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**Naydonov M. I., Grugorovska L. V., Naydonova L. A. Representative reflection and reflective capacity of communication environment as the mechanisms and procedure of vocational guidance when implementing nqf**

The problem field of our research is formed by the contradictions in traditional approaches to career guidance, disparities in practice of the competency approach implementation in Ukraine and Europe, and isolation of the National Qualifications Framework as an instrument from the address subjects` participation in its implementation. To solve these problems it is offered in the way of replacing the input matching (initial congruence) paradigm in vocational work by the cumulative competence one through the implementation of procedures of representative reflection that start-up the mechanism of reflection. Through context for reflexive process form input information concerning representative status of general data against which personal data are examined and indicator of reflexive capacity of communication environment (RCCE). Its importance is confirmed by the results of comparing it with data on a wide range of used indicators obtained in all-Ukrainian poll. Description of technology for data in comparative format in the form of a dynamic informational bulletin is presented.

*Key words:* input matching (initial congruence), cumulative competence, representative reflection, reflective capacity of communication environment, National Qualifications Framework, dynamic informational bulletin.

© Найдонов М. І., Григоровська Л. В., Найдонова Л. А.

*N. O. Dovgan*

**UNDERSTANDING IN THE INTER-GENERATIONAL SPACE:  
DIALOGIZATION OF RELATIONS**

The article analyses the social request to resolve problems of inter-generational relations appeared due to transformation of the traditional foundations in different life areas. The concepts of the researching stages of revealing the system of relations in the inter-generational space are presented. The criteria for differentiation of generations are determined: age psychological characteristics, socio-historical events, behavioural strategies. The interpretation of the concepts of “social generation” in the historical context, time terms of generation’s activities having social impact, and func-

tional boundaries between generations are highlighted. The article presents the developed two-component model of the socio-psychological space of generations, and the structure of the generational community's mental system. The three generations of Children, Parents, and Grandparents are determined on the ground of the database clustering procedure. The results of a factor analysis outline factors improving mutual understanding in relations, determining dialogical barriers, and optimizing understanding during dialogues between generations. The article argues the necessity to add conventional communication tools to the specified psychological mechanisms of understanding between generations, and suggests the technology of dialogizing relations of generational communities as a means for understanding optimization. The principles, conditions and means for achievement of the objective, which lies in understanding optimization in inter-generational space are substantiated.

*Key words:* generations of Children, Parents, and Grandparents, mutual understanding in relations, dialogue between generations, technology.

*Challenging problem.* Transformation of traditional foundations of different life areas like social and political, scientific and cultural, economic and educational ones made inter-generational communication more complex, and led to the need to expand the range of social interactions for achievement of understanding at different levels (interpersonal, intergroup, international) and find the *content, tools, forms, and conditions* for relation optimization.

Scientific studies focused on universal communication issues (I. D. Bekh, S. D. Maksymenko, T. M. Titarenko, N. V. Chepeleva, and others), dialogical ways of group interactions (O. O. Bodalev, S. L. Bratchenko, G. O. Kovalev, G. S. Kostiuk, and others), optimization of communication in the educational sphere (T. V. Dutkevich, V. U. Kuzmenko, M. I. Lisina, Z. G. Kysarchuk, and others), development of techniques for dialogical interaction in counselling and psychotherapy (A. Ya. Varga, F. E. Vasiliuk, G. L. Stankevich, and others), communicative characteristics and patterns (V. M. Duhnevych, O. M. Kochubeynyk, V. P. Kazmirenko, Z. F. Sivers, and others) have identified important aspects of the nature of inter-generational communication and potential psychological opportunities of a dialogue. An actual social request to disclose *dialogue* opportunities in solving problems of inter-generational relations as the *content* of people's relationships in a particular social institution, as a *means* of two-way information exchange, as a legitimate *form* of inter-generational relationships, as a condition for coordination to harmonize functioning of different social institutions has justified searching for constructive psychological controlling techniques, and determined the *objective* of our work - to investigate the causes of relations complications, and de-

velop communicative techniques aimed at understanding optimization in the inter-generational space.

*Presentation of the main material.* Based on the approaches proposed by O. I. Bondarchuk and L. N. Karamushka [5] for the structure of psychological technologies, we propose the main components-stage of our study of the system relations in the inter-generational space: semantic informational, diagnostic, correctional, and developmental stages. So, we analyzed the theoretical approaches to the functional space of generations as social groups during *the semantic informational stage* of our study. On the basis of the ideas of K. Mannheim [7], T. V. Vodolazhskaya and N. L. Katsuk [3] we defined the criteria of generations differentiation, which are: *age psychological characteristics*, such as features of psychic organization of human life in a changing world at different stages of ontogeny; *social and historical events* influence on formation of new patterns of relationships and behaviour in the process of adaptation to changes of social conditions of existence; *behavioural strategies* as the definition of universal characteristics inherent in representatives of different generations in the socio-cultural and family role-playing aspects.

Because of the absence of unambiguous interpretation of the boundaries of generations' formation, blossoming, or aging decline in the academic world, we determine the time terms of generation's social activities, which have social impact, as a time period of about 25-30 years starting from coming of age (18 years old), when a generation is focused on separation, distancing from the previous one, and struggles for social dominance at the first step of its formation, and it becomes historically effective at the other half of their social life, but the price for such leadership is its struggle against the pressure of its offspring to the end of its social life. As for formulation of functional boundaries between generations of Children, Parents, Grandparents, we outlined such boundaries on the base of (1) substantial social and historical events, (2) generational traits acquired during life, and (3) characteristics of relations. Historical events influence gradually on a generation's "face" and social consciousness, which in turn determine the relations of *the generation as a small social group of people* united by functional roles and responsibilities, and values formed in their joint life; *the generation as a large social group of people* originated within definite time interval, where mental system is formed under influence of important historical events; *the social generational community* that covers an assemblage of real individuals, united by common characteristics of their generation, social positions that determine effectiveness of inter-generational relations and possibilities for mutual understanding.

The theoretical analysis of the nature and meaning of the "generation" concept is presented in the two-component *model of the system of*

*socio-psychological generational space* with its structural elements: *generation's social attitudes, views, values*, which form generation's unity as a *social community*, and the resulting product of their activities is *the mental system of the generational community*. In turn, the mental structure of the generational community system consists of two components: *social positions (entelechies) of the generation*, determining generation's status in the society, efficiency of relations in the inter-generational space through regulating behaviour in accordance with life conditions and situations; and a *habit* as a socio-psychological characteristic determining a "generation's image" in the cultural and historical contexts [1; 8]. The theoretical model also takes into account social transformation of *the mental system of the generational community* that dips gradually during its uninterrupted formation into social and cultural processes, and acquires the ability to define social roles, choose appropriate actions in accordance with the historical situation; it becomes an agent of conscious and purposeful social relations.

During the *diagnostic stage*, the mental components of the generational community system as the generalized indicators of mutual understanding in relations between generations were determined, and they are: social positions (entelechies) and habits of generations. The analysis of psychological and social influence on occurrence of complications in the relations in the mental system of generational communities, and the determination of factors preventing or promoting mutual understanding in a dialogue were conducted after cluster and factor analyses, and other methods of the system analysis with the further integration of the information received in the course of technology designing for understanding optimization in the inter-generational space.

Because of the absence of appropriate standardized methods for the *diagnostic stage*, the author has developed a questionnaire, whose questions are aimed at obtaining necessary information on the *key aspects* of relations between generations: (1) determination of the sample characteristics according to the socio-cultural historical area; (2) determination of social and psychological differences of the habits of different generations; (3) determination of characteristics of the generations' social positions (entelechies); (4) determination of problems and factors optimizing the generations' communicative space; (5) analysis of barriers and tools of mutual understanding in a dialogic communication.

The presented choice of information searching can be grounded by the following ideas: *firstly*, understanding of a generation of a community is possible if the boundaries of territorial distribution of object's effectiveness are determined, and the object is not identified in other territories (K. Mannheim) [8]. The study involved about 100 respondents from 16 to 70 years old of different social status and educational levels, belonging to

the same socio-cultural historical area in Ukraine. There were 13.7% of men and 86.3% of women among the respondents. Sample distribution of respondents by sex, unfortunately, was not uniform, so the gender analysis of inter-generational relations was not conducted.

*Secondly*, the study of inter-generational relations involved determination of common psychological characteristics – a habit as a system of dispositions generating, and structuring generations' practices and ideas [1], as determination of specific features made it possible to analyse generations' characteristics as for their relations.

*Thirdly*, the study organization took into account possible variability of generation impulses and behavioural principles that could be adequate to social situations and form new social positions and the unique image – generation's *entelechy*. Therefore, a further study aspect was to define *social positioning of generations' entelechies*, reflected in prevailing social attitudes, ideas, and values of generational communities.

The fourth *aspect* of our study was based on the idea of O. M. Kochubeynyk [7] to analyse communication as a phenomenon organizing social reality and reflected in peculiarities of functioning of the inter-generational communicative space – an environment of inter-generational relations. So, searching for ways and means contributing to transformation of the inter-generational communicative space in the inter-generational communicative environment became the *next aspect* of our study – determining problems, analysing communicative barriers and searching for means to achieve mutual understanding in dialogical communication.

Thus, according to the methodological basis of our empirical research as a result of database clustering for the period from 1946 to 2016, three generations were determined: Children (50.7%), Parents (30.1%), Grandparents (19.1%), which were divided into five segments according to respondents' performance of their social roles and historical period of their formation:

- *generation of Grandparents*, who perform their appropriate social role: age of 70-56 years old; historical period of formation: 1964 – 1982; years of stagnation - stability (12.3% of respondents);

- *generation of Grandparents*, who mostly perform social roles of “grandparents – parents”: age of 55-48 years old; historical period of formation: 1983 – 1990, “perestroika” (6,8% of respondents);

- *generation of Parents*, who perform social roles of “parents - grandparents”: age of 47-34 years old; historical period of formation: 1991 – 2003, after gaining independence of Ukraine (30.1% of respondents);

- *generation of Children*, who perform social roles of “parents - children”: age of 33-21 years old; historical period of formation: 2004 – 2012, after the Orange Revolution (8.2% of respondents);

- *generation of Children*, who perform social roles of “children”: age of 20-16 years old; historical period of formation: 2013 – 2016, after the Revolution of Dignity (42.5% of respondents). But it should be noted that the formation of this generation has not been completed yet, and the habit characteristics are in the process of their development.

The analysis of the diagnostic results of social and psychological differences of habits and social positions (entelechies) shows the generalized characteristics of the mental systems of generational communities as an ontological determinant characteristic of psychological and social ties. The obtained results of manifestations and formation of generations’ habits and entelechies according to historical periods of formation-blooming-declining of different generational communities allow us to suggest the possibility to apply characteristics of generational communities of Children, Parents and Grandparents onto other historical times as universal ontological parameters of age transformations.

The content analysis of the question “What complicates and what can improve understanding between generations?” determines cultural-historical, communicative, social-psychological aspects of the communication process, communication barriers and means to improve mutual understanding between partners. Factor analysis outlines five groups (factors) of variables having 68.072% in aggregate of the total variance, and which have the closest ties and form a matrix to improve mutual understanding during relations between generations. They can be interpreted as follows: communication is a must-condition for understanding (17.463%); common interests of different generations, implemented in professional activities, promote mutual understanding (11.578%); respectful relationships in the “Parents - Grandparents” system promote mutual understanding (9,896%); understanding of age characteristics of Children and respect for Grandparents prevents complications in mutual understanding caused by age difference (9,879%); mutual respect and understanding of age characteristics in the “Children – Parents” system promote mutual understanding (9.641%); a positive attitude contributes to inter-generational understanding (9.615%). Thus, here are defined factors improving understanding between generations: *obliging inter-generational communication, collaborative efforts, mutual respect, understanding of age characteristics in the inter-generational systems, and positive inter-generational attitude.*

At the next step of our study of barriers and means of mutual understanding achieving *in the form of dialogue* in inter-generational system, five macro-parameters of dialogical barriers between generations were determined after factor analysis (69.193% of total variance), which were interpreted as: disrespect in inter-generational relations (18.374%); conflict relations (15.372%); lack of the culture of relations (12.289%); bad lan-

guage (slang) used by generations in their relations (12.151%); age distance between generations (11.007%).

There were determined three factors including the most “loaded” variables of optimization of mutual understanding in a dialog between generations, which explain 62.266% of the total variance: tolerance and understanding between partners in a dialogue (25.495%); mutual respect of a dialogue partners (25.049%); search for compromise decisions by partners in their dialogue (11,722%).

Thus, the results of the diagnostic phase substantiate that the conditions of deployment of dialogical communication at the level of relations of generations as *small and large social groups* include mutual *tolerance and understanding*, *mutual respect*, partners’ desire to reach agreement by adopting *compromise* solutions. The already determined socio-psychological mechanisms for mutual understanding should be supplemented by conventional ones to address difficulties of mutual understanding in intergroup relations of generational communities or generations’ representatives and the state entering to *social interactions*. Indeed, in the case of a wide range of participants, effective resolution of social problems requires coordination of relations through use of negotiations between inter-generational groups that have unequal social status, rights, degree of influence. So, we propose using a social dialogue as a socio-psychological, conventional communicative tool to design a dialogical space for inter-generational relations as an additional tool to resolve communicative problems of social character, resolve psychological complications, and conventional misunderstandings.

At the final *correctional and developmental stage*, a psychosocial technology to dialogize relations of generational communities was developed to optimize mutual understanding on the basis of the obtained theoretical and empirical results. So, as L. M. Karamushka [6] notes, the technology is a system of “What” and “How” an *objective* is implemented in a particular kind of product during construction of optimal inter-generational understanding, and can answer such questions: “What is the technology purpose?”, “By which means can the objective be achieved?”, “What is needed to achieve the objective?”, and it justifies the principles, conditions and means of achieving the objective: understanding optimization in the inter-generational space.

The provisions for mental regulation of generational communities were developed on the base of methodological characteristics of social technologies proposed by Yu. P. Surmin and N. V. Tulenkov [8] to create prospects for generational relations. Thus, the first group of technology principles includes provisions for responding to the request in order to design an algorithm of inter-generational understanding optimization, check

and test it, form a legal base, and provide its systemic use and flexible operation according to a social situation. The second group of technology principles (efficiency, goal-setting, consistency, synergy, diffusion, publicity, launch explosion, acceleration, related changes, implementation of effectiveness, reliability, innovation, profoundness, self-development) includes provisions concerning interdependence and mutual influence of the social technology and principles of social life.

The answer to the following question (“By which means can the objective be achieved?”) rises during technology designing reveals the structure and elements of a social dialogue in the inter-generational relation system as a combination of communicative (definition and convergence of positions, information sharing, compromise searching and joint decisions) and conventional (reaching common agreements, adoption of agreed decisions, concluding collective agreements) elements [4].

Directions of use of the technology designing of a social dialogue as a means of inter-generational understanding, which improve that it should be implemented in a *psychological aspect*, were determined. The directions are: (1) concerning formation of communicative position of the mental system of generational communities as a set of social positions (entelechies) of generations’ representatives, which show the group positions uniting generation and forming characteristics of communicative influence; (2) concerning organization of the system of communicative channels, both intra- and inter-generational exchange of information during relations and mutual activities due to flexible links; (3) adhering the compromise strategy to achieve a flexible changing dialogue equilibrium for creation of motivation of generations as communicative agents, tending to a consensus as a tool of social problem resolving and making decisions based on an inter-generational consent in a dialogical communication. The possibility was substantiated to adopt a number of inter-generational consensuses in the *conventional aspect* as a result of the developed psychological communicative foundations: meaningful agreements in the environment of a certain segment or the whole society.

The answer to the question “What is needed to achieve the objective?” suggests an algorithm of actions to modernize the communication space of inter-generational relations based on the proved practicability of the 8-element system of communicative activities proposed by D.V. Bogdanov (an agent, an object, tools, a process, conditions, results, a system, and environment) [2]. Namely, it includes: *modernization of agents* covering the process of modernization of social policy subjectivity through the use of a social dialogue as a tool to ensure the participation of all generational groups in policy formation and its implementation; *modernization of objects* based on the mechanisms of deployment of a social dialogue be-



tween communicative agents (generations): participation, parity, communicative competence; *modernization of inter-generational relation means* through introduction of the tools of communicative objects - psychological and pedagogical technologies for understanding of the optimization in the inter-generational space; *modernization of the process* through formation of dialogical qualities of the agents, implementation of socio-psychological learning of generational characteristics and foundations of communicative skills in the educational process, acquisition of conventional algorithms; *modernization of conditions* that is possible through investing at the state level for relations optimization in the inter-generational space; *modernization of outcomes*, which means development of control tools and identification of relations complications in the inter-generational space; *modernization of the system* through development of a regulatory framework at the state level to optimize relations in the inter-generational space; *modernization of environment* due to use of the relations optimization results obtained in the other areas that creates possibilities to transform the communicative space of inter-generational relations into the communicative environment.

*Conclusions.* Thus, systemic modernization of the communicative sphere of the inter-generational space can provide conditions for effective use of a social dialogue as a means for resolving difficulties in relations between generations, solving actual issues of the “understanding” phenomenon caused by ontogenesis and sociogenesis of a person and mankind in the cultural and historical contexts, and examining the “inter-generations understanding” phenomenon as a problem for socio-political and socio-psychological analysis.

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**Довгань Н. О. Взаєморозуміння у міжпоколінному просторі: діалогізація відносин**

Проаналізовано соціальний запит щодо розв'язання проблем міжпоколінних відносин, обумовлений трансформацією традиційних засад сфер життєдіяльності. Розкрито зміст етапів дослідження системи відносин у міжпоколінному просторі. Визначено критерії диференціації поколінь: вікових психологічних характеристик, соціально-історичних подій, поведінкових стратегій. Висвітлено трактування поняття соціального покоління відповідно до історичного контексту, соціально дієвий часовий проміжок суспільного впливу покоління, функціональні межі поколінь. Представлено розроблену двокomпонентну модель системи соціально-психологічного простору поколінь, структуру ментальної системи поколінної спільноти. У результаті кластеризації масиву даних виокремлено три покоління: Дітей, Батьків, Прабатьків. За результатами факторного аналізу окреслено фактори покращення взаєморозуміння у відносинах, подолання діалогічних бар'єрів, оптимізації взаєморозуміння в діалозі між поколіннями. Доведено необхідність доповнення визначених психологічних механізмів взаєморозуміння між поколіннями конвенційно-комунікативним інструментарієм. Запропоновано технологію діалогізації відносин поколінних спільнот як засіб оптимізації взаєморозуміння. Обґрунтовано принципи, засоби та умови досягнення мети – оптимізації взаєморозуміння в міжпоколінному просторі.

*Ключові слова:* покоління Дітей, Батьків, Прабатьків; взаєморозуміння у відносинах (стосунках); діалог між поколіннями; технологія.

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*Р. В. Коваль*

**ОСОБЛИВОСТІ ДІАГНОСТИКИ ПАТРІОТИЗМУ  
У СТАРШОКЛАСНИКІВ В УМОВАХ ІНФОРМАЦІЙНОЇ ВІЙНИ**

Актуалізується проблема дослідження патріотизму особистості в умовах інформаційної війни та великої кількості шкідливих інформаційних впливів. Представлено результати теоретичного аналізу підходів щодо дослідження проблеми патріотизму в сучасному науковому просторі. Новизна представлених даних полягає в розкритті особливостей побудови методики дослідження патріотизму особистості. Методика ґрунтується на системі емпіричних індикаторів, що є структурними компонентами загального патріотизму особистості. Крім опису зазначеної методики, наведено також результати пілотного опитування з участю учнів старших класів. За результатами проведеного опитування отримано кореляційні залежності емпіричних індикаторів загальнонаціонального патріотизму особистості та виявлено зв'язок критичного мислення із загальним патріотизмом