

ECOLOGICAL PSYCHOLOGY

UDC159.922

Olga Palamarchuk

Vinnitsia State Pedagogical University named after Mykhailo Kotsyubynsky

Doctor of Psychological Sciences, Professor (Ukraine)

olgapalamarcuk42@gmail.com

ORSID ID 0000-0002-6783-8380

PSYCHOLOGICAL READINESS OF STUDENT YOUTH FOR ECOLOGICAL AND CONSUMER BEHAVIOR

Abstract. The article analyzes the peculiarities of the formation and development of psychological readiness of student youth for environmental and consumer behavior. The psychological analysis of the content and essence of the phenomenon of "psychological readiness" is carried out. It is stated that the level of development of psychological readiness of student youth for ecological and consumer behavior will largely depend on the ecological future of mankind and their own ecologically appropriate behavior in response to current or future environmental threats. It is proved that shortcomings and mistakes in the attitude to the natural environment, misconceptions about the inexhaustibility of natural resources, shifting responsibility for the consequences of environmentally inappropriate behavior to others, usually related to personal qualities and psychological unpreparedness of students for environmental and consumer behavior. It is established that the formation of psychological readiness of student youth for ecological and consumer behavior involves the formation of such necessary ecological attitudes, personality traits that provide the individual with the opportunity to prefer eco-friendly behavior and consciously manifest it. At the same time, it is not necessary to reduce the formation of readiness for the development of certain personal qualities in student youth, to their simple sum. Readiness is expressed in a high level of development of independence in the process of choosing and demonstrating environmental coping strategies as ways to overcome environmental threats. It is determined that the psychological readiness of student youth for environmental and consumer behavior is manifested in the presence of: the necessary environmental knowledge, skills and abilities, environmental intelligence and thinking; environmentally sound qualities (environmental discipline, organization and responsibility) that help to activate pro-environmental behavior; sustainable positive attitude to the necessity and importance of the manifestation of eco-appropriate behavior and the desire to constantly develop their environmental knowledge and skills; internal need to demonstrate pro-environmental behavior. It is stated that the ecological position of student youth influences ecological and consumer behavior through ecological control, which is expressed in ecological self-efficacy and ecological internality. The ecological position, given the dominance of the well-being of other individuals, influences the ecological and consumer behavior of student youth by increasing self-efficacy in the environmental sphere. The position of dominating the well-being of others activates pro-environmental norms, which encourages the assessment of eco-destructive actions as unacceptable. Ecological position influences ecological and consumer behavior indirectly through subjective connection with nature.

Key words: eco-destructive actions, eco-conservation actions, ecological-consumer behavior, psychological readiness, student youth.

Formulation of the problem. In the light of current trends in environmental challenges, there is an urgent need for scientific knowledge of the psychological readiness of student youth for environmental and consumer behavior.

In the conditions of neglect of the state of ecological environment in student youth it is necessary not only to form necessary knowledge on features of preservation of environment and maintenance of proper conditions of existence and development of mankind, but also to develop psychological readiness to own ecological and consumer behavior. The level of development of psychological readiness of student youth for ecological and consumer behavior will largely depend on the ecological future of mankind and their own ecologically appropriate behavior in response to current or future environmental threats. Ecological and

consumer behavior makes new demands on the life of modern young people. This is, above all, a high level of awareness that the main source of human resources are ecological systems and the manifestation of effective strategies to overcome environmental threats today. Students need to understand that people cannot and do not have the right to manage nature, ecosystems are limited, natural resources are depleted, and technologies aimed solely at adapting nature to meet needs are detrimental. It is quite difficult to find harmony between social and environmental realities in the life of a modern young person. Because of this, the high level of development of students' readiness for ecological and consumer behavior involves the development of a conscious approach to the assessment of actions that cause disturbances in the natural balance; understanding that any environmentally significant behavior will lead to positive change; taking into account that while maintaining eco-destructive behaviors, the number and level of existing environmental problems may increase.

Analysis of recent research and publications. The problem of ecological and consumer behavior of the individual was considered in one way or another by both Ukrainian and foreign scientists (K. Abulkhanova-Slavskaya, K. Baeva, A. Brushlynsky, O. Vernik, I. Kryazh, G. Kostyuk, T. Tytarenko, O. Leontiev, M. Savchin, V. Romenets, J. Rotter, K. Rogers, A. Maslow, E. Fromm, F. Perls, K. Jung, etc.) [1]. J. Schumpeter made an important contribution to the development of general conceptual approaches to the psychology of consumption. The formation of the motivational sphere of consumer behavior was studied by J. Atkinson and J. McClelland. The psychological structure of consumer behavior was studied by O. Zavyalova. However, the psychological readiness of student youth for environmental and consumer behavior in theoretical and methodological terms requires more research.

The concept of "psychological readiness" is interpreted differently by scientists. Thus, B. Ananiev, N. Levitov, S. Rubinstein explain this statement by the presence of abilities to a certain type of activity. K. Platonov argues that psychological readiness is a stable quality of personality. I. Blazhava and D. Uznadze consider readiness in the context of psychotechnics. They consider it a psychological state and an essential feature of the installation. Another interpretation is given by I. Ladanov, who explains readiness as a psychological condition due to which the vital activity of a particular individual is successful. V. Serikov and R. Romanenko consider this phenomenon more broadly. In their understanding, psychological readiness is a set of practical skills, moral and volitional qualities and different behaviors.

A. Derkach and I. Yaroshchuk [6, p. 66-73] consider readiness as a manifestation of all aspects of personality in unity. A. Galyan researching the category of readiness emphasizes the personal approach to the study of readiness, studies it through a complex psychological formation [2, p. 23]. The author attaches great importance to cognitive mental processes that reflect the most important aspects of human life, emotional components, which, in turn, can increase or decrease activity and volitional qualities that help to effectively perform actions in the process of achieving the goal.

The psychological readiness of student youth for ecological and consumer behavior should be understood as the ability of the individual to identify and formulate tasks for environmentally sound behavior, assess their own capabilities for their own environmentally friendly behavior, choose effective ways to solve environmental problems [3, p. 96-100]. It should be emphasized that the psychological readiness of student youth for environmental and consumer behavior is a special mental state that activates personal factors in the regulation of environmentally significant behavior. Also, considering the content and essence of the phenomenon of readiness, it is necessary to pay attention to the fact that psychological readiness is an expression of the orientation of the individual to a certain activity [5, p. 51-62]. It is one of the most important and essential prerequisites for purposeful environmentally sound behavior.

In general, the issue of psychological readiness of student youth for environmental and consumer behavior should be considered from the standpoint of personal-activity approach (L. Bozhovich, M. Dyachenko, L. Kandybovich); personal (P. Gornostay, E. Klimov); functional (R. Ovcharova, D. Uznadze); transformational-practical (K. Abulkhanova-Slavskaya). However, there is no approach that would be fully recognized.

It should be noted that in the analysis of scientific approaches to the study of psychological readiness of student youth for environmental and consumer behavior, it was found that the views of domestic and foreign scientists differ significantly. Thus, domestic scientists are based on the activity approach, according to which readiness should be considered as an integrative characteristic of the individual, which includes actively significant environmental qualities, skills, motives, goals and values. Representatives of this approach are I. Zyazyun, Y. Pelekh, L. Serdyuk. A distinctive feature of their views is that they did not equate readiness with competence.

According to the views of foreign scientists (T. Bourdon, P. Meadows, D. Houston, T. Bixon, S. Lowe, M. Schaefer), readiness should be considered through competence as a necessary and basic component of environmentally sound activity. Also important components, according to this approach, are environmental activities that are manifested in interaction with the natural environment and solving environmental problems. For them, both competency and personality components are equivalent [7, p. 754-778].

When describing the psychological readiness of student youth for environmental and consumer behavior should refer to two main approaches: personal and functional. Within the framework of these approaches, the content and structure of psychological readiness were determined. Consider in more detail the psychological readiness of student youth for environmental and consumer behavior at the personal and functional levels.

Representatives of the personal approach (M. Dyachenko, L. Kandybovich, A. Puni, D. Uznadze, etc.) consider psychological readiness as the ability to a certain activity. They define readiness as a mental state and personality characteristics, integrative quality; disclosure of potential opportunities, complex personal education; combination of all structural components of the psyche.

The personal approach divides psychological readiness into long-term and situational. The difference is in the sustainability of the qualities that a young person needs for the effective manifestation of environmentally sound behavior. Yes, long-term readiness implies the presence of sustainable, environmentally important qualities. The essence of situational readiness is that the individual activates certain environmentally sound qualities under the influence of a particular situation and those current environmental tasks that need to be performed.

In general, despite different approaches in research, most authors consider psychological readiness as a specific phenomenon - an integrative formation that has a complex, dynamic, multicomponent structure.

Unresolved aspects of the problem. Theoretical and methodological analysis of the works showed that the problem of development of psychological readiness of student youth for ecological and consumer behavior remains out of the attention of scientists. Deficiencies and mistakes in the attitude to the natural environment, misconceptions about the inexhaustibility of natural resources, shifting responsibility for the consequences of environmentally inappropriate behavior to others, usually related to personal qualities and psychological unpreparedness of students for environmental and consumer behavior.

The question of psychological readiness of student youth for ecological and consumer behavior, which is a complex structural-level formation that goes through a long period of its formation, improvement and development, is characterized by long-term formation, arises as a result of specially organized external influences and is insufficiently studied. The analysis of the peculiarities of the development of the psychological readiness of student youth for the manifestation of ecological and consumer behavior becomes especially relevant. Fundamental and applied research of the development of psychological readiness of student youth for the manifestation of ecological and consumer behavior is aimed at developing the principles of formation of ecologically important personality characteristics. It is the study of the dynamics of the relationship between environmentally constructive and environmentally destructive behavior and the personality of young people will determine the algorithm for the effective development of the readiness of student youth for environmental and consumer behavior.

Taking into account the results of research of a large number of domestic and foreign scientists involves finding answers to the question of what is the fundamental, fundamental goal of eco-destructive and eco-constructive interaction of young people with the environment. In the conceptual and theoretical aspect of considering such interaction, two polar points of view can be distinguished: one is based on the recognition of environmentally friendly behavior, the other - on the adoption of eco-destructive behavior.

Special emphasis in the process of forming and developing the readiness of student youth for ecological and consumer behavior should be made on the formation of an ecologically developed, harmonious personality, which combines a set of ecological-pragmatic and ecological-spiritual qualities. That is, the psychological readiness of student youth for ecological and consumer behavior will contribute not only to achieving positive results in the process of human interaction with the natural environment, but also personal satisfaction from such activity.

In the process of developing the psychological readiness of student youth for environmental and consumer behavior should adhere to the principle of combining activity and personal characteristics of the subject of activity, as well as orderliness of internal structures, consistency of the main components of the young person's personality in stability, stability and continuity. The development of psychological readiness of

student youth for environmental and consumer behavior involves the formation of a holistic understanding that eco-conservation actions are constructive and destructive actions are destructive.

The purpose of the article is to theoretically analyze and empirically diagnose the peculiarities of the formation and development of ecological and consumer behavior of student youth.

We consider the psychological readiness of student youth for ecological and consumer behavior as a complex integrative formation, which simultaneously reflects the level of development of eco-conservation actions and abilities of the individual and the peculiarities of his attitude to the natural environment. The dynamic structure of the psychological readiness of student youth for environmental and consumer behavior is a holistic education, which includes personal characteristics, the main of which are motivational (the need to make a positive impact on the environment, interest in understanding the causes of global imbalance, desire and the desire to increase the level of subjective connection with nature); cognitive (understanding of environmental responsibilities, environmental objectives, assessment of their significance for humanity in general and for oneself in particular; emotional (sense of environmental responsibility, emotional uplift in case of eco-constructive behavior); volitional (self-management, mobilization of environmental efforts, focus on manifestation of ecologically appropriate behavior, overcoming environmental doubts, environmental sustainability, the ability to ecological self-regulation in their own lives) (see Fig. 1).

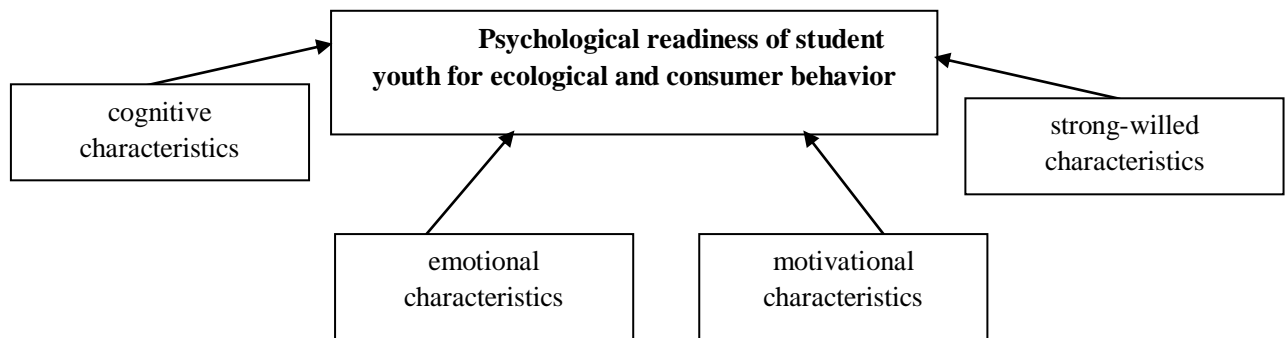


Fig.1. Dynamic structure of psychological readiness of student youth for ecological and consumer behavior

The formation of psychological readiness of student youth for environmental and consumer behavior involves the formation of such necessary environmental attitudes, personality traits that provide the individual with the opportunity to prefer eco-friendly behavior and consciously manifest it. At the same time, it is not necessary to reduce the formation of readiness for the development of certain personal qualities in student youth, to their simple sum. Readiness is expressed in a high level of development of independence in the process of choosing and demonstrating environmental coping strategies as ways to overcome environmental threats.

Thus, the psychological readiness of student youth for environmental and consumer behavior is manifested in the presence of:

- necessary ecological knowledge, skills and abilities, ecological intelligence and thinking;
- environmentally sound qualities (environmental discipline, organization and responsibility) that help to activate pro-environmental behavior;
- a stable positive attitude to the necessity and importance of the manifestation of eco-appropriate behavior and the desire to constantly develop their environmental knowledge and skills;
- internal need to demonstrate pro-environmental behavior.

To understand the ecological and consumer behavior of student youth, it is necessary to pay attention to its main types. There are two types of environmental and consumer behavior:

- student youth, for whom the consumption of tangible and intangible benefits brings satisfaction and joy. Such young people usually do not care about the consequences of their own consumption. In the process of consumption, fashion trends and prone to status consumption are taken into account. Sometimes, such consumers have an excessive tendency to purchase goods and services, to accumulate material goods. The determining factor in the life of the subjects is often the benefit of their own benefit;

- young people who demonstrate balanced and thoughtful consumption. Such individuals are frugal; rarely make impulsive purchases; make every effort to limit their consumption, because for them it is valuable to benefit other living individuals. Such consumers are often guided by ethical principles.

A special place in the way of life of student youth in general, and ecological and consumer behavior in particular is occupied by motives of greening, namely: the purchase of environmentally certified products; taking into account penalties; effectiveness of environmental certification and labeling, etc. One of the profound factors influencing the degree of ecological and consumer behavior of modern youth is their needs. Conscious environmental needs form the basis of motivations for the purchase of environmental goods. The interest of student youth in environmental products can be transformed into environmental priorities in relation to their own consumer demand. An important condition for the formation of demand for environmental goods and services is the presence of young people with information about the existence of goods and their quality. That is why the reorganization of the existing way of life of student youth and the transition to an ecological-consumer way becomes especially important. Improving the environmental efficiency of modern youth is possible if the environmental direction and strengthening of consumer and environmental positions.

In addition, the development of ecological and consumer behavior of student youth should include the creation of a new ecological environment; changing existing stereotypes about the environmental socio-economic life of modern man; identifying ways to form the attractiveness of environmentally friendly consumption. In the ecological and consumer behavior of student youth, the core of the structural organization of psychological readiness for ecologically oriented life is the ecological position, which is manifested in the free ecologically oriented expression of will.

To achieve this goal at the empirical level, the following psychodiagnostic methods were used: questionnaire of ecological installations "Eco 30" I. Kryazh, scale "New ecological paradigm" ("NEP") R. Dunlop, K. Van Lear; J. Rotter's locus of control scale, ecological internality scale (Eco-30), ecological internality screening scale, M. Ojala environmental self-efficacy questionnaire; scale of general self-efficacy R. Schwartz, M. Jerusalem.

An empirical study of the peculiarities of ecological and consumer behavior of student youth confirmed the connection of indicators of ecological position of the studied with ecological norms and ecologically significant behavior manifested in ecological and consumer behavior (Table 1).

Table 1.
Correlations of connection of indicators of ecological position with ecological norms and ecologically significant behavior

<i>Variables</i>	The benefit of other individuals	The benefit of their own benefit	"Environmental behavior in everyday life"
Ecological internality	0,22 p<0,01	-0,12 p<0,01	0,38 p<0,01
General internality	0,13 p=0,059	-	-
Environmental self-efficacy	0,39 p<0,01	-0,59 p<0,01	0,33 p<0,01
Overall self-efficacy	-	-	0,18 p<0,01
"Environmental behavior in everyday life"	0,28 p<0,0001	-0,35 p<0,0001	
Individual ecological internality	0,41 p<0,01	-0,44 p<0,01	0,44 p<0,01
"Correct" in normal situations	0,11 p<0,1	-	-

* Note: Spearman's rank correlation coefficient

It should be noted that the benefit of other individuals ($r = 0.28$; $p < 0.01$) and the benefit of personal gain ($r = -0.35$; $p < 0.01$) are associated with personal pro-ecological behavior in everyday life. Ecological internality promotes pro ecological behavior in everyday life ($r = 0.38$; $p < 0.01$). The links between the

indicators of the ecological position and the individual ecological internality (the correlations for the scales of "Other individuals" and "Benefits of personal gain" are 0.41 and -0.41, respectively) were quite strong, which encourages pro-ecological behavior. Thus, the ecological position is able to influence ecologically significant behavior through the strengthening of individual ecological internality, i.e. the consideration of oneself as an entity responsible for environmental threats. In student youth with a dominant environmental position for the benefit of others, high self-efficacy in solving environmental problems can enhance overall self-efficacy. Researchers who believe that their own actions significantly affect the state of the environment tend to believe that they are able to respond effectively to environmental challenges and environmental challenges. The ecological position and the general self-efficacy of student youth affect the readiness to demonstrate pro-environmental actions in everyday life. Environmental self-efficacy affects environmentally responsible behavior in everyday life (0.11, $p < 0.055$). Focusing on the well-being of other individuals affects the development of the ability to improve the environment. Focusing on other individuals, ie biosphere activates environmental self-efficacy. Student youth with a focus on other individuals recognizes the anthropogenic nature of environmental problems; equality between man and nature; himself part of nature, so evaluates actions and situations that harm all living things as an abnormal phenomenon.

Thus, the ecological position of student youth influences ecological and consumer behavior through ecological control, which is expressed in ecological self-efficacy and ecological internality. The ecological position, given the dominance of the well-being of other individuals, influences the ecological and consumer behavior of student youth by increasing self-efficacy in the environmental sphere. The position of dominating the well-being of others activates pro-environmental norms, which encourages the assessment of eco-destructive actions as unacceptable. Ecological position influences ecological and consumer behavior indirectly through subjective connection with nature. Subjective connection with nature, strengthened by the ecological position, influences ecological and consumer behavior in everyday life, strengthens control in the ecological sphere.

The results of the study of ecological and consumer behavior of student youth showed that the general trend of modern society is to recognize the environmental factor as a leader in the structure of the consumer market. The topic of ecological quality of goods and services ceases to be the subject of discussion of marginals and supporters of a certain way of life, and increasingly forms the basis of market capitalism.

By making an environmental decision to do one way or another, student youth thus demonstrate the level of their own psychological readiness for eco-appropriate behavior. Psychological readiness for ecological and consumer behavior is related to the motivational sphere of student youth, its intellectual potential and moral and ethical worldview. The essence of the psychological readiness of student youth for environmental and consumer behavior depends not only on external situational factors, but also on the internal mechanisms of development of this psychological phenomenon. Psychological readiness of student youth for ecological and consumer behavior is one of the most important indicators of modern human life. The future of mankind and the quality of solving existing environmental problems largely depend on the level of psychological readiness.

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