Youth's Life Space Narrative Research

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Abstract: The current study aims to distinguish objects and events, which teens and adolescents include in their life's spaces, explore differences in attitudes towards life spaces, and determine the level of life's space satisfaction of the youth via narrative psycholinguistic research.

Methods: Methodological approaches inhered in interviewing and content analysis of the texts by calculating the frequency and investigating the components of the life's space category references that were defined based on the narrative compositions. The validity of categorisation was proved by propositional analysis. Spearman's rank correlation method was used.

Results: The research results showed that stories people tell us holds powerful sway over their memories, behaviours, and identities. The youth's space was analysed within three content blocks: structural, interpretational, and evaluative. The structural block defined categories: people; city; habitable space; educational institution; social environment and information; activity; nature; state and patriotism; the inner world. The interpretational block analysis defined interpretational judgments and attributions of the responsibility for actions and changes in the participants' lives. The evaluative block analysis revealed the significant differences between teenagers and adolescents and between females and males in terms of life's space evaluation.

Conclusions: The structure of teens' and adolescents' live space is similar, but its interpretation and evaluation are significantly different. Proceeding from teenage to adolescence is followed by such changes as growing dissatisfaction of the existing life's space and the wish to change it; growing internality, i.e., understanding personal responsibility of the life's space formation.

Keywords: Life space, narrative, storytelling, youth, text, content analysis, life satisfaction.

INTRODUCTION

The practical application of a person's life space content is limited by the possibilities of its operationalisation. The life's space of the personality is the subjective aspect of the sphere of the human lifeworld, which is the most significant, that is, closely related to values, interests, sympathies, and in relation to which the person acts as a subject of self-creation. Life space is a representation of the factors affecting a person's life. These factors can define one's perception of the space around at any given moment, including environmental, biological, social, and psychological fields. The most powerful block of life space proceedings is represented within the scopes of psychological knowledge of scientists [1-3]. In order to consider the psychological factors of life's space formation, the main directions of personality development, such as heredity, environment, and activity, were outlined [4].

The interest among the researchers of life stories and narrative approaches to understanding a person's experience and behaviour is increasing. Despite various ways to understand narrative, most researchers give certain basic rules: a narrator does a plot from disordered events, structures the story spatially and/or timely. One action is seen as consequential for the following [5, 6]. The narrative is seen as a story that can exist in verbal or written form with the beginning, the middle, and the end [6-8]. The scope of the narrative can span from an entire life story to a brief one, showing specific events [9].

Psychological and psycholinguistic studies on problems of speech thinking are presented in the reviews on the internal speech, its structure, and functions. The thought-word dialogue is a movement through a series of internal plans. It is like moving from one plan to another, about the "living drama of speech thinking": from the motive that gives rise to a thought, before its design and mediating in the inner word, hereinafter referred to as "outside words" and, finally in words [10].

Modern psycholinguistic studies of the narrative indicate that a non-verbal psychic image is considered as the basis of the text. Being influenced by the impressions of the external and internal life (visual, sound, emotional, etc.) because of their processing with imagination, this image, or "some holistic entity", is a denotation or the actual meaning of the text [11]. This image can be the result of intuitive reasoning or rational reflection. However, sometimes it is impossible to

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translate this image directly into the text. It's processing through the reflection can be devastating. Therefore, for its initial fixation, the process of spontaneous verbalisation has an important role: semantic associations generated by the taciturn are conveyed by the fragmentary phrases. A further reflection of these verbal fragments allows the personality to build a coherent text. Exactly this mechanism of text creation can be traced in verbal creativity [10].

Stories about everyday life are the basis of narrative psychology. These are individual feelings that people express to others and provide some sense of causal connection of events [12, 13]. While telling the story, people give important details that help to understand the meaning of it. Stories are used for reframing chaotic experiences into some certain, arranged by the narrative format, highlighting, or resolving tensions. This way, both the unexpectedly sensible and fragile ideas can be observed exceptionally vividly at the teen and adolescent age.

There through, the utilisation of narrative to find out the main characteristics of the personality's attitude towards distinguishing objects and events, which one includes to his/her own life's space, is timely and scientifically appropriate.

The aim of the article was to distinguish objects and events, which the teens and adolescents include in their life's spaces, to explore differences in attitudes towards life spaces, and to find out the level of life's space satisfaction of teens and adolescents via narrative psycholinguistic research.

MATERIALS AND METHODS

Participants

Before the actual survey, the expert approval for the research procedure and materials from Tetiana Scherban, Dr.Sc. in Psychology, Prof., rector of Mukachevo State University, was granted. The Science and Technology University Board of Mukachevo State University, as an ethics committee, gave the approval to run the research as they considered it beneficial for the region. Additionally, we received an allowance from the Board to involve students from secondary schools for reliability testing of the used questionnaire to focus groups. The preliminary research was in written form. The students were asked to write about their "life space" concept, and in the second stage, we were analysing them.

The participants (n = 140) were students of the Year 9 and 10 from secondary schools of Mukachevo, Ukraine (70 participants, including 35 females, 35 males) and elementary students and sophomores from Mukachevo State University (70 participants, including 40 females, 30 males). The age range of the teen group was 15-16, while the adolescent group was about 18-19. Simple random sampling provided the completeness and the representativeness of the sample. All parents permitted their children to participate in the experiment. All participants and their parents were aware of their right to refuse at any time and gave informed written consent.

Measures

We integrated the participants into the research situation and told them about the problem we explored. To encourage them to take an active part in the research, we talked to them and tried to arouse their interest and awaken their research motivation.

In preparing the participants for the study, we tried to motivate them not only for the conversation but also for self-knowledge and creative activity. We encouraged participants to practice reflective positions towards their own life's space and had a conversation with them to provide their understanding of the "life space" concept. After the introductory interview, we asked the youth to describe their own life's space.

The instruction received by the participants foresaw two stages: associative and reflective. The first stage did not involve the creation of a coherent text, as it was necessary to name simply everything that a participant related to personal life's space. As a result, only verbal fragments were produced: particular words and phrases. The second stage involved reflection of these fragments and the creation of a coherent text in a composition form. The participants were asked to answer the questions to stimulate the reflective analysis and to transform separate semantic associations into a logical and holistic sense. The questions were as follows: 1) What is included in your life's space? 2) Why is it included in your life's space? 3) How much are you satisfied with your own life's space? 4) Would you like to change your life's space? What would you like to change in it? How would you like to see it (in the future or now)?

Therefore, we received 140 compositions of different volumes from the participants of our research. We considered a separate object (material or

semantic), highlighted and indicated in the text by a certain word or a phrase as an element of life's space. For example: "parent", "love", "my room," "my favourite cat, dog" and so on. The average number of life's space elements highlighted in a single text was 11,8: teenagers – 11,1 and adolescents – 13,9. The minimum number of elements selected in one text was 3. The maximum number for teens was 21 and for adolescents was 29.

The texts were structured to some extent by the questions we asked before. However, we had to reduce and structure this data significantly to meet the objectives of the study. For this purpose, we turned to the method of content analysis [14].

It was particularly important to move from the elements (units of text) to categories with the actual semantic units of the life's space (its main components) and the relationships between them.

As a result, we aimed to reach the goals of the study through defining and analysing three content blocks: structural, interpretational, evaluative.

The first block included categories that reflect the components of life's space. The second block consisted of the categories that we obtained by summarising the answers of participants to the question of why the elements they named were included in their life's space. This allowed us to distinguish the interpretational judgments and to find out the attribution of the responsibility for actions and changes in the participants' life's spaces. The third block combined the following categories: assessment (relation to life space) and modality of the assessment (positive, neutral, negative); the desire to change or maintain the actual life's space.

According to the propositional analysis procedure, each proposal we split into two branches: context and fact. In the branch of context, we distinguished place and time. The fact is represented by the internal (I, we) / external (he, she, it, they) "agent" and by the relation (familiar-unfamiliar, beloved-unloved, etc.) and the internal/external object. We, as authors and independent experts, carried out the propositional analysis. Experts evaluated 15 narrative samples that were spontaneously selected for the examination. The experts were not familiar with the purpose of the research. At the same time, the experts knew the techniques of propositional analysis. (Cohen's Kappa = 0.851, N = 15) for propositional units indicated that the method was valid.

Data Analyses

SPSS Statistics 22 (Chicago, IL, USA) was used for statistical analysis. To reveal interdependency between the activity parameters and life space perception and to find out significant differences between teenagers and adolescents in terms of life's space evaluation, Spearman's rank correlation method was performed.

RESULTS

Thus, we related the extracted text components into the following categories: 1) people; 2) city; 3) habitable space; 4) an educational institution; 5) social environment and information; 6) activity; 7) nature; 8) state and patriotism; 9) the inner world. Strict categorisation of these elements by any stable criteria and their quantitative analysis was impossible without the loss of meaningful shades and the uniqueness of the description. Therefore, the categorisation procedure was of ancillary importance and was complemented by other qualitative analysis techniques.

The frequencies of the distribution of elements by these categories are presented in Table **1**.

People

We observed the significant content diversity of the elements, which were reflected in the wide differences of the meanings and emotional colour. Each element of the description had its own personal meaning. It carried the assessment of vital importance for the subject, the position of this element in the integral system of the life's space.

The analysis of the texts showed that the most common were the following adjectives: "close", "beloved", "mine", as well as such definitions as "dear", "lovely", "familiar", "unfamiliar", "outlander", "like", "dislike", "good"," bad" etc.

We reduced all these definitions to such basic parameters as close-far, mine-extraneous, familiar-unfamiliar, beloved-unloved.

City

Judging from the descriptions of the teenagers, we can conclude that the "city" in their life's space is almost absent. Just in rare texts teens mentioned: "city", "park", "shops", "river", "bus", "street", "yard". For adolescents, the category of "city" wasn't much wider. However, if for the teenagers all elements in this

Table 1: Distribution of Life Space Components

Categories	Teenagers		Adolescents		Total	
	N	%	N	%	N	%
1. People	68	36.6	82	38.1	150	37.4
2. City	12	6.5	18	8.4	30	7.5
3. Habitable space	20	10.8	28	13.0	48	12.0
4. Educational institution	18	9.7	11	5.1	29	7.2
5. Social environment and information	14	7.5	26	12.1	40	10.0
6. Activity	18	9.7	14	6.5	32	8.0
7. Nature	14	7.5	7	3.3	21	5.2
8. State and patriotism	13	7.0	11	5.1	24	6.0
9. The inner world	9	4.8	18	8.4	27	6.7
Total	186	100	215	100	401	100

Notes. N – number.

category belonged to a one-time frame and a certain place, "where I am now" or "currently live", the adolescents widen the time frame and mention "the place where I lived". In some texts, contraposition of the "hometown" and the current "place of residence" was found. Those mentioned may not be their hometowns, but cities of another place and time, and yet they were present in personal life's space, perhaps just as signs, symbols of other life, invisible for the outside observer, but real for the person. Anyway, it is noteworthy that the number of elements that had a negative value exceeded the number of positively valued elements.

In addition, unlike the life's space where the most commonly used epithet was "my" ("my room", "my ottoman", "my personal belongings"), the elements that belonged to the category "city" were, unfortunately, lack of it. That "mine" of the respondents ended outside the front door of their home. As a result, on the streets, we see a lot of garbage, roaches and wrappers, destroyed bins, lighting, and other elements of the hostile public environment of the modern Ukrainian city.

Habitable Space

This category appeared to be quite differentiated. We have identified about 10 types of elements that were repeated in different texts. These elements sometimes got general nature: from the usual "apartment" and "dormitory" to the "favourite doll". If we divide them by the generality-specificity axis, then at the pole "generalisation", there will be elements that can be called "large", on the other one – "small", between them – "medium".

Large-scale items included "house", "apartment", and "dorm room". The medium-sized items are "my room", "furniture", "bed", "things", "household items" and "clothing". The small-scale elements include "notebook", "computer", "toys", "bear", etc. Some of the hobby items extend beyond the space of the home (camera, racket, skis, and ball). There is also a special group of subjects, for example, "memorable trifles", "photographs", "letters", which are objectively related to the life's space, but subjectively – taken out of it and represent a landmark of another space and time.

The life's space of the adolescents is more material, and among the items, an important place has household items. Adolescents are almost adults with appropriate rights and responsibilities. Many of them already live outside their parents' homes, and therefore, the everyday realities of life are much more tangible to them.

The most pronounced in this category was the agent "mine-extraneous". The most used epithet was "mine," i.e., "my personal belongings". Moreover, the definition of "mine" was often combined not only with "small-scale" elements but also with "large-scale", such as "house", "apartment". Nevertheless, the definition of "mine" was never met with the words "hostel," "dorm room". It is a "night" space. Here, "I don't seem to be visiting, but not at home". This vividly illustrates the reason for the endless failures of the administration of the educational institutions to arrange dormitories through the work of commandants. The perfect dormitory is impossible until the space of the room enters the consciousness of the personality as "his" or "her". Designation of "my" is personal and even

individual space, which "I do not share with anyone". "My room" is not "ours", for example, with my brother's room. However, "my house", "my apartment" is a private space, but not personal. There "I am not visiting, but at home", it is not only "mine", it is also "ours". However, it should be noted that the pronoun "our" in the descriptions of life's space was very rare.

Therefore, the most important feature of life's space is its appropriation by the subject. "Mine" does not just mean "I own an item". "Mine" means "the object, and I am an integral unit". Here are the examples of how the participants wrote about it: "Without this, I wouldn't be here", "It's a part of me", "It was my grandmother's last gift".

Educational Institution

It was difficult to determine which elements had to be included in this category. Apparently, there was no doubt about the elements that match the name of this category (school, university) and indicate a specific place where certain activities (relevant events, lessons, lectures, seminars, exams, etc.) take place.

But how do the elements "lessons" and "many lessons", "exams" and "future exams" differ? The first (lessons, exams) are more related to the sphere of "objective" ("external"), the second (many lessons, future exam) – rather to the sphere of "subjective" ("internal"). The first is the statement of the presence; the second is the experience of this presence. The elements include several subjective elements such as "interest in physics, algebra," "terrible schedule at the university", and so on. Thus, in the continuum of the category, it was possible to distinguish the dimension "objective – subjective". As for the learning that occurs in mentioned institutions, it also becomes an element of another identified category – "activity". Besides studying there can happen many other activities, e.g., "communication", "sitting in libraries", "work".

Social Environment and Information

This category includes items that serve as sources of obtaining information. The elements of this category represent and indicate certain activities in the texts, such as: 1) browsing the Internet (here we include all expressions about finding information on the Internet and communicating with social networks ("I'm sitting in Facebook," "communicate in WhatsApp", "Viber", "searching for textbooks"); 2) "watching and listening" to streaming shows, news, films, YouTube; 3) reading texts (books, newspapers, magazines, articles, blogs); 4) listening to streams, news, music.

Thus, one of the goals of this perception activity may be obtaining the necessary information in the context of other important activities. At the same time, we find virtually no elements in the descriptions of respondents' life space that can fit into this purpose. Therefore, it can be assumed that there are other motives for consuming information in modern society. Thus, in addition to the extremely high importance of the Internet in the life's space of today's youth, a large part of these elements belongs to the sphere of culture (books, music, films, including numerous newest television series). That is, achievements in art and culture remain an essential component of the living space of the youth. However, they are consumed now mainly with mobile gadgets and a computer.

Activity

In this category, we included all references about activity, classes, and communication with others. Any activity unfolds in a specific place and, in many cases, involves the use of objects. They are often associated with an action that makes it impossible to distinguish a clear separation between objects and actions (for example: "reading books", "reading interesting blogs", "reading news"). It is also not easy to divide the action, activity, and place where it occurs, i.e., "my hobby", "disco", "travel". The value of a place is largely determined by the activity that is most typical for it. In our study, adolescents used words to describe actions less often than teenagers, which, however, contradicts the theory of rising activity role in transferring to adolescence. This decrease probably has other causal roots.

Nature

The category "nature" in the texts of teenagers was much more common than of adolescents. Elements of this category were extremely diverse. Although we distinguished some subgroups such as "animals", "plants", "weather", "nature in general". Such grouping, on the one hand, distorts the real meaning of the elements, and on the other – it can't comprise all their diversity (does not include, for example, such elements as "a cat which is sadly gone", "no dog", "cockroaches", "cold", "waiting for spring").

Psychological dimensions of space in this category included: "mine - extraneous", "favourite – not

favourite": "my dog", "favourite pet", "my favourite flower". With "my" animals (mostly cats and dogs), the relations are friendly, and in most cases – very close ("the animal (dog) that I love and never part with", "my hamster – Jessica is like my daughter"). The animal, which is a family member, is no longer an animal from encyclopaedias and textbooks, which can spark not more than just a cognitive interest. "My cat" or "beloved dog" becomes such a living creature (just as another human being) with which "I am in a direct relationship." Moreover, the category "people" could be expanded and turned into the category "other creatures" or "living creatures". However, we decided not to include them in the category "humans", where these particular animals are psychologically closer, as well as to distinguish a separate category.

State and Patriotism

In this category, we collected an extremely wide variety of expressions regarding freedom, statehood, patriotism, hostilities, defence of the Motherland ("freedom", "war", "independence", "aggression", "humiliation", "protection", "defence" and many other expressions that we consider ethically inappropriate in this paper. It is important to note that, against the background of the events in Ukraine, most of the participants had luck not to meet directly with the consequences of military actions but were mostly affected by the social and media environment.

Among these elements, it was difficult but possible to distinguish some subgroups: abstract concepts that express values ("freedom", "well-being", "peace", "social status", "high quality of life"); some specific objects or phenomena that act as a symbol of some important component of life ("the Bible," "the constitution," "money"), the group "attitude" ("enemies," "hatred," "contempt," "rage", "pity", "sympathy"). Of course, a large proportion of the texts were occupied by the expressions that were directly related to military conflict: "wars in our country and all over the world", "state of the country", "crisis", "catastrophe", "murder", and "torture".

In most of the categories discussed above, the personal meaning of the life's space was expressed through the universal agents "near-far", "mine - extraneous", "favourite – not favourite", "familiar - unfamiliar", but in this category, these constructs did not appear. The text units related to this category were full of a bright, but not rooted, not internalised emotional colouring because neither teenagers' nor

adolescents' texts contained "our war", "my hatred," etc.

The Inner World

To this category we included words and phrases that characterize: 1) the inner world of a person (feelings, thoughts, interests, dreams, memories, etc.); 2) features of self (psychological, social, physical: "character", "aloofness", "habits", "confusion", "complexes", "increased emotionality", "appearance", "health", "problems", "loneliness", "independence", "financial situation"); 3) subjectively important events, situations on the boundary of "internal" and "external" ("failure", "mistakes", "divorce"). The answers that belong to the category of "the inner world" indicate participants' own responsibility for their own life's space: "I want it to get into my life", "I admire", "I care", "love and trying to protect nature" and so on. Of course, even these statements have significant substantive differences. The first is like a call-desire, the second is information about one's preferences, the last is about one's own affairs. Nevertheless, in our opinion, what they have in common is their willingness or desire to choose what will form their personal life's space. Some respondents identify the target of their care: caring for their younger sister, more often – animals.

By incorporating the "inner" into the "outer", turning it into an object of attention, experience, reflection, the subject creates another place where one can stay, live and act. Moreover, the life's space of a person expands becomes more voluminous, multidimensional.

Several statements in the texts were not included in any category. Their low frequency did not allow opening new categories and features – to include in existing ones. That, for example, the expressions that determine the style features of life strategies. "In my circle, there are only those who I like; others – only when it's needed".

An important role in the interpretative judgments of teenagers had the idea of dependence, the forced presence of something or someone in their life space ("dependence on parents"; "music lessons because my mother makes me attend them (and I do not want)"). In some texts, the idea was not just about dependency; but the recognition of the influence by the environment: "definitely this all sets a certain tone in my life and accordingly influences me." Therefore, the problems of dissatisfaction and addiction exist and are quite significant for both teenagers and adolescents.

Attitudes toward one's life space we analysed by fixing all the valuation type statements (the answers to the question "How much are you satisfied with your own life's space?"). We assessed the level of satisfaction expressed in the responses and the total number of judgments of satisfaction/dissatisfaction modalities. The assessment was done using a five-point scale. A score of 1 was given to the answer: "No, I do not want to change anything (even if something does not suit me)"; 2 points were for "generally suits, but ..." (for example: "No, although it would not be bad to live in Paris" or "No, everything is all right, but I just want to have a motorcycle"); 3 points were for "no", but at the same time expresses a desire to change some essential part of the life's space (for example, "to change relations with others, everything else is ok"); 4 points were for "yes", with the direction on oneself or on important events/things/people ("Yes, change relationships with friends, I have a difficult character that is not bearable for some friends"); 5 points were for fully confident "yes" ("yes, but it does not work").

Based on the results, we can conclude that 53 % of teenagers (while only 32% of adolescents), in general, do not want to change their life's space; however, they would like to "expand" it (to include new people, new places), to improve their relationships (with parents, friends) and to see them more often, to make the "big" world better. Similar tendencies we also found in the judgments of those adolescents who have shown a strong desire to change their life's space. In this case, these trends become more acute as the problems experienced by these adolescents become more severe. For example, the desire to improve relationships with parents (mom or dad) is sharper because "Mom never understands me". The desire not just to have "more friends", but also to find a "real girlfriend", a "true friend", speaks of experiencing more trouble in relationships with peers.

The answers can be divided into several subgroups expressing desire:

1)   to change others, mostly in their relation to me ("so that people would always understand me", "that some people become kinder", "to make others stop lying", "change their attitude to others, but this is rarely possible, or because of differences interests, or because of some strange anger at me");

2)   to change yourself ("to learn better", "to understand friends better", "to change my style

of communication", "to get rid of complexes", "to become smarter, wiser, more educated, more interesting", "to stop worrying over the unimportant events", "to stop to be afraid of the teacher");

3)   to change relations with someone ("I would like very much to become good friends with him", "I would like to change my relations with friends and others");

4)   to leave something ("to abandon music extras", "to quit English extras which just my Mother wants");

5)   to do more of something favourite (books, drawing, entertainment, "going to concerts, to the movies, to the theatre", "to travel with friends");

6)   to change some circumstances of life ("to have my house in Kiev"; "to return my old class");

7)   to change the "big" world ("would change the laws of life", "stop the war", "get rid of hunger", "cure-all the sick").

The theme of expanding life space is eventually transformed into the theme of changing it, especially in terms of changing one's position in that space. There is also a strong desire to make the environment more diverse.

Correlation analysis of the obtained data (we used Spearman's rank correlation method, the results of which are presented in Table **2**) allowed us to conclude that only for adolescents, life satisfaction was positively correlated with personality activity. At the same time, dissatisfaction was associated with environmental activity for both samples. The most valuable result is a significant correlation between personal activity and life's space.

We state that one of the most important achievements of transition from teenage to adolescence is understanding the principle that a person and one's personal decisions influence life's space the most tangible way.

To clarify the initiations put forward by the participants in their interpretative judgments (influence of personality or environment), we tried to attribute each statement to one of two groups, according to where the activity comes from: the personality or the

Table 2: Significant Correlations between Activity Parameters and Life Space Perception

Scales	Teenagers	Adolescents
	r	r
life satisfaction – environmental activity	0,48*	0,37*
life satisfaction – personality activity	0,29	0,38*
environmental activity – life space	-0,32	-0,39
personality activity – life space	0,11	0,41*

Note: * - p<0,05.

environment. For example, the indicators of the environment were the following statements: "my parents did this to me", "my parents raised me, gave me future", "if they were not in my life, would I ever existed?", "I am not allowed to have a pet", etc. Personal activity indicators were phrases of this kind: "I like to read books," "because I want this", "if I'm interested in something, it captures me," and so on.

DISCUSSION

Scientists [15] state that people's ties to place are also cognitive. They include the knowledge, memories, and beliefs that make a place meant for them. In case one becomes attached to a place, they develop a mental representation of that place, containing a mental map and route knowledge of the place's arrangement. Place attachment is also expressed through behaviours. Place attachment is very important for kid's and youth's disaster preparedness, experiences, and resilience.

However, in some researches, it was pointed out that place attachment is not a unitary concept. Place scale in the study [16] includes houses (single-family home or apartment), suburbs (the spatially limited area from a block to a section of the city), and city (mix of housing, demographics). In the research work, the place attachment was measured relative to its physical and social dimensions. Physical means forms and space, social–emotional.

The study made by Leila Scannell and Robert Gifford added experimental evidence to the proposition that place attachment has a psychological function. It highlighted belonging, self-esteem, and meaning as three psychological benefits that may be derived after visualising a place of attachment. "An additional assertion is that we can reap the benefits of place attachment even when we are not immediately in the place" [17].

Donna Starks and Kerry Taylor-Leech did empirical research on how place identity can be operationalised or critically interrogated. They analysed ways that Australian secondary school students responded to the question, "If someone asks you 'Where are you from?' how do you answer this question and why?". The authors created a basic typology of place formulations to serve as a starting point for interpreting notions of place identity in research, professional and educational settings [18]. Their study highlighted the need to be aware of the potential range of meanings involved in asking people where they were from and the importance of listening attentively and critically to how they answer.

"Place attachment provides an indicator of the significance and meaning of a place to the immediate users. The significance in identifying users according to their demographic characteristics and roles is an appropriate approach in understanding the actual values of a place to a specific group of users" [19]. In the research work, it was found that users' roles and ethnic backgrounds influenced their responses. While examining attachment to streets in the city centre of Kuala Lumpur, Malaysia, the attachment to the places was economically, socially, and culturally oriented and prevalent in their daily experience of the places and the place memories recalled.

People's place identity is the part of a person's personalities related to places that are important in the formation of their identities. South Africa is struggling with the competing demands of difference and unity as it seeks to reconstruct itself in a more humane and equitable way in the post-apartheid era [20]. The change of place names is a pertinent tool to study the evolution of today's identities in South Africa. It was highlighted that even if some names disappear, they will stay the parts of the imaginary South African history and will help younger generations to keep an eye on the past.

The establishment of the identity about the place is often examined by asking about people's identification with the place. Such similarities could be greater if additional efforts are made to investigate the cross-cited articles between the clusters generated by our scient metric analysis. Longtime ignorance of the mixed uses of the two meanings in the literature, in addition to their confusing relationships with other environmental, psychological concepts, such as place attachment, has led to a lot of criticism, which can also be blamed for the slow progress in the development of place identity theory [21].

In the interpretative judgments of the participants of our research, adolescents are more likely to attribute activity in their life's space to their own personality than teenagers, who exhibit much higher external orientation. If we summarise the transition from teenage to adolescence in the context of interpretative judgments, we can distinguish the following:

1) the frequency of the statements regarding time and place, needs, and protection is reducing;

2) the frequency of the statements related to own personality, development, significance, self-orientation is increasing.

In addition, there is a significant increase in the number of non-categorical responses. The latter means that the number of individual responses, their deployment, and reflexivity ("I love because ...", "this is close to me because ..." has increased, which creates difficulties in their formalisation on the one hand and on the other – becomes the evidence of the enrichment and significant complication of life's space in adolescence. If the answers related to time, need, protection grouped under the condition of "less mature interpretations", and the answers of a type "I-cause", "development", "significance" to the group of "more mature interpretations", then the frequency of their repetition in the group of teenagers and adolescents is significantly different.

CONCLUSIONS

The research allowed us to obtain and study the descriptions of the youth's life space. We hypothesised some ideas certainly existed but were not fully articulated. Thus, our research became a hybrid. It allowed us not only to reveal the representation of the life's space concept in the consciousness of the youth but also to facilitate its creation. We changed the consciousness of the participants, thus made a true developmental influence. Many of the participants made the first attempt to classify, isolate, evaluate, and reflect on their own life's space.

The aim of the article was reached by analysing three blocks of the narrative research: structural, interpretational, evaluative. Structural block analysis allowed us to categorise and build the structure of life space components of the youth, to distinguish and to discuss the following categories: 1) people; 2) city; 3) habitable space; 4) an educational institution; 5) social environment and information; 6) activity; 7) nature; 8) state and patriotism; 9) the inner world. The interpretational block of the analysis allowed us to study the conversion of interpretational judgments in the transition from teenage to adolescence. This allowed stating that adolescents take more responsibility for actions and changes in their life's space, while teenagers attribute changes mostly to external reasons and situations. The analysis of the evaluative block showed that 55% of examined teenagers were satisfied with their life's space and did not want to change it, 23% were ambivalent, and 22% were not satisfied with it. The most typical dissatisfaction were the relationships with significant people (parents, friends), dissatisfaction with the obligation to do unpleasant things at the expense of favourite ones, dissatisfaction with own appearance (females mostly). Understanding that the cause of some negative events and situations is own behaviour becomes critical in adolescence. In other words, there is dissatisfaction with own ability to define and control life's space. While becoming older, the satisfactions decrease: just 34% of adolescents were satisfied with their life's space and did not want to change it, 25% had an ambivalent attitude, and 41% were not satisfied with it and wanted to make changes.

Found facts confirm the growing sense of subjectivity. The desire to change the life's space by the adolescents reflects their need for greater personal autonomy – release from dependence, obtaining the ability to fulfil their own desires, possibilities of moving in their own life direction, and at the same time, establishing relationships of acceptance, trust, and respect with important people.

The directions of further research include seeking the barriers that restrict the individual's movements towards increasing the personal life quality of the youth.

LIMITATIONS AND FURTHER RESEARCH

This study has multiple methodological limitations, which may be addressed in future research. All data were self-reported with the use of narrative. Given the dynamic nature of mental states, often fluctuating, a single point in time may not accurately represent the relationship between the evaluated constructs and the content of the life's space components. Self-report data may also be subject to construction bias, as some judgements of the participants appeared only at the moment of narrative invention. Moreover, there is a need for replication of these results in longitudinal studies.

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