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SCHOOL STUDENTS' PERSONAL PROPERTY: EMPIRICAL SIGNS OF PROPERTY

Abstract. *The article deals with school students' property as a psychological basis for their socialization as owners. The author discusses the empirical results of the investigation on signs of property found in the metaphorical content of students' economic stories as a way of conceptualization of their property relations.*

The study showed that as school students grew older their thinking, categorization and conceptualization of personal property underwent significant changes.

The priorities in the system of personal economic property changed from young to high school age. Economic property developed from the form which was present in the relations with the external world to the form which was found in the internal / personality world.

The findings confirmed the importance of certain signs of property for students' personal property relations. It was shown that primary school students attached the greatest importance to the security of personal contacts with other people, security of personal property and personal potential in their personal property relations. Secondary school students valued the most the security of personal property, personal potential and personal time and information in their personal property relations. High school students considered security of personal potential, personal time and property as the most important characteristics of their personal property relations.

Based on the analysis of the relevant literature and empirical research results, further investigations may focus on the actual levels of school students' rights in the context of personal property relations which is, to our mind, a psychological condition for the development of private property culture.

Key words: *primary school students, secondary school students, high school students, economic socialization, students' property, personal economy, proprietor, metaphors.*

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ОСОБИСТА ВЛАСНІСТЬ ШКОЛЯРІВ: ЕМПІРИЧНІ ОЗНАКИ ПРИВАТНОСТІ.

Анотація. Стаття присвячена обґрунтуванню приватності школяра як психологічного підґрунтя його соціалізації як власника. В ній обговорюються результати емпіричного вивчення ознак приватності в метафорах економічного життя школярів як в способах концептуалізації реальності відносин особистої власності у школярів. Аналізується метафоричний зміст економічних історій школярів.

Ключові слова: молодший школяр, підліток, старшокласник, економічна соціалізація особистості, приватність школяра, особиста власність, власник, метафора.

Introduction. The difficulties faced by the Ukrainian economy today may prove to be insurmountable if we don't focus on economic socialization of young Ukrainians who in the near future will be taking an active part in the economic development of the country.

We emphasize the need for the formation of economic culture of younger generations according to the values of a stable market economy. We understand economic culture [4-6] as a system of personal attributes which provide a harmonious personality functioning in the socio-psychological relations with other economic actors. These attributes include reflexivity, reasonable risk taking, initiative, morality and vigor. We hypothesized that the youth economic culture, particularly that of school students, was formed mainly in the space of personal property [4].

Students' entrepreneurship is formed in relations with a significant economic environment about the appropriation of the limited material or mental benefits and changing them into "their own", "personal" goods. This is the way the children's economic property is formed. Economic property [4] is referred to as awareness, evaluation and experience of rights to personal economic benefits. It is based on personal property [4;7] through awareness of one's own rights to personal material

(personal belongings, personal area, living space, personal contacts) and spiritual (personal tastes and preferences, personal ideas and knowledge) goods.

This provides interaction with other candidates for benefits [4;6]. It is a mutual influence and mutual socialization of participants. The actors' activities, social interactions and behaviors are regulated by communal values. A market economy is based on values of property and freedoms, free competition, transparency, non-monopoly in all sectors of economic activity, etc.

So individual property is socialized by children's habituation to the space of personal property relations, by balancing between the primacy of personal freedoms and the need to consider the economic environment in relations of personal property. The formation of economic culture of children is characterized by the process of solving such social and psychological dilemmas.

The aim of the research was to show how Ukrainian school students interpreted their property and how its characteristics changed in the personal property metaphors used by students from primary to high school age.

Methods. As personal property was considered by us as a systemic phenomenon, we used a number of tools that allowed exploring the reality of personal property perceived by school students as a systemic phenomenon. A metaphorical model of personal property was one of such tools [4; 5]. The focus of our attention was on the metaphorical meaning of students' perceptions of their personal property, themselves and others as owners.

The respondents were asked to visualize and write a story about something that could be called "their own" "private" (personal belongings, property, money, etc.).

The content analysis of the metaphorical material used by the respondents to construct their subjective reality was a methodological tool that allowed examining the representation of property features in the respondents' attitudes to personal property.

The metaphorical models of school students' personal property were studied as a general thematic field of uniform concepts used by them to characterize the relationships of personal property.

The survey was followed by a content analysis of all occurrences and metaphors of personal property which were then grouped according to the chosen metaphorical models. The words' and phrases' occurrences were counted in line with each model.

After that the models were classified by the following main property features [4; 7]: 1) property implemented in relations with the outside world: territorial (the right to personal territory), communicative (the right to personal social contacts), material (the right to personal material things including personal physicality, health), 2) property implemented in the relations with personal world: personal (the right to personal tastes, decisions, beliefs – world outlook), informational (the right to personal information, ideas, creative projects), and temporal (the right to personal time) property.

Then we compared the number of occurrences of property signs in the personal property metaphors. It served as a measure of change in the ways the respondents conceptualized property as owners from primary to senior school age.

Sample. The empirical material was obtained from the sample of 80 students in grades 3-4 (aged 9-10 years), 80 students in grades 7-8 (aged 13-14 years) and 80 students in grades 10-11 (aged 16-17 years, high school students) in schools №329 and №274 in Kyiv in 2015-2016.

Results. All in all we found 18 metaphorical models of personal property (table 1).

1. Monetization - a description of personal property in terms of monetary units in most fairy tales. Monetization of the economic content of primary and secondary school children's fairy tales was the leading metaphorical model which confirmed the assumption of many economic psychologists [1-3; 5-12] about the leading role of money in the pocket in school students' economic socialization.

2. Temporality of events in fairy tales associated with personal economy. Temporality characterized events in terms of time: from retrospective through present and to future characteristics. The most common occurrence of this model in secondary school students' tales correlated with their developed awareness of irregular incomes.

Table 1

Frequency of use of metaphorical models by school students in fairy-tales,
% of the total number of references

Metaphorical models	Frequency of use		
	primary school students	secondary school students	high school students
1. Monetization	6	24	4,6
2. Temporality	-	17	26
3. Actions	-	14	35
4. Movement	5	11	7,5
5. Repository	8	6.4	8
6. Mystery	15	6.5	4
7. The dimension goods	1	3.6	8.4
8. Personification	25	3.5	1
9. Struggle, war	-	2.9	-
10. Living things	8	2	-
11. Facilities	11	2	-
12. Financial desire	-	1.8	1.2
13. Family	8	1.5	-
14. The territory, administrative units	6	1.2	-
15. Pragmatism	-	1	-
16. Philanthropy	3	1	-
17. Natural element	2	0.6	-
18. Morality actions	2	-	1
19. Effects of appropriation	-	-	3.3

3. Actions – the characteristics of the parts of personal economy in terms of complete independent acts. High occurrence of this model in high school students' tales suggested that their personal economies focused on achieving goals of their economic activities. Metaphorical model of actions should be distinguished from impulses and habits which determined the current situation of direct behavioral acts. Thus, this model specified the awareness and purposefulness of economic action.

4. Movement – the characteristics of the personal economy parts in terms of the implementation of a certain movement in the appropriation relations. A large number of secondary school students (11%) who used this metaphorical model accentuated and highlighted their understanding of the proprietor's role as active, transformative and related to control and change.

5. Repository – the understanding of personal benefits as placed in a container for their preservation and accumulation. There were formal, predictable, therefore, controllable and understandable components of relations of personal property for school students. These characteristics associated with the accumulation, preservation and safekeeping of respondents' benefits. It should be noted that there were present such metaphorical models' components as natural (cave) and artificial (constructions). Construction symbol was a symbol of a big artificial structure - in descriptions of fantastic events, which in our opinion, provided a static character and large scale of repository idea. The reference to this symbol was seen as an attempt to go beyond the direct and foreseeable personal world economy, broadening its boundaries.

6. Mysticism and mystery – the perception of personal economy events as inexplicable and supernatural. The presence of this metaphor in the texts confirmed the absence in the students' perception of clarity and certainty, demonstrating ambiguity and secretiveness of some economic phenomena.

7. Dimensions of benefits - the quantitative property characteristics. The respondents used mainly cost characteristics of benefits.

8. Personification - the attribution of economic phenomena in terms of humans, the humanization of property. The object of property was interpreted not as an everyday object or a useful gadget. Ordinary things became symbols, parts of life, the embodiments of desire. Characteristics of those things sometimes substituted live communication making attachment to it stronger than friendly relations. The revived thing was a younger friend who required special treatment. Thus, the personification of economic objects in the tales emphasized their value. This metaphorical tools become equal to the author. They were not faceless,

"anybody's." They were appropriated psychologically, becoming "ours": they were family members, friends and positive heroes of tales.

9. War, struggle – the understanding of wars, confrontations and conflict interactions. The students demonstrated willingness to protect their interests and goods and to everything to win the competition. This model emphasized the students' personal way of thinking about the economy as a process of development and changes.

10. Financial desire – the understanding of the events in a fairy-tale through the characters' needs, their motivation to improve their financial situation, their seeking wealth and material prosperity.

11. Family, family life – the attribution of economic life in terms of family connections and relationships. This metaphorical model indicated close links of authors' economy with their family life, its inclusion into the family economy.

12. Administrative units - representation of events in a fairy tale as taking place in a particular compact territory. The separation of same administrative units by young students allowed us to identify their awareness of economy in a close connection with politics.

13. Pragmatism - the rationalism in the final view that directed the efforts of economic activity of tale characters. This metaphorical model indicated a tendency to assess economic phenomena in terms of capabilities to satisfy human needs and interests in socially acceptable ways.

14. Philanthropy - sociocentrism, charity, altruism for the purposes of protagonists. This model demonstrated a tendency of actors to give a disinterested assistance to the needy, the tendency to follow the moral standards of good and charity.

15. Wildlife – the description of events in a fairy tale in the wild, the presentation of personal property in terms of living beings, the idea of property movement as processes inherent to plants or animals. In our opinion, use of this

metaphorical model emphasized the understanding of fatalism and uncontrollability of economic life.

16. The effects of appropriation - the characteristics of events in a fairy tale as the results and consequences of economic activities. This metaphorical model appeared only in high school. It was a high school students' method to report about the manifestations of altruism.

17. Morality of actions - the characteristics that first appeared in the primary school students' tales and related to moral evaluation of protagonists' actions and behaviors.

Having grouped the metaphorical models according to the property indicators, we confirmed the importance of individual features of property for school students' personal property relations (table 2).

Table 2

Types of property	Metaphorical models	Representation in fairy tales %		
		Primary school students	Secondary school students	High school students
Information property (ideas, personal information, creative projects)	Mystery	15	6,5	4
Inviolability of personal property (personal things, material environment)	Monetarization, construction, container, dimension goods	26	36	24.3
Property of personal potential (personal virtues, tastes, activities, aspirations)	Action, movement, fight, financial commitment, pragmatism, charity	8.2	31	44.7
Territorial property	Administrative units	6	1.2	-
Personal time property	Temporality	-	17	26
Communicative property	Personification, family, living beings	41	7	1

As can be seen from table 2, primary school students believed that security of personal contacts with others and security of personal property and personal potential were important for their personal property relations.

For secondary school students, security of personal property, personal potential and personal time and information were important for their private property relations.

And security of personal potential, personal time and property were important for high school students' personal property relations.

Conclusions. The study showed that as school students grew older they had significant changes in their thinking, categorization and conceptualization of personal property.

Analyses of metaphorical content of economic stories found that primary school students' experience in economic relations was still in the process of formation. But the secondary and high school students used their own economic experience.

Primary school students' property was mainly realized in defending their rights to personal contacts and personal things.

Security of personal property, personal potential and personal time and information were important for adolescents' private property relations.

High school students considered security of personal potential, personal time and property as the most important characteristics of their personal property relations.

The priorities in the system of personal economic property change from primary to high school age. The economic property develops from the form which is present in the relations with the external world to the form which is found in the internal / personality world.

Further research may focus on the actual levels of secondary school students' rights in the context of personal property relations which is, to our mind, a psychological basis for the development of private property culture.

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