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## SOCIOPSYCHOLOGICAL ASPECTS OF WAR AND THEIR TRANSGENERATIONAL DIMENSION\*

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**Abstract.** This paper explores the psychological effects of war. By combining the explanatory potential of psychoanalysis and anthropology, it argues that victims of armed conflict, particularly prolonged conflicts, construct a melancholic response (Yordanova, 2018). Often, people on the move are met with hostility by host countries or find themselves on the social periphery. This fosters ambivalence toward the new environment as an expression of their vulnerabilities. The paper also suggests an intergenerational aspect to this dynamic. Children exposed to violence lack the emotional and cognitive maturity to understand their experiences. Overwhelmed by their own feelings of loss, their parents fail to help them process the trauma. As a result, children identify with their parents' complicated grief and develop an idealized view of the pre-war past versus the bleak future opportunities. Finally, the paper examines the intersections between individual war trauma, cultural memory, and power dynamics in post-conflict societies. Drawing on my fieldwork in Sarajevo (2012, 2018), I argue that war survivors avoid constructing a consistent first-person war narrative because they need the state-recognized version of history to be rewritten (Yordanova, 2015). The ambiguity of their war experiences, the inadequacy of language to convey horror, and the clash between private memories and official discourse drive them to alternative forms of expression. Survivors and their children use art, humor, tattoos, scarring, and the landscape to explain the war and connect with each other. In the post-war environment, the narrative of veterans most exposed to warfare becomes muted to avoid challenging the political status quo.

**Key words:** *trauma, transgenerational transmission, transgenerational dimension, war, horror*

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**Ամփոփում:** Հոդվածում քննարկվում են պատերազմների սոցիալ-հոգեբանական հետևանքները: Համատեղելով հոգեվերլուծության և մարդաբանության բացատրական մոտեցումները՝ հեղինակը պնդում է, որ հատկապես տևական զինված հակամարտությունների գոհերի մեղանխույժ արձագանքն է: Պատերազմական գոտիներից հաճախակի տեղափոխվողները հաճախ թշնամանքի են հանդիպում իրենց ընդունող երկրներում կամ հայտնվում են սոցիալական ծայրամասում: Մա նրանց շրջանում երկիմաստ վերաբերմունք է ստեղծում նոր միջավայրի նկատմամբ՝ որպես խոցելիության արտահայտում: Հոդվածում նաև առաջարկվում է տվյալ դինամիկայի միջսերնդային չափումը: Բռնության ենթարկված երեխաները չունեն զգացմունքային և ճանաչողական հասունություն՝ իմաստավորելու իրենց տրավմատիկ փորձը: Կորստի զգացումից ճնշված ծնողները չեն կարողանում օգնել իրենց երեխաներին լիարժեքորեն հաղթահարելու տրավման: Որպես հետևանք՝ երեխաները նույնանում են իրենց ծնողների վշտի հետ և զարգացնում են իդեալականացված պատկերացում նախապատերազմական անցյալի մասին՝ այն համեմատելով ապագայի մռայլ հեռանկարների հետ: Հոդվածում ուսումնասիրում են նաև պատերազմական տրավմայի, մշակութային հիշողության և ուժային դինամիկայի միջև հարաբերությունները հետկոնֆլիկտային հասարակություններում: Հիմնվելով Սարանոյում իր կատարած դաշտային աշխատանքի վրա՝ հեղինակը ցույց է տալիս, որ պատերազմ վերապրածները խուսափում են պատերազմի մասին առաջին դեմքով խոսելուց, քանի որ դա կարող է հակասել պետության պաշտոնական տեսակետին: Նրանց պատերազմական փորձառությունների երկիմաստությունը, սարսափը փոխանցելու լեզվական անբավարարությունը և մասնավոր հիշողությունների ու պաշտոնական դիսկուրսի միջև հակասությունը ստիպում են գտնել պատերազմի մասին անհատական հիշողությունների արտահայտման այլընտրանքային ձևեր: Փրկվածներն ու նրանց երեխաները օգտագործում են արվեստը, հումորը, դաջվածքները, սպիները և բնապատկերները՝ բացատրելու պատերազմը և կապվելու միմյանց հետ: Հետպատերազմյան միջավայրում պատերազմական ամենամեծ փորձն ունեցողները հաճախ լռում են, որպեսզի չվիճարկեն պաշտոնական դիրքորոշումը:

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## СОЦИОПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ВОЙНЫ И ИХ ТРАНСГЕНЕРАЦИОННОЕ ИЗМЕРЕНИЕ

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**Аннотация.** В данной статье исследуются психологические последствия войны. Объединив объяснительный потенциал психоанализа и антропологии, автор утверждает, что жертвы вооруженных конфликтов, особенно затяжных, конструируют меланхолическую реакцию (Yordanova, 2018). Часто переезжающие люди встречают враждебность в принимающих странах или оказываются на социальной периферии. Это порождает двойственное отношение к новой среде как выражение их уязвимости. В статье также предлагается межпоколенческий аспект этой динамики. Детям, подвергшимся насилию, не хватает эмоциональной и когнитивной зрелости, чтобы осмыслить свой опыт. Подавленные собственным чувством утраты, их родители не могут помочь им справиться с травмой. В результате дети идентифицируют себя со сложным горем своих родителей и развивают идеализированный взгляд на довоенное прошлое в противовес мрачным будущим перспективам. Наконец, в статье исследуются взаимосвязи между индивидуальной военной травмой, культурной памятью и динамикой власти в постконфликтных обществах. Опираясь на свои полевые исследования в Сараево (2012, 2018), автор утверждает, что выжившие в войне избегают построения последовательного повествования о войне от первого лица, потому что для этого необходимо переписать официальную версию истории (Yordanova, 2015). Неоднозначность их военного опыта, неадекватность языка для передачи ужаса и столкновение между частными воспоминаниями и официальным дискурсом вынуждают их обращаться к альтернативным формам выражения. Выжившие и их дети используют искусство, юмор, татуировки, шрамы и пейзажи, чтобы объяснить войну и наладить связь друг с другом. В послевоенной обстановке рассказы о ветеранах, наиболее подверженных войне, становятся приглушенными, чтобы не бросать вызов политическому статус-кво.

**Ключевые слова:** *травма, трансгенерационная передача, трансгенерационное измерение, война, ужас*

### **Melancholia and Contemporary Warfare**

As previously argued by Yordanova (Yordanova, 2018), the experience of the war generation becomes the organizing axis of their identity and that of their children. Survivor parents communicate their experience of loss through gesture, act, landscape, and object rather than through a coherent first-person narrative. As a result, their children use metaphoric and metonymic readings of their parents' everyday behavior to understand and connect with them. The identity constructed through this dynamic is characterized by ambivalence toward the self and others, melancholic longing for an idealized pre-war past, and the impossibility of letting it go.

To explain the construction of the melancholic response, I will first demonstrate the link between war and mental illness. This allows us to understand why a specific state of mind takes precedence. Many of the war refugees I met in my clinical work spoke about direct exposure to violence through fighting, internment, and displacement. About one-third of them exhibited symptoms of depression, yet a specific type. Apart from the

typical symptoms of depression—loss of interest or pleasure in daily activities, sleeping problems, difficulties in concentration—many experienced feelings of guilt and worthlessness, driving them into despair. From a psychoanalytic point of view, some depressiveness is known to us since infancy. Babies go through a so-called depressive position crucial to the capacity to mourn a loss (Klein, 1940). This capacity, fundamental to mourning, involves the successful integration of the experience of loss and separation. Mourning allows for a gradual detachment from the lost object (person, culture, homeland) and subsequent reinvestment in the new environment.

For many war refugees, the process of mourning is complicated. Contemporary war feels omnipresent and impairs the integration of loss for various reasons. Modern wars are characterized by large-scale destruction, fragmentation, and increased insecurity and competition over resources vital to larger populations. The alleged precision of modern warfare increases civilian deaths and the scale of destruction. Drone images from Grozny, Aleppo, Kharkiv, and Gaza illustrate the extent of this destruction for civilians. Consequently, meaning-making and representation are dramatically challenged. Contemporary war reveals a world of terror and fragmentation where there is no clear boundary between friends and enemies: old enemies may become friends, old friends could become enemies, and there are enemies within (Segal, 2007: 43). Such an environment feeds persecutory anxieties in those immediately affected. Contemporary war is often fought by oligarchic states over the exclusive control of economic resources and their distribution (Kapferer, 2005; Nordstrom, 2004). It is based on a dialectic of competition, control, and deterritorialization, increasing insecurity in ethnically heterogeneous territories. Artsakh (the Armenian name of Nagorno-Karabakh, see Atanesyan, A. V., Reynolds, B. M., & Mkrtichyan, A. E. (2023) is a prime example. Bearing this in mind, I argue that while the normal process of integrating loss allows for the creation of symbolic representations and meaning, and thus working through the loss (Klein, 1930: 30), contemporary war results in the breakdown of the symbolic function.

Finally, the work of mourning is obstructed by the solitude of refugees and migrants in transit countries. It would be unfair not to acknowledge that the recent refugee influx has indeed evoked a xenophobic response in Western societies. In far-right political discourses, hate is used as a defense mechanism to create distance or hostility towards the perceived threat (in hate speech), while the projection of fears, insecurities, or negative qualities onto the newcomers (in fear speech) deepens the divide between “us” and “others,” domestic and foreign.

### **A Transgenerational Dimension**

As Yordanova previously argued, war survivors rarely verbalize their experiences (Yordanova, 2015, 2012). The ambiguity of their war experiences, the lack of language to describe situations felt to be ‘surreal,’ and the clash of private memories with the official war narrative result in parents preferring alternative channels of communication. War-related songs by popular rock bands, jokes, tattoos, scarring, films, and landscape are used by both parents and children to explain the war and connect with each other. Consequently, the image of the past in the second generation is formed in the absence of a coherent war narrative and within the context of an idealized pre-war past. To reflect the complexity of human experience of war, I use the Bosnian example to illustrate how private discourses that conflict with the dominant version of the recent past challenge the status quo.

The topic of transgenerational transmission was researched in 2012 using qualitative methods to answer two questions: 1) How do survivors remember and recount the war past in the presence of their children? 2) How do children understand what is being communicated by their parents, and how do they reconstruct it? The research relied on semi-structured interviews with 30 families from Bosnia and Herzegovina (Sarajevo, Tuzla, and Prijedor), participant observation, and children's drawings. The follow-up in 2015 aimed to investigate the social situation of war veterans and consisted of online semi-structured interviews with a dozen veterans and their children from the initial sample.

In post-war environments and places of protracted armed conflict (such as Gaza), parents' war experiences are crucial to their children's identities. First, as part of family history, the parents' war past is linked to questions like **"Where do I come from?"** and **"What was the world like before I was born?"** Second, apart from playing a significant role in constructing family history, the transmission of parents' war experiences offers emotional bonds between family members by fostering understanding, sympathy, and belonging.

Yet, parents are reluctant to talk about the war, explaining this with difficulties in finding adequate language to describe their experiences. Consequently, the transmission of war experience rarely occurs through a consistent narrative but rather through bodily symptoms, jokes, art, and landscape.

My overall impression is that while the war narrative can be constructed, it is both consciously and unconsciously avoided for three main reasons: the ambiguity of parents' experiences, the clash between their intimate accounts and the official version of history, and the feeling of having faced a surreal realm whose description will be met with mistrust.

### **Ambiguity**

Before engaging with the topic of ambiguity, I need to acknowledge my respondents, who generously shared the most intimate and difficult parts of their biographies with me. When addressing the issue of blurred boundaries between perpetrator and victim, I do so with the greatest sympathy, understanding that evoking the most terrifying and basic drives in people is one of war's most traumatizing qualities.

The ambiguity of experience relates to the shifting positions one occupies during the war. Very rarely do people experience only one perspective from the spectrum of possible wartime roles: victim, perpetrator, rescuer, observer, deserter, etc. This shift is particularly pronounced in war veterans' accounts, as they were most exposed to killing and had an active role in it. In the Bosnian case, many voluntarily joined the army aiming to preserve life, but often ended up 'cleansing the terrain' and witnessing destruction, thus tightly linking the heroic to the horrific experience of war.

Participation in war is described as an extreme experience that often involves transgression. It offers the temptation of experimenting with violence, power, relationships, sexuality, substances, the body, and the law. Transgressive practices provided pleasure in departing from cultural norms and allowed exploration of the culturally prohibited. While overtly practiced in combat zones, these transgressions also appeared in subtler forms in civilian life, such as smuggling, betrayal, and fraud. This particular aspect of the war experience makes constructing a clear-cut first-person narrative particularly difficult.

As children are exposed to their parents' ambiguous reactions to the war through unexpected silences, disproportionate emotional reactions, and morally questionable

accounts, they sense that something forbidden is kept secret. They are curious to learn the truth but also afraid to discover it. This uncertainty is most tangible in families of war veterans, where suspicions relate to the father's possible degradation during wartime; in families of sexually abused women, with anxieties linked to war rape; and in families with numerous deaths, where children feel robbed of the chance to have an intact and supportive immediate environment.

### **The Clash of Narratives**

The second reason for avoiding the war narrative is the mismatch between the private and official versions of the past. This conflict is especially pronounced in soldiers' accounts of their post-war marginalization, the ruralization of Sarajevo and other cities, religious radicalization, wartime in-group betrayal and inter-ethnic support, forced military recruitment, financial links between political parties and military units, and moral degradation. The following quotation by a 47-year-old man from Sarajevo gives insight into his disappointment with military morale:

*"State protected criminals they were: the local militia and the para-units. Caco was one of them, or Mušan Topalović as his real name was. He could come anytime to a café with his gangsters and take whoever was in the café directly to the front. No equipment, no training, no safety. (...) Another one – Juka, his unit broke into my flat to steal."*

The inability of post-war society to produce a narrative reflecting the complexity of people's war experiences obstructs understanding and explaining the past and creates pockets of 'private knowledge' and distrusted or banal common truths.

### **A Surreal Realm**

The perception of war as a fantastic realm gives rise to the suspicion that war accounts will not be taken seriously, as they seem to border on the supernatural. The surreal dimension predominantly relates to the beginning of the war, its most violent moments, and survival. Labelled 'unexplainable,' 'chaotic,' 'unbelievable,' and 'as if in a film,' these experiences are shaped by constant mental dissociation and repression of death-related anxieties and thoughts in the face of the extreme. This leads to splitting off and detaching from the affective component of memory. The related sense of watching from aside has fed into the perception of the war as the domain of the surreal, as revealed by quotations from a 43-year-old woman from Višegrad and a 54-year-old veteran from Tuzla:

*"(...) and we are running through fields and forests, fields mined - we did not know this! - you see the mines exploding, one meter above the ground, you hear the shooting; if you survive, good for you; if not - as good as it gets; as if I was watching a film..."*

*"When the offensive starts, there is no fear; you act mechanically; there is no time to think. You run back and forth wounded, you think later, later you shiver; at first, I did not know whether I was alive or dead and what was going on."*

An extreme example of war as a surreal realm concerns war prison camps, where detainees were reduced to their basic needs and primitive fears. This situation is described by survivors as 'living in dying,' as they were reduced to animalistic instincts and survival-related anxieties. Lack of daylight and information added to the surreal experience, making time seem elastic. Interviewees talk about the days in prison camps as endless. Additionally, the physical and mental mobilization required for survival offered unfamiliar sensations and mental processes, such as starvation-induced

hallucinations, adrenaline rushes, alertness, suicidal thoughts, and dissociation of thought.

### **Private Histories**

#### ***Veterans of War***

As a result of memory transmission that does not take place through a consistent first-person narrative but is displaced onto gestures, objects, and silence, the second generation pieces together bits of history with their own imagination to create a coherent version of the past and answer questions of identity. Often, children are confronted with ambiguous information about their parents' past, as guilt, shame, fragmented memories, and severe mental conditions prevent the construction of a clear-cut story. In the Bosnian case, in addition to these very private explanations for the parents' difficulty in communicating their war experiences, there is an environmental factor as well. Narratives that feel at odds with the official discourse of the war are suppressed by the parents themselves, as there is no safe space to speak out. This section discusses the tension between private and official discourses on the Yugoslav wars, with special attention to the position of war veterans. This aspect of my research sheds light on the second generation's understanding of war crimes as opposed to the official discourse of martyrdom.

In 2018, I became interested in how war veterans' situations developed after the wars of the 1990s. I contacted seven of my respondents for a follow-up interview, and they presented me with a rather discouraging account. In March and April 2018, protests were organized by war veterans' organizations across Bosnia and Herzegovina, with three main demands: 1) the government should stop financing the myriad of existing war veterans' organizations and create one representative organization for all veterans; 2) the government should publish the list of war veterans' names (public veterans' registry); and 3) war veterans should receive financial support regardless of employment status. Initially, I was confused about why my respondents wanted to abolish the variety of organizations and have only one, as I thought variety indicated pluralism. However, when my respondents presented me with the downside of diversity, I understood how misused and disparaged they might feel. According to their accounts, by the end of the war in Bosnia, there were 250,000 war veterans. By 2018, their number had officially reached 530,000. My respondents saw this as sheer speculation, where people close to the political establishment were gaining the status of war veteran to be entitled to run non-governmental organizations, extort the state through governmental funding, and keep certain people in power by voting for the same political elites. If a protest was organized, government supporters would join and engage in hooliganism or make false statements on behalf of the veterans to foster a negative image of veterans in society. This would shape negative public opinion about former soldiers and ultimately discourage them from defending their rights. Since this interpretation was presented independently by seven people, I consider it credible enough to help us grasp the current context surrounding war veterans in Bosnia and Herzegovina.

Based on my observations and my respondents' accounts, I suggest that the political establishment has no interest in allowing veterans to speak out. First and foremost, their requests might challenge the status quo because they unite around non-ethnic issues. For example, in the 2018 protests, Bosnian and Croatian veterans demonstrated together.

Second, by portraying war veterans as marginalized and disabled people who must be pitied but not taken seriously, the government is warding off wider public support for their requests and creating a new cleavage: this time between ‘normal citizens’ and ‘anti-social pathological cases.’ Finally, by replacing genuine veterans’ activities with puppet organizations, the government is clearly silencing those whose war experiences might differ from the official narrative.

### **The Second Generation’s Take**

I met N. when he was 15. Like other teenagers his age, he was conscious of what war might look like and concerned about its impact on survivors. In contrast, younger children paid more attention to action and used the war as a screen onto which current family relations were projected. The interview took place at N.’s home, arranged with his mother by phone. During the interview, he emphasized his mother’s victimhood (a divorced war rape survivor) and provided an ethnic-based explanation of the war, reflecting the media discourse in the country. Later, N. contacted me for an additional meeting, explaining that he ‘had forgotten to say some other things.’ We met in a café in the city center, as he suggested. He specifically asked me not to inform his mother about his phone call, as he did not want to ‘bother her unnecessarily.’ As we sat, N. opened the conversation:

*“There is something I’d like to know and I even asked my father once, but he responded with ‘I’ll tell you when you are old enough to know.’ I am afraid that he might have killed someone during the war. I imagine this is possible because my dad was probably more nervous during the war than he is now. (...) Soldiers then were well trained; not like now. I often go with my friends to play in the trenches and we pretend we are real soldiers.”*

I found this account fascinating. It was so honest and rich in information. I felt the boy was asking me the most logical and at the same time the most intimate questions regarding his father. It was a question about origins, about what existed before he came into the world and what he was ‘made of.’ Ultimately, this was a question about his own internal landscape: what relational dynamics he had internalized and what internal objects populated his psychic space. By trying to establish a link with his father, by trying to walk in his shoes as much as he could, the boy was seeking the answer to a question that had been so vaguely answered before. The heroic component of ‘soldiers were well trained then’ went hand in hand with the suspicion of the unavoidable transgressions one had to endure during military service. At the end of the day, if no father had killed, where did all these victims come from? If others were capable of killings, how were our soldiers different? Playing in the trenches provided the transgenerational link that was missing, particularly after the divorce of N.’s parents. It also served as a test for the limitations one experienced when trying to understand what it might feel like to be shot at and to shoot at the same time. In other words, playing in the trenches ‘like real soldiers’ could provide the boy with some close-to-reality experience but never true knowledge about the war. Finally, this part of the story could only emerge in a follow-up interview, outside the home where N. felt loyal to his mother (and her discourse on the war about our martyrs and their rapists) and only in a few sentences. I read N.’s request for an additional meeting as an appeal for help in making sense of his family’s past by acknowledging ambivalence. Informed by indirect signs such as marital problems, self-mutilation practices of former soldiers masked by tattoos, addiction, etc., many young people felt

that some part of the narrative was missing. I shall introduce this part by presenting the case of S. and her friend I never met. Let us see why.

### **Who Wants to Know What: School Curricula as a State Mechanism to Avoid Complexity of Experience**

Having come across silenced private narratives about the recent past and young people's tacit interest in them, I decided to examine the school curricula and ask my young respondents about their perception of how history was taught in schools in Bosnia and Herzegovina and whether anything was missing. In 2018, all the children I interviewed in 2012 were either in secondary school or at universities. Before I present their answers along with data from history textbooks, I need to clarify that there are several versions of history textbooks in Bosnia and Herzegovina. They are used according to the ethnic composition of the respective region. For example, in 2015-2016, for the 6th grade of primary school, there were six history textbooks; for the 8th grade, five, etc. However, each textbook promotes a single perspective. This means that the members of one ethnic group are glorified while others are mentioned in passing, if not ignored. According to a study done in 2015-2016 by a Sarajevo-based research institute, the emphasis on the number of victims or highlighting the role of the victim reproduces victimization and justifies events that instigated conflict. The nation is presented as the eternal victim of another nation's hegemony. Sadly, critical thinking is not encouraged, and theoretical analysis is omitted in the textbooks.

### **Conclusions**

In this paper, I demonstrated the construction of a melancholic response to loss in war-affected populations. I have used my work with Syrian war refugees and my research in Bosnia and Herzegovina to shed light on the events and circumstances that contribute to the melancholic response. Furthermore, I have outlined the process of intergenerational transmission of war experiences. Finally, I have described how memory can be used for political purposes at a given historical moment. By using the example of Bosnian war veterans and the state response to the complexity of human experience in war, I have shown that the political use of the past is based on the interpretation of selected facts and aims at reconstructing the past in accordance with the needs of the dominant ideological discourse. Since the tension between private and official discourses is often resolved by promoting certain memories at the expense of others through selective remembering, in reference to current political pressures, silenced narratives are transmitted across generations in the private environment of the home to be preserved until resolution becomes possible.

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### **Conflicts of Interest**

The author declares no ethical issues or conflicts of interest in this research.

### **Ethical Standards**


The author affirms this research did not involve human subjects.

## THE STRUCTURE OF PATRIOTISM AS A UNIVERSAL VALUE IN THE SYSTEM OF VALUE ORIENTATIONS OF RUSSIAN STUDENTS AND ITS PRACTICAL PROJECTIONS\*

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**Abstract.** The article delves into the structural aspects of patriotism as a universal value within the value system of Russian student youth. It aims to pinpoint and analyze practical manifestations of patriotism among this demographic. The relevance of this study is underscored by several factors: the presence of various external threats that necessitate a strong societal cohesion, with patriotism serving as a key factor in achieving this; and the ongoing efforts in contemporary Russia to reinforce traditional values, including patriotism, making it crucial to understand how these values are embraced by student youth. The authors of the article aim to analyze the ways in which patriotic values are expressed among Russian student youth. They utilize empirical data gathered from completed questionnaires by first-year students who participated in the competition "Facts of Russian Statehood." By examining these materials, the researchers seek to identify and generalize the specific features of how patriotism is manifested among this demographic. The authors highlight the features of the patriotic manifestation among students in the content aspect (patriotism is a broad category), associative (patriotism is a multi-level concept) and activity (patriotism has a clear practical content) ones.

**Key words:** *social values, patriotism, value orientations, youth, structure, goals and types of patriotism*

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**Ամփոփում:** Հոդվածը վերաբերում է ռուսաստանցի ուսանողության արժեքային կողմ-  
նորոշումների համակարգում հայրենասիրության՝ որպես համընդհանուր արժեքի  
կառուցվածքային առանձնահատկությունների որոշակիացմանը, ինչպես նաև ուսա-  
նողության շրջանում հայրենասիրության դրսևորման գործնական կանխատեսումնե-  
րի բացահայտմանը և ընդհանրացմանը: Թեմայի արդիականությունը պայմանավոր-  
ված է հետևյալ հանգամանքներով. նախ՝ արտաքին բազմաթիվ սպառնալիքների ա-  
ռաջացումն ու բազմապատկումը, որոնց արդյունավետ արձագանքը հնարավոր է  
միայն սոցիալական համախմբման բարձր մակարդակի պայմաններում, որն ապահո-  
վելու կարևոր գործիքներից է հայրենասիրությունը: Բացի այդ, ժամանակակից Ռու-  
սաստանում նպատակաուղղված քաղաքականություն է իրականացվում ավանդա-  
կան արժեքների ամրապնդման համար, որոնք ներառում են հայրենասիրությունը,  
քանի որ ուսանողների շրջանում հայրենասիրության տարածվածության առանձնա-  
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հիմնական հետազոտական խնդիրները ուսանողների շրջանում հայրենասիրական  
արժեքների դրսևորման առանձնահատկությունները բացահայտելն ու ընդհանրաց-  
նելն են: Ներկայացված հետազոտության էմպիրիկ տվյալները «Ռուսական պետակա-  
նության փաստեր» մրցույթին մասնակցելու ընթացքում առաջին կուրսի ուսանողների  
կողմից լրացված հարցաթերթիկների նյութերն են: Հեղինակները առանձնացնում են  
ուսանողների շրջանում հայրենասիրության դրսևորման առանձնահատկությունները  
բովանդակային (հայրենասիրությունը լայն կատեգորիա է), ասոցիատիվ (հայրենասի-  
րությունը բազմաստիճան հասկացություն է) և գործունեական (հայրենասիրությունն  
ունի հստակ գործնական բովանդակություն) մակարդակներում:

**Բանալի բառեր** – *հոգևոր արժեքներ, հայրենասիրություն, արժեքային կողմնորոշում-  
ներ, ուսանողություն, կառուցվածք, հայրենասիրության նպատակներն ու տեսակները*

## СТРУКТУРА ПАТРИОТИЗМА КАК УНИВЕРСАЛЬНОЙ ЦЕННОСТИ В СИСТЕМЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ РОССИЙСКОЙ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ И ЕГО ПРАКТИЧЕСКИЕ ПРОЕКЦИИ

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**Аннотация.** Статья посвящена конкретизации структурных особенностей патриотизма как универсальной ценности в системе ценностных ориентаций российской студенческой молодежи, а также выявлению и обобщению практических проекций проявления патриотизма в среде студенческой молодежи. Актуальность данной темы обусловлена следующими обстоятельствами: во-первых, появлением и мультиплицированием множества внешних угроз, дать эффективный ответ на которые возможно лишь в условиях высокого уровня общественной консолидации, одним из значимых инструментов обеспечения которой и является патриотизм; во-вторых, в современной России реализуется целенаправленная политика по укреплению традиционных ценностей, в число которых входит патриотизм, соответственно существенное значение имеет выявление особенностей его отражения в среде студенческой молодежи. Ключевой исследовательской задачей, поставленной авторами в статье, выступает выявление и обобщение особенностей проявления патриотических ценностей в среде студенческой молодежи. Непосредственными эмпирическими данными для настоящей статьи выступили материалы заполненных анкет студентами первого курса во время участия в конкурсе «Факты российской государственности». Авторами выделяются особенности проявления патриотизма у студенческой молодежи в содержательном (патриотизм – широкая категория), ассоциативном (патриотизм – многоуровневое понятие) и деятельностном (патриотизм имеет четкое практическое наполнение) планах.

**Ключевые слова:** социальные ценности, патриотизм, ценностные ориентации, студенческая молодежь, структура, цели и виды патриотизма

### Introduction

In modern socio-political conditions, which are characterized by the emergence of many previously non-existent threats and challenges associated with the extreme aggravation of the international situation, fundamentally new tasks arise before Russian society. These tasks are significantly related to ensuring civil consolidation based on a new value paradigm. In this regard, in the introductory part to this article, we used, in addition to Russian, Western and Indonesian sources. The use of the latter is due to the intention to show the correlation of Russia's value range with countries, cooperation with which is one of the priorities of its contemporary foreign policy.

First of all, we note that patriotism as a universal social value occupies one of the

most important places in this system. So, Professor A.P. Gorbunov defines state patriotism as one of the factors of Russian civilizational identity, which determines the universal destiny (mission) of Russia (Gorbunov, 2023:19).

At the same time, we assume that the patriotic attitudes of contemporary Russian student youth may not fully correspond to the level assumed by the ongoing state policy, the content of which is determined, in particular, by Decree of the President of the Russian Federation of November 9, 2022 No. 809 "On approval of the Fundamentals of State policies to preserve and strengthen traditional Russian spiritual and moral values"<sup>1</sup>.

Thus, the problem of this article is to determine the level and structure of patriotism as a universal value in the system of value orientations of Russian students.

Patriotism is a multi-valued concept, in the definition of the content of which there are many points of view in the scientific literature and public discourse. In its most general form, it expresses the attitude towards the Motherland and Fatherland, the bearer of which is a person. This means that the objects of a personal value attitude are loyalty to the Fatherland and love for the Motherland (Matushkin, 2011: 196).

As T. R. Lykova notes in this regard, the modern understanding of patriotism as a phenomenon is characterized by the presence of the following meanings: patriotism as a feeling (for the Motherland, Small Homeland), as a social duty, as a comprehensive readiness to serve the Motherland, and also as a moral (individual, group, collective) principle (Lykova, 2013: 779-780).

In the context of the topic of this article, it should be noted that patriotism is a moral category that incorporates both individual and civic qualities of an individual. Thus, patriotism at the personal level acts as the most important characteristic of a person who realizes that the significance of his activities and his social role are institutionalized by the state and are developed precisely in the processes of social interaction. At the same time, at the macro level, patriotism is a significant part of public consciousness, which is manifested in public sentiments and assessments of one's people, their culture, history, state, and values.

Indonesian researcher M.A. Yusuf points out a remarkable practical manifestation of patriotism, illustrating the highlighted features of patriotism as a moral category. In his opinion, one of the forms of love for one's country is paying taxes, such behavior contains the spirit of patriotism<sup>2</sup>.

In terms of defining the key structural elements of patriotism as a phenomenon, we note that in general, the subjects of patriotism are:

- personality, specific citizen;
- a social group identified according to traditional characteristics (territorial, demographic, socio-economic, political, etc.);
- strata, layers, ethnic groups (various levels of development);
- citizens of the country (its people).

Analysis of scientific literature and public discourse indicates the existence of

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<sup>1</sup> Decree of the President of the Russian Federation of November 9, 2022 No. 809 "On approval of the Fundamentals of State Policy for the preservation and strengthening of traditional Russian spiritual and moral values". *Spravochno-pravovaya sistema "Konsul'tant Plyus"* (Reference and legal system "Consultant Plus"). Retrieved from <https://www.consultant.ru/>. (in Russ.).

<sup>2</sup> Yusuf, M. A. *Pengertian Patriotisme: Tujuan Dan Jenis-Jenis Patriotisme (The concept of patriotism: goals and types of patriotism)*. Retrieved from <https://www.gramedia.com/literasi/patriotisme/> (in Indonesian).

different points of view regarding the object of patriotism. The most obvious one is that the object of patriotism is the Motherland, the Fatherland. At the same time, we must clarify that these concepts have different levels from the macro level of the country to the Small Homeland, home and even family.

Based on the differentiation of various subjects and objects of patriotism, the following types of patriotism are distinguished:

- state (object – country) and regional (object – Small Homeland) patriotism;
- patriotism aimed at improving a certain area in one's Fatherland;
- patriotism of a cultural and historical type.

We also note that patriotism is characterized by significant dynamics, which leads to the emergence of its new types and interpretations. So, for example, V.I. Lutovinov identifies such a relatively new direction of patriotism (appeared in the late 1990s) as “civil patriotism.” Its most important elements are freedom, equality, civic morality, involvement in the problems of the state and society, pride in the region, city, home, sports team (Lutovinov, 2013).

The Stanford Encyclopedia of Philosophy identifies such new and relatively new and updated types of patriotism as: constitutional patriotism (loyalty to the Fatherland, understood as a constitution created and protected by citizens), contractual patriotism (commitment to a set of principles and an agreement to support and promote certain public obligations), patriotism of freedom (loyalty to general freedom, non-acceptance of the nation state)<sup>3</sup>.

Here we should note that in Western discourse the attitude towards patriotism is clearly contradictory. Indicative in this regard is an article published in the Washington Post by columnist E.J. Dionne “We shouldn't turn our backs on American patriotism”, in which he states that he has no doubt about the merits of American patriotism as a constructive alternative to divisive and aggressive forms of nationalism, emphasizes that American patriotism is not based on strength and power, but on loyalty to equal rights of all to life, liberty and the pursuit of happiness. It is noteworthy that the article evoked active responses from readers, often completely polarizing. For example, the reader's opinion, which is completely opposite to the author's position, is indicative; he stated that he denies patriotism, and his relationship with his country is similar to his relationship with the electricity supplier: both are contractual in nature<sup>4</sup>.

At the same time, we note with confidence that patriotism in Russia at the present stage is a real value that has the highest consolidating significance.

In our opinion, patriotism includes a set of patriotic feelings, beliefs, ideas, as well as traditions and customs, and also acts as one of the significant social values that have a systemic impact on its subsystems. As one of the most important spiritual assets of a person (personality), patriotism characterizes his civic maturity and is manifested in its self-realization for the benefit of the Motherland (Fatherland).

It is important to note that manifestations of patriotism are found at various levels and spheres of socio-political and private life. Thus, Indonesian researcher A. M. Sari

<sup>3</sup> Patriotism (*First published Mon Jun 1, 2009; substantive revision Wed Dec 16, 2020*). *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/patriotism/>

<sup>4</sup> **Dionne, E. J. Jr.** (2019). We shouldn't turn our backs on American patriotism. *The Washington Post*, July 3. Retrieved from [https://www.washingtonpost.com/opinions/we-shouldnt-turn-our-backs-on-american-patriotism/2019/07/03/f2dc1b86-9ce8-11e9-b27f-ed2942f73d70\\_story.html](https://www.washingtonpost.com/opinions/we-shouldnt-turn-our-backs-on-american-patriotism/2019/07/03/f2dc1b86-9ce8-11e9-b27f-ed2942f73d70_story.html)

gives the following examples of manifestations of patriotism in everyday life:

- in family life: watching patriotic films; reading books on the history of the Fatherland; displaying the national flag on holidays;
- in school life: integration of patriotic content into educational materials;
- in public life: manifestation of social solidarity; maintaining harmony among fellow citizens by respecting differences and preserving unity;
- in political life: studying the Constitution as the basis of the state; support for government policies aimed at the progress and prosperity of the nation; development of productive business activities to support the country's economy.

Based on these examples, A.M. Sari concludes that by practicing patriotism in our everyday life we can contribute to the building and development of our country<sup>5</sup>. Looking ahead, we note that the conducted practical study of the characteristics of the manifestation of patriotism by Russian student youth confirms that in their perception, patriotism has a variety of manifestations, including those at the level of personal life.

Patriotism is a powerful factor and tool for mobilizing the broad masses to achieve socially significant goals. For example, M. A. Yusuf points out the importance of patriotism in a multinational state. He states that it is our collective responsibility to foster a sense of love for our country and our people, especially since the Indonesian people have different ethnic groups, races, cultures and religions. This attitude is important for maintaining national unity<sup>6</sup>. In the same vein, Indonesian researcher B. N. Pasla, characterizing the content of patriotism, emphasizes that it includes respect for ethnic, religious and cultural differences in countries<sup>7</sup>.

At the same time, a significant feature of patriotism is the possibility of its use by opposing forces of one country within the framework of internal socio-political confrontation. Thus, an article in the Washington Post by columnist G.F. Will, "Our notions of patriotism are mistaken" examines the differences in interpretations of patriotism by representatives of various political forces in the United States - supporters of the Democratic Party, the Republican Party, the BLM movement, etc. They put their own meanings into "their patriotism," which often completely contradict the meanings of their opponents<sup>8</sup>.

In the context of the problems of this article, the public discourse of patriotism in university life seems interesting. In 2020, at the General Ahmad Yani University (Indonesia), as part of a set of patriotic events, an open lecture was held on the topic "The role of patriotism in the fourth industrial revolution", at which it was noted that the younger generation, which will become the successor to the nation in the industrial era of the fourth industrial revolution must "have a spirit of patriotism." Students facing the era of the fourth industrial revolution must have faith, enthusiasm, be vigilant, have a

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<sup>5</sup> **Sari, A. M.** (2023). *Patriotisme: Pengertian, Ciri-ciri, Tujuan, dan Sikap dalam Kehidupan Sehari-hari (Patriotism: Definition, Characteristics, Goals and Attitudes in Everyday Life)*. Retrieved from <https://fahum.umsu.ac.id/patriotisme-pengertian-ciri-ciri-tujuan-dan-sikap-dalam-kehidupan-sehari-hari/> (in Indonesian).

<sup>6</sup> **Yusuf, M. A.** *Pengertian Patriotisme: Tujuan Dan Jenis-Jenis Patriotisme (The concept of patriotism: goals and types of patriotism)*. Retrieved from <https://www.gramedia.com/literasi/patriotisme/> (in Indonesian).

<sup>7</sup> **Pasla, B. N.** (2023). *Sikap Patriotisme: Pengertian dan Contoh (Patriotism: concept and examples)*. Retrieved from <https://pasla.jambiprov.go.id/sikap-patriotisme-pengertian-dan-contoh/> (in Indonesian).

<sup>8</sup> **Will, G. F.** (2021). Our notions of patriotism are mistaken. *The Washington Post*, April 16. Retrieved from [https://www.washingtonpost.com/opinions/patriotism-is-a-contested-concept-but-it-shouldnt-fade-to-something-only-dimly-remembered/2021/04/14/5a16dee4-9d32-11eb-9d05-ae06f4529ece\\_story.html](https://www.washingtonpost.com/opinions/patriotism-is-a-contested-concept-but-it-shouldnt-fade-to-something-only-dimly-remembered/2021/04/14/5a16dee4-9d32-11eb-9d05-ae06f4529ece_story.html)

clear orientation and be useful to other people. In addition, they must also be adaptable and environmentally conscious, think clearly, be creative, innovative and disciplined<sup>9</sup>.

To summarize, we note that patriotism in Russian scientific discourse and the discourse of friendly countries is a significant value that has personal, civil and socio-political significance. At the same time, the public discourse of patriotism in Western countries is significantly different, demonstrating the virtual absence of any common position; moreover, their experience demonstrates the possibility of using patriotism by opposing political forces.

### **Research methods**

In theoretical terms, this article is based on civilizational and value-oriented approaches. In terms of determining the actual structure of patriotism, we proceed from the fact that it includes the following components:

- knowledge is a set of knowledge of official symbols, history, factual information, social and political structure of the country;
- content is the direct essence of patriotism;
- associations are a set of connections between patriotism as a concept and concepts, facts, phenomena and processes of the surrounding reality;
- activity is a set of actual practices associated with patriotism.

The empirical research methods used have been questionnaires and interviews. To process the responses received, statistical methods have been applied, as well as content analysis. Content analysis (analysis of the semantic bases of a text) refers to quantitative research methods in sociological science; domestic researchers note that in modern research, when carrying out content analysis, it has shifted from describing the specific content of the text to identifying the hidden content context in the text being studied (Pashinyan: 2012).

### **Research material**

The immediate materials for the study have been, firstly, the materials of completed questionnaires by first-year students of the Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University" during their participation in the competition "Facts of Russian Statehood", which was held at the university in the context of the Russian Statehood Day celebration. Secondly, when preparing the article, we used the data presented in the analytical report "Results of monitoring the value orientations of modern youth 2022"<sup>10</sup>.

### **Research results and their interpretation**

The starting point of this study is the individual results of sociological research presented in the analytical report of the Federal State Budgetary Institution "Institute for

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<sup>9</sup> Hadapi Revolusi Industri 4.0 Dan rindam IV Bekali Semangat Patriotisme (The role of patriotism in the fourth industrial revolution) (2020). *Jenderal Achmad Yani University*. Retrieved from <https://www.washingtonpost.com/opinions/patriotism-is-a-contested-concept-but-it-shouldnt-fade-to-something-https://unjaya.ac.id/hadapi-revolusi-industri-4-0-danrindam-iv-bekali-semangat-patriotisme>

<sup>10</sup> *Analytical report "Results of monitoring the value orientations of modern youth 2022"* (2023), Moscow: Institute for the Study of Childhood, Family and Education of the Russian Academy of Education. (in Russ.).

the Study of Childhood, Family and Education of the Russian Academy of Education”<sup>11</sup>. They reflect the attitude of young people towards the Motherland, the key findings among them for the issues of this article are the following:

1. According to teachers, young people (the categories of 15-18 years old and 19-20 years old were analyzed) do not show much interest in politics in general. Some cases of increased interest are episodic in nature and are the consequences of some high-profile events that directly affect the interests of young people. An illustrative example here is related to the events in Ukraine.

2. It seems significant that a significant amount of young people report the absence of sources of information that would inspire confidence in these sources. At the same time, there are also groups that trust various Internet sources, as well as those who trust official media.

Next, we will directly examine the features of the patriotic value attitudes manifestation, and in a broader context - the attitude towards the Motherland.

1. Patriotic events in Russian educational institutions are held on a regular basis. They are mostly dedicated to the Great Patriotic War. According to statements from teaching staff, this issue is of significant interest to young people. At the same time, and this is fundamentally important, teachers emphasize that patriotic education activities of a different kind (thematic focus) ensure the formation of patriotic values with significantly lower efficiency, and in some cases cause a negative reaction.

2. Most young people consider themselves patriots. At the same time, there are statements related to the differentiation of the country and power. However, teaching staff point out the significant fact that the overwhelming majority of young people call themselves patriots, but they (teachers) cannot clearly call their students patriots.

Here we can assume that there is a certain gap between the declared position and the implemented everyday practices and their assessment by the social environment.

3. According to teachers, young people do not have a complete understanding of patriotism, which is replaced by its fragmented abstract representation. In this form, patriotism is identified with love for the Motherland, respect for the historical heritage, in which the Great Patriotic War plays a decisive role. It is important that, as the study in question has shown, the Small Homeland is poorly projected in the patriotic attitudes of contemporary youth.

At the Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University" since September 2023, the discipline "Fundamentals of Russian Statehood" has been included in the educational process, within the framework of which, at the end of September 2023, the competition "Facts of Russian Statehood" was held, dedicated to the Day of the Origin of Russian Statehood (September 21 ).

The purpose of the competition was to assess the level of knowledge of first-year students in the field of history of the Russian state and statehood, identify the development level and projection of manifestation of the values of patriotism and citizenship among students.

Implicitly, by holding this competition, the formation of a cultural, spiritual and moral foundation of a developed personality among students was intended to ensure. Also in this regard, it was intended to provide systematically the opportunities for the

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<sup>11</sup> Ibid, pp. 22-30.

involvement of first-year students in the social and scientific life of the university.

The competition task consisted of three parts.

- 1) the test part, which included 20 multiple-choice questions;
- 2) the creative part 1, which included 4 open-ended tasks;
- 3) the creative part 2, which included 1 task.

A total of 465 1st year students took part in the competition.

The analysis of the results of students completing the test, creative parts of the competition task allows us to conclude that the participants demonstrated:

- knowledge of official symbols of Russia and their history;
- creative skills;
- the presence of personal event experiences associated with the practical implementation of patriotic values.

Thus, the answers of first-year students obviously indicate that they share the value of patriotism and the real presence of its knowledge, content, associative and activity components. This shows that the value of patriotism for first-year students is not an abstract concept.

Next, we will look at the substantive aspects of the answers to the questions of the second and third parts, which included the following five questions:

- 1) an explanation of what the Motherland means;
- 2) associations that the Motherland evokes (the answer was proposed to be given in poetic form);
- 3) specification of the qualities that characterize a patriotic citizen of Russia;
- 4) description of personal experience associated with manifestations of patriotism;
- 5) choosing one of the following questions to answer it:
  - Which military and patriotic holidays are celebrated in Russia every year, what do they mean to you?
  - How do you think the concepts of "patriotism" and "Motherland" are connected?
  - Does patriotism always manifest itself during military operations or global conflicts?
  - At which moments do you feel proud of your country?
  - "As soon as I hear the word Motherland, it immediately comes to mind..."
  - What does it mean to be a patriot in modern Russia?

1. Explanation of what Motherland means. In this part, we deal with the rational component.

Content analysis of the answers given by students allows us to identify the following prevailing semantic areas which they associate with the meaning of the Motherland:

- one's own country, region, city, village (the most illustrative examples of answers are: "This is my country, my land", "Favorite city", "Native expanses, the Caucasus mountains", "The small cozy village in which you were born and spent the happiest moments of your life");
- one's own family, people (the most illustrative examples of answers are: "Family and close people", "The place in which the cultural environment of your family or the entire people was formed");
- personal emotional attachment (the most illustrative examples of answers are: "My soul and heart", "Memories from childhood and school years");
- symbols of Russia.

Based on these data, it seems possible to draw the following conclusions: firstly, the concept “Motherland” as an object of patriotism has a fairly broad meaning among students - in addition to the country itself with the corresponding state attributes, it is also a small Homeland and even a native locality. Secondly, the concept “Motherland” is linked inextricably with family and people, that is, it has conceptually obvious social projections. Thirdly, the concept “Motherland” also has significant emotional projections among students based on an inextricable personal connection with it.

2. Associations with the concept “Motherland“. Students were asked to give answers in poetic form. In this part, we deal with the emotional component.

Content analysis of the answers given by the students allows us to identify the following prevailing semantic areas which they link to associations with the concept of the Motherland:

- a great, beautiful country (the most illustrative examples of answers are: “Great, mighty power”, “Admire all your beauty and kindness of soul”, “And give your life for us”);

- native land (the most illustrative example of answers is: “A native song of green and yellow villages”);

- emotional characteristics (the most illustrative examples of answers are: “Kind”, “Tender, affectionate”);

- serving (the most illustrative examples of answers are: “Our goal is to protect you, preserve and multiply your gifts”, “You are our home and we are proud of it”, “preserve, love, protect”, “And in moments of pain I am ready to defeat anyone with love for the Motherland”);

- protection (the most illustrative example of answers is: “You won’t know war”).

These provisions indicate that the concept “Motherland” has an obvious emotional content among students; it is absolutely not reducible to the knowledge component; on the contrary, it evokes a clear emotional and personal response. It is important that this feedback is overwhelmingly positive.

3. Specification of the qualities that characterize a patriotic citizen of Russia. In this part, we deal with the description of personal qualities (their breadth and depth), which, according to students, are inherent in a patriotic citizen.

Content analysis of the answers given by students allows us to identify the following prevailing semantic components, which they associate with the qualities that characterize a patriotic citizen:

- knowing history (the most illustrative examples of answers are: “He respects, honors and remembers the history of his country”, “He knows the history of his people”);

- not being indifferent to the future of the country (the most illustrative example of answers is: “He worries about the future of his country”);

- acting in the interests of the common good (the most illustrative example of answers is: “He acts for the common good, for the people”);

- providing protection (the most illustrative examples of answers are: “He protects his family, relatives and friends, home and the Motherland”).

These data make it possible to identify the set of qualities and characteristics that students endow with a patriotic citizen: he knows and respects the history of the country, his Small Homeland, he is not indifferent to the future of the country, he acts in the name of the common good (common - from the level of the country to the level of his loved ones), ready to defend his family, home, Motherland.

We can conclude that for students, patriotism manifests itself at all social levels; it has both an intellectual component and a specifically active one.

4. Personal experience related to manifestations of patriotism. Here we deal more with practical projections of patriotism.

Content analysis of the answers given by students allows us to identify the following prevailing semantic components that they associate with such personal experience:

- pride for the country (the most illustrative examples of answers are: "I carried an honorary vigil of memory at the "Flame of Eternal Glory" memorial in full dress uniform," "Participated in the parade on the May 9 holiday," "I witnesses transformations in all spheres");

- activity (the most illustrative examples of answers are: "I picked up garbage on Mashuk (*a local mountain, local public recreation place*) with my family", "I saved a kitten from being torn apart by dogs", "I represented my Motherland in an international competition");

- pride for the people (the most illustrative examples of answers are: "At the initiation of 1<sup>st</sup> year students, when they showed us Caucasian folk dances", "I am incredibly proud that we have so many talented young people", "I saw what goals my compatriots had achieved ");

- observance of customs (the most illustrative examples of answers are: "They baked pancakes on Maslenitsa (*unofficial holiday in Russia*)", "I attend church with my brothers and grandmother", "On Easter we exchanged Easter sweets");

- defending the honor of the Motherland (the most illustrative examples of answers are: "Represented Russia at a school event", "I performed at city, regional and international competitions, defending the honor of my city/region/country", "Participated in an intercity competition").

The data presented indicate evidently that students see clearly the practical projections of patriotism; moreover, in the overwhelming majority of qualitative responses, there is a description of personal experience associated with the practices of implementing patriotism. This indicates that patriotism is not just an abstract value for students.

5. Selecting and answering one out of five questions. Here we have selected answers that have a high frequency of repetition, and also, to a certain extent, diverge from the conclusions of the study that we presented above.

- What military-patriotic holidays are celebrated in Russia every year, what do they mean to you? The most illustrative examples of answers are: "February 23 is the Defender of the Motherland Day." "May 9 is Victory Day." "June 12 is Russia Day." "We celebrate May 9 with the whole family. We remember relatives who participated in the Great Patriotic War", "Day of Logistics of the Armed Forces of the Russian Federation", "Day of Railway Troops", "Day of Airborne Troops".

Content analysis of the responses received indicates, firstly, the significance of Victory Day on May 9 for young people; secondly, and more significantly, Victory Day is clearly associated with the personal experience of celebration, the memory of relatives who fought at the front; thirdly, there are answers indicating family involvement, family significance, family traditions of celebrating military and patriotic holidays.

- How do you think the concepts of "patriotism" and "Motherland" are connected? The most illustrative example of answers is: "Patriotism is love for the Motherland." We

do not find any other noteworthy points on this issue; patriotism is clearly identified by students as love for the Motherland.

- Does patriotism always manifest itself during military operations or global conflicts? The most illustrative examples of answers are: "No, not always", "Patriotism is also manifested in helping the Motherland, not necessarily in a military form."

Content analysis of the responses received merely confirms the circumstance that we have already noted above: students perceive patriotism as a broad category that, of course, has a "military component" in various options, but it also has an obvious humanistic, general social component.

- At what moments do you feel proud of your country? The most illustrative example of answers is: "When I see what heights it has achieved."

Content analysis of the responses received indicates that they see real reasons to be proud of their country and feel a sense of belonging to them.

- When I hear the word Motherland, it immediately comes to mind... The most illustrative examples of answers are: "When I hear the word Motherland, my native Stavropol region and its open spaces, the streets of Pyatigorsk come immediately to mind," "Mashuk, where I like to walk with my mother, at any time of the year it is beautiful and it is very pleasant to be there," "Home, family, fragments from childhood."

Content analysis of the responses received confirms that in their perception, the Motherland is both a country, a Small Homeland, and a native locality, and there is a clear connection with personal experience (always positive) and personal emotions.

- What does it mean to be a patriot in modern Russia? The most illustrative example of answers is: "I believe that the important qualities are compassion, courage and bravery."

Content analysis of the responses received confirms again that for students, the set of qualities that characterize a patriot includes qualities of general social and humanistic nature, which we have already noted in this article.

## **Conclusions**

1. Under modern social and political conditions, which are characterized by the emergence of many new threats and challenges associated with the extreme aggravation of the international situation, fundamentally new tasks arise for the Russian society. Solving these problems is largely related to the intensification of cooperation with "friendly" countries. A brief analysis of the scientific and public discourse of patriotism in one of these countries, Indonesia, shows that it has a clear direct correlation with the Russian value system.

2. Having the Motherland (Fatherland) as the key object, patriotism is a multifaceted, complex phenomenon. As one of the significant social values, it combines political, social, cultural, spiritual, moral and historical components. Patriotism is also one of the most important principles and motives of any social activity of the individual, state and society.

3. In the structure of patriotism, as a universal value in the system of value orientations of Russian student youth, four components are distinguished: knowledge-based, content-based, associative and action-based.

4. The results of the study indicate a fairly high level of knowledge of student youth in key issues of state symbols of Russia, its history, as well as key facts of its social and political structure.

5. In terms of content, patriotism seems to be a fairly broad category, including the levels of both the Small Homeland and even one's own family and personality. The component of the Small Homeland plays the most significant role. No less important is the fact that patriotism has a significant humanistic content along with a clearly fixed traditional readiness to uphold and defend the interests of the Motherland.

6. The associative range of patriotism seems to be as broad as its content: it is multi-level (from the country to one's own personality); along with the obvious rational component, it has developed emotional manifestations, which indicates the presence of personal involvement and refutes possible fears of its formalization and "officialization."

7. In terms of activity, the value of patriotism among students has a specific practical content from their own experience, which is a consequence of its structural features outlined above.

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## Conflicts of Interest

The authors declare no ethical issues or conflicts of interest in this research.

## Ethical Standards

The authors affirm this research did not involve human subjects.

## CONCEPTUALIZING AND MEASURING ECONOMIC AND SOCIAL ASPECTS OF YOUTH INDEPENDENCE IN ARMENIA

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**Abstract.** As youth transition from childhood dependence to adult independence, various dimensions such as financial, economic, mental, daily life independence, and civic participation come into play. The methodology involves quantitative interviews, focus group discussions, in-depth interviews, expert interviews, document analysis, and an academic literature review. The youth independence index encompasses financial independence, economic independence, mental independence, daily life independence, providing a comprehensive approach to understanding and measuring youth independence. Each sub-index is meticulously justified and evaluated using a variety of indicators. Analyzing data from 625 young people aged 18-35 in Armenia, the study reveals insights into the landscape of youth independence. Civic participation stands out as a key area for improvement, while mental and daily life independence demonstrate the highest levels. The analysis considers factors such as age, gender, education, and location, highlighting significant disparities and correlations. The article concludes with considerations for policy interventions and discussions on the representativeness of the chosen sub-indices. The comprehensive framework proposed in this research contributes valuable insights to the field of youth studies, offering a nuanced understanding of the dynamics of youth independence in Armenia.

**Key words:** *youth in Armenia, sociology of youth, youth independence, youth studies, measuring youth independence, independence index*

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ԵՂՀ կիրառական սոցիոլոգիայի ամբիոնի հայցորդ, հետազոտող  
Կրթական հետազոտությունների և խորհրդատվությունների  
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**Ամփոփում:** Մանկության կախվածությունից մեծահասակների անկախության անցնելու գործընթացում կարևոր դեր է կատարում երիտասարդների ֆինանսական, տնտեսական, մտավոր անկախությունը: Հոդվածում ներկայացված է երիտասարդների անկախության չափման նոր մեթոդաբանություն՝ երիտասարդների անկախության համաթիվը, որը հիմնված է քանակական հարցազրույցներից, ֆոկլուս խմբերի քննարկումներից, խորին հարցազրույցներից, փորձագետների հարցազրույցներից և փաստաթղթերի վերլուծությունից ստացված տվյալների համադրման վրա: Երիտասարդների անկախության համաթիվը ներառում է ֆինանսական անկախությունը, տնտեսական անկախությունը, մտավոր անկախությունը, առօրյա կյանքի անկախությունը՝ ապահովելով երիտասարդության անկախությունը հասկանալու և չափելու համապարփակ մոտեցում: Յուրաքանչյուր ենթահիմնքս մանրակրկիտ հիմնավորված է և գնահատվում է ցուցանիշներով: Վերլուծելով Հայաստանում 18-35 տարեկան 625 երիտասարդների տվյալները՝ ուսումնասիրությունը բացահայտում է ՀՀ երիտասարդների անկախության նկարագիրը: Քաղաքացիական մասնակցությունը ևս դիտարկվում է որպես երիտասարդների անկախության և ինքնության ձևավորման առանցքային ոլորտ, մինչդեռ երիտասարդների մտավոր և առօրյա կյանքի անկախության մակարդակը համեմատաբար ավելի բարձր է: Վերլուծությունը ներկայացնում է անկախության վրա ազդող այնպիսի գործոններ, ինչպիսիք են տարիքը, սեռը, կրթությունը և բնակության վայրը՝ ընդգծելով էական անհավասարությունները և փոխառնչությունները: Երիտասարդների անկախության համաթվի կիրառման հիմնավորման նպատակով հոդվածում ներկայացված են նաև երիտասարդների անկախության և սոցիալական հարմարման փոխառնչությունները՝ ձևակերպելով նրանց տիպաբանությունը ըստ հարմարման պրակտիկաների և անկախության ցուցանիշի: Այս հետազոտության մեջ առաջարկված համապարփակ շրջանակը արժեքավոր ներդրում կարող է լինել երիտասարդության ուսումնասիրության ոլորտում, քանի որ առաջարկվում է Հայաստանի երիտասարդության անկախության դինամիկայի չափման մի նոր մոտեցում, որը կարող է կիրառվել նաև այլ երկրներում:

**Բանալի բառեր** - *երիտասարդությունը Հայաստանում, երիտասարդության սոցիոլոգիա, երիտասարդական անկախություն, երիտասարդական ուսումնասիրություններ, երիտասարդության անկախության չափում, անկախության համաթիվ, սոցիալական հարմարում*

## КОНЦЕПТУАЛИЗАЦИЯ И ИЗМЕРЕНИЕ ЭКОНОМИЧЕСКИХ И СОЦИАЛЬНЫХ АСПЕКТОВ НЕЗАВИСИМОСТИ МОЛОДЁЖИ В АРМЕНИИ

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**Аннотация.** По мере перехода молодежи от детской зависимости к взрослой независимости в игру вступают различные аспекты, такие как финансовая, экономическая, психическая. В статье представлена новая методология измерения независимости молодежи — Индекс независимости молодежи, основанная на сочетании данных количественных интервью, дискуссий в фокус-группах, глубинных интервью, экспертных интервью и анализа документов. Индекс независимости молодежи включает финансовую независимость, экономическую независимость, интеллектуальную независимость и независимость в повседневной жизни, обеспечивая комплексный подход к пониманию и измерению независимости молодежи. Каждый субиндекс тщательно обоснован и оценивается с использованием множества показателей. Анализируя данные 625 молодых людей в возрасте от 18 до 35 лет в Армении, исследование раскрывает картину независимости молодежи. Гражданское участие становится ключевой областью для улучшения, в то время как умственная независимость молодежи и независимость в повседневной жизни находится на высоком уровне. В анализе учитываются такие факторы, как возраст, пол, образование и местоположение, подчеркивая значительные различия и корреляции. В заключение статьи приводятся соображения относительно политического вмешательства и обсуждения репрезентативности выбранных субиндексов. Комплексный подход к измерению независимости молодежи, предложенная в этом исследовании, вносит ценную информацию в область молодежных исследований, предлагая тонкое понимание динамики молодежной независимости в Армении, которое также может применяться в других странах.

**Ключевые слова:** *молодежь в Армении, социология молодежи, молодежная независимость, молодежные исследования, измерение молодежной независимости*

### Introduction

Youth is a crucial time of life marked by the emergence of personal aspirations, assumption of their economic independence and seeking for their place in society. Unfortunately, the global jobs crisis has exacerbated the vulnerability of young people in various ways of: i) higher unemployment, ii) lower quality of jobs even for those who fortunate to secure employment, iii) disparities in labour market opportunities among different groups of young people, iv) longer and more insecure school-to-work transitions, and v) increased detachment from the labour market. Defining youth as the life stage and age of transition from childhood to adulthood independence (Furlong, 2013), the easurement of independence becomes pivotal theoretical, methodological and empirical concern. Youth employment should be analysed not as a standalone dimension of the youth independence but as one of the critical factors of the independence.

The primary goal of the article is to elaborate a cohesive measurement framework to enable comprehensive analysis of independence as an integral part of the youth concept. In the pursuit of this goal, this study aims to go beyond traditional measurement approach and employ a comprehensive set of indicators for gauging youth independence based on the insights gained from the rigorous sociological research, conducted among the youth population of Armenia.

The aftermath of the war in Armenia has given rise to significant challenges across various domains, with a particular focus on the socio-economic issues facing young individuals. The societal integration of the youth in the current context, along with their perspectives on political life, represents a crucial area of concern. It is noteworthy that the challenges associated with post-war adaptation play a vital role in societal development. Young people, being a distinct group navigating the transition from childhood dependency to independence, are especially susceptible to environmental changes, particularly during crises (Furlong, 2013). Young people are still not completely independent; crisis situations make them doubly vulnerable. Consequently, investigating the social adaptation of young people in such circumstances holds academic, methodological, and practical significance and necessity.

Hence, the article aims to examine the impact of young people's independence on their practices of social adaptation through the utilization of the suggested model for measuring independence.

**Literature review.** Throughout the development of youth studies, there have been many efforts to conceptualizing and measuring youth independence based on both theoretical discussions (Alwin, 1988) and empirical research (Manzoni, 2016). All these efforts aimed at defining and measuring the empirical indicators of the youth independence. In the scope of the youth studies, some scholars stress the importance of focusing on the specific domains for analysis of youth independence: notably, the following pivotal markers were suggested as a critical aspects of the independence concepts financial independence (Lee and Mortimer, 2009), leaving the parental home (White, 2002), cognitive independence (Johnson, Berg and Sirotzki, 2007). While some of the scholars seek to integrate all these dimensions in intricate conceptual framework, the others delve deeper by developing holistic set of indicators, that ensure the application of the conceptual domains for gauging youth independence. Additionally, some of practitioners and scholars pinpoint not only objective, but also subjective, socio-psychological aspects of the definition of the youth independence. (Manzoni, 2016). Thus, the academic debate on the conceptualizing and defining main independence indicators is still open.

**Scientific novelty.** In the context of this study, a ground-breaking contribution of this concept is marked by the development and application of the youth independence index, which has been validated based on its pilot during the rigorous research among Armenian youth. The proposed innovative index integrates both objective and subjective indicators across four dimensions: financial, economic, mental, daily life independence and civic participation. Unlike many prior studies that often focus on specific facets of youth independence, this research adopts a holistic perspective. This multi-dimensional approach offers a more thorough and nuanced understanding of the factors influencing youth independence, reflecting the complex and interconnected nature of the phenomenon. Practical recommendations and societal impact of the proposed approach is provided below:

1. **Policy implications for employment and education sectors.** The study's findings underscore that employment alone does not guarantee full financial and economic independence for Armenian youth. Policymakers in employment and education sectors could benefit from recognizing the need for targeted interventions, such as improving job-market alignment, enhancing vocational education, and fostering skills development to bridge the gap between employment and independence.

2. **Addressing vulnerabilities in youth unemployment.** The study identifies the high vulnerability of the 15-24 age group in the Armenian labour market. Employment policies and programs tailored to this age cohort could address specific challenges, such as providing targeted support for skills development, promoting job-matching initiatives, and facilitating smoother transitions from education to employment.

3. **Promoting civic engagement for comprehensive independence.** Given the lower scores in civic participation, societal sectors involved in youth development and engagement should focus on initiatives that encourage active involvement in community affairs, volunteering, and democratic processes. This could include creating platforms for youth voices, enhancing civic education, and fostering a sense of responsibility towards societal development.

4. **Encouraging long-term planning and social activism.** The positive influence of planning in advance and active participation in societal improvement indicates the importance of incorporating life skills and social awareness in educational curricula. Educational institutions and policymakers can explore ways to integrate programs that foster goal-setting, critical thinking, and social responsibility to enhance youth independence.

**Methodology.** The independence index serves as a tool to gauge the degree of independence among young individuals in handling economic issues (including financial aspects), navigating social organization (linked to social partnerships and fulfilling social roles), achieving self-fulfillment in the labor market, and sustaining themselves.

The independence of young people is a multi-layered and heterogeneous process, moreover, it can proceed with interruptions and develop non-linearly. Modern socio-economic transformations have "*motivated young people to redefine classic theories about indicators of independence*" (Manzoni, 2016). Therefore, youth researchers and scientists began to discuss not only the traditional directions of gaining independence, where the objective, material side was emphasized, but the non-material, subjective side - their opinion, attitude, personality traits.

**Youth independence can be defined as the capacity of young** individuals to arrange and manage their own lives, demonstrating self-reliance, cognitive and emotional maturity and the capability to make decisions autonomously,

Grounded on the academic and empirical research, a comprehensive youth independence index (YII) has been elaborated, encompassing the following four essential components:

- ✓ financial independence,
- ✓ economic independence,
- ✓ mental independence,
- ✓ daily life independence.

The proposed four components of the YII ensure holistic approach for understanding and measuring youth independence. Below are the main justifications, which emphasize the importance of each of the sub-indices:

✓ **Financial independence** is a key aspect of youth independence. It reflects the ability of young individuals to sustain themselves financially, make informed economic decisions, and manage their resources effectively. Financial independence empowers youth and foster a sense of overall autonomy in pursuing their goals.

✓ **Economic independence** goes beyond financial stability and includes the

capacity to actively participate in the economic system. This component encompasses such aspects of independence as employment, entrepreneurship, and access to economic opportunities.

✓ **Mental independence** refers to the youth ability to make decisions, form opinions, and overcome challenges autonomously. This component recognizes the importance of mental well-being and socio-psychological resilience. It encompasses critical thinking, emotional intelligence, and the capacity to handle stress, contributing to a more well-rounded and self-sufficient individual.

✓ **Daily life independence** focuses on the practical aspects of everyday life such as self-care, time management, and decision-making in daily tasks. This component ensures that young individuals have skills and confidence to handle day-to-day responsibilities, have a sense of self-sufficiency and preparedness for adult life.

Simultaneously, this study recognizes the critical dimension of **civic participation** among youth, analyzed separately as an essential element of the broader landscape. Civic participation underscores the role of young individuals in societal development, emphasizing their active involvement in community affairs, volunteering, and participation in democratic processes. Although not incorporated into the YII, the analysis acknowledges that civic participation is integral to understanding the holistic nature of youth independence. It emphasizes that authentic independence extends beyond the personal realm, involving the positive contribution of youth to the broader community.

Expanding on the comprehensive approach to youth independence, the thorough examination of particular indices provides a clearer understanding of the detailed aspects of each component. After establishing the foundational comprehension of financial, economic, mental, and daily life independence, the next part looks closely at the detailed measurements utilized for their assessment.

**Financial independence.** Financial independence was evaluated through a metric scale that measured the ratio of a youth's monthly expenses to their monthly earnings. This particular sub-index falls under the category of analytical indices. The breakdown of expenses incurred by the young individual included:

- ✓ Utility services expenses (D1)
- ✓ Family food expenses (D2)
- ✓ Costs for essential hygiene items for the family (D3)
- ✓ Transportation expenses (D4)
- ✓ Health-related expenses (D5)
- ✓ Expenditure on clothing (D6)
- ✓ Necessary household items expenses (D7)

For a young person living in a family, these expenses were calculated per person per month. The index, denoted as **Ind<sub>f</sub>**, was determined using the following formula:

$$\text{Ind}_f = R / [(D_1 + D_2 + D_3 + D_4 + D_5 + D_6 + D_7)/N]$$

Where, R is the monthly income of the young person,

D<sub>i</sub>, where  $i=1, \dots, 7$ , represents the corresponding expenses for a month,

N is the number of family members living together.

The **Ind<sub>f</sub>** index was scaled from 0 to 1, with the following interpretations: 0-0.25 indicated low financial independence, 0.26-0.50 denoted low average financial independence, 0.51-0.75 signified high average financial independence, and 0.76-1 represented high financial independence.

Additionally, a subjective assessment of the young person's capability to cover their own expenses served as a control indicator.

**Economic independence.** The Economic independence was computed based on various factors related to the economic engagement and activities of the young individual. The variables constituting the index are detailed below:

✓ E1: Did the young person engage in paid work in the last 2 weeks? (1. Yes = 1, 2. No = 0),

✓ E2: Nature of the youth's current work (1. Temporary and unregistered = 0.25, 2. Permanent and unregistered = 0.50, 3. Temporary and registered = 0.50, 4. Permanent and registered = 0.75, 5. Other = 0.25),

✓ E3: Work experience of the young person (Up to 2 years = 0.25, 3-5 years = 0.50, 6-9 years = 0.75, 10 or more years = 1),

✓ E4: Duration of youth unemployment (1. less than 6 months = 0.50, 2. 6 months to 1 year = 0.50, 3. 1-3 years = 0.25, 4. more than 3 years = 0.25, 5. never worked = 0).

The economic independence indicator (**Ind<sub>E</sub>**) was calculated using the formula:

$$\text{Ind}_E = E_1 + E_2 + E_3 + E_4 / N_e,$$

$E_i$ , where  $i = 1, \dots, 4$ , represents the variables characterizing the economic independence of a young person, and  $N_e$  is the number of variables.

The  $\text{Ind}_E$  index ranged from 0 to 1, with interpretations such as 0-0.25 indicating low economic independence, 0.26-0.50 denoting low average economic independence, 0.51-0.75 signifying high average economic independence, and 0.76-1 representing high economic independence.

**Mental independence.** Mental independence was determined through Likert sum assessment methodology. This index was grounded in the significance and application of specific soft skills possessed by the respondents. The composite score comprised the sum of unified grades, with higher scores reflecting greater mental independence. Assessed skills included:

- ✓ Ability to quickly orientate,
- ✓ Flexibility,
- ✓ Correct use of available opportunities,
- ✓ Formulation of problems and goals,
- ✓ Self-criticism and analysis of one's own steps,
- ✓ Perseverance,
- ✓ Ability to work in a team,
- ✓ Initiative,
- ✓ Leadership and management,
- ✓ Volunteering,
- ✓ Application of new technologies.

Additionally, the following variables were considered as well:

✓ It is important for me to plan life for the next few years and move in that direction even in difficult situations,

✓ I took an active part in improving the post-war situation in Armenia,

✓ I try to move on a wide path, which is only mine and differs from the opinion of the majority.

To calculate the mental independence index, answers were recoded, using a matrix that assigned values (from 0.5 to 2.0) based on the perceived importance and possession of skills:

The given skill for the respondent:

- ✓ Completely lacking importance and lacking the skill - 1,
- ✓ Completely lacking importance but endowed with the skill - 0.5,
- ✓ Not very important and lacking the skill - 1.5,
- ✓ Not very important but endowed with the skill - 1,
- ✓ Considered important but lacking the skill - 0.5,
- ✓ Deemed important and endowed with the skill - 2,
- ✓ Regarded as very important but lacking the skill - 0.5,
- ✓ Regarded as very important and endowed with the skill - 2.

Additional variables related with mental independence were similarly recoded:

1. Completely disagree - 0.25,
2. Disagree - 0.50,
3. I agree - 0.75,
4. I completely agree - 1.00.

The final mental independence index was derived by linearly transforming the sum of these variables, with a scale ranging from 0 to 1, where 0 indicated mental (or value) dependence and 1 indicated mental (or value) independence.

**Daily life independence.** The daily life independence index was computed by summing up four variables associated with self-sufficiency within the household. This measure of daily life independence is derived from evaluating the following statements:

- ✓ I consider myself an independent person.
- ✓ I am capable of managing my daily affairs.
- ✓ I can independently make important decisions.
- ✓ I can financially support myself.

The values assigned to these variables were standardized on a scale ranging from 0 to 1, where 0 signifies the absence of the given characteristic, and 1 indicates a complete alignment of the characteristic with the young person. To serve as a control variable for this indicator, a question regarding the sources of personal income for the young individual was employed. The values of the control variable were recalibrated on a 0-1 scale, where 0 indicates that the primary source of the young person's personal income is not their own earnings, and 1 represents income generated independently.

Recognizing the pivotal role of civic participation, this study delves into the assessment of young individuals' civic involvement by examining various variables. The assessment of **civic participation** was conducted through the examination of variables pertaining to the civic involvement of young individuals. Civic activity and participation is a composite index comprised of 14 distinct variables. The final calibration of the index was achieved through linear transformation within a range of [0; 1], where 0 represents minimal civic involvement, and 1 signifies the highest degree of civic activity. The civic activity indicator was specifically derived from the transformation and aggregation of the following variables:

- ✓ Did you partake in the most recent elections?
- ✓ When voting, were you familiar with the candidate you chose and the reasons behind your selection?
- ✓ Are you affiliated with any political party or political youth movement/organization?
- ✓ Before elections, do you research the platforms of political parties?

- ✓ Do you maintain an interest in political events and issues occurring at both the national and global levels?
- ✓ In the past year, have you engaged in activities such as distributing leaflets, displaying political banners, or otherwise participating in a political campaign in support of a party, leader, or candidate?
- ✓ Have you participated in discussions with politicians, representatives of local or national bodies, or candidates in the last year?
- ✓ How frequently have you been involved in civil movements?
- ✓ How often have you participated in charitable events?
- ✓ How frequently have you taken part in public discussions or meetings in your district/school or workplace?
- ✓ How often have you attended city events?
- ✓ How often have you participated in charity fundraisers?
- ✓ How frequently have you been involved in signature collection?
- ✓ How often have you participated in volunteer activities?

**Youth Independence index. The ultimate independence index was computed as the mean of the sum of four sub-indices. The calculation is expressed through the following formula:**

$IY = (Ind_f + Ind_e + Ind_m + Ind_l) / 4$ , where

$Ind_f$  - represents the sub-index of financial independence,

$Ind_e$  - represents the sub-index of economic independence,

$Ind_m$  - represents the sub-index of mental independence,

$Ind_l$  - represents the sub-index of daily life independence,

The index is measured on a scale from 0 to 1, with 0 indicating that young people have no independence at all, and 1 representing a very high level of independence. To assess the robustness of the YII and ensure the consistency of its measurements, we conducted a **reliability test**<sup>1</sup>, a crucial step in establishing the credibility and validity of our composite index.

The **Cronbach's Alpha is 0.83** for the above mentioned 4 sub-indices indicate acceptable reliability. It suggests that there is a moderate to good internal consistency among the sub-indices, meaning that they are measuring related aspects of youth independence consistently.

**Data collection.** The following data collection sources and methods have been used to measure independence of youth in Armenia:

- Quantitative interviews among 625 young people aged 18-35,
- 8 focus group discussions among different social groups of young people
- 12 in-depth interviews with young people,
- 10 expert interviews with national and international experts,
- Document analysis - legal acts, statistical data, sectoral analysis, reports.
- Academic literature review

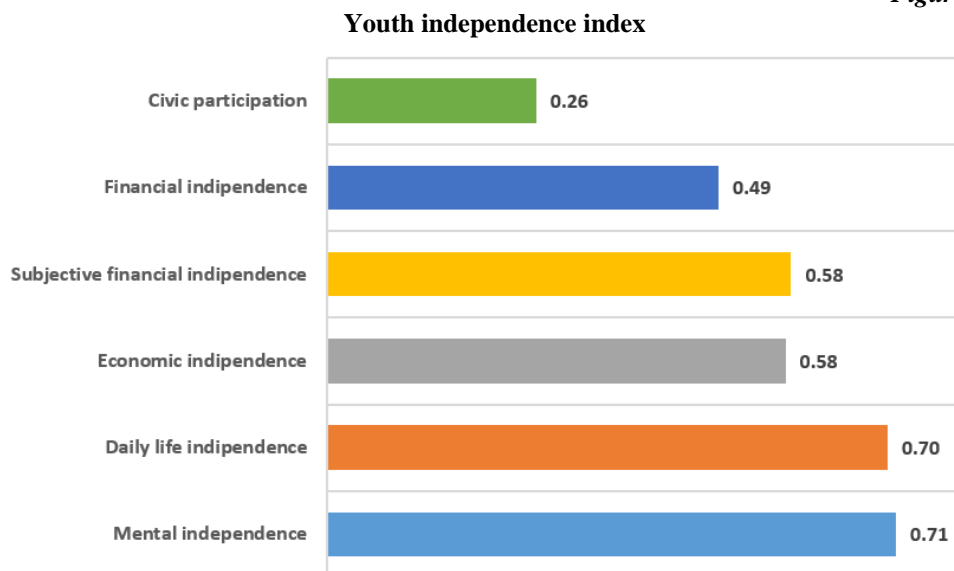
**Analytical Insights.** Analysis of the data reveals that among the five components of the composite independence index, civic participation yields the lowest sub-index score

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<sup>1</sup> The purpose of conducting reliability tests is to assess the consistency and stability of the measurements within a scale or index. In this case, it ensures that the chosen sub-indices reliably measure the intended constructs related to youth independence.

at 0.26. Conversely, mental and daily life independence exhibit the highest scores at 0.71 and 0.70, respectively. These findings suggest that while young individuals demonstrate notable independence in mental and daily life aspects, there is room for improvement in civic participation.

**Figure 1**



**Financial independence.** The sub-index for the financial independence of young individuals stands at **0.49**, showing no significant gender-based variations. Financial independence is, however, influenced by factors such as place of residence, employment status, educational attainment, and age. The highest financial independence index is observed among 23-29-year-old girls in Yerevan and 30-35-year-old boys in rural areas, both scoring 0.56. On the other hand, the lowest indicators of financial independence are identified among 30-35-year-old girls in rural areas and 23-29-year-old boys in rural areas, scoring 0.36 and 0.39, respectively. Employment status also plays a role, with employed youth exhibiting a higher financial independence index (0.51) compared to unemployed youth (0.47). The subjective assessment further adds nuance, with boys aged 23-29 in Yerevan reporting the highest perceived financial independence (0.66), while girls aged 23-29 in cities have a lower subjective assessment (0.54). These results suggest a complex interplay of age, gender, location, and employment status in shaping the financial independence of young individuals, highlighting the need for conducting deeper analysis or targeted interventions and policies to address specific challenges in different demographic groups.

Examining the disparity between **objective and subjective assessments of financial independence**, it's noteworthy that the most significant difference occurs among rural boys aged 23-29. The objective index of 0.39 suggests that these individuals face tangible challenges in terms of income, employment opportunities, or financial resources. This could be influenced by the economic landscape in rural areas, which may limit job prospects and income potential for this demographic. On the other hand, the higher subjective assessment of 0.55 among the same group indicates a more optimistic

perception of their financial situation. Additionally, social and cultural norms could play a role in shaping the subjective assessment, influencing individuals to perceive their financial situation more positively despite the objective challenges. Conversely, for urban girls aged 23-29, the objective and subjective assessments of financial independence almost align, with scores of 0.52 and 0.56, respectively. Essentially, young women in urban areas aged 23-29 tend to provide a more realistic assessment of their financial independence.

The highest level of financial independence is observed among girls aged 23-29 living in Yerevan and boys aged 30-35 from rural areas, with both groups achieving a financial independence index of 0.56. Higher financial independence for girls aged 23-29 in Yerevan, could be explained with the better access to educational and employment opportunities, a more diverse job market, and a higher concentration of industries, leading to increased income-generating possibilities. The lowest measure of financial independence is identified in the demographic of rural girls aged 30-35 and rural boys aged 23-29, with respective indices of 0.36 and 0.39. Rural areas often face challenges such as a lack of diverse job markets, lower-paying employment options, and limited access to educational and professional development resources.

**Economic independence.** The economic sub-indicator stands at **0.57**, with a distinct influence based on the place of residence: for young people in the capital, it is 0.66, for those in rural areas, it is 0.51, and for those in urban areas, it is 0.53. Gender-wise, there is a slight difference in the indicator, with a score of 0.56 for girls and 0.59 for boys. The higher economic independence in capital is higher than in rural areas, this could be attributed to increased access to diverse job opportunities, educational resources, and a generally more robust urban economy.

Economic independence also differs based on marital status, with a score of 0.62 for married young people and 0.54 for unmarried ones. Married individuals experience increased economic stability for several reasons:

- Marriage often involves combining financial resources, leading to a potentially higher household income. marriage may also influence career decisions and financial planning. The commitment and responsibilities associated with marriage can motivate individuals to pursue stable and higher-paying employment opportunities.
- Married individuals may also be more inclined to invest in long-term financial goals, such as homeownership and savings, contributing to an overall higher economic independence score.
- In contrast, unmarried individuals might face different economic challenges. They may be solely responsible for their financial well-being, potentially managing individual expenses without the shared resources that marriage provides. Career choices and financial decisions may also differ for unmarried individuals, affecting their economic independence.

Young people with a higher level of education show higher economic independence: those with primary and secondary professional education have an indicator of 0.56, while those with a bachelor's degree score 0.64, and those with a master's degree reach 0.78. In contrast, those who graduated from high school demonstrate lower economic independence, with a score of 0.47. This pattern suggests that higher education equips individuals with the skills, knowledge, and qualifications necessary for accessing better employment opportunities and higher-paying jobs, ultimately contributing to increased economic independence.

The highest levels of economic independence are observed among individuals aged 30-35, both among girls and boys residing in Yerevan, with indices of 0.73 and 0.8, respectively. The lowest economic independence is found among rural girls and boys aged 18-22, with indices of 0.38 and 0.36, respectively.

**Mental independence.** Mental independence stands out as the leading sub-indicator at 0.71, surpassing other sub-indicators. Notably, this sub-indicator exhibits a remarkably uniform distribution, remaining consistent across gender, age, place of residence, and other variables among all young individuals. Urban boys aged 23-29 demonstrate the highest level of mental independence at 0.75, while rural girls aged 23-29 exhibit the lowest at 0.66. These variations may be influenced by a range of factors, including cultural norms, access to educational opportunities, and socio-economic conditions in urban and rural settings. For instance, urban environments may offer more diverse experiences and exposure to different perspectives, contributing to higher levels of mental independence. In contrast, rural settings may present unique challenges that could influence the perception of mental independence among young individuals, especially for girls.

**Daily life independence.** Among young people, the daily life independence sub-indicator attains a high score of 0.70, surpassing other sub-indicators. However, it's evident that this particular sub-indicator is significantly influenced by several variables, including gender, employment status, education level, and place of residence.

The index for daily life independence is 0.62 for girls and 0.76 for boys. Among employed youth, the index is notably high at 0.95, whereas among unemployed youth, it is 0.52. These results are attributed to the stability and structure that employment often brings to one's routine. Employed individuals tend to have a regular income, which allows for better planning and management of daily life activities. Additionally, employment may provide a sense of purpose, routine, and accomplishment, contributing to a higher level of daily life independence.

The indicator varies based on the level of education: it stands at 0.72 for those with secondary education, 0.66 for individuals with primary and secondary professional education, 0.77 for those with bachelor's education, and 0.83 for those with master's education. Individuals with higher levels of education tend to have acquired a broader set of skills, critical thinking abilities, and problem-solving capacities, which can enhance their ability to navigate daily life independently. Additionally, higher education often opens doors to better employment opportunities, which can contribute to financial stability and a greater sense of control over one's daily life.

The level of daily life independence varies according to the place of residence, as youth in other urban (0.66) and rural areas (0.68) exhibit lower scores in comparison to their counterparts in Yerevan.

The highest score for daily life independence is attributed to rural boys aged 23-29, achieving a remarkable 0.91, while the lowest score is recorded among rural girls aged 18-22, with a notably lower score of 0.42.

**Civic activism and participation.** Notably, the civic activity and participation sub-indicator stands out as the lowest among all sub-indicators, measuring at 0.26. This sub-indicator is influenced by various factors, including gender, age, education, and place of residence.

Among girls, the indicator records 0.28, while for boys, it is slightly lower at 0.25. The indicator also shows variation based on age: for youth aged 18-22, it is 0.23, for

those aged 23-29, it increases to 0.27, and for those aged 30-35, it rises further to 0.29.

In terms of education, the indicator displays differences: it is 0.30 for youth with secondary education, 0.24 for those with primary and secondary professional education, 0.31 for those with bachelor's education, and 0.36 for those with master's education.

Examining civic activity based on residence, city-dwelling youth score 0.25, rural-dwelling youth score 0.23, while Yerevan-dwelling youth have a higher score of 0.29.

The highest level of civic activity is evident in 23-29-year-old girls from Yerevan, with a score of 0.34, whereas the lowest level is found among 18-22-year-old rural boys, recording a score of 0.17. The lower civic activity among rural boys aged 18-22 might stem from a combination of limited opportunities, educational resources, and perhaps a traditional outlook that may not emphasize civic engagement. Challenges such as limited access to community organizations or fewer extracurricular activities in rural areas might contribute to lower levels of civic participation among young men in this demographic.

This nuanced understanding of the youth independence sets the stage for recognizing the critical interplay between the study and the broader context of youth social adaptation in Armenia. The study provides a comprehensive perspective on the challenges and opportunities young individuals face in Armenia.

In contemporary post-war Armenia, young individuals are confronted with various challenges and issues related to social adaptation, including:

- Crisis of trust: a diminished confidence in the future, detachment from the community, government, and state institutions, and a low level of participation,
- Educational needs: concerns about the quality of education, inclusivity, limited involvement in non-formal education programs, and lack of community education services,
- Health related needs: mental health challenges, a deficiency in a culture of healthy lifestyles, and the prevalence of harmful habits,
- Lack of opportunities to organize time and space for self-establishment, identity formation,
- Limited opportunities for full engagement in the labor market.

To address the aforementioned challenges, Armenian youth commonly employ the following social adaptation practices:

- Escape: young people have either altered or desire to change their primary place of residence, workplace, or profession.
- Digital retreat: following the war, young people have limited their interactions with people, particularly on social media.
- Ritualism: they do not accept the current situation in Armenia but are unwilling to alter their goals and methods of achieving them, employing micro-strategies.
- External locus of control: feeling powerless to change anything in post-war Armenia, they await external changes to resolve the situation.
- Scaling back: young people have reduced their aspirations and goals after the war, no longer striving to achieve them, and are observant of unfolding events.

Factors shaping the social adaptation practices of youth encompass:

- Independence,
- Engagement and personal initiative: taking the lead and setting goals,
- Acknowledgment of the present circumstances,

- Aspiration to alter the current situation - recognizing their influence,
- Foreseeing the future.

Drawing on the research findings, a cluster analysis was conducted to explore further into the factors impacting the social adaptation practices of young individuals. Based on the study results, the following groups of young people were identified:

- Innovative leaders,
- Sustainability supporters,
- Conformists / Ritualists,
- Discouraged persons,
- Self-sustaining persons.

These groups of young people are characterized by different indicators of independence. The groups employing the most proactive adaptation strategies - innovative leaders, sustainability advocates, and self-affirmatives - demonstrate elevated levels of intellectual, economic, and financial independence. Conversely, those who conform or express feelings of despair lack prominently high indicators of independence.

**Conclusions.** As a result of the research, the following conclusions were made:

Measuring the independence of young people with five indicators: financial, economic, intellectual, daily life independence, civic participation and activism shows that the Armenian youth is polarized. A part of the youth is only economically, financially, intellectually independent, and a small part is actively involved in institutional and non-institutional participation platforms.

A variety of factors significantly influence the landscape of youth independence. The interplay between independence and involvement in the labor market is particularly noteworthy, revealing substantial differences in the average independence index between employed and unemployed young individuals. Those actively engaged in the labor market consistently demonstrate greater independence, underscoring the pivotal role of employment status in driving independence.

Age and residence are important for independence. Education also plays a pivotal role, with higher levels of education consistently linked to enhanced independence.

On average, males showcase higher independence levels, and age emerges as a significant factor, revealing a positive correlation between age and independence. Along with age, the YII increases. Boys and girls aged 30-35 are independent financially, economically, as well as in daily life and intellectually. Boys and girls aged 18-22 have a lower rate of independence, rural girls and boys of this age are especially vulnerable.

According to the results of data analysis young people can serve as resources for post-war recovery, rather than being seen as a vulnerable group or a target beneficiary group.

Although the methodology employed to construct the YII is thorough and well-justified, a significant methodological limitation emerges due to the possible exclusivity in choosing the five sub-indices. Relying solely on these specific components might not encompass the complete array of factors that contribute to youth independence, thereby posing constraints on the index's overall representativeness. The potential omission of certain indicators could become a focal point of discussion within the field of youth sociology in Armenia, prompting consideration and debate about which additional indicators should be included to offer a more comprehensive assessment of youth independence.

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## Conflicts of Interest


The author declares no ethical issues or conflicts of interest in this research.


## Ethical Standards

The author affirms this research did not involve human subjects.

## DEVELOPMENT OF PARENTING SKILLS IN A SCOPE OF GROUP SOCIAL WORK\*

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**Abstract:** Parenting skills play a crucial role in shaping children's development and well-being. This article presents a comprehensive review of the literature and research on the development of parenting skills, focusing on various factors influencing parenting practices, interventions aimed at enhancing parenting skills. In order to study the native experience of developing parenting skills, the program of group work implemented in 2022-2023 in "Shogh" community-based children's day centers operating under the Armenian Missionary Association of America (AMAA) was presented. The mission of the researched project was to form a conscious and positive approach to parenting in Armenia, and the goal was to develop the parenting knowledge and skills of parents of school-age children. For its evaluation, 2 main methods were used: "Before and after" evaluation and "The most significant change" survey, after which a quantitative and qualitative analysis of the obtained results was performed. The authors argue that a review of both theoretical and research literature indicate that the development of parenting skills has a direct impact on the child's socio-psychological development, on the dynamics of family relationships and, in general, on the child's well-being and social responsibility.

**Key words:** *child development, parenting skill, parenting styles, parent-child relationship, social group work, theory of attachment*

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## ԾՆՈՂԱՎԱՐՄԱՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՅՈՒՄԸ ԽՄԲԱՅԻՆ ՍՈՑԻԱԼԱԿԱՆ ԱՇԽԱՏԱՆՔԻ ՇՐՋԱՆԱԿՆԵՐՈՒՄ

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**Անփոփոխ:** Ծնողավարման հմտությունները վճռորոշ դեր են խաղում երեխաների զարգացման և բարեկեցության ձևավորման գործում: Հոդվածը ծնողավարման հմտությունների զարգացման վերաբերյալ տեսական և հետազոտական համապարփակ ակնարկ է՝ կենտրոնանալով ծնողավարման պրակտիկայի վրա ազդող տարբեր գործոնների, ծնողավարման հմտությունների բարձրացման ուղղված միջամտությունների վրա: Ծնողավարման հմտությունների զարգացման հայրենական փորձի ուսումնասիրության համար ներկայացվել է Ամերիկայի հայ ավետարանչական ընկերակցության (ԱՀԱԸ) ներքո գործող «Շող» երեխաների համայնքահեն ցերեկային կենտրոններում 2022-2023 թթ. իրականացված խմբային սոցիալական աշխատանքի ծրագիրը: Հետազոտվող ծրագրի առաքելությունն է եղել ձևավորել Հայաստանում ծնողավարման գիտակցված և դրական մոտեցում, իսկ նպատակը՝ զարգացնել դպրոցահասակ երեխաների ծնողների ծնողավարման գիտելիքներն ու հմտությունները: Դրա գնահատման համար օգտագործվել է 2 հիմնական մեթոդ՝ «Առաջ և հետո» գնահատում և «Ամենանշանակալի փոփոխությունը» հարցումը, որից հետո կատարվել է ստացված արդյունքների քանակական և որակական վերլուծություն: Ընդհարացնելով հարկ է նշել, որ թե՛ տեսական, թե՛ հետազոտական արդյունքները վկայում են, որ ծնողավարման հմտությունների զարգացումը անմիջական ազդեցություն ունի երեխայի սոցիալ-հոգեբանական զարգացման վրա, ընտանեկան փոխհարաբերությունների դինամիկայի վրա և երեխայի բարեկեցության և հասարակական պատասխանատվության վրա ընդհանրապես:

**Բանալի բառեր** - երեխայի զարգացում, ծնողավարման հմտություններ, ծնողավարման ոճեր, ծնող-երեխա փոխհարաբերություններ, խմբային սոցիալական աշխատանք, կախվածության տեսություն

## РАЗВИТИЕ РОДИТЕЛЬСКИХ НАВЫКОВ В РАМКАХ ГРУППОВОЙ СОЦИАЛЬНОЙ РАБОТЫ

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**Аннотация.** Родительские навыки играют ключевую роль в формировании развития и благополучия детей. В данной статье представлен обширный обзор литературы и исследований по развитию родительских навыков, с основным акцентом на различные факторы, влияющие на практику воспитания, и на интервенции, направленные на улучшение родительских навыков. Для изучения национального опыта развития родительских навыков была представлена программа групповой социальной работы, реализованная в 2022-2023 годах в общинных центрах для детей "Шох", действующих при Армянской миссионерской ассоциации Америки (АМАА). Миссией исследуемого проекта было формирование осознанного и позитивного подхода к воспитанию детей в Армении, а целью было развитие знаний и навыков по воспитанию у родителей школьников. Для его оценки были использованы два основных метода: оценка "До и после" и опрос "Наиболее значимое изменение", после чего был проведен количественный и качественный анализ полученных результатов. Как теоретические, так и исследовательские результаты показывают, что развитие родительских навыков имеет прямое воздействие на социально-психологическое развитие ребенка, на динамику семейных отношений и, в целом, на благополучие и социальную ответственность ребенка.

**Ключевые слова:** *развитие ребенка, родительские навыки, стили воспитания, отношения родителей и детей, социальная групповая работа, теория привязанности*

### Introduction

Although the term "parenting" has not been circulating in the academic arena for a long time, it has been widely discussed by socio-psychological disciplines. Renowned parenting researcher Jane Brooks defines parenting as the process of supporting and promoting a child's physical, emotional, social, and intellectual development from infancy through adulthood (Brooks, 2012: 2). At the same time there is concept that parenting starts in prenatal period (Bertin, 1992: 2).

Parenting is the set of actions to raise a child not only in the context of biological, but also psychological and social relations. According to Raisa Ovcharova, parenting is an integral psychological construct of an individual's personality, encompassing a set of value orientations, attitudes and expectations, parental feelings, relationships and positions, parental responsibility and parenting styles. Each of these components contains cognitive, emotional, and behavioral elements (Ovcharova, 2005: 13).

Parenting can be considered as a biological, psychological, and sociocultural phenomenon, and as a social institution, it includes two institutions: fatherhood and motherhood, as an activity carried out by a parent in the care, upbringing and education of a child, as a stage in the life of every human being that begins from the moment of conception of the child. In a narrow sense, parenting is the performance of the parental role, the content

of which has undergone certain transformations over time: from the implementation of a parenting style, in which the child is required to be absolutely submissive to the parents, to such a quality of the parent-child relationship, where the child has been given greater freedom and independence. Moreover, this freedom is accompanied by the awareness of certain limits, that is, taking into account the demands of others. In the framework of psychological science, it is considered as a system of relations between a parent and a child, which contributes to the personal and emotional development of both the child and the parent (Nesterova, 2005: 20). Thus, parenting can be interpreted as a behavioral system that is part of the responsibility of a parent, the purpose of which is to ensure the physical, social-psychological, and economic well-being and development of the child.

The core theories and concepts dedicated to this topic can be divided into three dominant approaches:

- 1) Attachment approach;
- 2) Social learning approach;
- 3) Parenting styles approach.

### **Attachment approach**

Proponents of attachment theory rely on several conceptual systems, the main one being John Bowlby's attachment theory. Bowlby and his associates studied the nature, meaning, and, in particular, the functions of child-parent bonds and relationships. This approach addresses fundamental issues of safety, security and emotional protection. According to attachment theory, in a broad sense, the possibility of creating an optimal, safe attachment of the child depends on the quality of parental care, the sensitivity and response of the parent, which in turn forms a positive model of the child's "I". Such an individual can both love and support others and be loved. According to this theory, before school age, a partnership is formed between the child and the adult, with goal setting, in which the child's independent exploration and attachment needs are balanced. The parent helps the child maintain this balance by teaching him to listen, respond to others, and agree on common goals. According to Bowlby and his associates, this balance is needed at all ages. Additionally, attachment patterns and characteristics are passed down from generation to generation (Braet, 2009).

A secure attachment formed in childhood has a protective role that is very important for the child's later development. As shown by a number of long-term studies, it enables the development of socially desirable models of the child's behavior and the formation of psychological stability. Furthermore, if a child has a reliable attachment experience with at least one adult during early childhood, it can protect him from psychopathological deviations, even if there are future traumas.

### **Social learning approach**

The social learning approach is one of the most influential theories of parenting today. It is closely related to Albert Bandura's concept of reciprocal determinism and well-known research on behavior formation. The social learning theory of parenting was pioneered by Gerald Patterson, founder of the Center for Social Learning in Oregon, USA, and his associates (Patterson et al., 1989). In his analysis, Patterson proceeds from the premise that children learn aggressive behavior during interactions with other family members. Patterson admits that other factors have an influence on the formation of the child's personality, such as the educational level of the parents, the family's financial

situation, and ethnicity, but if the child becomes aggressive under the influence of the family, then there is a tendency for him to have socially inadequate manifestations outside the family as well. In addition, among the negative family influences, the parent's reaction to the child's antisocial behavior takes the first place. After more than ten years of research and observation, Patterson and his colleagues concluded that parents of antisocial teenagers typically fail in the following four functions:

- 1) Ensuring the discipline of children, both in the family and outside the family;
- 2) Prevention of antisocial behavior of children;
- 3) Encouraging children for socially desirable behavior;
- 4) Effective problem-solving.

Moreover, these parents often fail in all the mentioned areas at once. According to Patterson, people who practice such ineffective parenting tend to show their intolerant, aggressive behavior towards family members in the presence of the children themselves, reinforcing similar behavior patterns in the child. Such parents often ignore the constructive behavior of children, and when punishing for unwanted behavior, they do not specify what they are being punished for.

In general, proponents of this approach believe that a child learns behavioral strategies based on the feedback he receives in response to his behavior. And the child-parent relationship and the family environment are considered the most significant resource for such a response. In the early stages of its development, this approach focused on the study of aggressive behavior and conflict formation, and later this theory was developed by the British psychologist Francis Gardner and his associates. They developed programmes for shaping positive parenting behavior as a basis for shaping child behavior and emotions, emphasizing the emotionally positive aspects of the parent-child relationship.

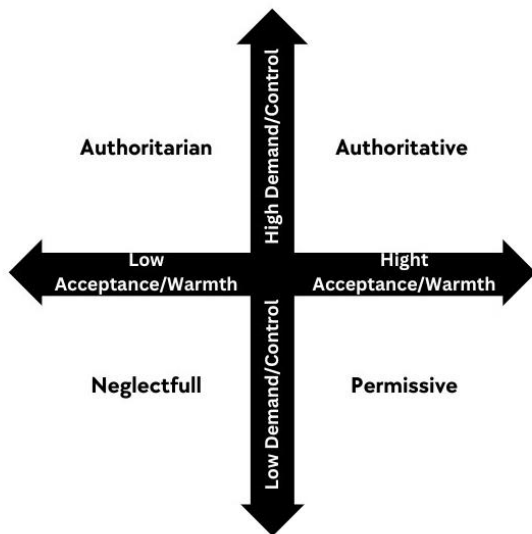
### **Parenting styles approach**

This approach mainly comes from Diana Baumrind's research, based on which the author identified three main styles of parenting: authoritarian, authoritative and permissive (Li, 2024). The mentioned styles are formed from four main components.

- 1) maturity requirement for children;
- 2) control;
- 3) communicativeness (communication);
- 4) emotional intimacy.

Maccoby and Martin (Maccoby & Martin, 1983: 78-79) reformulated Baumrind classification. They identified two main dimensions of intrafamily interaction: levels of acceptance/warmth and demands/control. The intersection of these two levels forms four types of parenting, thus adding another type to Baumrind's classification: the neglectful/indifferent parent (White & Woollett, 1992: 143-146). According to supporters of this approach, the parenting style has a great influence on the formation of the child's future behavior.

Authoritarian parents strictly control their children, command and expect their orders to be followed without discussion. They make very high demands on children and do not show tenderness and love. They do not explain and do not empathize with the child, do not care, and do not take into account the latter's opinion and wishes. As a result of authoritarian parenting, children have low self-esteem, find it difficult to communicate with peers, adjust to society, tend to be passive and dependent on others, and show high situational aggression.

**Diagram 1****The Four Parenting Styles**

Permissive parents accept the child as he is, and do not control and limit his behavior. Such parents can be both emotionally open and close to the child, as well as cold and indifferent. In general, children of parents with a permissive style have difficulty controlling their own behavior, tend to follow their whims, are immature, and can often show hyper-aggressive behavior if they encounter obstacles.

Baumrind notes that both of the above parenting styles can produce nearly identical results. That is, the child's

social and cognitive competence is low, and he is not ready to cooperate and overcome life's difficulties. (Baumrind, 1991: 62-75) In the case of authoritarian parenting, the child is deprived of initiative abilities, and in the case of indulgent parenting, the child is deprived of self-criticism abilities. In other words, self-governance abilities are affected in both cases.

An authoritative parenting style is characterized by a high level of acceptance and control. Those with this parenting style are warm to children, teach them important life skills, and are able to control their behavior by explaining cause-and-effect relationships. They are ready to listen to the child and include him in decision-making according to his abilities. This kind of parenting forms in children responsible, mature behavior, high self-esteem, and confidence in their own abilities, they are effective in the fields of cooperation and self-governance. This style of parenting is more constructive and preferable.

The most destructive style is considered neglectful parenting. Such parenting is characterized by neglect of the child's needs and interests. Children feel abandoned and this feeling can persist throughout their lives. Children brought up in this style have low self-esteem, are impulsive, often exhibit antisocial behavior.

Thus, analysts of parenting styles prove in their research the inevitable impact of parenting on various areas of a child's life. Furthermore, there is a body of research that shows the impact of parenting quality on such important areas of a child's life as educational outcomes, physical and mental health and development. It can be concluded that the nature of parenting affects the qualitative characteristics of generations and that the future of society depends on the quality of parenting.

Therefore, the question of teaching parenting knowledge and developing the skills of parents has become urgent and, in some sense, fashionable. In recent years, training courses aimed at parenting have been carried out by psychologists and social workers in

Armenia. They are mainly implemented within the framework of the activities of non-governmental organizations whose purpose is the protection of children's rights. In state institutions, schools, and kindergartens, trainings are carried out only at the initiative of the director or at the discretion of the class teachers.

### **International experience in developing parental skills**

Discussing the research efforts that have explored the effectiveness of parenting interventions adds an interesting layer. In this context, it's noteworthy to mention the long-term study conducted by Irish Researchers M. Furlong, S. McGilloway, T. Bywater, J. Hutchings, S. M. Smith, and M. Donnelly. In the framework of the latter, the possibilities of developing parenting skills through cognitive-behavioral group work were explored. For a comprehensive evaluation of the efficacy of parenting interventions, the participating parents were divided into two groups based on the principle of randomness. The first group participated in the programme from its inception, while the second group (the control group) attended workshops 4-10 months later. The impact of group work on children's behavior, development of training participants' positive parenting skills, and rejection of negative (violent, neglectful, etc.) parenting was assessed during the programmes, at the end of the programmes, and 3-12 months after them. Information about changes was collected both through independent observers and by parents (Furlong et al., 2012: 5-10). Among those programmes were the following.

The 4 programmes of Webster-Stratton, which were implemented in 1984, 1988, 1997 and 2004. The first programme was implemented with 40 parents (mothers of 3-8 year-old children). If necessary, along with group work, individual work was also carried out with parents (Webster-Stratton, 1984: 666-678). Within the framework of the second programme, 114 mothers participated in the group work, but the information was also collected from 80 fathers. This time, the impact of group work on the psychological health of parents was also evaluated (Webster-Stratton et al., 1988: 558-566). In the third programme, the component of children's participation in group work was added, as well as child-parent joint group work. Both mothers and fathers participated - a total of 97 parents (Webster-Stratton & Hammond, 1997: 93-109). In the fourth programme, group activities were also organized for parents-teachers and children-teachers. 159 parents took part in this programme (Webster-Stratton et al., 2004: 105-124).

Barkley's programme, which was implemented in 2000, was carried out separately with both children and parents and then the work continued in mixed groups. In total 158 parents participated in this programme (Barkley et al., 2000: 319-332).

Braet's programme (Braet et al., 2009: 223-240), where group work was carried out with 64 parents of children aged 4-8 years. Separate work with children was not carried out. Several other programmes were implemented along the lines of the Webster-Stratton programme, but the emphasis was placed only on working with parents. Among them was Gardner's programme (Gardner et al., 2006: 1123-1132), where a total of 76 parents of 2-9-year-old children were included in group work. The Hutchings's programme, which was implemented in 2007 with 153 mothers of 3-4-year-old children. McGilloway's programme for 149 parents of 3-8-year-old children (McGilloway et al., 2009) and Scott's 2001 the programme (Scott et al., 2001: 194), which was implemented with 141 parents of children of the same age as McGilloway's.

Analyzing the results of the researches listed above, the authors concluded that the

group work aimed at developing parenting skills carried out with a cognitive-behavioral approach not only contributes to the development of positive parenting skills and the reduction of behavioral problems in children, but also leads to a decrease in the use of negative parenting and improvement of the psychological health of parents (Furlong et al., 2012: 33-38).

### **Application of group social work for developing parental skills in Armenia**

In 2022-2023, social workers from the "Shogh" community-based children's day centers, operated by the Armenian Missionary Association of America (AMAA), implemented a program utilizing socialization group social work. The mission of this program was to cultivate a conscious and positive approach to parenting in Armenia. Its primary goal was to enhance the parenting knowledge and skills of parents with school-age children.

The sub-goals of the project were the following:

- Enhance awareness among parents about the rights and needs of children.
- Enhance parental understanding of their responsibilities and rights.
- Improve parental knowledge about the developmental milestones of children.
- Familiarize parents with the principles of positive interaction with children and develop skills for its implementation.
- Introduce the consequences of child abuse and exclude violence from the parenting process.

The project was implemented in Gyumri, Vanadzor and Yerevan through group work using educational and socializing approaches. A total of 53 parents participated. During the group work the characteristics of children's age development, parenting styles, rules and principles of parenting, conflict resolution methods, and several other topics related to parenting were discussed with parents.

Most of the meetings took place in an offline format, and some meetings were held online. Moreover, through social media, additional materials on the presented topics were also posted for participants.

Project evaluation was carried out using the following methods:

- "Before and after" evaluation by group work participants. Through this method, participants compare their orientations, knowledge, and skill levels before and after participating in group work. For the most effective use of the method, at the beginning of the group work, a survey is made about the attitudes of the participants and expectations from the group work. After the work is completed, these expectations are recalled and assessed to see how well they were met.
- "The most important change" method (Daves & Dart, 2005: 6). Group participants are asked to answer the following question: "What is the most significant change that has happened to you as a result of being included in this group?" A content analysis of the responses was performed.

### **Assessment of group work results**

The evaluation revealed that only 50% of the parents considered physical punishment, as well as scolding and insulting, an unacceptable means of disciplining their children. After the meetings, 100% of the parents unequivocally expressed their opposition to such methods of discipline. Some parents also noted that before the group

work, they had used these methods of discipline without realizing their negative impact on children. After the group work, they completely gave up on them. Instead, as the main means of managing children's behavior, parents mention talking to the child about his behavior and explaining the consequences of that behavior, and if this does not work, as a means of punishment, parents prefer to temporarily deprive the child of favorite things (mainly the phone, the Internet, at an earlier age depriving them of toys).

Before the implementation of group work, 40% of parents believed that children's right to make their own decisions should be strictly limited, and children's decisions should always be in line with their parents' ideas. Thanks to the meetings, 85% of the parents already realize that the child definitely has the right to make his own decisions regarding his person. According to 55% of parents, the child should have this right from an early age, and 30% believed that the child acquires this right when he starts to take responsibility for his decisions. The remaining 15% were inclined to think that parents should play a major role in children's decision-making, but they were more open to the idea of listening and taking into account children's opinions at work. 90% of the participants considered that parents should act as advisors, not as limiters or enforcers, in the matter of decision-making.

90% of the participants also stated that they started to treat children's problems much more seriously, realize their importance, and perceive them not only from their own point of view, but also from the children's point of view. The majority consider that children's problems are as significant as those of adults. According to some parents, the children's problems are more important than theirs, and some added that the children's problems are part of the parents' problems.

Before the group work, 40% of the parents believed that the child should have a certain fear of the parent, and after the meetings, 100% of them agreed that the basis of the child-parent relationship should be mutual trust and respect. According to the participants, the child should not be afraid of the parent, but recognize his authority, which should be earned during contact and cooperation with the child.

After the group work, 90% of the parents began to perceive the relationship with the child as a two-way process. If until that time 50% of parents, when referring to their relationship with their child, talked more about the latter's responsibilities, and acceptable or unacceptable behavior, now they talk about the parents' behavior and the formation of positive relations with the child.

100% of group work participants were very satisfied with their participation. The parents noted that the group work was conducted at a high level. The experts presented the material in an accessible, simple, understandable and interesting manner, actively involving all participants in the discussions. In addition, they were grateful for the free atmosphere of the meetings, where they could freely share their experiences and opinions with other participants and the moderator. Parents were particularly pleased with the fact that the moderators were always ready to support them and answer all questions.

Since the assessment of major changes and achievements in parents' lives is qualitative information, it is presented in the form of parents' opinions and reflections. According to parents, they:

1. Discovered for themselves what "child having a personal space" means.
2. Received a lot of new knowledge about children, their development and rights.
3. Have become more measured and patient in relations with children.

4. Have learned to be restrained, because in the past they could often flare up quickly, get angry, and in the case of some parents, also hit their children.

5. Have begun to look more deeply at the causes of conflicts between themselves and their children. They strive to understand their origins and find mutually effective solutions to these conflicts.

6. Have learned to listen and understand children, take into account their opinion.

7. They regard themselves, their parental role and responsibilities in a new way.

8. They take a number of issues more seriously, both related to raising children and everyday life, to which they did not pay much attention in the past.

9. They acknowledge that they were wrong in some issues and strive to correct them.

In general, parents definitely felt the positive effect of group work on the relationship between them and their children. In addition, they expressed a desire to continue relations with specialists in one or another format. It should be noted that the researching programme achieved its goals by changing the attitude of the participants regarding the rights of the child and violence against them, confirming the inadmissibility of the latter.

### **Conclusion**

This comprehensive article has shed light on the critical role of parenting skills in shaping children's development and well-being as a main part of parental responsibility in society. Through an analysis of existing literature, we have highlighted the multifaceted nature of parenting, emphasizing the importance of attachment, warmth, responsiveness, and consistency in fostering positive parent-child relationships and promoting healthy child outcomes. Thus, within the framework of this article, the results of the analysis of the research data are presented, based on which the main features are as follows:

- Intrnational experience of parenting of the 4 programmes of Webster-Stratton, which were implemented in 1984, 1988, 1997 and 2004, shows: the authors concluded that the group work aimed at developing parenting skills carried out with a cognitive-behavioral approach not only contributes to the development of positive parenting skills and the reduction of behavioral problems in children, but also leads to a decrease in the use of negative parenting and improvement of the psychological health of parents.

- To sum the Armenian experience of parenting up, the researching programme achieved its goals by changing the attitude of the participants regarding the rights of the child and violence against them, confirming the inadmissibility of the latter.

- This article effectively summarizes the key findings of the review and highlights the implications for policy, practice, and future research in the field of parenting in Armenia. Moving forward, it is crucial for policymakers, practitioners, and researchers to collaborate in promoting parenting skills development for the responsible society.

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### Conflicts of Interest


The authors declare no ethical issues or conflicts of interest in this research.

### Ethical Standards

The authors affirm this research did not involve human subjects.

## DRUG ABUSE AND VIOLENCE AGAINST WOMEN IN ALGERIA: THE CASE OF TEBESSA PROVINCE \*

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**Abstract.** The study discusses the phenomenon of drug abuse and its relationship to the spread of domestic violence directed against women and its impact on the lives of abused women in the state of Tebessa - Algeria. These actions are considered violations of a system of moral values that are unacceptable within society, because they have repercussions on its most important social system, which is the family. The study used the descriptive approach because it helps in understanding social phenomena in their natural context, as the phenomenon is documented and described in a detailed and accurate manner. The snowball sample was relied on, which represented a group of women who were exposed to various types of domestic violence resulting from drug abuse and practiced against them. The interview tool was relied upon to collect data and information. The results of the study showed that drug abuse is related to the spread of domestic violence against women, as this affects the quality of family life. Drug abuse is also considered one of the causes that contribute to the spread of violence against women, and has led to disturbance and disintegration of family relationships and ties. This requires combating the phenomenon of drug abuse, because eliminating it in turn includes eliminating all the various social phenomena within the social and family structure.

**Key words:** *drug abuse, violence, domestic violence, women, crime*

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**ԹՄՐԱՄԻՋՈՑՆԵՐԻ ՉԱՐԱՇԱՀՈՒՄ ԵՎ ԿԱՆԱՅ ՀԱՆԴԵՂ ԲՈՒՆԻԹՅՈՒՆՆ  
ԱԼՃԻՐՈՒՄ (ՏԵԲԵՍՍԱ ՆԱՀԱՆԳԻ ՕՐԻՆԱԿՈՎ)**

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**Ամփոփում:** Հոդվածում քննարկվում են թմրամիջոցների չարաշահման երևույթը և դրա կապը կանանց նկատմամբ ընտանեկան բռնության տարածման հետ, դրա ազդեցությունը բռնության ենթարկված կանանց կյանքի վրա Ալժիրի Թեբեսսա նահանգում: Կանանց հանդեպ բռնությունը, թմրադեղերի օգտագործումն Ալժիրում ոչ միայն քրեորեն խիստ պատժելի են, այլև բարոյական արժեքների համակարգի խախտումներ են և անընդունելի են հասարակության ներսում, այդ թվում ընտանիքի վրա բացասական ազդեցության պատճառով: Ուսումնասիրության ընթացքում կիրառվել է նկարագրական մոտեցում, քանի որ այն օգնում է հասկանալու սոցիալական երևույթները իրենց բնական համատեքստում: Հետազոտության ընթացքում իրականացվել են խորին հարցազրույցներ մի խումբ կանանց հետ, ովքեր թմրամիջոցների չարաշահման հետևանքով ենթարկվել են տարբեր տեսակի ընտանեկան բռնությունների: Հարցվածներն ընտրվել են ձևակույտի մեթոդով: Հետազոտության արդյունքները ցույց են տվել, որ թմրամիջոցների չարաշահումը կանանց հանդեպ ընտանեկան բռնության տարածմանը նպաստող գործոններից է, որը հանգեցրել է ընտանեկան հարաբերությունների ու կապերի խախտման:

**Բանալի բառեր** – *թմրամիջոցների չարաշահում, բռնություն, ընտանեկան բռնություն, կանայք, հանցագործություն*

**ABUS DE DROGUES ET VIOLENCES À L'ÉGARD DES FEMMES EN ALGÉRIE:  
LE CAS DE LA PROVINCE DE TEBESSA**

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**Résumé.** L'étude discute du phénomène de l'abus de drogues et de sa relation avec la propagation de la violence domestique dirigée contre les femmes et son impact sur la vie des femmes maltraitées dans l'État de Tebessa - Algérie. Ces actes sont considérés comme des violations d'un système de valeurs morales inacceptables au sein de la société, car ils ont des répercussions sur son système social le plus important, qui est la famille. L'étude a utilisé l'approche descriptive car elle aide à comprendre les phénomènes sociaux dans leur contexte naturel, car le phénomène est documenté et décrit de manière détaillée et précise. L'outil d'entretien a été utilisé pour collecter des données et des informations. Les résultats de l'étude ont montré que l'abus de drogues est lié à la propagation de la violence domestique contre les femmes, car celle-ci affecte la qualité de la vie familiale. L'abus de drogues est également considéré comme l'une des causes qui contribuent à la propagation de la violence à l'égard des femmes et a conduit à la perturbation et à la

désintégration des relations et des liens familiaux. Cela nécessite de lutter contre le phénomène de l'abus des drogues, car son élimination implique également l'élimination de tous les différents phénomènes sociaux au sein de la structure sociale et familiale.

**Mots clés:** *abus de drogues, violence, violence domestique, femmes, criminalité*

### **Introduction**

There have been many descriptions and types of drugs, and their dangers and harms have increased. They spread terribly among members of society, at different levels and ages. They mortgage the lives and futures of young people, negatively affecting their physical health and mental perceptions. This has created many psychological disorders and pushed users into unknown lives. The damage has exceeded all expectations, affecting various fields, making it inevitable to confront this issue from all sides. Fighting this scourge and eliminating it is the responsibility of everyone—individuals, the government, and even civil society—in order to preserve the security and stability of the nation and its people.

Today's various systems play a significant role in confronting the phenomenon of drug abuse in society. They work to implement preventive and therapeutic mechanisms, some of which are legal, while others are social, all aiming to combat drug abuse. Among the social systems, the family must have a prominent role in society in terms of combating this scourge. The discussion about the family's role in social control has evolved over time. Previously, families worked to surround individuals with a set of sound values and principles to prevent them from falling into social deviations. However, the nature of family roles today has changed, and many of its functions have been taken over by other nurturing institutions. Families now face numerous challenges and have undergone transformations due to social and cultural developments, affecting their role in social control. The decline of patriarchal roles and functions has led to some disintegration of standards and moral values that once controlled individual behavior towards deviant acts.

### **The Problem of the Study**

The phenomenon of drug abuse is one of the chronic social scourges facing societies worldwide, both Arab and Western. The social danger it poses has led to the spread of many phenomena that have contributed to social chaos. Drug abuse itself is deviant behavior with harmful effects that extend beyond the individual user to impact families and society as a whole.

Drug use and addiction are considered among the most dangerous manifestations of social chaos that have threatened the entity and stability of society, as they are considered criminal behaviors within a society that has standards and rules by which it defines acceptable and unacceptable patterns of behavior. It is one of the phenomena that has preoccupied public opinion due to the risks that have been Drug use and addiction are among the most dangerous manifestations of social chaos that have threatened the stability of society. These behaviors are considered criminal within a society that defines acceptable and unacceptable patterns of behavior through its standards and rules. This phenomenon has preoccupied public opinion due to the significant risks it poses to societal and family security. Despite ongoing efforts to combat it, drug use continues to spread, leading to the emergence of new narcotic substances previously not classified as such. Algerian society, and families in particular, face serious social challenges due to the increasing spread of drug use and its negative consequences, including the rise in

violence, which has become a common pattern within both society and the family.

Substance abuse is one of the biggest causes of violence among both users and non-users. Therefore, it can be said that there is a link between violent behavior and drug abuse. The latter has become a threat to individuals and society, given its psychological and social effects, which result in behaviors that violate societal standards and rules. This can be considered a manifestation of social chaos, as it weakens individuals' self-control, making it difficult for them to curb violent criminal behavior. Hence, the problem of this study lies in the following main question: What is the relationship between drug abuse and the spread of violence against women?

The following sub-questions emerge from the main question:

- How does drug abuse contribute to violence against women?
- What are the types of violence related to drug abuse against women?
- What are the effects of violence resulting from drug abuse against women?
- What are the possible mechanisms to reduce drug abuse?

The importance of this study is to identify the relationship between drug abuse and domestic violence, especially against women, and its impact on various types of crime and its effects on society and the family. The focus on domestic violence related to drug abuse stems from its nature as a social problem resulting from economic and social conditions, as well as its significant psychological and social effects and repercussions on the family. Interest in this topic aims to better understand these phenomena to improve efforts in transforming understanding into more effective prevention and control programs regarding the association of drug abuse with violence, a manifestation of social chaos. This is due to the increasing rate and spread of crimes resulting from drug abuse, which requires thorough study within society.

### **Aim of the Study**

The research paper follows an analytical descriptive approach to describe the phenomenon of drug abuse and its effects on women. It aims to observe the changes associated with drug abuse, including the emergence of behaviors related to domestic violence, and analyze their effects on the abused women.

### **Objectives of the Study**

Since drug abuse and drug-related violence are sources of concern, our goals are to:

- Shed light on the problem of drug abuse and its relationship to committing domestic violence against women in its various forms.
- Understand the causes and consequences of drug abuse and their relationship to domestic violence, which is essential for developing effective prevention and control strategies.
- Clarify the relationship between drug abuse and domestic violence.
- Understand the extent to which drug abuse affects the emergence of violent behavior and crime.

### **Major terms**

#### ***Drug Abuse***

The term drug abuse refers to the excessive use of drugs, whether legally prescribed (such as narcotics prescribed for moderate to severe pain) or illegal drugs. However, this

use does not rise to the level of drug dependence or addiction (Gwinnell, 2008, p. 1). Drug abuse involves taking drugs illegally, including consuming alcohol, medications, and other prohibited substances excessively or incorrectly. The World Health Organization Committee of Experts defines drug abuse as the continuous or intermittent excessive use or abuse of substances not related to accepted medical practice, leading to negative results and recurring problems.

Drug abuse causes human suffering, with consequences often reflected on individuals and society, expressing functional dysfunction at both the family and community levels. It is related to and causes the emergence of crimes such as murder, violence, and other social problems that disrupt the system of values and standards prevailing in society. Substance abuse is a chronic, progressive, and relapsing disorder that leads to physical and psychological dependence on chemicals. Like many other health disorders, it can be treated successfully (Ann H. Crowe, 1994).

Therefore, treating addicted individuals is necessary to reduce many social and other problems. This helps in controlling and confronting the spread of many diseases and criminal behaviors resulting from abuse.

### ***Violence***

1. Violence is considered irrational aggressive behavior, whether physical or moral, that causes physical or psychological harm. The meaning of violence varies, but it generally includes any aggressive act aimed at causing serious physical harm, such as injury or death (Hamby, 2017, p. 168). The problem of violence exists in human society and is similar to other social problems.

2. According to the Random House dictionary, violence includes three concepts: severity, harm, and physical force (Michaud, 1978, p. 37). Thus, the overall definitions of violence revolve around negative behaviors intended to inflict harm, whether material or moral, which makes this phenomenon a threat to the stability of society, especially the family structure.

3. Violence is one of the pathological phenomena experienced by Arab and Algerian societies in particular. It has social and psychological dimensions that have evolved over time due to various social, economic, and psychological factors, including drug abuse, which has also begun to fuel the phenomenon of violence within Algerian society and exacerbate other social problems such as family issues.

4. Violence has become widespread within the social fabric and has begun to take several forms, including physical, verbal, moral, and symbolic. Those who study the issue of violence often find it linked to means and ends aimed at achieving certain goals. When an individual is unable to meet their social needs and desires, they may resort to some form of deviation to achieve them, including violence.

### ***Domestic Violence***

The phenomenon of domestic violence has become increasingly widespread recently due to social and other conditions, such as the decline in educational values and the collapse of the moral system among perpetrators of violent crimes. Economic factors like unemployment and poverty also play a role in the spread of violence, making this phenomenon an integral part of citizens' daily lives.

The concept of domestic violence is linked to several social factors that contribute to

its formation. It is defined as "all forms and patterns of violence practiced within the family that cause material or moral harm to one of its members" (Bahri and Nazik, 2011, p. 39). There are many motives for committing violence, whether latent or apparent, and one of the primary reasons for violent acts is drug abuse. "Drug-related violence is a form of violence" (Carlc. Bell, 2014, p. 659).

### ***Crime***

Crime is considered anti-social behavior characterized by the rejection of societal standards and rules. It is defined as "acts prohibited by law that may be punished by imprisonment or a fine. Examples of crimes include murder, theft, burglary, rape, driving under the influence of alcohol, child neglect, and failure to pay taxes." The term crime is derived from the Latin word "crimen," which means crime and also the wrongdoer (Sowmyya Thotakura, 2014, p. 196).

Crime has existed alongside human existence, and the motives and reasons for committing it vary. It is a social phenomenon and a state of conflict and turmoil witnessed by all societies in general and Algerian society in particular. It has become one of the problems that threaten the stability and security of society, spreading across homes, streets, schools, and other social institutions. Crime is one of the deviant behaviors that violate the rules and standards of social control.

Crime reflects the imbalances within society and the family. It is considered one of the violent behaviors, with family factors being a common cause. These factors include an imbalance in family functions and roles, poor socialization methods by parents, and other reasons such as divorce and family disintegration. Based on the above, crime indicates a state of failure of the individual to adapt to their society.

### ***Drug Abuse and Its Role in the Spread of Domestic Violence***

The intersection between domestic violence and drug abuse presents significant challenges for any society, as both share similar risk factors. Domestic violence disrupts family relationships, which in turn affects society. Drug abuse also impacts individual behavior, increasing the likelihood of stress and aggression. There are many reasons for domestic violence, including drug abuse and consumption:

### ***Psychological Factors***

Mental illnesses have become more common in recent years, linked to the complex and changing life circumstances people face today, characterized by tension and anxiety. These disturbances in human relations generate abnormal behaviors within society, leading to various crimes, including drug abuse and addiction. Underlying personality disorders are influenced by surrounding social factors.

Drug abuse affects behavior and violent actions within the family environment, increasing aggression and tension and reducing a person's ability to control anger and behavior. Disorders such as hallucinations and psychological issues can result in abnormal behavior. Incorrect socialization methods, such as low self-esteem and family rejection, also drive individuals to use drugs to relieve tension and emotion. Improper upbringing significantly impacts the emergence of behaviors that violate societal standards and rules. Thus, psychological factors are a contributing cause of drug abuse, with the consequences of this abuse later reflected in the individual's behavior and family or social relationships.

**Social Factors**

- **Moral Deviations:** Society today is witnessing a decline in values and morals. The spread of moral decadence has impacted the social structure, indicating a deviation from the agreed-upon moral values and principles. Social changes affect individual behavior, leading to moral deviation, drug abuse, and resulting immoral behavior, most notably violence within the family environment.

- **Poverty and Unemployment:** Individuals suffering from poverty and unemployment may feel frustrated by their social conditions. To escape this reality, they use drugs to relieve pressure and evade social and economic problems. Unemployment and poverty negatively impact psychological health, creating psychological pressures that drive people to drug abuse as a means to alleviate stress.

**Economic Factors**

Economic reasons can link domestic violence to the abuser's need for money to buy drugs, prompting illegal activities such as theft and fraud, which lead to violence within the family. This can result from feelings of want, poverty, and lack of resources that prevent individuals from living with dignity.

The study was conducted in Tebessa, an eastern city in Algeria known for its culture and historical significance, with a population density of about one million people. It consists of 28 municipalities covering a wide geographical area. The study took place from June to December 2023 and was an exploratory descriptive study on the prevalence of domestic violence related to drug abuse in Tebessa and some of its municipalities. Due to the sensitivity of the topic and the extreme reservation of the families interviewed, a snowball sample was used to identify families exposed to drug-related domestic violence.

**Research methods**

Given the sensitive nature of the subject, especially in a conservative society where the family maintains a degree of privacy despite internal problems and unstable relationships, obtaining samples required significant efforts and interventions. The research sample consisted of interviews with women exposed to drug-related violence. Interviewing husbands and children was difficult because they were drug users within the same family, so women were chosen for the interviews. The aim was to answer questions related to the topic, identify the main factors contributing to the spread of this phenomenon, and reveal the various effects of drug abuse on the emergence of violent behaviors and crime.

**Research results****First Sample**

The first sample of this study was conducted in the city of Tebessa, involving a 40-year-old woman with no formal education. She reported suffering from domestic violence, stating that her husband is violent in his behavior and dealings with her and their children, with the severity of his violence increasing particularly when he stops using drugs. She added that she spent most of her time at her parents' house, but after having children, it became difficult to move them elsewhere. She noted that her husband would often sit next to a cigarette seller, look for someone to supply him with drugs, and then return home. She did not initially understand the reason behind his behavior until after she experienced beatings and physical assaults without justification. She also

noticed changes in his behavior towards the children, and their financial situation worsened due to his inability to work because of his bad behavior with colleagues.

She revealed that her husband's addiction to drugs is due to their living conditions and the environment, which is a popular and central neighborhood for selling drugs. She mentioned that this area is far from security patrols, so the sale and promotion of drugs are widespread. She stated that the most common types of violence she faces are physical and verbal, which have affected the general atmosphere of the family, especially the children's psychology, causing constant fear and anxiety and impacting their academic performance.

Despite the severity of the violence, she did not resort to any security centers or report her situation to the police or any competent authority. She justified this by saying that if her husband found out, he would become even more violent. Additionally, she stated there are no centers to support her and her children. Consequently, she feels forced to endure his violence for the sake of her children and views it as a family matter due to her fear of societal judgment if she sought a divorce. She also did not tell her family out of fear that her husband might harm them.

This sample highlights that among the families exposed to drug-related domestic violence, physical and psychological violence is prevalent. The victims are unable to confront it legally or socially due to their social background, which values family privacy and views external intervention as a violation. Her fear of societal judgment and stigmatization as a divorced woman contributes to her silence and endurance of violence. This case illustrates how socio-cultural factors impact the victim's fear of societal judgment, leading to her silence. Drug abuse affects behavior and represents a major cause of deviations and the spread of violent crimes within the family due to its effects on the user's health. Drug abuse is one of the strongest drivers of domestic violence, especially as it becomes more widespread in the community.

### ***Second Sample***

The second sample involves a 36-year-old woman who is also a victim of domestic violence. She stated that her husband is a drug user, and she did not know about his background until after their marriage. She mentioned that her marriage was a way to escape from her troubled family home. However, after several months, she discovered that her husband was a drug abuser. She noted that his violence increases, especially during Ramadan, becoming more severe due to his inability to refrain from drug use, which affects his psychology and behavior. This has led to physical assaults and daily verbal violence, including cursing and insults. He has become a victim of his addiction, unable to control his temper over trivial matters. The economic situation has also worsened due to his spending on drugs and alcohol, intensifying conflicts and violence.

She expressed difficulty in revealing her situation because of the societal contempt associated with such problems. Family support is non-existent, and she feels responsible for herself and her decisions. Therefore, she endures the abusive relationship as there are no specialized centers for abused women. She fears that planning to escape would lead to increased violence and threats from her husband, making it difficult to confront the violence and protect herself.

Drug abuse and addiction lead to the collapse and deterioration of family relationships, increasing tension and internal conflicts. The collapse of family ties can further drive a person's addiction if they do not receive care and treatment.

According to the second case, one of the reasons that pushes the victim to remain in her abusive relationship with her husband is the feeling of loneliness and the lack of hope for help, especially from her family. Fear of societal judgment in such cases, and according to her statements, prevents them from changing their situation, both financially and socially. This is to avoid the stigma that affects women more than men and undermines their status, particularly if a woman leaves home or complains of mistreatment. Social and cultural behavioral patterns make abused women submit to violence without disclosing it due to family upbringing that emphasizes the importance of family privacy. They fear that revealing family secrets is wrong. Customs and traditions significantly control any decisions related to social ties, especially family ties. Abused women hesitate to report attacks due to fear and societal stigma, and the lack of designated centers for support forces them to remain silent.

### ***Third Sample***

A 35-year-old woman and mother of three children reported that her husband exhibits violent behavior, especially when using drugs. She revealed that his drug use is driven by unemployment and their difficult living conditions. She has a history of physical and mental assaults, such as beatings and insults. She tolerated his treatment for years and did not report him to the authorities because of her children. She was unaware of his drug use until 2016 when he tied her arms and beat her until she lost consciousness. His sister intervened, saving her from further harm. Her children suffered as well, often locked in a room by their father, leading to constant fear and anxiety.

On the day she decided to go to the authorities, she did not receive any support from the competent authorities. When they called her husband, he claimed she had fallen from the stairs, and no further investigations were conducted. As a result, she could not protect herself and her children from the violence. This incident affected them psychologically and isolated them from the outside world due to fear of gossip and an inability to build social relationships.

Psychological and physical violence against family members, especially children, causes significant harm. Ignorance of the nature and effects of drugs can destabilize family stability and lead to the collapse of relationships. Harsh words, insults, threats, and physical abuse affect the safety and stability of the family. Violence resulting from drug abuse refers to the harmful behavior that addicts inflict on family members, causing moral or physical harm. A bad family environment and broken family relationships can incentivize children to turn towards drug abuse, growing up in an environment that deals with drugs and poor upbringing that affects their future personal lives.

### ***Fourth Sample***

The fourth sample involves a 29-year-old woman who endured abuse from her brother at home. His violent behavior and frequent beatings prompted her to accept the first marriage proposal she received. She got married in 2019, only to discover that her husband was also a drug user. Two weeks after her marriage, she noticed strange behavior from her husband, later learning about his drug use. The drugs affected his behavior and emotions, but she had no way to leave him and return to her brother's home, as both places had drug users.

She became pregnant, hoping it would change her husband's behavior, but he continued to abuse her even after the birth of their child. She often reached a state of nervous breakdown due to the severity of the violence. She refrained from informing the authorities as she did not believe there were adequate measures to combat drug abuse, pursue addicts, or protect victims of violence. She feared that her husband would take revenge if he were released from prison. She added that if there were supportive bodies and protection centers for abused women, many would file complaints against their abusers. The lack of support for cases like hers left lasting psychological effects, eroding her trust in people and preventing her from building relationships outside the home.

According to the fourth informant, the absence of a stand-alone law protecting abused women from domestic violence exacerbates the situation. Survivors have reported that even when they filed complaints at security centers, they felt there was no response or follow-up to investigations and a lack of interest in such cases. They felt that the police were inadequate in handling these situations. One of the most prominent obstacles women face when filing complaints is the police's behavior, which does not encourage support for domestic violence victims. The persistent lack of investigations in these cases contributes to the conflict abused women experience due to the authorities' failure to provide necessary support, protection, and treatment. Weak confidence in judicial bodies among abused women will not lead to any improvement in their quality of life, prompting victims to remain silent and not report their cases.

Domestic violence is a hidden phenomenon, especially when linked to drug abuse. It is a criminal behavior that threatens the safety and security of society if not addressed. This requires confronting the spread of drugs in society.

### ***Fifth Sample***

A 56-year-old woman residing in one of Tebessa's new urban neighborhoods declared that she and her daughters suffer drug-related violence from her sons. She noted that their violent behavior worsens when they use drugs. She believes this behavior resulted from a lack of control during their childhood, as their father was absent, and they did not grow up in a balanced family. This lack of parental control affected them, leading to early deviance and drug use. Her sons even began promoting hallucinogens. She feared their reactions due to their drug use, which affected their behavior. Despite the violence they inflicted on her and their sisters, she did not report them to the authorities because they were her children. Ultimately, they were imprisoned after being caught with hallucinogenic tablets by anti-drug patrols.

A bad family environment and broken family relationships can incentivize children to turn towards drug abuse. Growing up in such an environment can lead to increased domestic violence related to drug abuse. An addict's behavior undermines trust, security, and instills constant fear due to their unpredictable actions. These factors contribute to an unstable family with weakened interactive relationships and social ties. The absence of a parent affects a child's life, especially in the context of increasing drug spread in society. Children learning deviant behaviors from their environment are more likely to commit violence.

The family is a crucial center for the social self-formation of individuals. Positive methods in the socialization process help protect children from deviance and drug addiction. Conversely, the absence of parental roles or a drug-using parent increases

family problems, destabilizes bonds, and collapses interactive relationships due to the psychological and mental health effects on the user.

### ***Sixth Sample***

A 20-year-old woman from the suburbs of Tebessa lives with her parents. She reported that her family lacks stability due to her father's drug use, especially alcohol. This has affected his relationship with them, leading to daily verbal and physical abuse. She recalled that he would physically abuse her mother and create an unpredictable and frightening home environment. His addiction led him to neglect his responsibilities, refuse to work, and prevent her mother from working, exacerbating their financial situation. This financial burden increased conflicts among family members regarding money and material needs. Her mother ultimately filed for divorce, leading to family disintegration due to mistreatment.

Drug abuse can increase the severity of domestic violence, as users become unable to control their behavior and actions, leading to aggression towards family members and increased stress and disorder. Drugs destabilize the social structure of the family, weaken interaction bonds, and increase spousal problems, leading to family disintegration and divorce. Financial neglect by the addict also adds pressure and tension in family relations. Consequently, domestic violence, especially when linked to drug abuse, is a significant factor behind many divorce cases.

## **Results of the study**

### ***First Question: How does drug abuse contribute to violence against women?***

Drug abuse enhances domestic violence, especially against women, by causing changes in behavior and mood, increasing tension and aggression, which in turn heightens the likelihood of domestic violence. Drug abuse leads to social and financial problems, increasing life pressures and affecting family relationships. Its impact on the human mind and behavior can escalate tensions and weaken family bonds, resulting in psychological and physical harm. These issues increase family disputes. An addicted individual's inability to control aggressive behavior raises the rate and probability of domestic violence due to the psychological and mental effects of drugs, which cause unbalanced emotional and mood swings. Additionally, individuals may resort to crime to obtain drugs. Drug abuse leads to various forms of deviance, affecting family relationships and communication. Consequently, domestic violence extends beyond the family, impacting society's security, increasing crime rates, deteriorating social relations, and destabilizing trust within the social fabric, thus affecting societal stability.

### ***Second Question: What are the types of violence related to drug abuse against women?***

There are many forms of drug-related domestic violence, varying with the social status of the drug user. The most widespread types are physical, psychological, and verbal violence. These forms have developed for several reasons, making violence a commonly overlooked phenomenon. Fear and threats from the abuser make victims succumb to mistreatment, often due to a lack of support from family or security institutions. Customs and traditions can contribute to the symbolic glorification of

domestic violence, making it accepted by victims and society. Lack of awareness of rights and ignorance of domestic violence laws also contribute to the spread of violence, perpetuating a culture of shame and secrecy about family violence. Psychological and physical violence related to drugs involves violent and aggressive actions influenced by the effect of drugs on the nervous system. These lead to personality, behavior, and emotional changes, increasing aggression and the likelihood of violence. Withdrawal and cessation of drug use can also trigger violence.

***Third Question: What are the effects of violence resulting from drug abuse against women?***

- Drug abuse significantly impacts societal security and family stability. Ignorance of addiction's effects reflects negatively on family life quality.
- It leads to family relationship breakdown due to the drug user's behavioral changes and lack of emotional control.
- The collapse of role models within the family increases the likelihood of children deviating into abuse and addiction, especially in the presence of bad role models.
- It disrupts normal parental upbringing patterns, undermining family stability and balance.
- Family members may fall into a cycle of abuse, imitation, and curiosity, influenced by witnessing abnormal behaviors at home.
- Social ostracism towards the addicted individual and their family weakens their ability to socialize and build relationships.
- Financial neglect arises as addicts prioritize drug costs over family responsibilities.
- Moral degradation leads to a loss of social values and control.
- Domestic violence linked to drug abuse is a significant factor behind many divorce cases, further contributing to family disintegration.

***Fourth Question: What are the possible mechanisms to reduce drug abuse?***

- **Establishing Legislation and Laws:** Enacting strict and effective laws and intensifying legal procedures against those involved in drug-related domestic violence can create a disciplinary environment, provide protection for victims, and deter drug abuse. Raising awareness and education about social issues, especially family-related ones, can mitigate the spread of drug abuse.
- **Social Support:** Enhancing social support for domestic violence victims by providing financial and emotional assistance can improve the general situation of affected families. Emotional and social support are crucial in recovery and overcoming violence, offering a safe and secure environment for the family.
- **Providing Treatment and Counseling:** Guidance, awareness, and education can reduce domestic violence cases and improve coping mechanisms for families with substance abusers. Dedicated centers for violence victims can help them rebuild their lives away from threats and fears associated with the addict's behavior, especially if they face social rejection.

### **Conclusion**

Understanding the relationship between drug abuse and violence against women is crucial, as continuous drug abuse can escalate family violence. Studies confirm a strong link between drug abuse and high rates of domestic violence. Continuous drug use may alter behavior and increase mental agitation, raising the likelihood of domestic violence. Drugs like cocaine and amphetamines are known to increase stress and aggression in users, making them more prone to committing domestic violence.

Drug abuse treatment is essential in reducing violence against women by improving the addict's behavior and mentality, thereby decreasing the likelihood of violent acts against family members. Communities must work together to provide supportive environments for drug abuse sufferers and offer treatment programs and psychological support for victims. Raising awareness about the effects of drug abuse and domestic violence among young people and adolescents is crucial to prevent these harmful phenomena.

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### **Conflicts of Interest**

The authors declare no ethical issues or conflicts of interest in this research.

### **Ethical Standards**

The authors affirm this research did not involve human subjects.

## A SHOCK-RESPONSIVE SOCIAL PROTECTION SYSTEM: ANALYSIS FRAMEWORK\*

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**Abstract.** The paper discusses the concept of a "shock-responsive social protection system", the main options for shock-responsive social protection: including design tweaks, piggybacking, horizontal and vertical expansions, and alignment. Some key criteria are discussed in terms of evaluating the ability of social protection system to respond to emergencies. Some conclusions are presented as offers in terms of preparing for an effective response to shocks as well.

**Key words:** *social protection, social protection and shock-responsive social protection system, emergency situation*

### ՑՆՑՈՒՄՆԵՐԻՆ ԱՐՁԱԳԱՆՔՈՂ ՍՈՑԻԱԼԱԿԱՆ ՊԱՇՏՊԱՆՈՒԹՅԱՆ ՀԱՍՏԱԿԱՐԳԸ ՎԵՐԼՈՒԾԱԿԱՆ ՇՐՋԱՆԱԿ

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**Ամփոփում:** Հոդվածում քննարկվում են «ցնցումներին արձագանքող սոցիալական պաշտպանության համակարգ» հասկացությունը, սոցիալական պաշտպանության արձագանքման տարբեր ձևերը արտակարգ իրավիճակներում: Հոդվածում քննարկվում են որոշ չափանիշներ, որոնք հնարավորություն են տալիս գնահատելու սոցիալական պաշտպանության համակարգի կարողությունը արտակարգ իրավիճակներին արձագանքելու տեսանկյունից: Ներկայացված են նաև որոշ առաջարկություններ՝ ցնցումներին արդյունավետ արձագանք նախապատրաստելու առումով:

**Բանալի բառեր** - *սոցիալական պաշտպանություն, սոցիալական պաշտպանության և ցնցումներին արձագանքող սոցիալական պաշտպանության համակարգ, արտակարգ իրավիճակ*

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## СИСТЕМА СОЦИАЛЬНОЙ ЗАЩИТЫ, РЕАГИРУЮЩАЯ НА ПОТЯСАЕНИЯ: ПОДХОДЫ К АНАЛИЗУ

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**Аннотация.** В статье обсуждается концепция «системы социальной защиты, реагирующей на шок», включая основные варианты социальной защиты, реагирующей на шок - корректировки конструкции, комбинирование, горизонтальное и вертикальное расширение, а также выравнивание. Некоторые ключевые критерии обсуждаются с точки зрения оценки способности системы социальной защиты реагировать на чрезвычайные ситуации. В статье также представлены предложения по подготовке к эффективному реагированию на потрясения.

**Ключевые слова:** социальная защита, система социальной защиты и защиты, реагирующая на потрясения, чрезвычайная ситуация

For various reasons, wars, epidemics and natural disasters have become more frequent in the modern world. From this point of view, it is very important that social protection systems are able to respond to emergency situations in a timely and adequate manner. Emergencies arise as a result of natural and man-made disasters. Brathwaite defines disaster as *“an event which seriously disrupts the normal functioning of the affected society causing widespread human, material or environmental losses which exceed the ability of the affected society to cope, using its own resources”* (Rock & Corbin, 2007, p. 386).

A disaster has seven elements that distinguish it from other tragedies. Those elements are: a disaster

- “involves the destruction of property, injury or loss of life”;
- “has an identifiable beginning and end”;
- “is sudden and time-limited”;
- “affects a relatively large group of people”;
- “is “public” and affects more than one family;
- “is out of the realm of ordinary experience”;
- “is psychologically traumatic enough to induce stress in almost anyone”

(Rosenfeld, Caye, Ayalon, & Lahad, 2005, p. 11).

It should be noted that the existence of a shock-responsive social protection system is also very necessary for the Republic of Armenia, taking into account a number of factors. Armenia is located in a high-risk zone for natural hazards. The country is susceptible to strong earthquakes, and is also vulnerable to weather-related shocks. Escalation of tensions and active conflict in 2016, 2020, and 2023 has contributed to cross-border displacement of thousands of ethnic Armenians from Artsakh, many of whom are struggling to meet their basic needs.

Thus, it is important to develop a common analysis framework which will provide an opportunity to understand if a social-protection system in any country is a shock-responsive or not. The development of above mentioned framework considers discussing a number of questions:

- What is a social protection?
- What are the main levels of social protection system?
- What is a shock-responsive social protection system?
- What are the main criteria of a shock-responsive social protection?
- What are the main options for shock-responsive adaption?

Social protection is the set of certain actions “*aimed at preventing social risks, as well as mitigating and eliminating their consequences through ensuring the social security of the population*” (Yarmaloyan M., 2016, 2 (20), p.26). Those actions can be governmental or non-governmental.

Social protection is implemented through different mechanisms such as “social assistance”, “social insurance”, “labor market policies”. (Yarmaloyan M., 2018, 2(26), p. 43). Those mechanisms can serve four different broad functions: protection (providing relief from deprivation); prevention (averting deprivation); promotion (enhancing real income and capabilities); and transformation (addressing social inequity and exclusion) (Devereux, Sabates-Wheeler, 2004).

It is important to mention that social assistance is the most prevalent and most often considered for shock response in the low- and middle-income countries<sup>1</sup>.

Social protection as a system can be considered at three levels:

- The sector;
- Individual programs;
- Delivery systems (See O'Brien, C., et al., 2018, p. 6).

The highest level includes the ministries and other agencies and their mandates, their coordination bodies, their policies and strategies, the laws and regulations they issue, the sector budget and the way its distribution is prioritized.

Individual programs are the visible face of social protection for households in a country, for example cash transfer programs, school feeding programs etc.

The delivery systems underpin the programs: their registration processes, databases, payment mechanisms, frameworks for monitoring and evaluation and so on.

A shock responsive social protection (SRSP) is defined as “*the ability of the social protection system to anticipate shocks to maintain its regular program/s, to scale up and/or flex to accommodate new populations and needs as a result of the shocks and to contribute to resilience building of individuals, households, communities and systems against future shocks*” (Preparing social protection systems for shock response. A case study of UNICEF’s experiences in Armenia, p.3).

In order to know whether shock-responsive social protection or not it is important to determine the criteria by which a judgment can be made about it. Here are some criteria (See e.g. O'Brien, C. et al., 2018, pp.12-13):

- *meeting needs;*
- *coverage;*
- *timeliness;*

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<sup>1</sup> Countries are grouped in terms of economic criteria. Gross national income (GNI) per capita is widely used to group countries in terms of their level of economic development. The World Bank uses this approach in its annual *World Development Report*. According to the World Bank’s 2024 report, low-income countries are those which have GNI per capita of \$ 1,135 or less. Upper middle income countries are those with GNI per capita of \$4,466 to \$13,845.

- *predictability;*
- *elimination of duplicated delivery systems,*
- *sustainability.*

1. **Meeting needs.** Better meeting the needs of any group of people might be received through a response that is better targeted, provides a more adequate level of support, or provides support of a more appropriate nature. (See e.g. White et al., 2013).

2. **Coverage of the population.** Some policy and decision makers use social protection programs to increase the absolute number of people reached. Coverage of the population can be improved by reducing the number of people who need assistance in the first place, as well as by supporting people after a disaster occurs.

3. **Timeliness.** According to some studies an early and adequate response generally provides a better outcome than the same response delivered later (see e.g. Cabot Venton et al., 2012).

4. **Predictability.** This has two aspects: predictability of funding for implementing agencies and predictability of support for families or households. In terms of predictability is emphasized if the supported is delivered regularly and predictable.

5. **Elimination of duplicated delivery systems and processes,** such as multiple organizations realizing similar targeting programs in the same communities. Duplication can be reduced by increasing coordination between program implementers, or by harmonizing aspects of program delivery. The aim of doing so may be to reduce costs, to improve coverage of those in need, to improve timeliness, or to achieve a greater consensus among agencies as to how to tackle a policy problem.

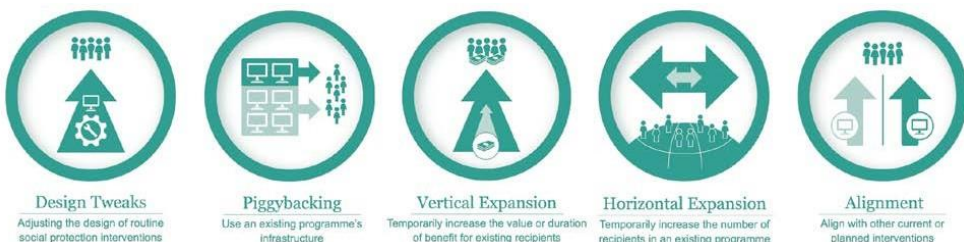
6. **Sustainability.** In terms of delivering a response to emergency situations, the sustainability of an intervention could be perceived as a function which could strengthen organizational capacity.

Beyond these above mentioned factors, others may also exist.

The social protection systems of different countries could respond to emergencies differently. According to some studies there are five key options for shock-responsive adaptation (See e.g. O'Brien, C. et al., 2018).

- “Design tweaks;
- “Piggybacking;
- “Vertical expansion”;
- “Horizontal expansion”;
- Alignment.

### Typology of options for shock-responsive adaptation



### ***Design tweaks***

The design of social protection programs takes into account the type of shocks expected in a country. This will be made before a shock, or it could be after. The social protection programs can be designed in a manner to reduce the vulnerabilities of disaster-affected populations. The opportunity for design tweaks can exist for all programs.

### ***Piggybacking***

Piggybacking is a program response to the emergency situation using part of an established system or program. This option can be more cost-effective if some actors are already connected.

### ***“Vertical expansion”***

The vertical expansion of social programs refers to the benefit value or duration of the program which is temporarily increased for some or all beneficiaries. This can be done via an adjustment of transfer amounts or values, or through the introduction of extraordinary payments or transfers.

### ***“Horizontal expansion”***

The “horizontal expansion” of a social protection program means that new beneficiaries from disaster-affected areas are temporarily included in social protection program. This could be done in three ways:

- To extend the program's geographical coverage;
- To enroll additional beneficiaries in geographical areas already covered, who meet the program's usual criteria,
- To involve additional beneficiaries by modifying the eligibility criteria.

### ***Alignment***

The term “alignment” describes the development of one or more elements of a parallel humanitarian response that align as best as possible with those used in a current or possible future social protection program. For instance, this could be an alignment of objectives, targeting method, and transfer value or delivery mechanism.

It is important to mention that alignment is distinct from piggybacking as it uses a parallel infrastructure rather than the same system.

### ***Conclusions***

Different countries can use different options for shock-responsive adaptation or they can use the combination of these options. Countries will benefit from taking the time to consider whether these shock-responsive social protection programs are a priority and the most appropriate way of responding to emergency situations, besides, if they are implemented—what needs to be done in order to maximize their effectiveness at the moment they are needed.

It is important to mention that vulnerability and needs assessments are a crucial element of decision-making about whether social protection is an appropriate vehicle for addressing a shock. Moreover, shock-responsive social protection programs can never meet the needs of all people who need support. But shock responses to emergencies can be more effective if they are planned in advance, through early decision-making, active planning and early delivery of assistance.

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**Conflicts of Interest**

The author declares no ethical issues or conflicts of interest in this research.

**Ethical Standards**

The author affirms this research did not involve human subjects.

## TERRITORIAL MANAGEMENT IN THE SPHERE OF SOCIAL-SPATIAL PLANNING, SPATIAL ORGANIZATION AND CONTROL AS A PRACTICE OF REPRODUCTION OF THE SOCIAL SPACE\*

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**Abstract:** Interactions between society and social spaces due to the continuous increase in the complexity of social relations are subjected to permanent reinterpretations. In this context, the previous mechanisms of development and reform of spaces are being replaced by more systematic and multi-vector practices. Currently, socio-spatial planning approaches are considered the most applicable in the context of spatial development and reform, which, based on the representativeness of planning processes and decision-making, offer an effective toolkit for the interaction of society, the expert community and state institutions. At the same time, however, emphasizing the need to ensure the technical standards of spatial reform, strictly professional processes of reform are relatively separated, placing them under the system of spatial organization. The engagement of the professional community, state institutions and society in the process of spatial reforms inevitably leads to the formation of a specific role-status decision-making system, where each subject is endowed with a certain right to make decisions and the power. In this way, the interactions between place leadership and process management emerge, which as a result reproduce the existing system of spatial control. As it becomes clear from the analysis of approaches related to spatial reform, there is a comprehensive system of knowledge on socio-spatial planning, spatial organization and control, but there is a lack of knowledge in the context of highlighting the interrelationships between the above-mentioned concepts, which is also a consequence of not considering the mentioned components in one general conceptual unit. In the framework of this work, an attempt is made to overcome this limitation by offering a new approach to the concept of territorial management (which is already in use) as a practice combining the components of socio-spatial planning, spatial organization and control of spatial reform, within the context of which a new definition of territorial management is also given.

**Key words:** *social space, engagement, socio-spatial planning, spatial organization, spatial control, territorial management*

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**Ամփոփում:** Հասարակության և սոցիալական տարածությունների միջև փոխազդեցությունները, պայմանավորված հասարակական հարաբերությունների բազմաբարդության շարունակական աճով, ենթարկվում են մշտական վերաիմաստավորումների: Այս համատեքստում տարածությունների զարգացման և բարեփոխման նախկին մեխանիզմներին փոխարինելու են գալիս առավել համակարգված և բազմավեկտոր պրակտիկաները: Ներկայումս տարածությունների զարգացման և բարեփոխման համատեքստում ավելի կիրառական են համարվում սոցիալ-տարածական պլանավորման մոտեցումները, որոնք, հիմնվելով պլանավորման գործընթացների և որոշումների կայացման ներկայացուցչականության վրա՝ առաջարկում են հասարակության, փորձագիտական հանրության և պետական ինստիտուտների փոխգործակցության գործունեարդյունավետ գործիքակազմ: Միևնույն ժամանակ, սակայն, կարևորելով տարածական բարեփոխման տեխնիկական չափանիշների ապահովման անհրաժեշտությունը, հարաբերականորեն տարանջատվում են բարեփոխման խիստ մասնագիտական գործընթացները՝ տեղավորվելով տարածական կազմակերպման համակարգի ներքո: Մասնագիտական հանրության, պետական ինստիտուտների և հասարակության ներգրավվածությունը տարածական բարեփոխումների գործընթացում անխուսափելիորեն հանգեցնում է որոշումների կայացման դերաստատուսային կոնկրետ համակարգի ձևավորման, որտեղ յուրաքանչյուր սուբյեկտ օժտված է որոշումներ կայացնելու որոշակի իրավասությամբ և իշխանությամբ: Այդպիսով ի հայտ են գալիս տեղի լիդերության և գործընթացների ղեկավարման միջև փոխառնչություններ, որոնք արդյունքում վերարտադրում են տարածական վերահսկողության առկա համակարգը: Ինչպես պարզ է դառնում տարածական բարեփոխմանն առնչվող մոտեցումների վերլուծությունից, առկա է սոցիալ-տարածական պլանավորման, տարածական կազմակերպման և վերահսկման վերաբերյալ գիտելիքի համապարփակ համակարգ, որտեղ, սակայն, կա գիտելիքի սղություն վերոնշյալ կոնցեպտների միջև առկա փոխկապվածությունների վերհանման համատեքստում, ինչը նաև նշյալ բաղադրիչները մեկ ընդհանուր հասկացությային միավորում չդիտարկելու հետևանքն է: Սույն աշխատանքի շրջանակներում փորձ է արվում հաղթահարելու այդ սահմանափակումը՝ առաջարկելով արդեն իսկ կիրառվող տարածքային կառավարման հասկացության նոր մոտեցում, այն է՝ տարածական բարեփոխման սոցիալ-տարածական պլանավորման, տարածական կազմակերպման և վերահսկման բաղադրիչները միավորող պրակտիկա, որի համատեքստում տրվում է նաև տարածքային կառավարման նոր սահմանում:

**Բանալի բառեր** - *սոցիալական տարածություն, ներգրավվածություն, սոցիալ-տարածական պլանավորում, տարածական կազմակերպում, տարածական վերահսկում, տարածքային կառավարում*

## ТЕРРИТОРИАЛЬНОЕ УПРАВЛЕНИЕ В СФЕРЕ СОЦИАЛЬНО-ПРОСТРАНСТВЕННОГО ПЛАНИРОВАНИЯ, ПРОСТРАНСТВЕННОЙ ОРГАНИЗАЦИИ И КОНТРОЛЯ КАК ПРАКТИКА ВОСПРОИЗВЕДЕНИЯ СОЦИАЛЬНОГО ПРОСТРАНСТВА

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**Аннотация:** Взаимодействия между обществом и социальных пространствах в силу постоянного усложнения социальных отношений подвергаются постоянным реинтерпретациям. В этом контексте прежние механизмы развития и реформирования пространств заменяются более системными и многовекторными практиками. В настоящее время наиболее применимыми в условиях пространственного развития и реформирования считаются подходы социально-пространственного планирования, которые на основе репрезентативности процессов планирования и принятия решений предлагают эффективный инструментарий взаимодействия общества, экспертного сообщества и государственных институтов. Однако при этом, подчеркивая необходимость обеспечения технических стандартов пространственного реформирования, строго профессиональные процессы реформирования относительно обособляются, помещая их в систему пространственной организации. Вовлечение профессионального сообщества, государственных институтов и общества в процесс пространственных реформ неизбежно приводит к формированию специфической ролево-статусной системы принятия решений, где каждый субъект наделен определенным правом принятия решений и властью. Таким образом, возникают взаимодействия местного лидерства и процессов управления, которые в результате воспроизводят существующую систему пространственного контроля. Как становится ясно из анализа смежных подходов относившийся к пространственным реформам, существует комплексная система знаний по социально-пространственному планированию, пространственной организации и контролю, но отсутствует знание в контексте освещения взаимосвязей между вышеперечисленными понятиями, что также является следствием того, что упомянутые компоненты не наблюдаются под одним общим понятием. В рамках данной работы предпринята попытка преодолеть это ограничение, предложив новый подход к уже используемой концепции территориального управления, изучая его как практику, объединяющую компоненты социально-пространственного планирования, пространственной организации и контроля пространственной реформы, в контексте которой также дается новое определение территориального управления.

**Ключевые слова:** *социальное пространство, вовлеченность, социально-пространственное планирование, пространственная организация, пространственный контроль, территориальное управление*

### **Socio-spatial planning as a representative process of spatial reform**

The process of reproduction of social spaces conditions the possibilities of consumption of the space for the subjects operating in it. The continuum of intersubjective relations creates complex systems of relations that can no longer be served by previous mechanisms of space consumption. In the context of reorganizing relations and increasing their effectiveness, there is a need to change the logic of social space reproduction, moving from simple reproduction to space planning. Spatial planning is an approach to the reproduction of space, in which the idea of space consumption is reinterpreted, linking it to group demands, interests and rationality. According to Hall (Hall, 1990), the consumption of space can be achieved through spatial

planning that balances the form of space with function and content with structure.

From the point of view of structuring and development of space, spatial planning is based on a number of processes such as: development of efficient construction, preservation of agricultural land, improvement of quality of life, etc. The mentioned approaches show that the reproduction of the space from the point of view of its planning requires special knowledge and, therefore, not all individuals sharing the same space can be involved in the planning processes. Thus, specialization of spatial planning takes place and a professional community of planning is formed. Although spatial planning develops in the direction of specialization, at the same time, subjects operating in planned spaces reproduce a system of spatial perceptions, which conditions their cognitions about the desired type of social space, in the conditions of continuous accumulation of memories and experience. Under such conditions, there is a risk that professional-rational approaches to spatial planning may be opposed to the everyday knowledge of local identities about space, leading to disruption of the planning process.

In the context of overcoming the discussed contradiction in the process of spatial planning, it brings forward the inevitability of rethinking planning knowledge, thus changing the conceptual basis of spatial planning (Վերսիշյան, Ենգիկունյան, 2023). Thus, the idea of socio-spatial planning is formed, in which professional knowledge is combined with the sense of place of subjects operating in the local space, which are the fundamental components of the cognitive aspect of planning. Note that sense of place is defined here as "...people's subjective perceptions of their environments and their more or less conscious feelings about those environments ...involving both an interpretive perspective on the environment and an emotional reaction to the environment" (Hummon, 2012: 262). The concept of socio-spatial planning, developed by Erdiaw-Kwaise and Basson, is defined as "...the branch of planning focused on understanding why different groups of people embrace, contest or reject spatial changes, how they take a lead in shaping their own space, and ways to make them active in spatial transformations» (Erdiaw-Kwaise, Basson, 2017: 3). The socio-spatial planning approach enshrines the vital importance of professional community-society mutually agreed and equal relationship in spatial planning processes, as well as ensuring public engagement in planning decisions.

Socio-spatial planning enables the process of harmonizing the physical and social components of space by attaching a social sensibility to the spatial structure. In the context of planning, the engagement of new social groups and the entry of new structures of spatial cognition into the existing system of knowledge not only transforms that system, but also leads to a redistribution of planning decision-making power. Socio-spatial planning has a development trend and is directly related to the growth of participation of entities operating in local spaces. With the continued growth of participation, socio-spatial planning is being redefined as participatory planning. According to Horelli, participatory spatial planning is a "...social, ethical, and political practice in which individuals or groups, assisted by a set of tools, take part in varying degrees at the overlapping phases of the planning and decision-making cycle that may bring forth outcomes congruent with the participants' needs and interests" (Horelli, 2002: 611-612). The participation of different groups in spatial planning decisions is variable, which means that depending on the situation, the above can be manifested in different degrees. This idea finds its place in the eight-level system of participation developed by Arnstein (Arnstein, 1969), which is completed by three main

types. They are: non-participation, tokenism and citizen (group) power. Non-participation of non-professional groups in planning processes is manifested by difficult access to necessary planning information and false engagement in the decision-making process. At the tokenistic level of engagement, the public is partially informed about planning processes, participates in consultative discussions, but their influence on the process is symbolic. Finally, at the level of citizen (group) power, groups operating in planned spaces are considered not only as beneficiaries, but also as partners who can have a dominant influence on decision-making.

The aforementioned approaches document the existence of a connection between engagement in planning processes in social spaces and a sense of place, which is also discussed by Manzo and Perkins (Manzo, Perkins, 2006). According to the authors, in the context of connectedness in significant spaces, not only the sense of connectedness with the specified space is worthy of attention, but also the connectedness between the members of the social group operating in that space, which reproduces the social capital of the group (Jenson, 2010). In this context, social capital "...refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (Putnam, 2000: 225): Ongoing spatial reforms, mainly related to the consumption of space, are designed and implemented through collective action with various stakeholders. Therefore, according to Zhou and others (Zhou et al., 2023), the successful development and implementation of reforms is also determined by social capital, which consists of cognitive, structural and relational dimensions. The cognitive dimension relates to the public's perception of the changes and goals being implemented and satisfaction with the work being done. The structural dimension refers to communication with other people about the changes, and the relational dimension refers to the trust and willingness to share the received information with both policymakers and the community population.

In the framework of socio-spatial planning, the effective functioning of the population is also characterized by the ability to adapt to changes. Adaptability, according to Jakku and Lynam (Jakku, Lynam, 2010: 10) "...comprises the properties of a system that enable it to modify itself in order to maintain or achieve a desired state in the face of perceived or actual stress". Research shows that, in particular, the indicators measuring this concept at the level of households relate to the population's awareness of changes, skills, household well-being, access to services, etc (CARE International, 2022), as well as indicators characterizing socio-economic status, such as unemployment rate, median household income, percentage of households living in their own home (Edgemon et al., 2018).

The above-mentioned approaches to social capital and adaptability allow us to assert the possibility of viewing these components within a single conceptual unit. That unit is resilience, which "... is a measure of the sustained ability of a community to utilize available resources to respond to, withstand, and recover from adverse situations" (Bosher, Chmutina, 2017: 32). In fact, engagement and resilience together form the component of social sustainability, which in turn, together with sense of place, completes the concept of socio-spatial planning.

### **The specialized practice of space reform: the spatial organization**

If in the context of socio-spatial planning we are talking about the development of the spatial planning discourse in society and the engagement of different social groups in planning decisions, then its further implementation is mostly connected with the idea

of spatial organization. It, according to Deprez and Tissen "...involves the design and management of 'spatial arrangements', i.e. of the purposeful mix of 'physical', 'virtual' and 'mental' spaces as part of and shaping the organizational landscape" (Lekanne Deprez, Tissen, 2008: 3). In the framework of spatial organization, it is possible to implement a number of such processes as: differentiation of consumption spaces, redistribution of residents in the space, distribution of labor force, differentiation of income and other socio-economic indicators (Wong, 2001). In this context, the approaches of Volpati and Barthelemy (Volpati, Barthelemy, 2018) deserve attention. The authors propose a heterogeneity measure called the Gini coefficient (an adapted version of a coefficient widely used in economics) and an index of dispersion at the marginal population level. Contrary to the mentioned authors, Bertaud (Bertaud, 2003) proposes to use population size, density (including in built space), built space per capita and dispersion index to overcome the limitation of lack of specific secondary data. However, the indicators proposed by both Volpati and Bertaud do not characterize the socio-spatial impact of spatial organization and therefore are not sufficient to reveal the existing picture of spatial organization. The dimensions of the socio-economic component of spatial organization are related to the population's access to infrastructure, services and facilities that form the microclimate necessary for the consumption of space (Shafique et al., 2021). Thus, spatial organization turns into a system of actions aimed at increasing the social vitality of space. The Australian Institute of Urban Studies has a unique place in the international research effort on the relationship between spatial organization and social vitality, and the social infrastructure index created by it simultaneously identifies both the existence of various infrastructures and services and their accessibility for the population (Davern et al., 2017).

The above-mentioned approaches show that in contrast to socio-spatial planning, in the case of spatial organization, the engagement of community groups decreases, giving way to professional activities. At the same time, it would be wrong to claim that spatial organization is related exclusively to the activities of spatial planning specialists. Those social groups that operate in social spaces, if not directly, then indirectly affect the organization of space. The value system, the demands, the lifestyle, the cultural elements characterizing the group are those that reinterpret the organization of the space, as according to Rapoport (Rapoport, 1994), since the existence of a social group is conditioned by the need for self-organization, the organization of space is also defined as an essential component of self-organization.

### **Spatial control in the domain of multi-stakeholder processes of spatial reform**

In the context of spatial development and planning, due to the existence of interactions between different groups of society, the phenomenon of leadership is put to the fore. The existing decision-making system in spatial planning and organization processes implies leadership relationships within and between social groups, which are based on authority derived from formal and informal interactions. Concepts of social space and leadership intersect in concepts of place leadership. According to Sotarauta (Sotarauta, 2016), the research question of place leadership is within the framework of the analysis of the relationship between the latter and governance and power. In this context, governance is seen as a factor that strengthens or hinders place leadership. It is worth noting the fact that place leadership is representative in nature, which implies diversification of the leadership function in spatial development processes and decisions.

Thus, the power over the management of space is divided between formal and informal leaders, whose intersubjective relationships define and legitimize the existing system of place leadership. Given the complexity of relationships, Colledge, Parker, and others (Colledge et al., 2022) propose a collaborative circle approach to place leadership. The authors distinguish three main functions of place leadership: initiative, cooperation development, and system and operation. The initiative function includes: engaging other stakeholders, inspiring, having a vision, communicating. At the same time, the development of cooperation implies the sub-functions of creativity, decision-making, creating connections, and the function of system and operation: the sub-functions of strategy, management, regulation. Thus the definition of a place leadership is given. Place leaders, are those who "...display common leadership traits but are motivated by a personal connection to place, believe they have a civic responsibility to it and have professional skills and knowledge to undertake their job with a high degree of competence" (Colledge et al., 2022: 11).

As it was mentioned, place leadership is closely related to governance, therefore, moving to the phenomenon of governance, we should note that a number of relationships are put forward, characterize the governance system. These interactions, according to Hewege (Hewege, 2012), are attributed to the governor, the governed, the governance method and the governance context. In particular, there are power and authority relations between the governor and the governed, the connection between the governor and the governance methods is provided by rules and regulations, and the interactions between the governor and the governance context operate in the fields of rules, norms and information. Hewege's approach to governance presents the static aspect of governing, which can be complemented with processual components. These, in turn, range from defining problems to measuring performance and correcting deviations (Misun, 2017). The relationship discussed between the theoretical approaches of place leadership and governance is the primary basis on which the concept of control of spatial change is formed.

Socio-spatial planning and spatial organization, as the result of processes determined by the relationship between planners and the population in the context of spatial development, are controlled by both the mentioned actors and other interested entities. From the point of view of the sociological interpretation of control, the conceptual approach of spatial equality is worthy of attention, according to which spatial inequalities arise from ineffective management, which in turn is manifested within the framework of access to space, consumption and redistribution of this consumption. Achmani and others (Achmani et al., 2020) state that the consumption of space should mean how the space is developed (for example, the creation of public structures, social houses, green spaces, etc.). At the same time, access to space refers to the possibilities of control over the resources of the space and the transfer of land rights, while redistribution is more related to the division and redistribution of space by planners, as well as ensuring equal access to them. Analyzing the relationship between spatial equality and control, we can claim that control aimed at spatial equality is based on the state strategy and policy of spatial development.

In the modern society, however, the control of socio-spatial planning is related not only to the existing state policy of spatial development, but also to the actions carried out by local self-government bodies. As an institution for ensuring the sovereignty of the population in a limited space, local state governments (LSG) are endowed with the tools of management and management of public life, which makes it possible to exercise control in various

spheres of public relations and, in particular, in the context of spatial development. At the same time, control by LSGs is a multi-stakeholder process and is based on the expectations of the parties involved. Thus, prerequisites are created for the structuring of the role of local governments as capable and democratic agents of control in spatial reforms.

### **Territorial management as a practice integrating the processes of socio-spatial planning, spatial organization and control**

The approaches discussed, which refer to socio-spatial planning, spatial organization and control, separately, provide the knowledge and a system of measurable indicators necessary for the research of the latter. However, in the context of in-depth research on the interrelationships between them, the lack of knowledge remains relevant. The identification of interrelationships between socio-spatial planning, spatial organization and control will make it possible to form such approaches to spatial development, which will no longer be limited to the extraction of certain trends, but will create a cause-and-effect system of the processes taking place and allow to realize predictions of the manifestation of realities. Therefore, the primary question remains how the connection between the above phenomena is possible in the context of existing conceptual differences. At first glance, a vague connection can be observed within the framework of the concept of "management". In this context, the approaches of Henri Fayol (Fayol, 1954) regarding the definition of general management functions deserve attention. According to Fayol, the fundamental functions of management are planning, organizing, commanding, coordinating, and leading. Currently, in the context of the modification of Fayol's model of management functions, the function of leadership is introduced instead of the functions of command and coordination (Lloyd, Aho, 2020). Because the above-mentioned functional separation refers to general management, therefore, its application in other manifestations of management becomes possible. Thus, the concept of territorial management is proposed as a conceptual unit combining the discussed socio-spatial processes.

Territorial management is a multidimensional phenomenon, which determines the diversity of existing theoretical approaches to it. When we analyze the existing knowledge on territorial management, we are faced with two fundamental systemic approaches to the definition of territorial management. According to the first approach, territorial management is equated with place management and, therefore, a number of definitions are given according to which it is "...a coordinated, area-based, multi-stakeholder approach to improve locations, harnessing the skills, experiences and resources of those in the private, public and voluntary sectors" (The Institute of Place Management, 2021: 1). The other approach establishes territorial management as a relatively isolated and self-sufficient concept from other spatial practices. Here, the approaches to the interpretation of territorial management provided by Wafa, are worthy of attention. According to abovementioned author, territorial management is "... a mode of governance that takes into account the impact of various actions and structures implemented on social cohesion, strategies for economic diversification, environmental protection and conservation, as well as the ability to clearly define its actions ... ensures the coherence of these actions, their feasibility, and their effects on the development of a community or region ... also involves ... management, and environmental changes to enhance the resilience of territories and societies" (Wafa, 2024: 84). This approach to territorial management, in contrast to the above, is more practical, because it allows to distinguish the main principles of territorial management, which refer to both territorial

efficiency, equality, stability, as well as representativeness of the management process.

Emphasizing the territorial and non-local or spatial component of management with the proposed approach is justified by the fact that the processes of organization, planning and control of social spaces are inevitably combined with role-status relations between different social groups, which condition engagement in the above processes due to the redistribution of power. From this point of view, space turns into a phenomenon in which and over which different social groups exercise their power. There is a transformation of space into territory that according to Delaney is a "...social space the "meanings" of which implicate the operation of social relational power. It is, in a sense, an expression of the fusion of meaning, power, and social space" (Delaney, 2009: 219). In the context of territorial management, the principle of multidimensionality of management of spatial development is emphasized. The state, local government, self-government bodies and the community population, often acting through groups, unions, or organizations, act as agents of territorial management. As a result, the relations between the above-mentioned management agents are institutionalized. In particular, if the state government, with its management system, acts as a coordinator of actions aimed at the realization of the universal priorities and goals of the territorial management, then the local self-government bodies play the role of a mediator between the state and the population. Territorial management with the mentioned mechanism leads to the increase of territorial cohesion, which is simultaneously a consequence of the harmonization of both sectoral and territorial policies and territorial engagements (Crespo, Cabral, 2010). Also worthy of attention is the fact that the representativeness of territorial management provides an opportunity to form participative planning mechanisms conditioned by the specificity of the territory, which according to Jouini (Jouini et al., 2019) and Eraso (Eraso, 2021) are applicable not only in urban but also in rural areas.

Although the above-mentioned approaches to territorial management provide knowledge about territories, as unique manifestations of social spaces, as well as socio-spatial characteristics of territorial management, there is a knowledge gap, especially in the context of extracting the fundamental components of territorial management, which will make it possible to define territorial management in its conceptual schematization. Within the framework of the solution of this problem, taking into account the existing approaches to territorial management and applying Fayol and Lloyd's approaches to management, a new approach to territorial management is proposed, which is based on the dimensions of socio-spatial planning, organization and control. The above-mentioned approach to territorial management is justified in the context of connections between the latter and socio-spatial planning, spatial organization and control. In essence, socio-spatial planning is an alternative to traditional approaches to space consumption, where the bureaucratic and insensitive system of spatial management is replaced by the inclusion of professional and non-professional decision-making groups. In this way, socio-spatial planning is introduced into territorial management, linked to spatial organization.

In parallel, spatial control turns into an instrumental unit of the conceptual system of territorial management, which mainly fulfills the role of ensuring stable interactions of socio-spatial planning and spatial organization. The choice of control as a component of territorial management is justified by the fact that, the conclusions made in the previous paragraphs, command, coordination and leadership approaches are combined under the function of control. Therefore, according to the proposed approach, control is accepted

as a separate comprehensive unit and component of territorial management. The three-dimensional model of territorial management creates an opportunity to give a new meaning to the system of knowledge about social spaces and, therefore, the spatiality of the relations taking place in it. The proposed approach to territorial management, which is considered in the context of combining socio-spatial planning, spatial organization and control processes, defines territorial management as a socio-spatial practice, which, thanks to its tool set, is flexible enough to effectively influence both on urban and rural settlements. In particular, the permanent or temporary outflow of the population, which is one of the problems of the management of rural areas, is correlated with the lack of jobs in the village. In the context of solving this problem, the territorial management strategy can find such solutions that will be relevant, cost-effective and give sustainable results. Really effective solutions, in this context, are linked to the principles of universal freedom of choice of residence and free movement, which are among the characteristics of freedom in modern society. The application of the freedom factor is one of the ideological pillars of territorial management, which allows to increase the interest in the most vulnerable and, in particular, rural settlements. For example, the above manifestation of freedom in the territorial management strategy can be applied in the context of the development of co-working, enabling the village become the territorial unit where it becomes possible to implement such type of works (Hölzel, De Vries, 2023). At the same time, the necessary conditions for the implementation of joint work are also provided (for example: the new social infrastructures are built). As a result, the introduction of the joint labor institution maintains a number of able to work villagers, providing the necessary conditions to function in their own settlement.

Thus, taking into account the aforementioned considerations, we propose the following definition of territorial management: *territorial management is a process of planning, organizing and controlling the use and development of a territory, which includes various strategies, policies and actions carried out by public administration/self-government bodies, organizations and community representatives to ensure sustainable and efficient use of resources and infrastructure of populated and non-populated places in the defined territory.*

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### Conflicts of Interest

The author declares no ethical issues or conflicts of interest in this research.

### Ethical Standards

The author affirms this research did not involve human subjects.

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- հոդվածի սկզբում դրվում է վերնագիրը (գլխատառերով)
- հաջորդ տողում՝ հեղինակի անուն-ազգանունը (գլխատառերով)
- հոդվածի վերջում նշվում են հեղինակի գիտական աստիճանն ու կոչումը, աշխատանքի վայրը, պաշտոնը, հեռախոսահամարը և էլ. փոստի անվանումը (հեռախոսահամարը և էլ. փոստի անվանումը տպագրվում են հեղինակի համաձայնությամբ)
- տեքստի լուսանցքները, վերև՝ 25 մմ, ներքև՝ 25 մմ, աջ՝ 25 մմ, ձախ՝ 20 մմ
- հայերեն շարվածքի տառատեսակը՝ Sylfaen
- անգլերեն շարվածքի տառատեսակը՝ Times New Roman
- ռուսերեն շարվածքի տառատեսակը՝ Times New Roman
- հիմնական տառաչափը՝ 11, միջտողային ինտերվալը՝ 1.5, գրաֆիկների և աղյուսակների լայնությունը՝ մինչև 125 մմ
- հղումները տրվում են տողատակում՝ աճման կարգով, տառաչափը՝ 10, նշվում է աղբյուրի հեղինակը(թավ), վերնագիրը, հատորը, հրատարակության տեղը, տարեթիվը (մամուլի դեպքում՝ նաև համարը) և էջը

- հողվածը կարող է ներկայացվել հայերեն, անգլերեն կամ ռուսերեն, այն պետք է ունենա մյուս երկու լեզուներով ամփոփում և երեք լեզվով մինչև 10 բանալի բառեր
- հողվածները կարող են ուղարկվել նաև էլեկտրոնային փոստով
- մերժված հողվածը չի վերադարձվում
- խմբագրությունը կարող է տպագրված հողվածները զետեղել հայաստանյան և արտերկրյա էլեկտրոնային շտեմարաններում և համացանցային կայքերում առանց օգտագործման իրավունքի սահմանափակման:

### ԱՂԲՅՈՒՐՆԵՐԻ ՕԳՏԱԳՈՐԾՄԱՆ ԵՎ ՀՂՄԱՆ ՊԱՀԱՆՁՆԵՐԸ

Հողվածի սկզբում ներկայացվող ամփոփումը պետք է հստակ պատկերացում տա, թե ինչի մասին է հողվածը: Հաջողված ամփոփումը սովորաբար պարունակում է՝

- արդիականության և հետազոտվող խնդիրների հստակ ձևակերպում,
- տվյալների և մեթոդ(ներ)ի հակիրճ նկարագրություն,
- ստացված հիմնական տվյալների բացատրություն (կամ փաստարկներ, եթե աշխատանքը զուտ տեսական է):

**Բոլոր աղյուսակներն ու պատկերները** պետք է պատրաստվեն այնպես, որ բացվեն Microsoft Word և/կամ Excel ստանդարտ ծրագրային ապահովմամբ: Այլ կերպ՝ դրանք պետք է ճանաչելի լինեն (տպագրության համար ապահովեն հիմնավոր սահմանում) և նախընտրելի է, որ լինեն սև ու սպիտակ (կամ մոխրագույն երանգներով): Գրաֆիկական ֆայլերը պետք է լինեն TIF կամ JPG ձևաչափով 300dpi կետայնությամբ:

Գրքերի, մենագրությունների, հողվածների և վիճակագրական տվյալների **հղումները** տեքստում պետք է տրվեն փակագծերում՝ նշելով հեղինակի ազգանունը, հրատարակման տարեթիվը, էջ(եր)ը՝ ըստ անհրաժեշտության:

Երբ հեղինակի անունը նշվում է տեքստում, հղեք հետևյալ կերպ՝ (Ավետիսյան, 2001): Երբ հղում եք անում էջին մեջբերման համար, կիրառեք հետևյալ ոճը՝ (ՄքԼուհան, 2001:91-92): Եթե աղբյուրն ունի երկու հեղինակ, երկու հեղինակի անունն էլ նշեք՝ անջատելով ստորակետով: Եթե հեղինակները երեքն են կամ ավելին, օգտագործեք «և այլք», օրինակ՝ (Գրիգորյան և այլք, 2010): Ինստիտուցիոնալ հեղինակության համար օգտագործեք հետևյալը՝ (ՀՌԿԿ (Հետազոտական ռեսուրսների կովկասյան կենտրոն) CRRС Կովկասյան բարոմետր, 2001): Մեկ տարվա ընթացքում հեղինակի մեկից ավելի հղումները փակագծում տարանջատել հրատարակման տարեթվից առաջ տեղադրված թվեր

օգտագործելով՝ (Պետերսոն 1, 2001): Փակագծերում ներառեք մինչև երեք հղում, որոնք բաժանված են կետ-ստորակետով: Բոլոր հղումները նշեք ժամանակագրական, ապա այբբենական կարգով (Քելլի, 1999; Դուլ, 2002; Բեյկեր, 2003):

Հոդվածի վերջում աղբյուրները նշեք ըստ այբբենական կարգի, իսկ նույն հեղինակի աշխատությունները՝ ըստ հրատարակման տարեթվի: Ընդունված հղումների օրինակները հաջորդիվ՝

***Հրատարակված գիրք՝***

Crow, G. (1997). *Comparative Sociology and Social Theory*. Basingstoke: Macmillan.

***Խմբագրված գրքի գլուխ՝***

Nielsen, K., Jessop, B., Hausner, J. (2005). Institutional Change in Post-Socialism. *Strategic Choice and Path-Dependency in Post-Socialism* (eds. Hausner, J., Jessop, B., Nielsen, K.). Aldershot, UK: Edward Elgar, pp. 67-83.

***Հոդված գիտական հանդեսում՝***

Atanesyan, A. (2020). Media Framing on Armed Conflicts: Limits of Peace Journalism on the Nagorno-Karabakh Conflict. *Journal of Intervention and Statebuilding*, 14:4, p. 534-550. DOI: [10.1080/17502977.2020.1780018](https://doi.org/10.1080/17502977.2020.1780018)

***Որևէ կազմակերպության կողմից հրատարակված աշխատանք՝***

World Bank (2005). *World Development Report 2005*. Washington, DC: World Bank.

***Ծանոթագրությունները*** պետք է ներկայացվեն տվյալ էջի ներքևում՝ տողատակում և պարունակեն լրացուցիչ բացատրություն, ոչ գիտական աղբյուրներ՝ հոդվածներ թերթերից, բառարաններից, իրավական փաստաթղթեր, և այլն: Բացի տողատակերից՝ այդպիսի աղբյուրների ներառումը գրականության ցանկում չի պահանջվում: Բոլոր հապավումները պետք է բացվեն: Ներկայացված բոլոր աշխատանքներն ի սկզբանե ուսումնասիրվում են **խմբագրական կոլեգիայի** կողմից: Այս փուլում աշխատանքը կարող է մերժվել մասնագիտական եզրակացությունից առաջ, եթե այն բավարար չափով որակյալ չէ, չի համապատասխանում ուղեցույցի և հանդեսի պահանջներին: Սա կօգնի արագ որոշելու ներկայացված աշխատանքի անհամապատասխանությունը տպագրության պահանջներին և իրազեկելու հեղինակներին այդ մասին: Այն աշխատանքները, որոնք անցնում են նախնական վերանայման գործընթաց, ուղարկվում են մասնագիտական եզրակացության: Գրախոսման գործընթացը «կույր» է: Հոդվածներն ընտրվում են տպագրության ըստ մասնագիտական եզրակացության, փոփոխություններ կատարելու հեղինակի պատրաստակամության և խմբագրի վերջնական ընտրության:

Մասնագիտական բացասական եզրակացություն ստացած հոդվածները մերժվում են:

**Ինքնահղում.** Խուսափեք կամ նվազագույնի հասցրեք Ձեզ հղում անելը: Անդրադարձեք Ձեր սեփական հղումներին երրորդ դեմքով: Օրինակ՝ գրեք «Հակոբյանը և Մովսիսյանը (2018) ցույց են տվել», ոչ թե «Մենք նախկինում ցույց ենք տվել (Հակոբյանը և Մովսիսյանը 2018)»:

**Գրագոռության բացառումը.** հանդեսը հրատարակում է նորույթ պարունակող գիտահետազոտական աշխատանքներ: Հոդվածը հանդեսին հանձնելն ինքնին ենթադրում է, որ ուսումնասիրությունը չի տպագրվել կամ չի ներկայացվել այլ հանդեսում տպագրության: Եթե հեղինակներն օգտագործում են հրատարակված նյութի որևէ հատված (որևէ լեզվով), ապա նրանք պետք է պատշաճ հղումներ տան: Գրագոռություն պարունակող աշխատանքները չեն ընդունվի տպագրության:

**Հեղինակների աշխատանքների ինքնաարխիվացում.** մինչև հանդեսում հրատարակելը հեղինակները պահպանում են հոդվածի բնօրինակը իրենց անձնական կայքում և այն հասանելի դարձնելու իրավունքը այն պայմանով, որ ընդունման պահից հեղինակները պատասխանատու են արխիվացված, դեռ չտպագրված նյութը DOI-ով թարմացնելու և այն հոդվածի տպագրված տարբերակին կցելու համար:

Հանդեսը հեղինակներին թույլ է տալիս օգտագործել հրատարակված հոդվածի վերջնական տարբերակը (հրատարակիչ pdf) հեղինակի անձնական կայքէջում և/կամ իր հաստատության պահոցում (շահույթ չհետապնդող սերվերում) արխիվացման համար: Հոդվածի լույսընծայումից հետո այլևս որևէ սահմանափակում չկա: Անհրաժեշտ է հաստատել հրատարակության աղբյուրը և հղումը անել պարբերականի գլխավոր էջին կամ հոդվածների DOI-ին:

**Հոդվածի մշակման վճարներ.** հանդեսը հեղինակներից որևէ վճար չի գանձում վերջիններիս աշխատանքների խմբագրման և հրատարակման համար:

### **Հեղինակային տեղեկատվությունը**

Անունները և էլեկտրոնային փոստի հասցեները, որոնք մուտքագրվում են այս կայքում, կօգտագործվեն բացառապես հանդեսում նշված նպատակների համար և հասանելի չեն լինի այլ նպատակների համար կամ այլ անձանց ու կազմակերպություններին:

## ИНФОРМАЦИЯ ДЛЯ АВТОРОВ

**Статьи должны составлять до 20 страниц в Microsoft Word и содержать следующую информацию:**

- в начале статьи ставится заглавие (прописными буквами)
- в следующей строке – имя и фамилия автора (прописными буквами)
- в конце статьи указываются ученая степень и звание автора, место работы, должность, номер телефона и адрес электронной почты (номер телефона и e-mail печатаются с согласия автора)
- поля: поверх текста 25 мм, под текстом 25 мм, справа 25 мм, слева 20 мм
- шрифт армянского текста: Sylfaen
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- шрифт русского текста: Times New Roman
- основной размер шрифта – 11, интервал между строками – 1,5, ширина графиков и таблиц – до 125 мм
- ссылки даются внизу страницы в порядке возрастания, размер шрифта – 10, указывается автор источника (жирным шрифтом), название, том, место, год издания (газеты или журнала также номер) и страница

### **Требования к резюме**

Резюме должно дать ясное представление о содержании статьи. В нём обычно чётко сформулированы

- исследуемые вопросы и их актуальность,
- краткое описание данных и методов (метода),
- пояснения к основным из полученных результатов (или аргументы, если работа носит сугубо теоретический характер).

### **ПРИМЕЧАНИЯ, ССЫЛКИ И ГРАФИЧЕСКИЕ ДАННЫЕ**

**Система APA: *ссылки*** на книги, монографии, статьи и статистические данные нужно привести в скобках, указав фамилию автора, год издания и страницу. В тексте ссылки на книги, монографии, статьи и статистические данные следует давать в скобках, указав фамилию автора, дату издания и при необходимости страницы. Когда имя автора указано в тексте, ссылайтесь следующим образом: (Аветисян, 2001).

Когда ссылаетесь на страницу цитаты, используйте следующий стиль:

(Аветисян, 2001:91-92).

Если источник имеет двух авторов, укажите имена обоих, разделив их запятой.

Если авторов трое или больше, воспользуйтесь продолжением «и другие», например: (Григорян и другие, 2010).

При институциональном авторстве пишите так: КЦИИ (Кавказский центр исследовательских ресурсов) «Кавказский барометр» CRRC, 2001).

Если в скобках даётся более одной ссылки на труды одного автора, опубликованные в течение года, используйте цифры перед датой публикации (Петерсон 1, 2001).

Помещайте в скобках до трёх ссылок, разделяя их точками с запятой. Ссылки нужно

давать в хронологическом, а затем в алфавитном порядке (Петерсон, 1999; Доул, 2002; Бейкер, 2003).

В конце статьи (Литература) укажите источники в алфавитном порядке, а труды одного автора – в хронологическом.

**Примечания** должны быть помещены в нижней части данной страницы. В примечания помещаются пояснения, а также неакадемические источники - газетные статьи, словари, правовые акты и т.п. Данные источники включать в список литературы не требуется.

**Все таблицы и рисунки** следует изготовить таким образом, чтобы они открывались при стандартном программном обеспечении Microsoft Word и/или Excel. Иначе говоря, они должны быть узнаваемы (обеспечить для печати хорошее качество) и желательно чёрно-белыми (или серыми). Формат графических файлов – TIF или JPG с разрешением 300 dpi.

**Опубликованная книга**

Crow, G. (1997). *Comparative Sociology and Social Theory*. Basingstoke: Macmillan.

**Глава отредактированной книги**

Nielsen, K., Jessop, B., Hausner, J. (2005). Institutional Change in Post-Socialism. Strategic Choice and Path-Dependency in Post-Socialism (eds. Hausner, J., Jessop, B., Nielsen, K.). Aldershot, UK: Edward Elgar, pp. 67-83.

**Статья в научном журнале**

Atanesyan, A. (2020). Media Framing on Armed Conflicts: Limits of Peace Journalism on the Nagorno-Karabakh Conflict. *Journal of Intervention and Statebuilding*, 14:4, p. 534-550. DOI: [10.1080/17502977.2020.1780018](https://doi.org/10.1080/17502977.2020.1780018)

**Работа, изданная какой-либо организацией**

World Bank (2005). *World Development Report 2005*. Washington, DC: World Bank. Все материалы изначально проверяются редакционной группой. На этом этапе статьи могут быть отклонены до рецензирования, если есть ощущение, что они недостаточно высокого качества, не соответствуют нашим рекомендациям или выходят за рамки журнала. Это гарантирует, что авторы быстро примут решение, если их статья не подходит. Статьи, прошедшие первоначальную проверку, будут отправлены на экспертную оценку. Процесс обзора является двойным слепым. Статьи будут отобраны для публикации на основании отзывов коллег, согласия автора на внесение изменений и окончательного выбора редактора. Статьи, не прошедшие рецензирования, будут отклонены.

**Самоцитирование:** Избегайте или минимизируйте самоцитирование. Ссылайтесь на свои собственные ссылки от третьего лица. Например, напишите «Акобян и Мовсисян (2018) продемонстрировали», а не «Мы ранее продемонстрировали (Акобян и Мовсисян 2018)».

**Политика в отношении плагиата:** Журнал нацелен на публикацию оригинальных исследовательских работ высокого качества. Подача рукописи в журнал свидетельствует о том, что исследование нигде не публиковалось или не было отправлено для публикации в другие места. Если авторы используют какую-либо

часть опубликованной статьи, они должны давать соответствующие ссылки. Журнал немедленно отклоняет материалы, ведущие к плагиату или самоплагиату.

**Политика самоархивирования автора:** До принятия для публикации в журнале авторы сохраняют за собой право разместить оригинальную версию статьи на своем личном веб-сайте и / или на веб-сайте своего работодателя и / или на бесплатных общедоступных серверах при условии, что после принятия авторы отвечают за обновление архива препринта с помощью DOI и привязку его к опубликованной версии статьи.

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