

Ecocentric and anthropocentric settings as determinants of youth social maturity and eco-culture development

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ABSTRACT

The article presents results of theoretical and empirical analysis of problems ecocentrism as the conditions of social maturity of the individual and the ecological culture of future specialists.

The authors considered ecocentrism as a socio-psychological phenomenon that implies a conscious attitude to the environment and improve the quality of the natural environment through changes to human activities from destruction of nature to redefining political, environmental and social organizations aimed at

rethinking the relationship between nature and man. Described and characterized the structural components of ecological consciousness.

During the empirical research of the interrelation between indicators Express ecocentrism and signs of social maturity of the individual students.

It is determined that the level of development ecocentrism installations of student's youth determines the content of their social maturity, which is accompanied by relevant personal and behavioral properties.

Experimentally proved, that for students with a strong level ecocentrism plants to the environmental condition's characteristic traits of sociability, balance, openness and extroversion.

Discovered the relationship between indicators Express ecocentrism and signs of social maturity of the individual students indicates improvement of the model of formation of ecological culture of future specialists, the development of appropriate training and methodological support of formation of ecological culture.

Keywords: ecocentrism, environmental consciousness, ecocentric installation, social maturity, ecological culture of future specialists.

Introduction

At present, when humanity is on the verge of an ecological crisis, it has come to the realization that it is possible to change the situation for the better, only radically changing the consciousness of people and their attitude to nature. It is probably no accident that the problem of environmental consciousness has become especially relevant in recent decades, both in academia and in the public mind. However, despite the fact that environmental consciousness is the object of study of many sciences, scientists have not yet come to a consensus on the content of this concept.

The evolution of social-ecological relations testifies to the growing alienation of man from the natural environment, environmental nihilism and conformism, the inability to think about nature conservation.

Modern psychology is increasingly raising the question of the study of environmental consciousness as a set of environmental ideas, existing relation to nature, which is consistent with the strategies and technologies of interaction with it. Mainly, the emphasis is on the study of the psychological characteristics of perception of both nature as a whole and individual "natural objects". At the same time, individual ecological ideas are formed in accordance with the experience of interaction with the natural environment, and the experience of the individual is determined by the peculiarities of the relationship of society with nature.

And the very formation of the New Economic Person in the society of Ukraine is inextricably linked to its focus on environmental development.

Analysis of recent research and publications

The problem of interaction between man and nature was studied by the following scientists: A. Gagarin (Gagarin, 2005), T. Evdokimov (Evdokimov, 2007), V. Medvedev (Medvedev, 2001), V. Mosco, (Mosco, 2010), V. Skrabets (Skrabets, 2006), Yu Shwalb (Shwalb, 2005), V. Aswn (jasvin, 2000), etc.

In psychology, ecological consciousness, scholars have analyzed from different perspectives. So, for example, V. Gagarin defines environmental awareness as a set of ideas about the relationships in the system "man-nature", with the relationship of man and society to nature (Gagarin 2005).

K. Kostyukova (Kostyukova, 2004), Yuri Markov (Markov, 2004) ecological consciousness is described as a set of generalized ideas about the nature, beliefs and ideals, reflecting and to a large extent predetermine the relation of man to nature, to its laws, the relevant assessment of relationships with her and the like.

V. Skrebets noted that environmental consciousness is "the highest level of mental reflection of the natural and artificial environment, their inner world, reflection on the place and role of man in the biological, physical and chemical world, as well as self-regulation of this reflection" (Skrabets, 2006:31). The scientist believes that environmental consciousness develops according to the laws of the conscious activity of man in General, and one that stands out for its environmental content.

Modern Ukrainian researchers Ivashkevych Eduard and Onufriieva Liana consider social intelligence as the ability of a person to properly understand their behavior and the behavior of others in society. This ability is very necessary for a person to effective interpersonal interaction and successful social adaptation. The researchers note that social intelligence implements the functioning of the cognitive processes associated with reflection of man as the partner in communication and activities, and the main function of social intelligence at it – predicting the behavior of others (Ivashkevych & Onufriieva, 2018).

On the whole, environmental consciousness in the broadest sense is a sphere of social and individual consciousness, connected with the reflection of nature as part of being. However, despite the fact that these scientists put different meanings in this concept, however, the above definitions do not contradict each other, on

the contrary, illuminate new facets in understanding the essence of this complex phenomenon, expanding the field of his scientific knowledge.

By analyzing the above definitions, we can identify some of the structural elements of environmental consciousness.

Structural components of environmental consciousness, says O. Korol, is a system of scientific knowledge aimed at understanding the processes and consequences of human and society activities in nature, environmental value orientations, norms and rules of behavior in the environment, the need for communication with nature and environmental readiness, environmental protection skills and study and conservation skills (King, 1999).

O. Kairis (Kairis, 2005) states that the following psychological characteristics must be considered in the structure of ecological consciousness: the totality of knowledge about the outside world, the presence of a process of objectification (distinguishing between subject and object), purposeful activity and totality of relationships. The set of relationships, in turn, includes emotional, cognitive and connective (behavioral) components.

In the structure of ecological consciousness O. Gagarin distinguishes four components: cognitive or intellectually cognitive, perceptive-affective and emotional-volitional; motivational and behavioral; value-orientated (ecological-oriented values that determine the appropriate behavior of man in the sphere of nature through the use of available knowledge and ideas, practical experience and skills of interaction of man with natural objects) (Gagarin, 2005).

Goal

The goal of this article is to identify the relationship between indicators Express ecocentrism and signs of social maturity of the individual students.

Materials and methods

The following methods of theoretical and empirical research were used to solve these problems: theoretical (analysis, synthesis, comparison, abstraction, generalization, systematization of scientific literature on this problem); empirical (talk; testing using techniques: questionnaire "Ecocentric installations" (I. Kryazh),

questionnaire (modified form B): methods of statistical processing Kraskell-Wallace (to establish intergroup differences in the levels of manifestation of basic psychological characteristics separately in the sample of students with different indicators of ecocentrism). ykorystovuvalys primary methods (descriptive) statistics (mean values of determination, asymmetry, kurtosis and their standard deviations) by SPSS.

Results and discussion

The rationale for ecocentrism as a component of the consciousness of student youth in the form of an internally integrated image of a subjective nature, which provides an adequate level of social maturity, suggested that the level of development of student centered eccentric settings determines the content of their social maturity, accompanied by behavioral characteristics.

An experimental sample of our study was made by students of Kamianets-Podilskyi National University named after Ivan Ogienko of the Faculty of Correctional and Social Pedagogy and Psychology. 180 students aged 18-23 participated in the study.

The basic method of studying the stated problem was a questionnaire "Ecocentric and anthropocentric installations in relation to the environment of the EEA" (S. Thompson and M. Barton), aimed at identifying these facilities: ecocentrism, environmental apathy and anthropocentrism. The obtained results made it possible to divide the surveyed respondents into 3 groups: group 1 - students who scored the highest in terms of expressed eccentricity (n = 46); group 2 - students who scored highest in terms of expressed environmental apathy (n = 68); group 3 - students who scored highest in terms of marked anthropocentrism (n = 38).

It should be added that 15.6% (28 students) recorded mixed results, so their performance was not taken into account in other methods of analysis.

In our case, such a feature of the data distribution indicates that in the further processing of empirical materials (in particular, when comparing selected groups with each other by established psychological characteristics), we should use nonparametric methods of mathematical statistics. Therefore, the non-parametric H-Kruskal-Wallace criterion was used to test the hypothesis about the difference between groups of respondents with different levels of expression of the sovereignty of psychological space. It is an analogue of one-way ANOVA for independent samples, designed to test the hypothesis of differences in the expression of certain psychological characteristics simultaneously between three and more samples ($k > 2$).

The results of the personal maturity test questionnaire showed statistically significant differences in the

distribution of the average group indicators on the scales.

The results of applying the non-parametric Kruskal–Wallis H test to the formed matrix of empirical data of the method of studying personal maturity are presented in table 1.

Table 1.

The results of determining the psychological differences of personal maturity indicators (by the Kruskal–Wallis H test)

Indicators	Group 1	Group 2	Group 3		S	P
	Ranks			Xi		
Motivation for achievement	172,3	221,9	121,1	51,999	2	.000**
I-concept	199,3	197,1	126,6	30,323	2	.000**
A sense of obligation	160,6	229,9	123,6	64,021	2	.000**
The vitality	207,6	201,4	106,5	56,670	2	.000**
Affinity with others	239,1	187,0	86,4	107,875	2	.000**

Note: confidence level: ** p ≤0,001.

An analysis of the distribution of indicators of this methodology in groups of students with different indicators of settings to environmental conditions showed that there are significant differences in all indicators. Thus, the general tendency to show differences is that for students of group 1, who have a pronounced indicator of ecocentric installations, there is a pronounced life setting, which is manifested in the dominance of trusting attitude towards people ("People should be trusted, but at the same time all should be checked ") And to the world at large (" the world can be good if people's lives are filled with kindness, all of which is necessary to make every effort ", purposefulness and initiative ("one must take as many life lessons as possible from failure ", "To achieve the goal of making their own efforts and perseverance", "when criticizing other people need to understand the causes of criticism", "not to take serious risk and in case of loss do not succumb to excitement"), developed sense of help to others ("in the presence of extra money, help relatives and close people") and the psychological ability to be close to other people, which is manifested in the developed ability to communicate with relatives and relatives ("do not mention failures, so as not to create problems for the interlocutor ", " the

price of loved ones for spiritual interests, "" ready to meet everyday with friends, relatives, close people for candid conversations, "" I like a person if I have known her for a long time ").

For the students of group 2, who are apathetic to the environmental conditions, the highest were the indicators of motivation for achievement, which is manifested in the developed self-esteem of their own capabilities and the constant desire for self-improvement ("I seek to find out the reasons for failure, to further improve", the adversary has to be a master who gives me more chances to improve ", " to succeed in all endeavors ", " in trying to succeed in life you need to rely on your own efforts and persistence t) and a sense of obligation that manifests itself in the formed civic stance on life in society ("I seek to study the conditions of state development in other countries of the world to compare with them the situation in their country and dream about its improvement", "I read a lot, because I am excited about the events that are taking place in society ").

For students of group 3, which is expressed anthropocentric attitude towards the environment, indicators of all scales of the questionnaire were significantly lower in comparison with the previous two groups, which confirms a significantly lower level of their social maturity.

The study of the components of personal behavioral spheres of the studied students was conducted with the help of methods of diagnostics of interpersonal relationships T. Leary and personality questionnaire FPI (form B).

Selenography the distribution of methods of diagnostics of interpersonal relationships T. Leary showed that between studied groups of students, there are differences according to all indicators methodology.

In the group of students with a pronounced level of ecocentric installations to environmental conditions, the average group indicators on certain scales are higher than 8 points, which has specific features of the manifestation of overestimation of one's own abilities in the manifestation of personal properties of interpersonal interaction, in particular octant 1, power 2 independence, domination), octant 4 (incredulity, skepticism), octant 5 (obedience, shyness), octant 6 (dependence, obedience); as well as average group scores above 10 points by octant 3 (straightness, aggressiveness), octant 7 (cooperation, conventionality) and octant 8 (responsibility, generosity). In groups of students with pronounced apathy attitude and anthropocentric settings to environmental conditions, the average group indicators on the scales of the methodology do not exceed 8 points, which testifies to the specific regularity of the manifestation of personal properties.

The results of applying the non-parametric criterion H of Kruskal-Wallace to the formed matrix of empirical data of the method of diagnostics of interpersonal relations are presented in table 2.

**The psychological differences of indicators of interpersonal relationships of students (by the
Kruskal–Wallis H test)**

Indicators	Group 1	Group 2	Group 3	Xi	S	p
	Ranks					
Octane 1	243,2	147,3	153,2	66,350	2	.000**
Octane 2	275,0	132,0	134,1	152,490	2	.000**
Octane 3	272,8	139,3	124,1	146,307	2	.000**
Octane 4	261,4	155,4	111,4	120,861	2	.000**
Octane 5	246,5	163,3	118,8	83,441	2	.000**
Octane 6	246,7	155,6	132,8	76,863	2	.000**
Octane 7	248,5	147,9	144,2	78,693	2	.000**
Octane 8	270,2	139,7	127,2	137,440	2	.000**

Note: ** p ≤0,001.

For students with a pronounced level of ecocentric settings to environmental conditions inherent in interpersonal relationships is expressed power and desire for leadership, they are characterized by sharp independence and dominance, excessive straightforwardness, accompanied by criticism and mistrust, and they are unrelenting marked altruism and hypersocial attitudes.

For students with pronounced apathy and anthropocentric attitudes to environmental conditions, indicators of self-confidence, competition orientation, they are straightforward, persistent in pursuit of a goal with a certain fate of non-conformism and indecision; It is important for them to support others, so they are able to build a friendly relationship with the reference group and individuals, and a strong willingness to interact with others builds on a sense of responsibility.

Significant addition to the results obtained was a group-wide analysis of indicators of the personal questionnaire FPI (modified form B), where the dominant position of manifestation in the group of students with a pronounced level of ecocentric installations to environmental conditions are such personality and communication, with low level of sovereignty of psychological space are expressed signs of neuroticism, spontaneous aggressiveness, irritability, reactive aggression and emotional lability.

The results of applying the Kruskal–Wallis H test to the generated matrix of empirical data of the personal questionnaire FPI are presented in table 3.

Analyzing the data, it can be noted that for students with a pronounced level of egocentric facilities to environmental conditions are characterized by traits of sociability (a manifestation of social activity, need and desire for communication), balance (high stress, optimism, activity, confidence, self-confidence) (desire for trusting and open interaction with others, communication, openness to new experience, high self-criticism), extraversion (sociability, openness, optimism, activism friendliness).

Table 3

Psychological differences in FPI personality profile in the studied students (by the Kruskal–Wallis H test)

Indicators	Ranks			Xi	S	P
Neuroticism	169,2	183,8	195,4	3,387	2	.184
Spontaneous aggression	173,7	181,2	193,6	1,870	2	.393
Depression	182,9	181,0	180,3	0,037	2	.981
Irritability	152,5	184,4	219,0	21,168	2	.000**
Communication	206,2	177,1	153,1	14,125	2	.001**
Balance	201,0	181,8	152,1	11,604	2	.003*
Reactive aggression	150,8	188,5	214,0	19,969	2	.000**
Shyness	202,1	178,2	157,1	9,887	2	.007*
Openness	198,9	182,5	154,0	9,483	2	.009*
Extra-introversion	208,3	181,1	142,7	20,168	2	.000**
Emotional lability	158,7	184,5	209,6	12,320	2	.002**

* – $p \leq 0,01$; ** $p \leq 0,001$.

For students with a pronounced level of an tropicanacasio plants to environmental conditions is inherent traits of irritability (unstable emotional state, tendency to emotional response to life situations), reactive aggression (the desire to dominate, impulsive behavior), emotional lability (instability of the emotional state, imbalance, irritability, lack of self-control, frequent mood swings) and shyness (defined as low stress, uncertainty, anxiety). Identical indicators are partly found in the group with severe apatinis relation to environmental conditions.

The results suggest that ranking indicators of diagnostic criteria differ, which demonstrates the differentiation of the psychological characteristics of respondents with different attitudes to the environment. Statistically significant ($p \leq 0.01$, $p \leq 0.001$) differences appeared among the overwhelming majority of diagnostic criteria, which once again confirms the validity of differentiation of students in terms of their relationship to environmental conditions. However, it should be noted that the details of expression of a different attitude (eccentricity, apatenko it is anthropocentric), to the conditions of the environment do not influence such psychological characteristics as: orientation in time, the neurotic, spontaneous aggression and depression ($R \geq 0,10$). These personal characteristics have a fundamental influence on the processes of formation and transformation of ecological consciousness of students.

Conclusions

So, the ecological consciousness of the personality – high level of reflection by the individual, the environment, the environment that ensures the harmonious coexistence and the interaction of man and nature. The structural components of ecological consciousness is the system of scientific knowledge, aimed at cognition of the processes and results of human activity and society in nature, environmental value orientations, norms and rules of behavior in the environment, the need for communication with nature and commitment to environmental activities, and skills for the study and protection of nature.

As a result, the theoretical-methodological analysis of the problem

the ratio of egocentrism and social maturity of the individual established that the most adequate and promising for the solution of actual problems of personal maturity is a subjective approach, as such a category is regarded as a universal mechanism swetina of life, a unique way of the essential realization of man, his spiritual and personal growth. Theoretical study of the problem in the psychological literature reveals that definitions of social maturity as a psychological phenomenon, which integrated a specific system of value orientations, socio-

constructive attitude and competence of the individual.

Empirically established that the level of development egocentrica installations of student's youth determines the content of their social maturity, which is accompanied by relevant personal and behavioral properties.

Analyzing the data obtained, it can be noted that for students with a strong level egocentrica plants to the environmental conditions characteristic features of communication (the manifestation of social activity, the need and desire for communication), steadiness (high stress tolerance, optimism, activity, assertiveness), openness (the desire for a confidence-Frank interaction with others, to communicate, openness to experience, high self-criticism), extraversion (sociability, openness, optimism, activity, friendliness).

Peculiarities of expression of different relations (eccentricage, apatenko or anthropocentric) to the conditions of the environment do not influence such psychological characteristics as: orientation in time, the neurotic, spontaneous aggression and depression. These personal characteristics have a fundamental influence on the processes of formation and transformation of ecological consciousness of students.

The prospect of further research is the development of a model of formation of ecological culture of future specialists, the development of appropriate training and methodological support of formation of ecological culture.

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