

Dembytska N.M. Economic Socialization of Pupils: Methodological Dimensions / N.M. Dembytska// International Journal of Education & Development. Випуск 3. Психологічні науки / Київський національний університет імені Тараса Шевченка, Українська асоціація психології освіти та розвитку – Co-publ. : Publishing office: Accent Graphics Communications – Hamilton, ON, 2016/3.-

Режим доступу:<http://www.uaped.com/files/International-Journal-of-Education-Development.-2016-3.pdf>- P. 115 - 123.

ECONOMIC SOCIALIZATION OF PUPILS: METHODOLOGICAL DIMENSIONS

Dembytska N.M.

PhD, Senior Research Fellow,
Associate Professor
of Developmental Psychology Department,
Psychology Faculty,
Taras Shevchenko National University of Kyiv

The main methodological principles as a psycho-pedagogical basis of pupil's successful economic socialization are substantiated in the article. Purposeful formation of pupil's economic culture on a principles of the systems, of the subject-subject interaction, of the ethics, of the balance of privacy and publicity, of the appeal to pupil's personal property is offered.

The article notes the special role of school educational environment in the economic culture development of the child. The development of economic knowledge system and skills of effective pupils' economic behavior, positive attitude towards themselves and others as full subjects of market relations are shown. All of these factors can become weightness harmonious psychological resource for pupils' adaptation to the real conditions of the domestic economy today, in their daily practice of consumption and enterprise. The idea about an

essence of personal property as such social-psychological space of children, in which the formation of personality's economic and psychological qualities as a subject of market economic relations, is notified.

The role of school educational environment in formation of the foundations of students' economic culture is shown. In particular it is emphasized child has to approve his/her privacy in a public relations. The experience to assert their privacy in conditions of social coercion, and the experience of awareness of their needs in social relations' interpersonal space – these are main driving forces of economic socialization.

Key words: *personality; pupil; economic socialization; economic culture of personality; privacy; publicity; personal property; proprietor.*

Challenge problem. The current situation in our country determines the society need for economically literate citizens. The need for those who are aware of complex ups and downs of our chronically reformed economy, who are ready to be included actively and eagerly into market relation development. It is about enterprising, proactive people who are capable to accept a balanced risk and prone to make responsible decisions to the benefit of not only themselves but also others. In terms of the economic psychology we can say that our country needs people with good economic culture, socialized in augmentation, use, distribution of material and spiritual wealth - in the economic sphere of public life.

Can we say that there are educational institutions that cultivate purposefully and enrich such human capital? An answer to this question in a framework of general educational institutions is particularly relevant.

To be honest, a certain progress in development of the pedagogic background of economic education at school should be emphasized. So, the subject of "Fundamentals of the economy" was included into the Model curriculum for general school as a compulsory course in 2001/2002 academic year. Since that time, each general education school can itself determine the list

of courses for its pupils depending on its profile and learning objectives, taking into account pupil's age. In 2000 the Ministry of Education of Ukraine recommended to implement the "Foundations of consumer's knowledge" textbook and the corresponding subject onto the general education school curriculum.

We can see in the Concept of the Economic Education for 12-year general school that formation of a fairly sound pupils' knowledge in economics is expected. Thus, economic knowledge at elementary school are planned to be integrated into other subjects, economic knowledge at basic general school (5-9th grades) are integrated into the content of geography, history, mathematics, law (courses: "Family economics" for 5-6th grades, "My Economics" for 8-9th grades), and economics as a basic discipline in upper general school is taught in classes of all profiles. However, the psychological component of this subject should be developed thoroughly and implemented adequately. Thus, examination of textbooks for general education schools performed in 2015 by Kostiuk Institute of Psychology of the NAPS of Ukraine revealed a low degree of psychological component presentation in the entrepreneurial competence, which is a main indicator of personal economic socialization, particularly during school education. It means that today's general education school is not factually focused on development of pupil's psychological resources as an addition to economic knowledge to help pupils to become independent agents of economic activities.

All this reasons lead to the requirement to develop psycho-pedagogical mechanisms supporting development of pupils' psychological competencies needed in the field of economics, in particular, at market relations. The tool for it is a system of targeted economic socialization, which is designed to equip pupils with not only and not so much economic knowledge, but also to promote development of the psychological components of the entrepreneurial competence: a philosophy of a true owner, an owner's self-concept, a system of

skills to make independent decisions and make own economic choices, skills to act when owner rights are violated, etc.

Thus, **this article aim** is to substantiate those important methodological principles which, in our opinion, should become a systemic base for focused economic socialization of pupils.

Presentation of the main material. Personal economic socialization is understood by us as a gradual process of economic culture formation [2; 9]. The economic culture is a complex socio-psychological phenomenon that takes place at the levels of social as well as individual consciousness.

At the social consciousness level, it is manifested in the society value system, including implicitly a normative image of "an economic person" [2; 3-5; 9]. So, on the social consciousness scale, economic socialization can be understood as interrelated processes of formation and development of the society's economic culture – objectified in material assets, knowledge, achievements, human projects, social experience of alienation-appropriation of life wealth. The life wealth is stored in a material or spiritual form separated from their subject. In the process of human valuable creative objectification, the results of person's creative activities are objectified in appropriated items. [9]

A person masters these achievements during active desobjectivation and subsequent internalization of the experience of successful alienations-appropriations of life wealth that is engraved in cultural items. During desobjectivation, a person masters, reveals for him/her a human creative potential with help of activity means, and thus he/she is socialized as an agent of economic culture. Using material and spiritual things, such a person learns rules and methods of collective life, including economic life [5; 9]. Thus, at the level of individual consciousness, economic socialization is the process of formation and development of personal economic culture as a system of personal economic and psychological traits that will ensure his/her harmonious inclusion into economic relations. It should be noted, that personal economic culture imprints the most efficient models of relationship with the environment

that claims for same life wealth. In every single moment of ontogeny, economic culture is the result of person's social formation in the economic field of social relations. Thus, at the level of individual consciousness, it includes the most fitted strategies to constitute, support and development such psychological connections between people that are related with appropriation of limited material and spiritual resources [3; 4; 9]. Thus, creative mastering of achievements of the economic culture of the society is an essential condition of economic socialization.

School today plays an important role in developing the pupils' basic economic culture [1; 4; 5]. The targeted formation of their economic culture should be organized with taking into account all social and psychological objective laws under which a person is developed as an economy agent. So, the following important methodological principles to build such a system of socialization can be established.

The principle of subject-subject interaction. Organization of any educational activity as a process subject-subject interaction with the environment (with teachers, psychologists, parents, peers) is really important at purposeful organization of pupils' economic socialization. Skills of organization and support of such relationships, formed at school, will become the psychological basis for person's behaviour as an owner. Successful economic relations are based on the principle of maximal mutual benefit and always take place in the space of relations with others [7-9]. Material or spiritual benefits, assignment or alienation of which a person is seeking are a reason and a subject of these relationships. Thus, personal economic culture foundations are formed in specific relationships that are developed around and over appropriation of knowledge, ideas, personal area, social contacts, etc and, first of all, in the system of person's private property.

The property is always relationships [7; 8]. Participants of such relationships have to contact, negotiate, organize mutual actions concerning objects of ownership, not concerning just such an abstraction like "the

economy". It is specified in relationships with people applying for the same wealth, trying to make their visions a reality, to meet their needs, to fulfil their lives in the space of the same objects, ideas or creations.

As property relations do not exist out of other claimants of the limited resources, "economic" in life is always a social-psychological phenomenon. Property is always co-organized relationships with others because an existential space of one owner is coordinated with appropriate spaces of others. And as there is always a person who claims for benefit seeking by another person, the mutual influence of different individual existential spaces exists at the level of subjects. It means co-existence as a particular reality, which cannot come down to individual realities. Individual subjects are not eroded in such a reality, but new subjectivity - joint one - appears [3;4].

Thus, economic culture formation, based on the very nature of economic relations, is aimed at developing pupils' subjectivity as their ability to convert life wealth into their own without violent means, but in the course of partnership with subjects of appropriation, basing on understanding of mutual benefits by all participants..

Using of the subject-subject interaction principle, one can speak of a "dry residue", specific "growth" at the level of each participant of such co-existence. It can be social and psychological personal achievements that will ensure personal viability and create the content of personal sociality of their owner.

The systemic principle. Organization of targeted socialization of an owner will be effective in the case if socio-psychological characteristics of relations that should be developed are taken into account. Thus, it is reasonable to develop pupil's experience to organize consciously and to transform peacefully the space of his/her relationships (emotional, moral, information, etc.) with someone else who claims for those things, ideas, creations, which the pupil considers as his/her own, possess, use and dispose – his/her property, spiritual or material.

The simplest unit of property relations is the triad [8] of relations between the two subjects applying for one benefit (Figure 1).

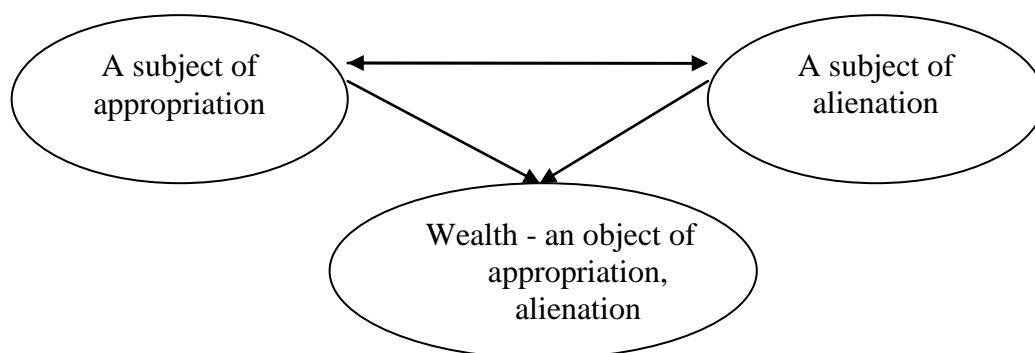


Fig.1. A unit of property relations

However, this triad is complicated and become a system coherent in the pupil's mind as far as he/she understand, on the one hand, all diversity of material or spiritual objects that he/she may own, on the other, his/her psychological resources to keep, multiply or renounce with benefits the object that he/she believes they belong to him/her.

Therefore organization of any measures to develop economic culture at school shall be directed to:

1) understanding by pupils of objective laws, meanings, typology of possible relations arising as for appropriative wealth, pupil's own place and role in them (development of cognitive components of the culture)

2) experience of these relations and formation of a positive attitude, correlated with moral values (development of affective components of the culture);

3) formation and development of personal resources for relationship prediction and arbitrary transformation (development of conative components of the culture).

The principle of ethics. At childhood, property arises as a socio-psychological space of mutually beneficial exchange by a child of material or spiritual wealth with others. Such space for the child is, above all, his/her

personal property – his/her relationship in connection with use and enhancement, protection and preservation of his/her rights [11] on the personal territory and property (including, on his/her own life and body), on personal time and relationships, on their own tastes, tricks, ideas, etc. [3;4].

These ideas motivate us to look at the child's personal economy in terms of ethics [9]. To learn how to relate their own tastes, priorities and needs with corresponding intentions of another person and to achieve their own benefits with minimal losses is the deep concept of the process of modern child's economic culture formation. To promote pupils' socialization in these relations is the task facing all agents of economic socialization at school.

The rules of public morality, embodied in the requirements for the roles of a buyer or a consumer, an employee or an investor, an entrepreneur or a philanthropist, set the ethical dimension of pupils' economic culture. These rules shall direct those who perform socialization of pupil's personality in line with the market values, show the path of purposeful formation of pupils as enterprising people: conscious, capable of reflection and critical thinking, proactive and creative, active and responsible, taking decisions independently as for assignment or alienation of personal wealth.

Socializing measures in the economic education system at school should be directed on development of such personal qualities. Consequently, economic education at general education school should have the social and psychological dimension that cannot be ignored. Considering this dimension in the process of pupils' economic culture formation is the way to gradual formation of an active and persistent, ready for prudent risk, independent, self-confident, aspiring to self-realization, well-informed and responsible subject of economic relations, in particular, personal property relations.

The principle of privacy- publicity balance. A person is not born having his/her economic culture. This psychological resource is formed during personal socialization by inclusion into different relationships aimed at profit making with minimal costs. As we noted above, the first such relations at

childhood are relations of personal property. The latter involves relationships with others (individuals or entire organizations) over distribution of limited life wealth belonged personally, owed exclusively by one subject - their owner - and able to satisfy his/her material and spiritual needs. It should be remembered that, in legal terms, a child cannot act as an independent property entity. However, from birth and throughout all life, a person is improved, on the one hand, as a subject of absolute personal ownership of many benefits: from his/her own vitality, physicality, human virtues to personal territoriality, property and social contacts, as a subject of his/her private life, privacy.

Let us discuss the meaning of the "privacy" term [10], which originally meant the right to personal property. Later, privacy included also "personal matter", "private life", experience of separation from physical and social environment, personal control over circumstances of own life, responsibility for made choices, and just economic and information security. An important side of privacy preservation is protection against supervision, control and surveillance. Thus, privacy is based on categories describing the social dynamics as well as categories describing self-control, freedom and responsibility, that is, personal subjective traits.

On the other hand, a person is developed all his/hers life as a social being. So, his/her privacy is formed and developed with the background of publicity, in space of evaluations, opinions, beliefs, conventions, images produced by others. School standards and rules of behaviour are always a correlate of public social and cultural priorities. Consequently, pupil's life obtains step-by-step public signs.

Publicity, in fact, is already embedded in the privacy phenomenon closely connected with the latter, meaning openness, accessibility and collective life of a person. Thus, during the personal maturing at school, formation of the bases of his/her economic culture occurs in a paradoxical unity of two seemingly opposite trends. It is about publicity as a characteristic of school

relationships and, at the same time, about pupil's privacy that is an indicator of subjective quality development.

An appeal to pupils' personal property. As noted above, the first of the conditions and factors of child's economic culture formation is his/her personal property - the relationships aimed on keeping within his/her controlled psychological space of all life things that a child believe belonging to him/her [7], that he/she owns and independently decides on their further "destiny", as for their management, use and alienation. Namely the "me-someone" relationships help to form child's economic culture. Testing different methods, rules, learning the rules of operating with own or someone else's property, with products of own or someone else's creative work, realizing him/herself as an author of his/her life in the relationship "me-someone", a child certainly have to "try" on each time certain socio-psychological roles. These are requirements to be a persistent and at the same time flexible, open, sociable and at the same time secretive subject of exchange. Thus, the child expands the space of his/her own freedom in the "Self-Other" relationships. He/she learns to create, design own "self" comparing him/herself with a certain type of an owner proposed by some economic role.

But we should not forget that the practice of various norms and rules of economic behaviour inherent in economic roles means experience to live under social obligations. An object of personal property (designated as "mine" on the pole of proprietary relationships) satisfies only child's personal needs. But awareness of the limited access to it or its finiteness adds value to it, therefore, makes it a resource for negotiation, for presentation of a right to it, while respecting certain rules adopted in the society. Thus, child's economic experience is formed in the process of relationship building concerning resource ownership. It is an experience to meet the needs of something personal in the space of social relationships. Such contradictions are the driving forces of economic socialization.

Learning to act under social influence (as an economic role always sets social standards of behaviour), a child acquires experience of self-affirmation as an owner. Awareness and experience of him/herself as an owner of personally belonged material or spiritual things has a powerful socializing effect. The property is important not because of its very existence, but that it symbolizes, embodies something. So, it is information on a person him/herself. This is kind of message to others about personal existence; a way to show self-esteem and spiritual development; a means to establish and maintain social contacts; a means of self-presentation and a support of personal and social identity; a means for replacement of social objects; a marker of personal territory, etc./

Thus, for the targeted formation of cognitive, value-emotional and behavioural components of pupils' economic culture, teachers, school psychologists, parents should appeal to a pupils' economic identity, support development of his/her repertoire of economic roles.

Conclusions. In summary, we should note that a positive attitude towards themselves and others as equal subjects of market relations plays a special role in successful economic socialization and, consequently, in development of personal economic culture, which is now a part to school education and intended to form a system of economic knowledge and skills for pupils' effective economic behaviour. All that formed systematically during school years can become an important resource for harmonious psychological adaptation of pupils to the real conditions of the domestic economy not someday, in adult life, but today, in their daily practice of consumption and employment.

In our opinion, the study of age patterns of pupils' economic socialization in the spaces of their private properties is promising for development of psychological and educational measures focused on pupils' economic culture formation.

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Dembytska N.M. ECONOMIC SOCIALIZATION OF PUPIL'S PERSONALITY: METHODOLOGICAL DIMENSIONS

The main methodological principles as a psycho-pedagogical basis of pupil's successful economic socialization are substantiated in the article. Purposeful formation of pupil's economic culture on the principles of the systems, the subject-subject interaction, the ethics, the balance of privacy and publicity, the appeal to personal property of a pupil is offered.

Key words: personality; pupil; economic socialization; economic culture of personality; privacy; publicity; personal property; proprietor.

Дембицька Н.М. Економічна соціалізація особистості школяра: методологічні виміри.

У статті обґрунтовані основні методологічні принципи, на яких доцільно базувати психолого-педагогічні заходи з успішної економічної соціалізації школярів і, відповідно, з цілеспрямованого формування їх економічної культури. Зокрема, обґрунтовується принцип системності, суб'єкт-суб'єктної взаємодії, етичності, балансу приватності-публічності, апеляції до особистої власності школяра.

Ключові слова: особистість школяра, економічна соціалізація, економічна культура особистості, приватність, публічність, особиста власність, власник.

Дембицкая Н.Н. Экономическая социализация личности школьника: методологические измерения.

В статье обоснованы основные методологические принципы, на которых целесообразно выстраивать психолого-педагогические мероприятия по целенаправленному формированию экономической культуры школьников. В частности, это принцип системности, субъект-субъектного взаимодействия, этичности, баланса приватности-публичности, апелляция к личной собственности школьника.

Ключевые слова: личность школьника, экономическая социализация, экономическая культура личности, приватность, публичность, личная собственность, собственник.