Modelling a financial literacy strategy as a life project concept

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Abstract. Financial literacy as a key element of ensuring sustainability and stability of economic systems is becoming important in the process of economic development. Financial literacy contributes to improving the well-being of citizens and the efficiency of financial resource management at the macro level. Thus, the purpose of the present study was to develop models for evaluating the effectiveness of various financial literacy strategies and their impact on the formation of life projects. A complex of scientific methods, including the analysis of statistical data and modelling of financial behaviour, was used to create a strategic model of financial literacy as a concept of a life project. A methodological approach, encompassing the decomposition of the stages of a person's life and the identification of the peculiarities, connected with the use of money at each of these stages, was implemented in the research. Approaches to financial literacy focused on various forms of interaction with financial resources were suggested, and effective strategies for improving financial literacy were identified. The concept of financial literacy was examined and specified through the lens of knowledge, skills, and confidence for making responsible financial decisions. The advantages and disadvantages of developing financial literacy in Ukraine were identified, and examples of successful strategies of leading countries were provided. The importance of financial education at different stages of a person's life was substantiated; the key periods of a person's life and development, when money can act as earnings, expenses, accumulation, preservation, and transfer, were specified. The assessment of the influence of financial literacy on economic behaviour was carried out, and a life project model that takes into account financial decisions and actions was developed. Monetary models of preservation and accumulation of parental income, pocket money, and earnings from employment were considered in detail. The results of this study can be applied in practice when creating a state strategy aimed at increasing the level of financial literacy of the population and ensuring economic security

Keywords: economic behaviour; economic security; efficiency; financial management; financial planning

● INTRODUCTION

Financial literacy has gained in importance as one of the crucial components for personal and professional success. The ability to effectively manage finances has become necessary to achieve stability and well-being in the conditions of increasing economic complexity and instability. In many cases, people lack both knowledge and a clear strategic plan for achieving financial goals. One of the potential methods of solving this problem is to consider the strategy of financial literacy as a concept of a life project. This approach includes both the preservation and effective management of financial resources, as well as the development of a comprehensive strategy covering various aspects of the lifeline.

Researchers and practitioners are particularly interested in modelling the strategy of financial literacy as a life project, as it allows considering financial issues in the context of a general life strategy. It means that every financial decision is analysed and approved taking into account goals, values, and needs.

In the literature, the issues of studying and modelling financial literacy are reflected in a number of scientific papers. N.F. Chechetova & T.M. Chechetova-Terashvili (2019) interpret financial literacy as the result of successful management of personal finances. The authors took a comprehensive approach to the topic, having considered Ukrainian

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credit issues, citizens' legislation awareness, the possibility of using collateral to satisfy needs, and tax discounts. A.M. Klochko *et al.* (2021) defined financial literacy as a driving force of the country's activity, being the engine of economic and social development; scientists mention the poor financial awareness of the population, lack of knowledge about the financial institutions operation, and personal problems with the income and expenditure balance among the reasons for poor financial literacy in Ukraine; the lack of special procedures that can change the indicated negative trends at the national level is emphasised.

N.O. Doroshenko & V.V. Romaniv (2018) conducted the research of financial literacy, analysing the income part of the family budget as a key source of predictive analytics of the financial literacy level in Ukraine; the authors rely on the hypothesis, according to which the achievement of a high level of a citizen's financial literacy is beneficial for the well-being of the country. L. Ptaschenko & D. Kolinchuk (2021) emphasised the need to adopt nationwide financial literacy tactics and strategies, providing examples of similar innovations in strategic concepts of developed countries; the authors suggest a list of systematic measures to improve financial literacy, particularly stimulating the development of payment infrastructure, creating conditions for the development of remote channels for the sale of financial services, and ensuring free access to information about products and services of a financial nature. R. Happ *et al.* (2024) evaluate the possibility and expediency of using the American financial literacy test during military operations on the territory of Ukraine.

I. Abramova *et al.* (2023) opinion aligns with T.M. Povod (2021), making the conclusion that the development and reliability of the country's economy depend on the level of financial literacy of the population; thus, special attention should be paid to young people, as they are potential investors in the development and ensuring the stability of society. In other scientific works of Ukrainian authors, such as O.V. Pokatayeva & M.A. Slavkina (2019), S. Dombrovska (2022), and M. Dubina *et al.* (2023), there is a clearly expressed idea about the need to implement a national concept of financial literacy without proposing an actual plan for change. The presence of the National Strategy for the Development of Financial Literacy does not provide a detailed plan of action on the part of institutions and the population (Resolution of the National Securities and Stock Market Commission No. 542, 2024).

However, the discussed developments have significant drawbacks, particularly the works of Ukrainian authors, since they provide a theoretical basis for the concept of financial literacy, leaving aside any model developments based on practical experiments. That is, the proposed developments lack a thorough study of modelling strategic aspects of financial literacy, which provides a significant field for practical developments. The purpose of this study was to shape and analyse the concept of modelling a financial literacy strategy as a life project and to identify key aspects and components of the strategy by considering the possibilities and benefits of its implementation.

● MATERIALS AND METHODS
To achieve the research goal, a comprehensive methodological approach was used, including such methods as analysis, modelling, and comparison. The analysis method was chosen for getting insight into the structure and dynamics of monetary resource use, which is a key aspect of financial literacy. This method made it possible to systematise knowledge and draw detailed conclusions about optimal financial management strategies. The analysis consisted of the decomposition of the main stages of a person's life and the identification of key features of the money use as tools of financial literacy. The theoretical vision of monetary funds through "aggregate states" (understanding of money as earnings, expenses, accumulation, preservation, and transfer) was implemented, which made it possible to carry out their categorisation and periodicity of use.

Modelling included the development of financial literacy algorithms with various models of interaction with finances at different stages of life. Modelling made it possible to test theoretical hypotheses in practice, taking into account specific conditions of the Ukrainian economy and the living conditions of the target audience, which allows drawing objective conclusions about the effectiveness of various approaches to financial literacy. This method made it possible to determine the most effective financial literacy strategies. As far as other aspects of the study are concerned, starting conditions of the first half of the year 2024 were used to carry out the research, taking into account historical specificity of the development of the world financial system and the financial system of Ukraine. The proposed algorithm has been designed for an average Ukrainian with an income, who was potentially brought up within the universal concept of a life project, having certain starting conditions for the development and plans for the accumulation of monetary resources (Average salary..., 2023). Otherwise, theoretical and practical findings of various authors have been taken into account; the proposed model is suitable for developing economies and citizens representing these countries. To implement this stage of the research, the spreadsheet processor Microsoft Excel and its add-ons were used for performing computational operations and constructing graphic materials.

For the final assessment, a comparison was used, which made it possible to choose the most effective simulated financial literacy strategy. A comparative infographic with the results was developed to this end, providing for taking into account key advantages and disadvantages of each approach, as well as systematising the obtained information and determining the best approaches for implementing financial literacy. The comparison was used to evaluate the effectiveness of the developed financial literacy strategies. This method made it possible to identify the best approaches and select the optimal strategy for further analysis and recommendations. A comparative analysis is necessary to choose the best strategy among the considered alternatives. This method provides for objectively assessing the advantages and disadvantages of each approach and drawing a conclusion about its suitability for practical use. Each of these methods was chosen based on their potential to provide objective results and a deeper understanding of the subject area. The analysis made it possible to systematise the existing approaches to the use of funds, the modelling made it possible to practically test the developed algorithms; and the comparison helped to determine the most optimal strategies.

● RESULTS AND DISCUSSION

Scientific experience suggests that any human activity that is subject to cause-and-effect relationships tends to be planned. This is particularly noticeable through the lens of global and large-scale processes, such as globalisation, digitalisation, and technologisation. In this context, considering human life as one big systemic project consisting of numerous smaller sub-projects is a relevant and appropriate approach. Studying the issue of financial literacy is one of the priority areas of working with global research. The global financial literacy survey conducted by Standard & Poor's Ratings Services (S&P global finlit survey, 2024) is the largest in the world and analyses knowledge of four main financial concepts: risk diversification, inflation, interest calculation, and interest accrual. The analysis revealed a low level of financial literacy around the world at the beginning of 2024 (S&P global finlit survey, 2024). Only the countries of North America, Western Europe, and Australia demonstrated a high level of financial literacy. The obtained results emphasise the relevance of creating national and individual financial literacy strategies and their adjustment to the current life concepts of the population.

In the study described above, the inflation indicator played a key role in achieving financial literacy. It significantly affects the financial literacy of the population, making people adapt their financial strategies. When prices for goods and services rise, consumers are forced to plan their expenses and budget more carefully. It encourages citizens to learn the basics of financial planning, which includes effective budget management, cost optimisation, and increased savings. The analysis of the G7 countries and Ukraine revealed a constant, high level of inflation based on the results of the period from 2021 to 2023, presented in Table 1.

Table 1. Inflation growth rate in the G7 countries and Ukraine

Year	Canada	Germany	France	Italy	Japan	United Kingdom	United States	Ukraine
2014	1.91	0.8	−1.31	0.2	2.7	1.5	1.62	24.9
2015	1.13	0.7	−1.74	0.1	0.8	0.4	0.12	43.3
2016	1.43	0.4	−0.83	−0.1	−0.1	1	1.26	12.4
2017	1.6	1.7	1.12	1.3	0.48	2.6	2.13	13.7
2018	2.27	1.9	0.63	1.2	0.99	2.3	2.44	9.8
2019	1.95	1.4	0.25	0.6	0.47	1.7	1.81	4.1
2020	0.72	0.4	−1.25	−0.1	−0.02	1	1.23	5
2021	3.4	3.2	1.22	1.9	−0.23	2.5	4.7	10
2022	6.8	8.7	9.65	8.7	2.5	7.9	8	26.6
2023	3.88	6	3.46	5.9	3.27	6.8	4.5	5.1

Source: created by the author based on B. Steil & E. Harding (2023)

This comparison makes it possible to consider various aspects of a person's life, starting from daily routine tasks and ending with complex life decisions, as separate stages of a large project. Each of these stages has its own unique requirements, tasks, resources, and constraints. Thus, using a comparison with project management to understand and organise life processes is both appropriate and important, as the speed of changes and the complexity of challenges necessitate a systematic and purposeful approach to management. Financial literacy is a key prerequisite for developing an effective investment strategy. Having basic knowledge in the field of finance enables investors to understand market mechanisms better and assess risks and potential benefits from investment instruments. Due to financial literacy, investors can make more informed decisions, avoid common mistakes and manipulations in the market, which increases the probability of achieving financial goals. The lack of financial knowledge, on the contrary, can lead to ill-considered investments and significant capital losses. Figure 1 presents a graph of the complementary growth of indicators of world GDP, trade, and direct foreign investment, which indicates the interrelationship of these values.
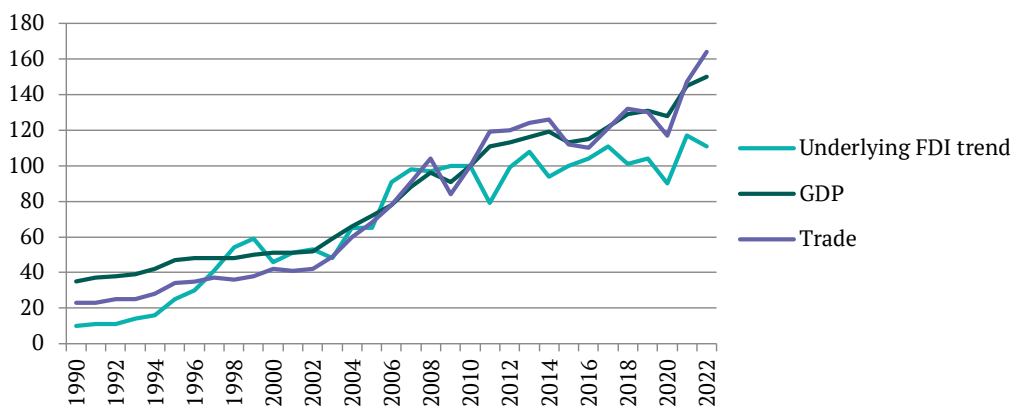
Figure 1. Development of the trend of world GDP, trade and direct foreign investment

Source: created by the author based on Shifting investment patterns: 5 key FDI trends and their impact on development (2024)

Financial literacy promotes the development of strategic thinking and long-term planning, which are important aspects of successful investment activity. Understanding the basic principles of financial planning, such as diversification, risk management, and investment objectives, allows investors to create balanced portfolios, matching their financial capabilities and risk appetite. Thus, financial literacy both contributes to the increase of investment income and ensures the stability and security of private and national financial future. The economic paradigm of the modern capitalist world makes it possible to consider it as a system where enrichment is a key idea. For hundreds of years, money has not lost its main exchange function, but over time it has also taken over the functionality of tools for satisfying basic human needs. However, its use is almost never accompanied by optimal allocation, which leads to significant losses of monetary funds in the current time and lack of benefit in the future. The model basis of the proposed approach considers human life as a long-term, integrated financial project, starting at the beginning of a person's life and continuing the entire life. This research provides a decomposition of the main stages of a person's life in several key periods, shown in Table 2. Money performs several key functions for a person and is actually in such "aggregate states" as presented in Table 3. Thus, the periods of a person's life can be decomposed according to the features, presented in Table 4.

Table 2. The list of key periods of human life and development

Stage	Age	Characteristics
Early childhood	0-7	Money as savings and accumulation
School years and youth	7-18	Money as savings and accumulation
Student years	18-23	Money as earnings Money as savings and accumulation Money as transfer
Work	23-60	Money as earnings Money as expenses Money as savings and accumulation Money as transfer
Retirement	60+	Money as expenses Money as transfer

Source: created by the author

Table 3. "Aggregate states" of money in a person's life

"Aggregate state"	Characteristics
Money as earnings	Funds that result from the activities during "work" and "student years" stages
Money as expenses	Funds that result from the activities throughout life
Money as accumulation	Funds that result from the activities throughout life
Money as savings	Funds that result from the activities throughout life
Money as transfer	Funds that result from the activities throughout life

Source: developed by the author

Table 4. Model characteristics of key periods of human life and development

Stage	Characteristics
Early childhood	Model 1 – preservation and accumulation of parental income
School years and youth	Model 1 – preservation and accumulation of parental income Model 2 – saving and accumulating pocket money
Student years	Model 1 – preservation and accumulation of parental income Model 2 – saving and accumulating pocket money Model 3 – earnings from employment Model 4 – saving and accumulating earnings Model 5 – life expenses
Work	Model 3 – earnings from employment Models 3.1, 3.2…3.N – earnings in the form of active, passive, mixed income system Model 4 – saving and accumulating earnings Model 5 – life expenses Model 6 – transfer of money for family life
Retirement	Models 3.1, 3.2…3.N – earnings in the form of active, passive, mixed income system Model 4 – saving and accumulating earnings Model 5 – life expenses Model 6 – transfer of money for family life Model 7 – transfer of money to younger generations

Source: created by the author

To implement the modelling of the financial literacy strategy, it is proposed to consider only the first four monetary models (M1-M4), since they are directly responsible for the generation of income and capital; instead, models M5 and M6-M7 are responsible for expenditures and distribution. Table 5 presents the intermediate results of the experimental part, suggesting the possibility of using different types of models (M1-M3), as well as the accumulated model M4. The obtained result had a cascade structure since M1-M4 are gradually implemented in a person's life.

Table 5. Model characteristics of key periods of human life and development (fragment)

Age	Months	M1 % of income (which the father/mother keeps to invest in the child, average per month)	M1 Income of father/mother (UAH, average per month)	M2 % of pocket funds (% of funds that the child saves from pocket money, average per month)	M3 % of scholarship/ salary (deduction for savings from income)	M3 Child's scholarship/ salary (UAH, average per month)	M1	M2	M3	M4 per year	M4 accumulation
0	9	10%	16,837	0%	0%	0	15,153	0	0	15,153	15,153
1	12	10%	18,521	0%	0%	0	22,225	0	0	22,225	37,378
2	12	10%	19,447	0%	0%	0	23,336	0	0	23,336	60,714
3	12	10%	20,419	0%	0%	0	24,503	0	0	24,503	85,216
4	12	10%	21,440	0%	0%	0	25,728	0	0	25,728	110,944
5	12	10%	22,512	0%	0%	0	27,014	0	0	27,014	137,958
6	12	10%	23,637	0%	0%	0	28,365	0	0	28,365	166,323
7	12	15%	24,819	15%	0%	0	44,675	6,382	0	51,057	217,380
8	12	15%	26,060	15%	0%	0	46,908	6,701	0	53,610	270,990
9	12	15%	27,363	15%	0%	0	49,254	7,036	0	56,290	327,280
10	12	15%	28,731	15%	0%	0	51,717	7,388	0	59,105	386,384
11	12	15%	30,168	15%	0%	0	54,302	7,757	0	62,060	448,444
12	12	15%	31,676	15%	0%	0	57,017	8,145	0	65,163	513,607
13	12	15%	33,260	15%	0%	0	59,868	8,553	0	68,421	582,028
14	12	15%	34,923	15%	0%	0	62,862	8,980	0	71,842	653,870
15	12	15%	36,669	15%	0%	0	66,005	9,429	0	75,434	729,304
16	12	15%	38,503	15%	0%	0	69,305	9,901	0	79,206	808,510
17	12	20%	40,428	20%	20%	4,000	97,027	13,861	9,600	120,488	928,998
18	12	20%	42,449	20%	20%	4,000	101,879	14,554	9,600	126,033	1,107,782
19	12	20%	44,572	20%	20%	4,000	106,972	15,282	9,600	131,854	1,301,618
20	12	20%	46,800	20%	20%	4,000	112,321	16,046	9,600	137,967	1,511,565
21	12	20%	49,140	20%	20%	4,000	117,937	16,848	9,600	144,385	1,738,747
22	12	20%	51,597	20%	20%	4,000	123,834	17,691	9,600	151,125	1,984,365
23	12	20%	54,177	20%	20%	4,000	130,026	18,575	9,600	158,201	2,249,694
24	12	0%	0	0%	30%	8,418	0	0	30,306	30,306	2,394,001
25	12	0%	0	0%	30%	9,260	0	0	33,337	33,337	2,548,705
26	12	0%	0	0%	30%	10,186	0	0	36,671	36,671	2,714,644
27	12	0%	0	0%	30%	11,205	0	0	40,338	40,338	2,892,731
28	12	0%	0	0%	30%	12,325	0	0	44,371	44,371	3,083,957
29	12	0%	0	0%	30%	13,558	0	0	48,809	48,809	3,289,404
30	12	0%	0	0%	30%	14,914	0	0	53,689	53,689	3,510,249
31	12	0%	0	0%	40%	16,405	0	0	78,745	78,745	3,768,443
32	12	0%	0	0%	40%	18,046	0	0	86,619	86,619	4,047,815
33	12	0%	0	0%	40%	19,850	0	0	95,281	95,281	4,350,251
34	12	0%	0	0%	40%	21,835	0	0	104,809	104,809	4,677,813
35	12	0%	0	0%	40%	24,019	0	0	115,290	115,290	5,032,758

Source: created by the author

A person can use only certain parts of M1-M3, which will become the foundation for the model of preservation and accumulation of earnings (M4). However, it is important for M4 to provide for the investment component and the possibility of investing the accumulated funds. In 2024, the amount of annual interest on the deposit was approximately 15% (Deposits of Ukrainian banks…, 2024), thus it is assumed that under the most pessimistic forecast, the average annual return on M4 will be only 5% per year. The result of the fund distribution for a 60-year life span (under constant starting and external conditions) was obtained (Fig. 2).
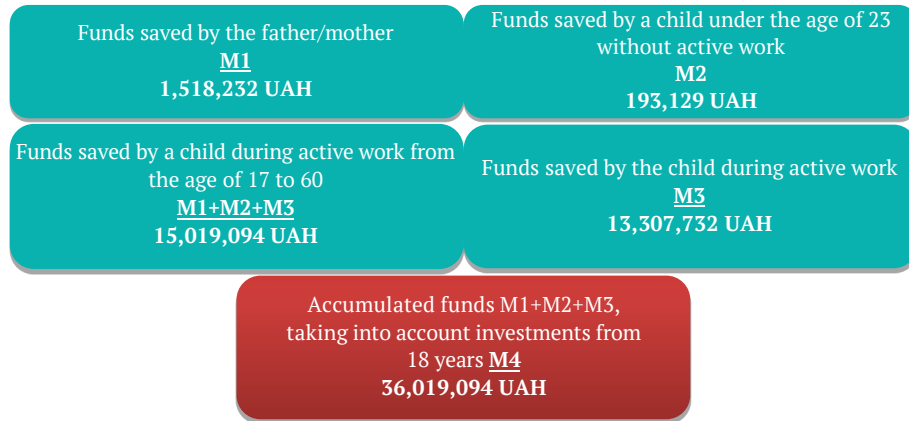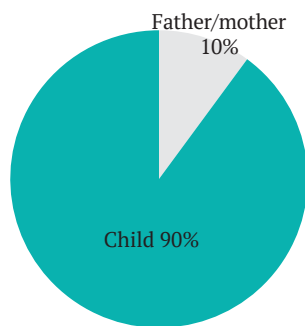
Figure 2. Capital allocation between income models within the framework of a financial literacy strategy
Source: created by the author

The resulting distribution between the models showed the importance of accumulating funds at each period of a person's life. In fact, the starting capital is parental (M1), then the child acquires working skills with pocket money and possibilities of its actual accumulation (M2); additionally, the knowledge base on financial literacy is formed in this period of life. Then M3 is the result of the independent work of a formed personality. When using these models and the investment component from the age of 18, a person can potentially maximise his own capital of almost 37 million hryvnias. Figure 3 presents the distribution between parental capital and capital, formed by a person later in life. The starting capital accounts for only 10%; it provides for necessary theoretical and model knowledge, which the child potentially receives during his early development. Figure 4 presents the "power" of long-term investments, which over a long period of time provides for generating almost 60% of the accumulated final capital.
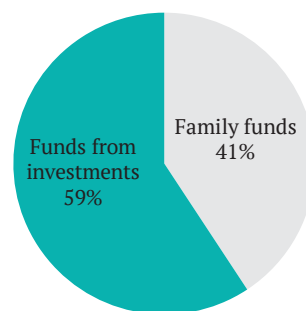

Figure 3. Distribution between parental and child's capital within the framework of financial literacy strategy
Source: created by the author

Figure 4. Distribution between actual accumulated capital and capital obtained from investments within the framework of a financial literacy strategy
Source: created by the author

An atypical approach to modelling a financial literacy strategy as a concept of a life project was applied. The paper analyses the influence of individual models, which is difficult to predict using standard approaches. The chosen implementation strategy made it possible to obtain practical results of modelling elements of financial literacy. The created experimental mathematical model made it possible to emphasise the advantages of parents investing in their child's future, to create a basis for the development of financial literacy skills of children up to 18 years of age, and to reproduce an investment model of accumulation until retirement. The developed model, tactics, and strategies of financial literacy can be used as individual, family action plans for deepening knowledge, as well as a foundation for forming national concepts of a high level of financial literacy among different generations.

The experience of foreign members of the scientific society suggests that their thoughts are aimed at improving the high level of the population's financial literacy rather than at the elaboration of its strategy. The evidence for this can be found in the work of M. Jones *et al.* (2024), where the authors focus on the formation of a highly efficient investor's portfolio using cryptocurrencies as regulators of its riskiness and profitability. The researchers studied the relationship between knowledge of digital assets and understanding of financial concepts; they discovered a positive relationship between cryptocurrency literacy and general financial literacy,

suggesting that a better understanding of cryptocurrencies contributed to more effective financial decisions. This approach significantly correlates with the study of a financial literacy strategy in the present paper, as it describes the probability vector of a person's investment activity.

M. Niţoi & M.-M. Pochea (2024) discuss different levels of trust in standard investment approaches in the banking sector by individual investors, pointing out low returns and elements of underdeveloped financial literacy. In particular, the authors emphasise that financially literate people are more inclined to trust central banks, which contributes to building personal wealth. At the same time, financially literate citizens express less trust in the government; that is, trust in the central bank is not a complete indicator of trust in the government. Such a study deals with the trust in the central bank in 10 countries of Central, Eastern, and South-Eastern Europe, which have common features with the Ukrainian banking sector. Within the framework of the research, the authors developed a clear experimental sample, which made it possible to rely on the banking sector as a reliable element of the financial system for the storage and accumulation of funds.

Research by H.V. Nguyen *et al.* (2022) is remarkable for studying the influence of socio-economic factors on the financial literacy of adult residents of Vietnam. The study gives evidence for younger adults having better cash management, credit, savings, investments, and general financial management skills in comparison to older adults. In contrast, higher-income participants manage savings and overall finances more effectively. The findings of this article strongly support the idea of early financial literacy training and give evidence for people with higher income managing their finances and savings more easily, which echoes the views expressed in this article.

Other regional concepts of South Korea, Japan, and New Zealand are described in the works of T. Kawamura *et al.* (2021), I. Choi & W.C. Kim (2023), and J. Noviarini *et al.* (2023). In South Korea, lack of understanding of financial products has become a major problem, contributing to the financial literacy gap. The authors' methodology converts complex financial information into understandable visual formats, which allowed people to make informed decisions. This approach helped to decompose complex processes and to present financial literacy as a list of simple and consistent actions that undoubtedly correlate with the results of the present paper. In Japan, people with high levels of financial literacy are often prone to excessive risk-taking, overborrowing and a naive attitude towards finance, which suggests that financial literacy can lead to bold and reckless financial actions. Such a vector was not considered in the present article and may be a prerequisite for studying risky investments within the concept of a life project. In New Zealand, the authors examined the relationship between financial literacy, fear of debt, risk tolerance, and resource allocation decisions among pensioners. In fact, retirement age acts as the final stage of the financial accumulation process, and avoiding debt in old age is key to long-term well-being, which coincides with the assessment of the results of using the financial literacy strategy as a concept of a life project. In their work, A. Paraboni & N. Da Costa (2021) examined the effectiveness of short-term financial literacy training of Brazilian students and presented the positive dynamics of financial literacy perception by a selected cohort. The results confirmed that the participants of the course significantly increased their level of financial literacy in three directions: financial knowledge, attitude, and behaviour. It means that even a short-term orderliness of financial knowledge makes it possible to improve the situation with the understanding of financial literacy among the younger generation.

Summarising scientific findings, it is worth emphasising the effectiveness of the proposed approaches and future prospects of using the intermediate and final results of their research, which have not been used in the present article so far. It concerns the results of H.H. Kim *et al.* (2021), studying the impact of financial literacy on older Americans' demand for financial advice and discovering that more financially literate individuals seek financial help from professionals. Also, based on the hypothesis, according to which women are less financially literate than men, the group of scientists G. Tinghög *et al.* (2021) developed a policy to reduce gender inequality and improve women's financial behaviour. A. Zaimovic *et al.* (2024) developed a national questionnaire to determine the level of population financial literacy, which allows distinguishing group and individual behavioural factors affecting the level of financial literacy. The above-mentioned studies illustrate various aspects of financial literacy in different countries. Foreign members of the scientific society focus their efforts on improving a high level of financial literacy, emphasising modern investment tools.

● CONCLUSIONS

The paper explores the possibilities of applying analytical, empirical, and comparative methods to implement the concept of modelling a financial literacy strategy as a life project. The resulting model was tested on the basis of a practiced experiment. The modelling results made it possible to identify the key stages of a person's life with a focus on financial and monetary aspects, to determine "aggregate states" of money in a person's life, to single out key models of interaction between a person and money, and to form a basic strategy of financial literacy through the concept of a life project. An unconventional approach to modelling a financial literacy strategy as a concept of a life project has been applied. The chosen implementation strategy made it possible to obtain practical results of modelling components of financial literacy. The developed experimental mathematical model emphasised the advantages of parental investments in children's future, created a basis for the development of children's financial skills, and recreated the investment model of savings until retirement, which included a step-by-step system of models (M1, M2, M3, M1+M2+M3, M4). This model, along with related financial literacy tactics and strategies, can be used as guidelines for improving financial literacy. They can also become the basis for the development of national concepts for increasing the level of financial literacy among different generations.

The conducted research suggested the dependence of a high level of accumulation with a high level of theoretical and practical training of a person in childhood and confirmed the opinion that most of the capital is formed due to a competent investment strategy. Research and discussion of foreign authors' works revealed the importance of

socio-economic factors in the formation of the population's financial literacy. Even short-term educational initiatives had a positive impact on the perception of financial literacy. Research has emphasised the importance of an adaptive approach to increasing financial literacy, taking into account regional characteristics and modern challenges of the financial environment. The prospect of further research is the development of simulation and optimisation models for testing and adjusting changes caused by internal and external risks of the functioning of national economies.

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● CONFLICT OF INTEREST
None.

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Моделювання стратегії фінансової грамотності як концепції життєвого проєкту

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Анотація. В умовах розвитку економіки зростає важливість фінансової грамотності як ключового елементу забезпечення стійкості та стабільності економічних систем. Фінансова грамотність сприяє підвищенню добробуту громадян і ефективності управління фінансовими ресурсами на макрорівні, тому метою дослідження була розробка моделей, що дозволяють оцінити ефективність різних стратегій фінансової грамотності та їх вплив на формування життєвих проєктів. У роботі використано комплекс наукових методів, що включає аналіз статистичних даних та моделювання фінансової поведінки для формування стратегічної моделі фінансової грамотності як концепції життєвого проєкту. У дослідженні було реалізовано методологічний підхід, який включав декомпозицію етапів життя людини та виокремлення особливостей використання грошових коштів на кожному з цих етапів. Було запропоновано підходи до фінансової грамотності, орієнтовані на різні форми взаємодії з фінансовими ресурсами, та визначено ефективні стратегії підвищення фінансової грамотності. Розглянуто та деталізовано поняття фінансової грамотності через призму знань, навичок та впевненості для прийняття відповідальних фінансових рішень, визначено переваги та недоліки розробок фінансової грамотності в Україні та наведено приклади успішних стратегій провідних країн. Обґрунтовано значення фінансової освіти на різних етапах життя людини, деталізовано ключові періодів життя та розвитку людини, коли гроші можуть виступати як заробіток, витрати, накопичення, збереження та передача. Проведено оцінювання впливу фінансової грамотності на економічну поведінку, розроблено модель життєвого проєкту, що враховує фінансові рішення та дії. Детально розглянуто грошові моделі збереження та накопичення батьківського доходу, збереження та накопичення кишенькових коштів, заробіток у формі найманої праці й збереження, та накопичення заробітку. Результати цього дослідження можуть бути використані на практиці для формування державної стратегії, спрямованої на підвищення рівня фінансової грамотності населення та забезпечення економічної безпеки

Ключові слова: ефективність; економічна безпека; економічна поведінка; управління фінансами; фінансове планування