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## METHODOLOGICAL PRINCIPLES OF THE FUNCTIONING OF ECONOMIC EDUCATION IN THE SCHOOL OF UKRAINE

The article reveals the actual issues related to the functioning of economic education in the school of Ukraine, as today the economy is derived from the basic subjects and studied only at the profile level.

According to the content of the curriculum on economics at the profile level, the study of the course is aimed at the formation of the outlook of a civilized man who recognizes universal values, the mastering of fundamental knowledge about the economic life of society, reflected in the main economic categories, laws, laws; promotion of skills development of rational economic behaviour of a person as a consumer, hired employee, entrepreneur, owner of income and taxpayer, user of public goods, etc.; formation of skills of independent work in the performance of practical tasks. It helps introduction of elective courses of economic direction at the expense of variability.

The author of the article, explaining the need for economic knowledge among students, through key competencies, including entrepreneurship, offers a methodological framework for the functioning of economic education in institutions of general secondary education through the contents of the Concept of Economic Education, which is a framework document defining the main directions of the development of the school economy in the context of studying both the economic characteristics of their country and economic and social relations in the world.

**Key words:** economic education; key competences; entrepreneurial competence; institutions of general secondary education; concept of economic education in the school of Ukraine.

**Problem statement.** The underlying purpose of the New Ukrainian School is to support the current generation of students in their quest to become knowledgeable people through a system of substantive and key competencies. This will give young people the opportunity to orient themselves in modern society, consciously take appropriate social and civic stance, raise the level of spiritual culture, culture of communication and practical activity, and form a socially mature, hard-working, creative person [5]. The course “Economics” is offered at the profile level of education at the senior school and completes the economic education in the institutions of general secondary education and corresponds to the logic of knowledge of the world.

The study of the course “Economics” in the school aims at achieving the following goals: the formation of the outlook of a civilized man, recognizing such universal values as freedom of action and choice, the right to private property, tolerance, the need to comply with laws, etc.; assimilation of fundamental knowledge about the economic life of society, reflected in the main economic categories, laws, laws; promotion of skills development of rational economic behaviour of a person as a consumer, hired employee, entrepreneur, owner of income and taxpayer, user of public goods, etc.; formation of skills of independent work in carrying out practical tasks in economics and generalization of received results [7].

According to the logic of the educational program, at the beginning of the course the student of the lyceum assimilates the content of those economic phenomena that are inherent in any economy. These are resources, product, production, exchange, needs, consumer and producer, economic efficiency, economic cycles, etc. He then learns about the processes and phenomena that are inherent in a market economy, namely: demand, supply, market price and market revenues, money as an economic phenomenon, entrepreneurial activity, profit and expenditure, market infrastructure, etc. Subsequently, the ideas of the national economy as a whole with the general results (gross domestic product and gross national income) inherent in it are formed and explain the causes of economic ups and downs, unemployment and inflation. There is a thorough explanation of the role of the state in the organization of the economic life of society. Finally, the student receives an idea of the functioning of the world economy, the benefits and threats to the economies of individual countries associated with globalization processes.

Thus, the system of economic education at the profile level of education in the school is consistent with the theory of social sciences, the general economy and has a Ukrainian orientation direction [3, p. 27].

**Analysis of recent research and publications.** Education and science are the most important area of human activity. According to academician V.G. Kremen, they are constituent hierarchical systems that are strategically prioritized, fundamental for socio-economic development of society, especially for reformed countries, namely Ukraine [4, p. 37]. Thus, the structure of the course “Economics” is subject to a certain logic, which is based on the basic principles of knowledge, namely: the movement from simple to complex, a combination of historical and logical, verification of knowledge, learning in the process of activity.

Many economists tried to direct economic science to a school subject, authors of modern textbooks, which unfortunately did not work at school, their works brought the educational subject among the priority. That is why the economy is not represented in the external independent testing, and economic faculties are forced to replace the tests in economics, tests in economic geography [2].

In his work “Methodology of teaching economics” O. Aksonova notes that the need to improve the educational process on economics in Ukraine requires the development of a strategy and tactics of teaching this subject in institutions of general secondary education on the basis of the national concept of economic education. The main objective of economic education is the formation of students in economic thinking, and its result is economically grounded practical activity, which is determined by the level of economic competence [1, p. 3].

Unfortunately, such an important and applied study subject is not paying attention, despite the great interest in it, both from students and parents, and from teachers.

**Formulation of the purposes of the article.** Due to the content of the Concept of Economic Education, the author of the article offers its own methodological principles for the functioning of economic education in institutions of general secondary education in Ukraine.

**The main material research.** The general objective of the educational economic course is to improve the presentation of the lyceum students about the economy in general and to establish the concept of the economy as a social science necessary for the formation of economic thinking on the basis of historical, complex, typological, problem and constructive approaches. The decisive ideas of the educational program are humanization, accents on sociology, ecology, economy, and the involvement of students in socially useful practical activities in the modern economy.

The main objectives of the course “Economics” for the senior school, which will be studied at the profile level are: the deepening of the economic education of graduates of institutions of general secondary education through the study of global territorially differentiated economic, socio-cultural and environmental problems, the disclosure of the role of individual economic systems in the world economy and politics, processes of economic and political integration of countries and peoples; generalization and systematization of previous knowledge of students from economics at a much higher theoretical level; the disclosure of the role of economic expertise in solving contemporary economic and social problems; the formation of economic and socio-cultural knowledge, the transformation of students’ economic thinking, which implies an understanding of the processes taking place in the modern world; formation of the idea of the territorial organization of the economy and the population of individual regions and countries of the world; demonstration of the systemic nature of the world economy, the introduction of the concept of nature, the essence and function of the international geographical division of labour; coverage of the origin of modern economic and environmental problems of humanity; familiarization with the principles and world experience of rational use of nature, environmental protection, sustainability; to improve the ability to use comparative methods of statistical and economic analysis, to use statistical data that characterizes the level and rates of economic development in the countries of the world and Ukraine, its region, administrative district, a separate economy; freely orientated in the economic systems of the world; formation of economic culture, understanding of the challenges faced by the state and world civilization; upbringing pupils the features of a citizen of Ukraine, universal spiritual value orientation, ability to perceive the ideas of humanism and democracy, patriotism and mutual understanding between peoples, the establishment of ideas of democracy, goodness and justice; to prepare high school students for conscious active participation in the public life of the Ukrainian state, to understand its role and place in Europe and in the world, to form a joint responsibility for the fate of Ukraine, Europe, the world; develop the ability to compare economic events and processes, work with different sources of knowledge, independently find economic information; develop creative thinking, form their own views and criticize information, defend their own views on a particular economic problem, tolerate the opposite views.

The feature of the course is that it reveals important and actual problems modern economics and a number of related sciences: world and national history, geography, mathematics, jurisprudence, ecology, technology, etc. [8, p. 109].

For the further development of economic education at the profile level of education in institutions of general secondary education, the Concept of Economic Education was created by scientists of the Geography and Economics Department of the Institute of Pedagogics of the National Academy of Sciences of Ukraine.

The concept of economic education is the methodological basis of educational activity in the conditions of the formation of a knowledge society and a socially oriented economy and identifies ways of solving urgent problems in the field of economic education through understanding its goals, tasks, content and technologies.

The main components of economic education are its content and organizational and educational technology of provision. They have their own peculiarities in various components of economic education: general economic and professional-economic [6, p. 89].

The basic idea of the concept of economic education for institutions of general secondary education is the adjacency of scientific knowledge to the world of human needs, that is, the acquisition of knowledge for the further chosen profession or activity that will be related to the economic component.

Based on the principle of a systematic approach, and taking into account the foregoing, the following documents should operate in the dialectical interdependence: the concept of economic education in general secondary education institutions, the national economic component of state educational standards, educational programs for economics for institutions of general secondary education, educational programs for courses on the choice of economic direction for institutions of general secondary education.

The concept of economic education in institutions of general secondary education is a framework document defining the main directions of the development of the school economy in the context of studying the natural and economic characteristics of their Motherland, approaches to studying the economy of Ukraine, ways of realizing economic knowledge, skills and competences. The Concept initiates mechanisms for updating and improving the relevant component of the State Educational Standards, and they already systematically influence the process of creating new curricula. Taking into account the connections within the framework of the above-mentioned system, educational programs cannot be created in a declarative way. Their content should be influenced, on the one hand, by the provisions of the Concept and Standards, and on the other hand, - feedback with program users.

The functioning of economics curricula for institutions of general secondary education should also be seen as an open system as a component of the dynamic process of improving the structure and content of education. Therefore, one of the goals of economic education in institutions of general secondary education, and should be reflected in the program, is to master the concepts of the scientific economy, taking into account their own experience, creative mental activity, personal needs of the student.

The most valuable commodity of the modern globalized world has become the knowledge and competence, among which the important place is their economic component. Economic literacy has become an integral part of educating a citizen today. Economic education and culture are important foundations for building Ukraine as a sovereign state. Proceeding from the needs of the individual and the state, economic education should be adequately represented in institutions of general secondary education, both in the invariant and in the varied components of the basic curricula, in order to meet the educational needs of the individual and the needs of the Ukrainian state [3, p. 32].

The place of each state in the world, the living standards of its citizens are less dependent on minerals and other material resources, and more and more determined by the level of human development and intellectualization of the nation.

The introduction of continuous economic education in Ukraine by studying the economy as a basic discipline will contribute to the formation of modern economic thinking among the general population - a necessary condition for a radical reformation of the economy, a decisive transfer of it to the rails of developed socially oriented market relations.

Given that the most important in economic science is the study of human behaviour in everyday economic life, activities related to the achievement of a certain level of well-being, the response to incentives for work, etc., the economy should be taught from the angle of the economically active person, who simultaneously acts in roles various economic entities: producer and consumer, co-owner and hired employee, manager and subordinate, buyer and seller, as a member of the primary economic community in the society (family) as a member of the production team, as a citizen of the state, actively participating in international economic exchange, etc.

The purpose of economic education: training and education of the economically active and enterprising generation of potential entrepreneurs, forming a holistic view of the types of human life in the system of knowledge of economic theory, economic policy and business practice, the implementation of vocational guidance in the main school and specialized specialization in the senior school.

Economic education in institutions of general secondary education is a specially organized, planned and managed process of interaction between the teacher and students in order to achieve the results determined by the relevant state legal documents in the field of education aimed at the study of economic concepts, processes and laws.

The system of creating elements of the structure of the process of economic education is its goal, the interconnected activity of teachers and students and the result. Variable components of the structure of this educational process include: content of educational economic material; didactic teaching tools (methods and methodical techniques and means of training, as well as forms of organization of the learning process, including the organization of educational and cognitive activities of students and conducting training); control and correction of student achievements.

The main task of all levels of economic education is not so much the transfer of accumulated in this field of knowledge, skills, skills, values, how much development of abilities to act independently, to make decisions in conditions of dynamic economic environment.

Now in Ukraine there are various forms of obtaining economic education: economic classes in high school and lyceum; Business Lyceum for students of grades 8-11; Saturday and Sunday and evening facilities, various courses and workshops, trainings etc.

New in the proposed Concept is the very formulation of the question of the expediency of studying the economy as the basic subject.

The second significant element of novelty is that the Concept raises the need for a systematic approach to the organization of continuing education in economics. Instead of an insightful, concise course designed for six months and a year, as it began to practice, the authors of the Concept suggests introducing the study of economics as a basic discipline for 5-6 years.

The third essential element of novelty lies in the content of programs and textbooks for each level of learning. Educational programs reflect the current state of economic theory and practice, take into account many years of experience in teaching economics in schools of foreign countries.

Economics as an educational subject is a wide range of diverse information that has its own conceptual apparatus its categories, laws, its own system of algorithms for solving various tasks.

The study of the economy, in the opinion of the authors of the Concept, should contribute to the achievement of the following objectives:

1. Provision of students of institutions of general secondary education socially the necessary minimum of systematized economic knowledge as a basis for the formation of a modern economic culture of the individual.

2. Assistance to students of institutions of general secondary education in acquiring sustainable skills independent analysis and evaluation of the most widespread economic phenomena, relationships, principles of effective economic management.

3. Formation and development of socially mature creative personality, capable of conscious social choice and enriching on this basis the economic potential of Ukraine.

The main tasks of economic education in institutions of general secondary education are: promotion of civil society development; formation of students' ability to coordinate their actions with the interests of the community; formation of the outlook of students, which corresponds to modern notions about the economic branch; develop the ability of students to make decisions and act independently in a dynamic economic environment; training students to formulate goals and objectives, develop plans for their achievement, forecast and alleviate risks; formation of students' ability to make free, informed economic choices; improvement of skills to make decisions and evaluate their efficiency, rational use of resources; generate the ability to compare their own economic behaviour with the legal and moral norms of society; prepare students for interaction with various financial institutions: banks, funds, markets, tax system, etc.; to form the ability to assume responsibility for the end result of their own and collective activity, initiative, openness to new ideas; the formation of a common economic culture and literacy, producing adequate ideas about the world, the essence of economic phenomena and processes through a wide range of applied activities; the implantation of a system of values and the development of individual characteristics of students in the process of acquiring basic knowledge for a better understanding of the labour, economic and technical processes that take place in the complexes of industrial societies; the development of appropriate technologies and teaching methods for students' economic education; motivating student youth to effectively manage their own economic activities, effectively use resources and to hold responsible economic behaviour in the exchange, sale and consumption of goods and services; providing students with general secondary education with an algorithm for building the skills needed to open their potential, participating in an increasingly interconnected world economy, and ultimately transforming the best jobs into a better life.

**Conclusion.** The current social conditions require radical changes in the system of economic education in Ukraine. The primary role in this should be played by institutions of general

secondary education, as well as lyceums, colleges, gymnasias, which are designed not only to provide students with the socially necessary level of economic knowledge, to acquaint with the capital of the national economy, various general educational and ideological disciplines, but also to provide knowledge of the fundamentals of the economy, entrepreneurial activity, financial literacy, management, marketing and relevant economic competences.

The new Ukrainian school is designed to form students the quality of future entrepreneurs, merchants, bankers, farmers, managers. School economic education should solve the problem of students choosing professions and future activities, but still the student must realize that he is a participant in the large economy of the country in which he lives.

The feature of the modern market economy of the XXI century is that the changes in technology are so fast that in 15-20 years the sectors of production and services completely change, certain professions disappear and new types of business are developing. Adapting to these changing conditions requires not only knowledge of market mechanisms, but also the development of creative and innovative economic thinking.

Important components of the future economic success of a person will include: the ability to search and analyse information (signalling economic indicators of change), which will enable the prediction and forecasting of the impacts of these social changes on the state of their own welfare; the ability to reconcile (peacefully) and defend (without revolutions and weapons) their economic interests with the interests of other subjects of economic relations (people, enterprises, public organizations, state institutions, etc.).

In accordance with such social challenges, economic education is the key to the peaceful and gradual development of both the Ukrainian economy and social relations in general. The ultimate goal of economic education should be the elimination of economic ignorance as a class, and that every graduate of the institution of general secondary education was an elementarily economically competent person. Economic and entrepreneurial culture should become a behavioural norm in society.

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### МЕТОДИЧНІ ЗАСАДИ ФУНКЦІОНУВАННЯ ЕКОНОМІЧНОЇ ОСВІТИ В ГІМНАЗІЇ ТА ЛІЦЕЇ УКРАЇНИ

Стаття розкриває актуальні питання щодо функціонування економічної освіти в гімназії та ліцеї України, адже на сьогоднішній день економіка виведена зі складу базових предметів і вивчається тільки на профільному рівні.

Авторка, пояснюючи необхідність економічних знань в учнів, через ключові компетентності, в тому числі й підприємницьку, пропонує методичні засади функціонування економічної освіти в гімназії та ліцеї через зміст Концепції економічної освіти, яку розробили дослідники відділу навчання географії та економіки Інституту педагогіки НАПН України, що є рамковим документом, котрий визначає основні напрями розвитку шкільної економіки в контексті вивчення як господарських особливостей своєї країни, так й економіко-суспільних відносини в світі.

**Ключові слова:** економічна освіта, ключові компетентності, підприємницька компетентність, заклади загальної середньої освіти, концепція економічної освіти в гімназії та ліцеї України.

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### МЕТОДИЧЕСКИЕ ОСНОВЫ ФУНКЦИОНИРОВАНИЯ ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ В ГИМНАЗИИ И ЛИЦЕЕ УКРАИНЫ

Статья раскрывает актуальные вопросы функционирования экономического образования в гимназии и лицее Украины, ведь на сегодняшний день экономика выведена из состава базовых предметов и изучается только на профильном уровне.

Автор, объясняя необходимость экономических знаний у учащихся, через ключевые компетентности, в том числе и предпринимательскую, предлагает методические основы функционирования экономического образования в гимназии и лицее через содержание Концепции экономического образования, содержание которой разрабатывали научные сотрудники отдела обучения географии и экономики Института педагогики НАПН Украины, которая является рамочным документом, определяющим основные направления развития школьной курса экономики в контексте изучения как хозяйственных особенностей своей страны, так и экономико-общественных отношений в мире.

**Ключевые слова:** экономическое образование, ключевые компетентности, предпринимательская компетентность, учреждения общего среднего образования, Концепция экономического образования в гимназиях и лицеях Украины.