



REVIEW ARTICLES

PSYCHOLOGICAL MECHANISMS OF ECONOMIC SOCIALIZATION IN CONDITIONS OF AN UNSTABLE ECONOMY

Dembytska Nataliia, Penska Daria, Chuhaieva Nataliia

DOI: 10.37096/SHDISJ-24-1.2-0004

Abstract

Relevance. The aim of this article is to highlight the results of a theoretical and methodological analysis of the psychological mechanisms of economic socialization in the context of an unstable economy.

Methodology. Research methods include analysis, synthesis, and generalization of scientific sources on the problem of psychological determination of economic socialization, as well as the method of theoretical modeling.

Results. Economic socialization mechanisms are defined as psychological processes of mutual influence between the subjects of economic benefit appropriation, which ensure the development of personal qualities. These mechanisms become relevant in situations of intersubjective interaction. As a result, there are changes in the key characteristics of an individual as a bearer of the culture of economic activity. This system of mechanisms is shown to be complex, hierarchical, and unfolds on different levels of socializing influence: interpersonal and intrapersonal. Interpersonal socializing mechanisms serve as external conditions and means of activating intrapersonal mechanisms of personal change.

The properties of the psychological mechanisms of economic socialization are described. It is shown that the mechanism can be both a substantial, static formation and simultaneously a process that develops over time; it serves as a means of personal change and is primarily activated in the space of intersubjective economic interaction, leading to the demonstration, transmission, and embodiment of the canonical content of society's economic culture in everyday practices. Those psychological processes that ensure its internalization and transformation into the inner content of an individual's consciousness are intrapersonal mechanisms of economic socialization.

Conclusion. A structural-goal model of the psychological mechanisms of economic socialization of a young person is presented as an attempt to generalize our vision of the systemic nature of the activation and functioning of interconnected processes that determine and ensure the formation and lifelong development of an individual's economic qualities as a subject of the economy. The functioning of the system of psychological mechanisms of socialization is shown according to the principle of isomorphism.

Keywords: personality socialization, psychological mechanism, economic socialization



Relevance

Unveiling the essence of the psychological mechanisms of economic socialization is a complex task, as the term "psychological mechanism" is not well-established in psychological science.

The etymology of the term "mechanism" highlights the procedural nature or the intermediary state of any phenomenon, for which the concept of a mechanism is used. For example, N. Kogutyak (2008: 115) demonstrates the mediating role of those psychological processes that act as means, links, or prerequisites for an individual to find a sense of existence appropriate to their unique circumstances. This approach to understanding a mechanism stems from the idea that a mechanism is a process that connects the conditions and determinants of a phenomenon with its result.

Another approach to this phenomenon is developed by A. Luchinkina, who argues that a mechanism constitutes the resource support of the socialization process, its material part, which includes a set of interconnected elements "tuned" to perform the function of the given process (see: Dembytska, 2024).

Through the unfolding of the intimate-psychological mechanism of differentiation (integration) of relationships with the social environment, in which an individual is involved, as the fundamental process of personal development, Yu. Shvalb (2015) defines the phenomenon of socialization. According to the author, socialization is the process of the formation of an individual as a subject of social interaction.

The philosophical and natural-scientific context of the term "mechanism" denotes two essential meanings: a mechanism is the internal structure of something, in relation to the interconnectedness of its elements that ensure a certain process, and the process itself, or a set of processes, which include a sequence of actions or operations interconnected with each other. In the social sciences, the term "mechanism" is used to denote the method, manner, system, or form of organization by which a particular goal is achieved, as well as the natural system or type of behavior that performs a specific function (Oxford Learner's Dictionary of Academic English, 2023). Therefore, if we take the psychological meaning of the term "mechanism," it can be divided into two aspects: structural and procedural. A mechanism is, on the one hand, something that has a clear structure and interconnection between elements, and on the other hand, a set of processes that have a goal and function and unfold over time.

M. Smulson (2021) indicates that all mechanisms identified in psychology, beginning with the defensive mental mechanisms defined by Z. Freud, are characterized by three main categories: mechanism as a system, as an explanatory principle and model, and the "psychological mechanism" as a still-uncertain complex phenomenon.

Yu. Shvalb (2015) points out that there are two main approaches to understanding psychological mechanisms: the naturalistic and the organizational-technical. From the perspective of the first approach, a psychological mechanism is defined as a system activated by a trigger, which carries out a defined sequence of actions, transforming one type of energy (stimulus) into another (reaction) in a specific way, such as the mechanism

of an unconditional reflex. The researcher notes that the specificity of the natural process lies in the fact that it contains the mechanism of its unfolding within itself: it is not an active, but a reactive formation, its action reduces the range of choices for actions or behavior to a single possible response or a defined sequence of responses, and it is unconscious for its carrier (Shvalb, 2015).

The organizational-technical approach shows that in processes of activity or communication, which are not natural but specially organized, or even spontaneous, it is impossible to identify laws or mechanisms that ensure their existence. The unfolding of such processes occurs on the basis of natural processes, and the mechanisms of their unfolding are seen as external, with their meaning lying in the organization and management of the process (Shvalb, 2015). In other words, the phenomenon of mechanisms embodies not only the structure-process duality but also the natural-controlled duality. From the perspective of the structural-goal approach, the methodological effectiveness of which has already been demonstrated in our previous studies, the psychological mechanism of socialization is a certain psychological system with a specific structure, whose elements are interconnected to ensure the socialization process through a sequence of actions and processes of assimilation and appropriation by the individual of social, cultural, economic, and other relations, values, which are also interconnected.

The natural flow or managedness of the process of cultural internalization, in our view, depends on many factors that provide it with the means of mechanisms within the individual's consciousness. Thus, at the interpersonal level, all the diversity of socialization mechanisms act through their influence on the individual's consciousness, and at the intrapersonal level, they are either appropriated by the individual, internalized by their mind or consciousness, or not.

Moreover, socialization is not always a controlled process; it can be spontaneous, relatively directed, or socially controlled. Spontaneous socialization occurs due to the influence of various, not specifically created circumstances of public life on the individual. Relatively directed socialization involves the creation of certain economic, cultural, and other preconditions in society that influence the development and life creation of the individual. Socially controlled socialization shows in the organized transfer of social experience, culture, values through agents of socialization, such as schools, families, informal organizations, etc.

Methodology

The research methods included analysis, synthesis, and generalization of scientific sources on the issue of psychological determination of economic socialization, as well as the method of theoretical modeling.

Results

Our view of the psychological mechanisms of socialization follows the structural-goal approach to economic socialization (Dembytska, 2020; 2024), within which it is studied as a process of acquiring qualities of a subject in the relations of appropriation of economic benefits, oriented towards the value system of the culture of economic activity. In this context, all psychological processes of various scales (interpersonal and intrapersonal) that



ensure the development of these qualities form a system of mechanisms of socializing influence (Fig. 1). Upon theoretical analysis of the understanding of psychological mechanisms, we reached the following generalizations about the nature of the phenomenon under study. The mechanism of economic socialization is characterized by the following properties:

The same mechanism can be a substantial, static formation (examples include self-esteem, identity, awareness of oneself in a specific economic role, etc.) and at the same time a process (e.g., self-assessment, identification, reflection) unfolding over time. A psychological mechanism can be an organized phenomenon of group or individual psychology or a complex one. For example, the "Self-concept" of an individual is a dynamic formation whose development is ensured by various cognitive, evaluative, and conative processes/mechanisms, which itself is both a mechanism and a product of the system organization of self-awareness.

The mechanism is designed to ensure necessary personal changes in general and adaptation in a specific situation in particular. Therefore, the mechanism of socialization is a means of personal changes. It should be taken into account that economic socialization is a process of forming and lifelong developing key orientations of an individual for the norms and prescriptions embedded in the canon of valuable traits for society. This consolidated normative image of a community representative is a means of preserving and transmitting society's accumulated experience of economic activity to future generations.

Mechanisms of socializing influence are primarily activated in the space of intersubjective economic interaction, leading to the demonstration, transmission, and embodiment in everyday economic practices of the canonical content of society's economic culture. Those psychological processes that ensure its internalization and transformation into the inner content of an individual's consciousness are intrapersonal mechanisms of economic socialization.

Thus, a mechanism of socialization refers to the psychological processes of mutual influence and exchange of economic experience on different scales (from macrosocial to interpersonal) that are generated and activated in intersubjective interaction, the result of which is changes in important characteristics of an individual valued by society as a representative characteristics of a bearer of the respective culture of economic activity such as buying and selling, entrepreneurship, tax payment, volunteerism, patronage, etc.

The mechanism of socialization functions: both at the level of group psychological phenomena — interpersonal changes, from influence (coercion, manipulation, persuasion, counter-argumentation, suggestion) in interpersonal interaction (mechanisms of interpersonal influence, socio-psychological) to the influence at the level of macroeconomic subjects' interaction; and at the level of individual psychology — at the level of intrapersonal changes: the formation of skills, traits of character (formative mechanisms), their development (development mechanisms), correction of existing formations and states (corrective mechanisms), and protection from destructive influences (defensive mechanisms).

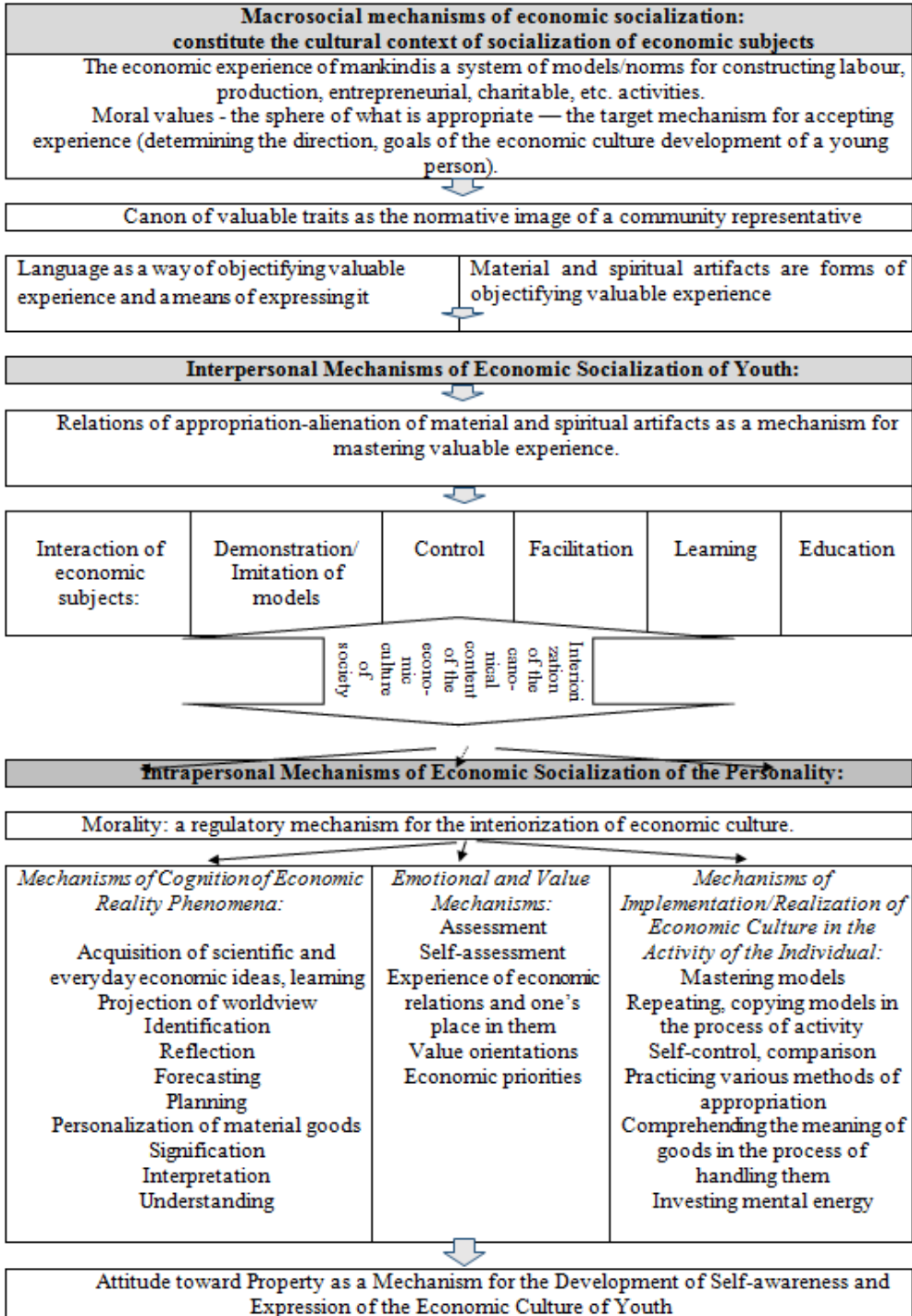


Fig. 1. Structural-target model of psychological mechanisms of economic socialization of a personality (Dembytska, 2024)



The results of the actualization of socialization mechanisms are expressed in socialization itself, particularly in the level of development of subject-related personal qualities. Thus, following Yu. Shvalb (Shvalb, 2020), who identifies various spheres of relationships in which personality development unfolds, we emphasize its result-the acquisition of subjectivity -the ability of the individual to solve life-critical tasks related to organizing, managing, and leading their own system of social interactions.

The question of which intra-systemic socializing processes contribute to the acquisition of subjectivity in economic activity remains a debated issue in psychological science. This can be clarified by the established tradition in domestic psychological research (Dembytska, 2020; Moskalenko, 2013) to study it in a procedural aspect. The very definition of socialization of the individual as a subject of the economy reveals the first definition of the complex psychological mechanism underlying it. Thus, the phenomenon under investigation is explained as the process by which an individual enters the economic system of society and acquires the expected economic-psychological qualities and traits, through which their inclusion and realization as a subject of economic relations are successful. In this way, economic socialization is explained as a powerful socio-psychological process.

The procedure for describing the semantic field of the concept of "economic socialization" as a scientific category opens up the possibility to show a range of mechanisms that ensure such an entry. Let's analyze a series of conceptual oppositions in which the concept appears in the works of researchers: "typical – unique," "activity – passivity," "spontaneity – goal-oriented," "external influence – internal influence," "structured – unstructured."

According to the first opposition, the twofold nature of economic socialization already involves the action of two powerful psychological mechanisms: on the one hand, the development of personal qualities of the individual that are required under specific historical conditions of societal development, which, as V. Moskalenko (Moskalenko, 2013) emphasizes, are determined by the characteristics of a particular historical period. This refers to the mechanism of typification, which ensures the formation of qualities common to many members of the community, contributing to the organization of economic interaction, mutual understanding, and the exchange of information and other benefits.

On the other hand, there is the process of forming unique, special personality traits, understood as the particular presentation of the universal, considering that the unique in the personality is shaped in certain conditions and within the requirements set by the economic system for its participants – the mechanism of individualization, where the individual tests their uniqueness as a subject of economic benefit distribution. The mechanisms of typification, closely related to individualization, are actualized in the consciousness of each member of any community.

These two mechanisms operate within the context of broader mechanisms of community influence on its individual members - interpersonal mechanisms of socio-psychological influence. We refer to the socio-psychological processes that ensure the

transmission of the requirements regulating the behavior of community members. This involves the unfolding of interpersonal communication between more experienced individuals, knowledgeable in the field of consumption or production, who are ready to correct initially unsocialized economic actions of less experienced participants in communication. This influence occurs in the direction of developing culturally conditioned models and schemes, primarily through the demonstration of conventionally accepted examples, socially developed ways of interacting with certain categories of economic objects. Therefore, interpersonal socializing mechanisms are external conditions and stimuli for intrapersonal changes in the corresponding areas of the personality.

As we can see, explaining the procedural essence of economic socialization inevitably leads us to the mechanisms of intrapersonal changes, which must be considered in close connection with the psychological processes of developmental-formative influence within a broader socio-psychological context on the economic-psychological qualities and traits of the personality.

The opposition "spontaneity – goal-oriented organization" compels us to view economic socialization as a lifelong process, not devoid of influences from various external and internal personal factors, making it difficult to organize and control. However, with purposeful preparation of agents creating special conditions and involving various psychological mechanisms of socializing influence, this process can be managed and planned to some extent. In this sense, we are not talking about a mechanism of total control over the process of forming economic-psychological qualities of the personality, but about mechanisms for supporting and stimulating its development in a certain direction, ensuring the movement of the entire system of personal qualities in line with the requirements presented to the individual by the communities of which they are a member. Again, we must refer to socio-psychological, even societal, mechanisms of intrapersonal changes since these requirements are concentrated in the basic model of the "ideal person" for any society – the "basic personality." According to A. Kardiner and R. Lipton (1945), the basic personality is the main personal structure formed by a given culture based on the shared experience of all members of a society and includes personal traits that make an individual most receptive to that culture, enabling them to achieve the most comfortable and secure state within it.

Using the term "basic," A. Kardiner emphasized the socio-cultural matrices common (modal) to society, which serve as the initial genetic source of various behavioral presentations among society's members. It is in these matrices that the full spectrum—the canon of values—of personal traits valuable to the society is reflected, which are expected to be formed in all its members. This matrix is reflected in societal consciousness within the value system, implicitly carrying the normative image of a person in the economy and constituting the content of the economic culture of the society. These values are the result of the objectification mechanism in property, knowledge, achievements, and projects of humanity, being fixed in the social experience of acceptable ways of appropriation and alienation of life benefits. The latter is preserved in a material or spiritual form detached from the subject. This mechanism operates by objectifying the results of the individual's



creative activity in economic goods, thus embodying the valuable human creativity that satisfies material needs.

The individual masters this creativity through the active process of re-objectifying and further interiorizing the cultural experience of successful "appropriation – alienation" of life benefits. In the process of re-objectifying, the personality masters and reveals for itself the creative potential of humanity through activity, thus gaining social maturity. They emerge as a bearer of the economic value system, achieving a certain level of personal autonomy, independence, and becoming a subject of the economic culture of society.

V. Moskalenko (2013) defines the psychological mechanism of projecting the individual's worldview onto their personal identity, relying on the associative property of thought to create connections between different phenomena by constructing generalized strategies through combining ideas from various fields of experience, helping to achieve the set goal.

In the works of Yu. Shvalb (2004), we find a description of the universal socio-cultural mechanism of "translation" of cultural forms into the contents of consciousness. The key condition for its successful and organized unfolding is that idealized cultural exemplars as norms for building any activities must be incorporated (also suggested during social governance) into the content of educational activities.

Thus, by actively learning to operate with material and spiritual economic objects, the individual becomes the subject of self-transformation. Therefore, in the intrapersonal dimension, we can speak of the mechanisms of economic socialization as psychological processes that ensure the development of those economic-psychological qualities of the personality that will ensure its harmonious integration into economic relations. Thus, the creative mastery of the achievements of the economic culture of society is a crucial condition for the successful economic socialization of the individual.

Studying economic socialization within the opposition "activity – passivity," as noted in our works (Dembytska, 2020; Psychological, 2024), emphasizes the active role of the socialized individual, the subject nature of their acquisition of economic culture through the active comprehension of cultural meanings and values of economic goods, about which they engage in interaction.

In the context of an axiological approach to explaining the active mastery of culture, we speak (Dembytska, 2020) of the mechanisms of value-based mastery of economic reality, as opposed to passively acquiring the corresponding knowledge and practical skills. This occurs through the ethical filling of economic categories: forming one's attitude to labor through behavioral experiences in different environments (household labor, educational activities, etc.), actively acquiring consumer behavior skills, and forming ideas about the presentation of "new" economic phenomena (cryptocurrency, electronic signature, etc.).

Yu. Shvalb (2004) describes the unfolding of an intimate-psychological mechanism of differentiation/integration of the individual's relationships with the surrounding

environment. By the predominance of one of the components of this mechanism, one can distinguish stages of socialization, each with its own socio-psychological meaning. The author starts from the first 4-5 years of a child's life, the primary differentiation of interactions with close surroundings, while the integration process presents itself in the establishment of the child's emotional attachment to the surrounding people. This later stereotypes and determines the stability of the individual's life style. Later, throughout primary school, up until early adolescence, the differentiation of formal and informal relationships takes place. The inclusion of a younger student in the system of formal institutional relationships and regulated interactions, as well as in friendships, when they face their first moral choice, involves differentiating their attitude toward themselves as a subject of this choice and self-organizing their life. In adolescence, the mechanism of differentiation of self-positioning unfolds, allowing the individual to shape the sense of "my own" life space and trajectory of its development as an instance of personal consciousness. In adulthood, the mechanism of differentiation recedes, and integrative processes of development begin to prevail. Finally, the author notes the mechanism of social disintegration, which presents itself in social fatigue, which can be compensated by the emergence of a particular phenomenon - wisdom. This refers to the personal ability to engage in new social differentiations while maintaining a high level of personal integration, which is generally directed not so much at solving an individual's own problems, but at addressing the problems of those around them.

The opposition "structure – unstructured" allows us to view economic socialization within the framework of the classical empirical tradition of scientific analysis, where this phenomenon is studied through the description of the processes involved in the formation and development of a person within the social environment. S. Fera (2016) emphasizes the effectiveness of mechanisms that shape adequate and harmonious ideas about economics, knowledge of economic categories, and the development of economic behavior skills during the senior preschool age. At the same time, the mechanisms of acquiring basic economic concepts and categories, forming essential economic-psychological traits, and gaining initial economic experience are examined. This will enable the individual to later engage as a subject of economic activity.

Discussion

A rather debatable issue in our concept of the mechanisms of economic socialization remains the role of processes of appropriation, which embody the essence of translating the economic content of the culture of economic activity into internal personal structures. There is no consensus among psychologists regarding the sequence or relationship of these processes. However, a number of studies shed light on this matter, revealing the essence of operating with material goods, attributing them the status of "ours," "personal," and, at the same time, internalizing their cultural content.

The complex nature of the mechanism of appropriation is evident in the fact that it has been described in scientific literature as encompassing a broad range of processes: constructing and expressing the identity of an owner (Barrett, 1996), defining socio-



economic status (Barton, 1985: 465-468), mediating the perception of the world or another person by the observer through reading meanings from environmental characteristics (Altman, 1975), internalizing systems of values and methods of categorizing the social world (Dittmar, 1992).

R. Tanchuk (see: Dembytska, 2020) refers to collecting as a practice of appropriation, calling it a mechanism of interpreting the world, a method of establishing control over it, and an activity that imbues the world with meaning. Thus, it is about cognitive and interpretive mechanisms of appropriation as a means of explaining and giving meaning to economic reality. Moreover, the author focuses on the previously mentioned evaluative mechanism, emphasizing that a collection, as a carrier of culture (since it consists of meaningful objects), represents a cultural good. It is valued not for its usefulness, as its practical function may diminish over time, and it may lose its consumer value. Objects in a collection are valued not because they are vital, but because of their importance to the collectors and because the items are endowed with special characteristics such as originality, rarity, mystery, antiquity, memorial value, classicism, preciousness, aesthetics, and so on. These objects are seen as evidence of scientific or historical truth, and they possess axiological qualities that form the basis of their significance. As S. Pearce (Pearce et al., 2009) asserts, objects, through their longevity, are capable of physically transporting the past into the present.

Researchers suggest (Belk, 1995) the existence of an important emotional-value mechanism in the accumulation of owned objects—experiencing satisfaction from power, domination, and control over possessions that have gained the status of "ours." Moreover, following T. Veblen, R. Tanchuk names the act of owning property as confirmation of the owner's power, the foundation of respect and self-respect, and the realization of one's expertise and uniqueness.

Such mechanisms of appropriation, such as the anthropomorphization of "personal" objects during childhood (attributing personal names and titles to them) (Belk, 1995) and the general personalization of the environment (Altman, 1975) — assigning qualities of one's own personality to objects in the external environment — are connected with the development of communicative competence and the arrangement of the owner's life space.

In studies of the connection between "Self" of a person and objects (Belk, 1995; Wolfe, D. Rudy, J. Grusec J. E, 1999), we find references to a mechanism of expanding individuality —literal ("real ownership") and symbolic ("symbolic ownership") through the appropriation of goods. According to R. Belk, objects signify our recognition of the elements of our identity that we can control, as well as those we are subordinated to. The more we believe we own an object or that it owns us, the more it becomes part of our individuality. At the same time, there are at least several psychological mechanisms in scientific sources that explain how objects become part of individuality, which supports our conclusions. The first is called the control mechanism. An example of this is purchasing goods with money, which

gives the person power and confidence in their ability to freely use the object. The same mechanism is triggered in the act of giving, which is associated with the freedom to dispose of the gifted item and simultaneously expand the giver's sense of self.

Another mechanism — creation — is reflected in the conclusions of American researchers on the process of personality formation through transactions with material objects (M. Csikszentmihalyi & R. Halton, 1981). It involves goal-oriented actions and the comprehension of meaning through signs. The authors point out that when a person dedicates time, attention, and effort to an object, they invest mental energy into it. J. Pierce et al. (2009) note that this energy and its outcomes are considered part of the individual's self, as they have "grown" and emerged from the "Self."

When discussing the active internalization of the cultural meaning of material and spiritual objects, it is worth referring to achievements in the field of cultural philosophy. Thus, we address the mechanism of internalizing the value content of economic culture by an individual. Since the current economic culture objectifies humanity's economic experience within its subject, the primary process through which this experience is internalized is the mechanism of depersonalization (V. Moskalenko, Y. Shyhorodsky, O. Mishchenko, 2012).

R. Belk uncovers the essence of another mechanism of appropriating the cultural content of objects — the attribution of authorship to a collection, from naming it to attempting to impose requirements on collection users to preserve its integrity and present it with clear attribution of its creator. This is, in turn, an act of self-definition.

In the study of privacy and the subject-environment approach, we find similar examples illustrating complementary mechanisms of signification and personalization. Every living being pays attention to a significant object, thereby highlighting it as a figure against the background, transforming the "world in general" into a visible, marked world. This is signification — the highlighting of the meaning or value of an object for the individual's life activity. Later, under the influence of the image of the object, certain activities are stimulated to change the life space, and the world, having been merely perceived, becomes transformed and personalized.

Conclusions

In theoretical research, mechanisms of economic socialization have been identified as psychological processes of mutual influence between the subjects of appropriation of economic goods, which ensure the development of personal qualities. These mechanisms are activated in intersubjective interactions. The result of these mechanisms' activation is changes in the significant traits of personality valued by the community, such as economic activity culture — buying, selling, entrepreneurship, paying taxes, volunteering, patronage, etc. The theoretically grounded position is that this system of mechanisms is complex, hierarchical, and unfolds at various levels of socializing influences, specifically on interpersonal and intrapersonal levels. Interpersonal socializing mechanisms act as external conditions and stimuli for intrapersonal mechanisms that lead to changes in the relevant aspects of a person's economic activity.



The idea that the system of psychological mechanisms of socialization functions according to the principle of isomorphism is theoretically substantiated. Invariant psychological mechanisms present both as external socio-psychological processes (affecting the configuration of appropriation relations) and as internal personal mechanisms of change in the components of an individual's economic culture and qualities (within their cognitive, evaluative, and regulatory functions). Both levels of functioning of these mechanisms form a unified system of mutual influences on the individual, resulting in the deliberate transformation of their economic-psychological traits, aligned with the model of the economically socialized person in a market economy, such as the model of an entrepreneurial individual.

There is no conflict of authors' scientific interests.

References

- Altman, I. (1975). Environment and social behavior: Privacy, territoriality, personal space, and crowding. Brooks Cole.
- Aver'yanova, G. M., Dembytska, N. M., & Moskalenko, V. V. (2005). Features of youth socialization in the conditions of social transformation. [in Ukrainian]
- Barrett, M. (1996). English children's acquisition of European identity. In G. Breakwell & E. Lyons (Eds.), *Changing European identities: Social-psychological analyses of social change* (pp. 349-369). Oxford University Press.
- Barton, A. (1985). Determinants of economic attitudes in the American business elite. *American Journal of Sociology*, 1, 54-87.
- Belk, R. W. (1995). *Collecting in consumer society*. The Collecting Cultures Series. London & New York.
- Csikszentmihalyi, M., & Rochberg-Halton, E. (1981). *The meaning of things: Domestic symbols and the self*. Cambridge University Press.
- Dembytska, N. M. (2012). Attributive signs of economic subjectivity of the individual. *Problems of general and pedagogical psychology: collection of scientific works of the H. S. Kostiuk Institute of Psychology of NAPS of Ukraine*, 13(6), 76-85. [in Ukrainian]
- Dembytska, N. M. (2018). Concept of socio-psychological support of the economic socialization of youth. In *Social and psychological security of economic socialization of youth: monograph*. Retrieved from <http://lib.iitta.gov.ua/id/eprint/712474> [in Ukrainian]
- Dembytska, N. M. (2020). *Psychology of economic socialization of schoolchildren: A monograph*. Pozdnyshchuk. [in Ukrainian]
- Dembytska, N. M., Zubiashvili, I., Lavrenko, O., & Mel'nychuk, T. (2024). *Psychological mechanisms of economic socialization of youth in the context of societal transformation: a monograph* (N. Dembytska & O. Lavrenko, Eds [in Ukrainian])
- Dittmar, H. (1992). *The social psychology of material possessions: To have is to be*. St. Martin's Press.

- Fera, S. V. (2016). Socio-psychological features and current state of the implementation of economic socialization of children in preschool educational institutions. *Scientific Bulletin of the Mykolaiv National University named after V. O. Sukhomlynsky. Psychological Sciences*,1, 219-224. [in Ukrainian]
- Kardiner, A., & Lipton, R. (1945). *The individual and his society*. Columbia University Press.
- Kohutiak N. (2008). Formation of the authenticity of the personality during the period of life crisis: a conceptual model. *Psychology and society*. № 1: 115-126. [in Ukrainian]
- Manzhos, E. O. (2018). Acculturation and socialization as components of the integral process of forming a person's communicative culture. *Pedagogical Sciences: Collection of Scientific Works of Kherson State University*, 81(3), 177-181. [in Ukrainian]
- Moskalenko, V. V. (2013). *Socialization of personality*. Feniks. [in Ukrainian]
- Moskalenko, V. V., Shaihoroids'kyi, Y. Z., & Mishchenko, O. O. (2012). Economic culture of the individual: A socio-psychological aspect (V. V. Moskalenko, Ed.). *Social communication trends* [in Ukrainian]
- Personal determinants of ecologically oriented life activities: monograph / Ed. Yu. Shvalb. Kyiv. [in Ukrainian]
- Oxford Learner's Dictionary of Academic English. (2023). Oxford University Press.
- Pierce, J. L., Jussila, I., & Cummings, A. (2009). Psychological ownership within the job design context: Revision of the Job Characteristics Model. *Journal of Organizational Behavior*, 30(4), 477-496. <https://doi.org/10.1002/job.550>
- Shvalb Yu. M. (2020). *Psychological mechanisms of personality socialization in ontogenesis: monograph* Kyiv: Litera Nova. [in Ukrainian]
- Shvalb, Yu. (2004). Consciousness as an attitude of the person to the world. *Psychology and society*, 4, 154-166. [in Ukrainian]
- Smulson M.L. (2021). *Psychological mechanisms of the formation of adult subjectivity in virtual space: monograph* / Ed. M.L. Smulson. Kyiv – Lviv : Viktoriia Kundelska. [in Ukrainian]
- Uexküll, T. von. (1987). The sign theory of Jakob von Uexküll. In Krampen et al. (Eds.), *Classics of semiotics* (pp. 147-179). Plenum.
- Vainola R.Kh., Rudkevych N.I. (2016). Mechanisms of student youth' socialization of in the educational environment of a higher educational institution. *Scientific hours of the National Pedagogical University named after M.P. Drahomanova. Series. Social work. Social pedagogy. Issue. 21: 3-8*. [in Ukrainian]
- Wolfe, J., Rudy, D., & Grusec, J. E. (1999). Implications of cross-cultural findings for a theory of family socialization. *Journal of Moral Education*, 28, 299-310.

AUTHORS INFORMATION

Dembytska Nataliia

D.S. of Psychology, Assoc. Prof.,

Head of the Department of Developmental Psychology

Taras Shevchenko National University of Kyiv

Kyiv, Ukraine



ORCID ID: [0000-0001-6978-7655](https://orcid.org/0000-0001-6978-7655)

e-mail: dembytska@knu.ua

Penska Daria

Master's student

Taras Shevchenko National University of Kyiv

Kyiv, Ukraine

ORCID ID: [0009-0005-8324-8355](https://orcid.org/0009-0005-8324-8355)

e-mail: do87@ukr.net

Chuhaieva Nataliia

PhD of Psychology, Assoc. Prof.

Taras Shevchenko National University of Kyiv

Kyiv, Ukraine

ORCID ID: 0000-0003-0086-205X

e-mail: nchugaeva@knu.ua

Competing interests: Any competing interests have been declared by the author.

Disclaimer: The author declares that his opinions and views expressed in this manuscript are not subject to the influence of any organizations.

ABOUT THIS ARTICLE

Cite this article

Dembytska Nataliia, Penska Daria, Chuhaieva Nataliia Psychological mechanisms of economic socialization in conditions of an unstable economy 2024 Socialization & Human Development journal 2. DOI: 10.37096/SHDISJ-24-1.2-0004

Submitted November 10, 2024 / Revised December 16, 2024 / Approved December 30, 2024

Published: December 31, 2024

DOI: 10.37096/SHDISJ-24-1.2-0004

Editor in charge – Yaroslav Ryabchych

RIGHTS AND PERMISSIONS

Copyright: © 2024 Dembytska Nataliia, Penska Daria, Chuhaieva Nataliia. This is an open access article distributed under the Creative Commons Attribution License, (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the author and source are cited.