river, lake, city/town, village, settlement, railway station. If a toponym has 2 generic terms (for example, a village and a railway station, river and city/town), you shall specify both of them". The study of respondents' knowledge of language particularities allows to understand the extent, to which they are immersed into the region culture, specifically, to understand, how the distinctness of the cultural and historical, social and household development of the Urals influences their personality. The instruction of the questionnaire items, oriented to the revelation of knowledge of the Ural dialectism: "Write definitions to those words, which meaning you know. Give small contexts of these words usage". One more important aspect is the knowledge, understanding and retransmission of the native area culture sense through the literature works, and also folklore works, created on his/her territory, which are a sort of regional mythology. A myth legitimizes and sets cultural samples, which mark the personality and society in whole, and if it is related to regional myths, then it marks the territory too. This part of the questionnaire included the items, related to the knowledge of regional authors, content of well-known literature works, and also knowledge, reflecting life, considerations, ideals and principles of people, which is created by himself/herself and exist in him/her.

• *Associative method*. The authors have developed "Regional symbols" methodology, which objective was to find stable connections between different environment components – concepts [5, 8, 14], which are represented in the regional identity holder's conscience at the level of understanding of the territory of his/her residence, thereby, creating the regional identity sphere of concepts. Instruction: "Write 10 terms, phenomenon, objects, which in your opinion characterize Sverdlovsk region to the fullest extent possible, into the Table. Then, grade them, assigning the ranks from 1 to 10, the 1st rank, respectively, for those, characterizing it to the fullest extents possible, and the 10th rank for the ones least characterizing Sverdlovsk region".

• *Narrative method*. These methods allow to reveal the particularities of the examinee's representation of his/her previous experience, which, in case of the correspondent conditions creation, will give the possibility of revealing the content-related and procedural sides of the regional identity personal experience. According to the instruction, a respondent writes on the formsheet a story, a tale of one significant event, when the respondent "felt himself/herself" an inhabitant of Sverdlovsk region, where he/she shall surely specify: a) when and where did this event, caused the feeling, happen, b) how did it start (what did the event's participants tell and do), c) what did happen next (what did the event's participants tell and do then), d) what feeling did the teacher feel at that moment, e) what thoughts did he have at that moment, f) how did everything end. The introduction of these items into the instruction is conditioned by the aspiration of commencing examinees' narrative storytelling. The processing of narratives is executed on the grounds of qualitative analysis of the experience representation particularities, appeared in the story. Supported by already existing methodologies, we have developed the analysis criteria system, allowing to describe the particularities of representation of the regional identity experience in narrative [4].

5.4. The program of forming regional identity of the college students considered 10 lessons with duration of 1 academic hour each.

The main program methodological principles:

• The cultural conformity, determined by the content-related part of learning the Urals as a historical and cultural center, which is the fundamentals of the students' value-based attitude to the home area;

• The natural conformity, assuming the accent to age peculiarities of the teen-age children development;

• The integrality, ensuring the consistency of the forming program in the teaching, educational and development components;

• The openness and dialogization, determining the subjects' common activity methodology and technology, included into the program preparation and implementation process.

The psychological mechanisms, which are at the core of the program:

• Social identification is the assimilation of oneself with a precise social group by common problems, life interests and social sympathies. As Yadov, V.A. writes, the social identification is conditioned by the personality's primal need in recognition from the part of the others, in the group protection, and also in self-realization, expectancy of the positive evaluation from the part of "the one's people" – reference groups and communities. The identification with the groups, communities isn't the result of just interindividual and intergroup effects, but also of the categorization, understanding of direct or indirect relations of the groups and communities in the concepts, available for a human;

• The empathy is the capability to commiseration, compassion to another person's problems. This term also means the person's competency to conceive all rueful feelings and fears of another person, and at the same moment understand, that they don't refer to him/her;

• The consciousness is the complete understanding and acceptance of everything, happening in life, including own actions, thoughts, desires. The consciousness resides in perceiving for what and why are you doing one or another action;

• The reflection is the human's comprehension and analysis of his/her own inner world: knowledge and emotions, actions and mindsets. And it is also the understanding and evaluation of the attitude of other people. The reflection also includes the ability of self-criticism, because the comprehension of own action and thought reasons may lead to the conclusions, which aren't the most pleasant ones.

At the core of the program implementation lays the person and action approach. According to this approach, the action is thought of as the form of a person's activity, determines his/her attitude to the reality; is viewed as the core factor of his/her individual system of meanings and senses (image of the habitation territory). Exactly through the activity and in course of the activity a person becomes himself/herself, his/her self-development and his/her personality self-actualization occur.

The exercises on creation of the projects on the native region improvement, communication competences and skills forming lessons, educational and polemical work are included in the program.

5.5. The mathematical and statistical data processing: Spearman's Rank Correlation Coefficient, factor analysis, G-criteria of signs.

6. STUDY RESULTS

6.1. The results of the primary diagnostics have shown, that most respondents answered to less than a half of the questionnaire items (77% - to "Geography" questionnaire items, 89% "History", 96% "Language", 92% "Literature", 100% "Folklore"). These results showed, that the College students have low level of the regional identity knowledge-imaginative component formedness. Therefore, the exercises, oriented to its formation, shall be included into the forming program.

6.2. The analysis of data, received with the help of "Regional Symbols" associative method, has shown, that the study participants used the following terms for the most number of times: mountains (Sverdlovsk region is situated in the area of the Ural Mountains), forests, rivers, Yekaterinburg (Sverdlovsk region principal city), Iset (the river, flowing through the city of Yekaterinburg, and the place of first Ural factories building), Plotinka (the historical and architectural center of the city of Yekaterinburg), Vysotsky (the skyscraper, located in the center of Yekaterinburg). The qualitative analysis of the mostly provided terms allows to divide them into 4 groups: natural and climatic objects (rivers, mountains, forests), historical objects (museums, 1905 Square, city streets, etc), architectural objects (Vysotsky skyscraper, "Plotinka", etc.), and historical figures (Tatischev, Demidov).

We have removed the words, which has been repeated for less than three times from the total number of the words-associations, and then we have executed the factor analysis.

Table 1 Factor model of the College students' sphere of concepts

Words-associations	Natural objects, history	Geographical symbols	Principal city, center	Climatic conditions	Significant places
Nature		0,79			
Forests	0,71				
Rivers	0,77				
Mountains	0,74				
Yekaterinburg			0,78		
Urals		0,67			
Iset			-0,60		
Bazhov	-0,88				
Rain				0,84	
Europe-Asia					-0,78
Ural Mountains		0,82			
Cold				0,93	
1905 Square			-0,80		
Plotinka			-0,63		
Yeltsin Center					-0,86
Vysotsky					-0,83

Factor 1. The positive pole represents 3 terms – the forests, rivers and mountains. All of them are natural objects, that's why the factor bears the name of "Natural objects". The opposite pole represents Bazhov, a well-known author of processed folklore works, based on the historical events – narrations. On the grounds of this, we called the negative pole as "History".

Factor 2. "Geographical symbols" factor is represented by the relation of such objects, as the nature, the Urals and the Ural Mountains. The nature of Sverdlovsk region differs from other regions, which is connected to its geographical position; the Urals and Ural Mountains also refer to the geography, because they bear the denominations of the region and its regional object in the name.

Factor 3. The positive pole is represented by the word "Yekaterinburg", that's why we called this factor as "Principal city", this is the principal city of Sverdlovsk region. The negative pole was called as "Center", because all its components are the central points of interest of the principal city of Sverdlovsk region – Yekaterinburg.

Factor 4. It is represented by the relation of such terms as the rain and the cold. These terms describe well Sverdlovsk region weather conditions, so the factor was called "Climatic conditions".

Factor 5. It unites three terms – Europe-Asia, Yeltsin Center and Vysotsky skyscraper. All these objects are the points of interest of Sverdlovsk region principal city –

Yekaterinburg, most visited by the tourists. That's why this factor bears the name of "Significant places".

6.3. The content-analysis and the following factor analysis of narratives allowed to make the following conclusions:

• Difficulties, overcoming of which led to self-comprehension of being the territory inhabitant, occurred on the territory of Sverdlovsk region in the process of activity group type execution;

• Self-comprehensions of being Sverdlovsk region inhabitant occurred in the process of execution of different types of activities (work, study, leisure, etc.).

6.4. The directions of the forming work have been determined.

• The completion of deficiency of the College students' regional identity knowledge-imaginative component.

• The forming of the respondents' positive emotional and value-based relation to the territory of inhabitance, i.e. of Sverdlovsk region inhabitant's personality sphere of concepts (emotional-value-based component of the regional identity).

• On the basis of the respondents' life experience, revealed on the grounds of narrative analysis - forming of the active, social, region-based position (dynamic/experienced and functional-regulatory components of the regional identity).

6.5. On the grounds of theoretical analysis and primary diagnostical study data, we have implemented the program of forming of the regional personal identity of the Pedagogical College students.

Table 2 Plan of implementation of the regional identity forming program

BLOCK I "ACQUAINTANCE"			
Lesson 1.	**Introductive - acquaintance»**, <u>aim:</u> acquaintance of the participants, creation of the favourable atmosphere		
Exercise 1	"Acquaintance"	Objective: acquaintance of the participants	Tool: story
Exercise 2	"Cheer up"	Objective: emotional uplift, team building	Tool: motivation
Exercise 3	"What is regional identity?"	Objective: forming of the regional identity term	Tool: talk, disussion
Exercise 4	"Lesson completion organization"	Objective: reflection	Tool: reflection
BLOCK II "MY REGION"			
Lesson 2.	**"Me, being a part of the regional community"**, <u>aim:</u> forming of the identity, tolerance and life principles		
Exercise 1	"Interview"	Objective: forming of identity and tolerance	Tool: talk
Exercise 2	"My coat of arms"	Objective: reflection of the main life principle	Tool: visualization
Lesson 3.	**"My region of inhabitance"**, <u>aim:</u> self-identification of being an inhabitant of Sverdlovsk region		
Exercise 1	"Sverdlovsk region inhabitants"	Objective: self-comprehension of being a part of the regional community	Tool: reasoning, discussion, virtual space of the city
Exercise 2	"Term mosaic"	Objective: broadening knowledge of Sverdlovsk region	Tool: comprehension
Lesson 4.	**"Enchanted city"**, <u>aim:</u> mastering communication skills		
Exercise 1	"Role play"	Objective: to enhance attention to the internal feeling of appurtenance to the regional community and the own role in it	Tool: game
Lesson 5.	**"Sverdlovsk region significant places"**, <u>aim:</u> broadening of knowledge of Sverdlovsk region		
Exercise 1	"Virtual tour"	Objective: broadening of knowledge of Sverdlovsk region	Tool: talk, virtual tour
Lesson 6.	**"Me and the others"**, <u>aim:</u> forming of the tolerance and territorial self-determination		
Exercise 1	"My virtual friend"	Objective: forming of tolerance	Tool: comprehension
Exercise 2	"If.. I would"	Objective: development of the skills of fast response to the situation of "meeting another person"	Tool: comprehension
Lesson 7.	**"Young people and the active civic position"**, <u>aim:</u> forming of the active civic, political and economic position		
Exercise 1	"Advertising clip"	Objective: forming of active social territory-oriented position	Tool: visualization
Lesson 8.	**"How can we do Sverdlovsk region better?"** <u>aim:</u> forming of the active civic, political and economic position		
Exercise 1	"Mini-project"	Objective: forming of the value-based attitude to the territory of inhabitance	Tool: project-making
Lesson 9.	**"Pedagogical program"**, <u>aim:</u> regional identity in the context of professionalization		
Exercise 1	"My professional activity"	Objective: forming of active territory-oriented position through professionalization	Tool: professional tryouts, project-making
BLOCK III "I AM AN INHABITANT OF SVERDLOVSK REGION"			
Lesson 10.	**"I am an inhabitant of Sverdlovsk region"**, <u>aim:</u> forming of the regional identity		
Exercise 1	"Collage"	Objective: forming of regional identity	Tool: visualization

6.6. The results of the repetitive diagnostics showed the presence of statistically significant changes in the experimental group results:

- On knowledge-imaginative component;

- On emotional-value-based component (in the result of experimental work, occurred the modification of the factor structure of the group sphere of concepts);
- On dynamic/experienced component (see Table 04).

Table 3 Results of analysis of narratives in experimental and control formulations

	Experimental	Control	Change
Appearance of difficulty and its solution	1	3	**-2**
Disturbance of plans	0	1	**-1**
Time	8	11	**-3**
Place	9	12	**-3**
Actant activity	6	2	**4**
Activity of subjects of speech	2	6	**-4**
Active position	6	5	**1**
Passive position	3	7	**-4**
Contemplative position	4	1	**3**
Leisure	7	10	**-3**
Work	2	0	**2**
Study	4	1	**3**
Absence of indication of the activity type	0	2	**-2**
Region	2	4	**-2**
District	0	1	**-1**
Absence of indication of the region borders	6	3	**3**
Positively completed	12	10	**2**
Uncompleted	1	0	**1**
Absence of indication of completeness or non-completeness	0	3	**-3**

Table 4 Results of analysis of narratives in experimental and control formulations

	Experimental	Control	Change
Appearance of difficulty and its solution	1	3	**-2**
Disturbance of plans	0	1	**-1**
Time	8	11	**-3**
Place	9	12	**-3**
Actant activity	6	2	**4**
Activity of subjects of speech	2	6	**-4**
Active position	6	5	**1**
Passive position	3	7	**-4**
Contemplative position	4	1	**3**
Leisure	7	10	**-3**
Work	2	0	**2**
Study	4	1	**3**
Absence of indication of the activity type	0	2	**-2**
Region	2	4	**-2**
District	0	1	**-1**
Absence of indication of the region borders	6	3	**3**
Positively completed	12	10	**2**
Uncompleted	1	0	**1**
Absence of indication of completeness or non-completeness	0	3	**-3**

In the result of passing through the program, the experimental group respondents showed statistically significant changes, reflecting the reassessment of the regional identity dynamic/experienced component by the following criteria: "own activity", "active position in relation to an event", "contemplative activity in relation to an event", evidencing the aspiration to look at the events "from the outside" in order to reconsider them; "the work"

– the number of stories, related to the work, increased, which is important, because before the program realization the students were taking professional activity only as the source of getting profit; "the study" – the number of the stories, related to the study, increased, which is the fact of this activity type significance improvement; "positively completed" – in the result of experience reconsideration,

the students managed to "complete" the stories, described in the narratives, for themselves.

7. CONCLUSION

For the diagnostics of the regional identity in teen-age the following complex of diagnostics procedures may be used:
- Questionnaire survey method.
- Associative method.
- Narrative method.

The content of the program of regional identity forming in teen-age shall be focused on the following:

- The completion of deficiency of the regional identity knowledge-imaginative component, inclusively, with the use of the digital resources;
- The forming of the respondents' positive emotional and value-based attitude to the territory of inhabitance, i.e. of the sphere of concepts of Sverdlovsk region inhabitant's personality (emotional-value-based component of the regional identity);
- The forming of the active social region-oriented position with the focus on the respondents' life experience, revealed in the result of narrative analysis (dynamical/experienced and functional-regulatory components of the regional identity).

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