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FEATURES OF YOUNGER PUPILS' IDEA OF RICH AND POOR PEOPLE

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The article deals with psychological characteristics of primary school children idea of a poor and rich man. It is shown that at early school age children define the limits, signs of poverty and wealth, qualities of poor and rich, the nature of their relationships with others, their social significance. Perceptions of poor and rich images are related to both poor and rich fantasy characters, and with images of real people who are formed in the process of interaction with parents, peers and others.

Key words: representation, younger students, poor people, rich people, fabulous characters.

У статті досліджено психологічні особливості уявлення молодших школярів про бідну та багату людину. Показано, що в молодшому шкільному віці діти визначають межі, ознаки бідності та багатства, якості особистості бідних та багатих, характер їхніх взаємовідносин з оточуючими, їх соціальну значущість. Уявлення про бідних та багатих пов'язані як з образами бідного та багатого казкового персонажу, так і з образами реальних людей, які формуються у процесі взаємодії з батьками, однолітками та іншими людьми.

Ключові слова: уявлення, молодші школярі, бідна людина, багата людина, казкові персонажі.

В статье исследованы психологические особенности представлений младших школьников о бедном и богатом человеке. Показано, что в младшем школьном возрасте дети определяют границы, признаки бедности и богатства, качества личности бедных и богатых, характер их взаимоотношений с окружающими, их социальную значимость. Представление о бедных и богатых связаны как с образами бедного и богатого сказочного персонажа, так и с образами реальных людей, формирующихся в процессе взаимодействия с родителями, сверстниками и другими людьми.

Ключевые слова: представления, младшие школьники, бедный человек, богатый человек, сказочные персонажи.

Among phenomena of economic consciousness a special place is taken by an idea of rich and poor people, wealth and poverty. It was in the early school years, when children begin to form a picture of the poor and the rich man, about poverty and wealth, to identify himself with a poor or rich man. This leads to their further development in economic and social terms, and as a result of emerging economic culture of an individual and society as a whole. Therefore, the study of representations of rich and poor people is important in the early school years.

In psychology, there are discussed various aspects of an idea of the poor and the rich man [1-12]. For example, authors such as A. L. Zhuravlev, T. V. Drobysheva studied the idea of the poor and the rich man in the course of personality formation, influence of a child's economic consciousness and others [4-5]. T. V. Drobysheva also studied the value orientations and socio-economic understanding of primary school children of a poor and rich fairy-tale characters [3]. A. B. Fenko studied features of economic socialization in children and found that children of primary school age gain experience of economic relations in artificially created conditions [8]. E. V. Shchedrina studied the economic notion of primary school children and found that the most important factors of economic socialization is education, family education and personal experience, and also for a man to understand the economic process well he must necessarily learn the role and the nature of money [11]. V. A. Haschenko and E. S. Shibanova studied the picture of poverty and wealth in different socio-economic conditions of life and found that the economic identity is the result of social categorization system of ideas about the economic category of "rich - poor people." [9]. S. G. Ianovska studied the importance of parental instruction in shaping monetary child's behaviour and determining its level of material security [12]. But the problem of psychological ideas about a rich and poor man in primary school children isn't enough highlighted and needs further study.

In this context, the aim of our research is to determine psychological characteristics of younger pupils' ideas of a poor and a rich man.

There were used the following methods and techniques: the conversation method for determining the representation of a poor and a rich man in fairy tales and reality in primary school children; nonverbal semantic method differential (of Bentler and Lavoyye) to determine the characteristics of a rich and poor man ideas; methodology of self-assessment determining (Dembo-Rubinstein) to define the self-esteem of young pupils, with the added by us the scale of subjective self-assessment of poverty / wealth; projective drawing "The Ideas of a Poor and a Rich Man" to determine the characteristics of a rich and a poor man image; methods of mathematical statistics (primary mathematical analysis, factors Spirman, Dzhonkhiyera-Terpstra).

The sample was made of 60 pupils aged 7 to 8 years, enrolled in Kharkov schools.

If we consider the economic development of the child's views, we can say that from about 3 years old, a child is indirectly involved in the economic relations of society, perceiving and appreciating other people as economic actors, but later, a child, in addition to the basic characteristics about himself, including into the description such indicator as "poor / rich." Some authors say that it happens when a child appeared to have pocket money before it becomes a problem of limited or unlimited opportunities and needs that is when he

has the first experience of handling money. However, this idea of a child himself bears the mark and how he perceives and understands the resentment of a rich and poor, from which they are composed, as shown in relation to a poor and rich, poverty and wealth in general, etc. [7]

The study of T. V. Drobysheva found that a result of children economic socialization, social identity formation characteristics can be considered, based on the concept of himself as a subject of economic relations. Children notion of poor and rich people is based on the accepted data evaluation categories in society, but of himself as a poor or rich person is determined by identifying with his socio-economic group. [3]

Aleksyeyenkova E. G. noted that the idea of a rich and poor real people is beginning to appear at early age, along with a system of ideas about themselves. For the first time children are describing the images of poverty and wealth while listening to stories, communicating with parents. Images of a rich king or poor fisherman, etc. are underlying concepts of children's understanding of inequality, poverty and wealth, a poor and rich man and are different from those of real poor and rich people that have generalized and culturally conditioned nature. While in parent's representations of a real poor and rich man, passed to a child, reflect the experience of interaction and identity of parents themselves [1].

A. L. Zhuravlev concludes that an idea of a poor and rich man as a component of economic consciousness appears as a child is in the process of economic socialization, through communication with parents, siblings; in the process of stories reading, watching children's movies and cartoons, and advertising; in the comparison himself with peers on material grounds, and are peripheral in the system of ideas about economic prosperity and inequality, poverty and wealth as a social and economic phenomena. [5]

A. V. Mudrik, said that "the impact of social structure in the process of future generations socialization is one of the tendencies there is installations reconstruction on property and social inequality" [6].

H. Dittmar identifies the following age stages in the development of ideas about a poor and rich man:

- Peripheral stage, aged 6-11 years old, when pupils rely on external attributes (appearance, presence or absence of material goods and behaviour of these people);
- Psychological stage, aged 11-14-years old, adolescents rely on the quality of individual psychological, social inequality explaining differences in work, education, effort and intelligence;
- Systematic stage, about 17 years old, students use sociocentric principle in explaining economic inequality.

In fact, the author follows the correlation between cognitive maturation of a child and the transition from the stage of external causal attribution to the stage of ideas development [2]. Based on the theory of social identity and dominant ideas, H. Dittmar concludes that a child "forms its understanding of the other, based on their financial situation according to dominant ideas in society. Actually financial situation turns out to be an irrelevant factor" [2].

Thus, the images of the poor and the rich are formed in the process of economic socialization and fixed in economic perceptions, thinking, behaviour, etc. The idea of a poor and rich man as a component of economic consciousness arise in childhood, through communication with parents, peers, the process of reading stories, watching children's films, etc.

In the beginning of the research with all pupils there was conducted an interview to determine the ideas of a poor and rich man in fairy tales and reality. To the question "What stories do you know, which described the wealth?" The children called such tales as "Ivan Tsarevich", "Goldfish", "Flying Ship", "A Wise Girl," "Puss in Boots", "Golden Antelope", "12 Months" etc. To the question "What tale do you know, which describes poverty?" Children called somewhat different tale: "Grandfather Daughter and Babin Daughter," "Ivan the Fool", "Morozko", "Horse-skipjack", "Ohnyvo", "Porridge with an Ax" and others. Thus, the children response of demonstrates stories the distribution by the criterion of poverty / wealth in representations of the subjects. However, in these tales there are both poor and rich characters, but the children divided tale on criterion for poverty / wealth.

To the third question "Which of the stories you like best? Why?" Children called such tales as "Goldfish", "Flying Ship", "Puss in Boots", "Horse-skipjack", "Golden Antelope". Choice of children was due to the fact that these tales easily performed desires, evil people get what they discover and the poor become rich, etc. The answers are presented in Table 1.

Table 1

The frequency younger pupils' on responses the choice of tales about poverty and wealth

Tales of riches	Incidence rate	Tales of poverty	Incidence rate
Prince Ivan	30	Grandfather daughter	24
Goldfish	18	Ivan the Fool	20
Flying Ship	16	Morozko	14
Puss in Boots	12	Horse-skipjack	14
A Wise Girl	12	Ohnyvo	8
Golden Antelope	8	Porridge with an Ax	6
12 Months	4	Poor Ivan and Priest's Wife	2
Three tolstyaka	6	Wise Ivanko	2

Poor and rich	6	On Right and Wrong	2
As Fox made a man rich	2	Rich Brother and Poor Brother	2
About Mark Rich	2		

Thus the frequency distribution of responses for stories about poverty and wealth differentiation has defined these concepts. Children distinguish tales of poverty from tales of wealth: fairy tale "Ivan Tsarevich" and "Goldfish" are a stories that largely are the tales of wealth and tales "Grandfather Daughter," "Ivan the Fool" are in the perception of children tales about poverty. The greatest advantage is given by children to tales of wealth (52.38%).

In response to the question "What are the heroes of poverty? What happens to them?" Children called such heroes, as grandparents, poor boy John, the youngest third brother Ivanko, daughter (Grandfather's) Masha, an orphan-boy and others. These characters get into a variety of complex situations, but they do best in order to solve them, to overcome the difficulties that arise in their way, they carry out their dream and become rich and prosperous. In response to the question "What are the heroes of wealth? What happens to them?" The children called heroes are such as: Princess Zabava, Prince Ivan, Rich Queen, Greedy Sultan and others. These characters are rich from birth, they are greedy or hard-working, willing to get a lot of money and doing for this everything possible: overcome the difficulties that arise in their way, use for their aims weaker people, cheat, etc.

So images of poor and rich fairy-tale characters in representations of children with differences and at the same time in some meaningful characteristics are similar. So, both poor and rich fairy-tale characters work hard to be wealthy and independent, but heroes of fairy tales, who are associated with wealth, have such traits as cunning and hypocrisy with the help of which acquire wealth.

In the response to the question "What words, phrases do you associate with your poverty?" The children pointed to external appearances and material attributes: dirty clothes, bad food, garbage, lack of housing and money, in addition, they pointed to loneliness, lack of friends, family and others. In response to the question "What words, phrases do you associate with wealth?" Children also pointed to external appearance and material attributes: gold, expensive clothes, a car, a big house, expensive jewellery, a lot of money, etc., in addition, they talked about family and friends whom a real rich man (Table 2) has.

Table 2

The frequency responses of younger schoolchildren to determine the real poverty and wealth

Synonyms to poverty	Incidence rate	Synonyms to wealth	Incidence rate
No money	36	A lot of money	41
Dirty clothes	27	Gold	22
Poor food	22	Expensive clothes	20
Trash	16	Machine	18
Homeless	15	Big house	18
Lack of Friends	2	Precious Jewellery	13
Lack of family	2	Many friends	3
		Family	1

The investigated younger pupils differentiate poor and rich people: they determine external characteristics of poverty and wealth, can have arguments, which confirm their statements.

The method of semantic differential was the notion of a poor and rich man. The data presented in Table 3.

Table 3

Average data on the semantic method of Bentler and Lavoyye differential

Criteria	Rich man				Poor man			
	Evaluation	Activity	Strength	Ordering	Evaluation	Activity	Strength	Ordering
Averages	2,4	2,8	3,1	2,7	2,4	2,4	2,1	2,7
Boys	2,6	2,9	3,3	2,9	2,6	2,2	1,9	2,9
Girls	2,1	2,8	2,9	2,5	2,1	2,8	2,9	2,5

All the studied parameters are at average or above average. On the factor "evaluation" concept of a poor and rich man was assessed equally. A rich man in representations of younger pupils is a stronger and active (performance factors for the "power" and "activity" of a rich man are higher than the notion of a poor man). Boys compared with girls appreciate a rich man above all factors. Girls are equally assessing both poor and rich man. Both boys and girls evaluate a rich man as a more active, strong and well-organized. Boys find a poor person to be more orderly than girls. Girls believe poor people to be more active and stronger than boys.

There was analyzed self-esteem of younger students who evaluated a poor and rich man. The entire studied have the average level of self-esteem, mental development - adequate by average; character - more or less good; on happiness factor, children identify themselves rather as happy people; additional factor for poor-

rich children are more likely referring to people of average wealth (Table 4).

Table 4

Average rate due to the method of self-esteem determination on Dembo-Rubinstein

Criteria	Mental Development	Character	Happiness	Poor-Rich
Averages	4,6	3,3	3,4	5
Boys	4,5	2,7	3,5	5,1
Girls	4,6	3,8	3,3	4,9

As the result of the analysis of a poor and rich man pictures it was identified the following. Most children put a poor man picture at the bottom and to the left that says that children in representations of a poor person show him as uncertain and suppressed. There is no house in the picture that indicates that a poor man has no support, warmth, etc. Pictures are made in most children with thin lines that may indicate the presence of adequate image of a poor man. Most children present shading that can speak of insecurity, anxiety that characterizes a poor man.

Pictures of a rich man are in the centre, demonstrating that children imagination of a rich man is that he has an adequate self-esteem and self-confidence. Also, in most children (72%) pictures there is no home and there is only one person drawn, that speaks of a rich man as a one having no support, warmth, love, and for him external characteristics are important. Pictures of all children are made in average lines that indicate adequate understanding of a rich man. Figures of 54% of the studied children present shading that can speak of insecurity, anxiety. 82% of studied children the well draws their pictures, which may indicate that the topic is important for them. So analysis of rich and poor man pictures showed differentiation of these images in younger pupils' imagination.

As the results of correlation analysis it was established the following relationships between the studied parameters. Factor "Assessment" of a poor man has a direct link with a picture of poor people ($r = 0,604$; $p = 0.01$), the higher is a picture in the paper, the more self-esteem and social importance are attributed to a real poor man by studied children. Factor "Ordering" of a poor man has a direct connection with the presence of an element of a house in a pictures ($r = 0,567$; $p = 0.05$), the more control is attributed to a real poor people; the higher is feeling of safety and security. Factor "Power" is a rich man has feedback from the presence of shading in drawings ($r = 0,492$; $p = 0.05$), the ability to create their own destiny, to control life events related to the lack of anxiety and fear.

On the results of comparative analysis there were identified significant differences in the perception of a poor and rich man in the factor of "Power". A rich man, according to the studied children is strong, confident, able to control the events of their lives compared to a poor man. There were also identified significant differences in the evaluation of boys and girls of a rich man factor "Power". The girls compared to the boys credited a rich man with more power and confidence. Comparative analysis data once more approved the view that younger students distinguish images of a poor and rich man.

As the result, we can formulate the following conclusions.

Images of poor and rich people are formed in the process of economic socialization. Perceptions of poor and rich people appear in childhood, through acquaintance with the cultural heritage of the society, communication with parents, peers, etc. In the process of information transmission about poor and rich people there is formed attitude to these categories.

At the primary school age children define limits, signs of poverty and wealth, qualities of a poor and rich personality, nature of their relationships with others, their social significance, etc. Perceptions of poor and rich images related to both poor and rich fairy-tale characters, and with images of real people who are formed in the process of interaction with parents, peers and others. In the characteristics of fairy-tale characters there appear elements of knowledge about real people, and vice versa, the idea of real rich fragments includes fabulous characteristics.

Comparative analysis of primary school children idea of a poor and rich man identified ambivalence of these images, and the idea of a rich man is more controversial than the image of a poor man. There was determined a meaningful unity and difference trend between poor and rich images, representations of children fabulous images of a poor and rich are closer than real similar images. The notion of children of a poor person in greater degree than of a rich one is due to influence of public perceptions that are fixed in fairy-tales and movies. Poor and rich people are distinguished in appearance and material attributes that surround it. A rich man compared to poor has more opportunities to change himself and the world, are emotionally stable, active and provides a sense of security to a child. Poor people are more hesitant, less active than rich, have less power, strength, self-control, emotions, business and others.

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