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**PECULIARITIES OF FORMING PREPAREDNESS  
OF FUTURE EDUCATORS OF IOE TO ECONOMIC EDUCATION  
OF SENIOR PRESCHOOLERS**

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Peculiarities of Forming Preparedness of Future Educators of IOE to Economic Education of Senior Preschoolers

A list of organization forms of the educational process of future educators has been developed, which effectively affect the level of economic awareness of future specialists in the process of teaching professional disciplines: “Preschool pedagogy”, “Theories and methods of forming mathematical representations”, “Acquaintance with social reality”. All forms and methods were aimed at increasing the level of economic culture of future educators and related to the development of a pedagogical strategy in the field of conceptual and theoretical foundations of economic education of preschool children and were associated with the development of a pedagogical strategy for economic socialization of preschool children in the context of the national and regional component of preschool education.

*Key words:* economic education, economic awareness, preschool children, future preschool education specialists, game.

**The problem setting.** At the stage of transformation of the Ukrainian society, transformations in the political, socio-cultural and economic spheres, the issue of training specialists of the education system is special. The new laws “On Education”, “On Higher Education”, “On Preschool Education”, the Concept of Pedagogical Education, the State Target Programs for the Development of Preschool Education for the period of 2021 emphasize the idea of forming the valuable attitude to work as a source of personal self-development, implementation inherent human capabilities in future specialists. Therefore, the process of training future teachers should be aimed at training competent, intellectually and spiritually developed professionals who are able to carry out educational activities according to the needs of each child, society and the country.

Analyzing the situation in the education system, one understands that modern children are born (O. Chernozemova), psychologically more mature than adults, children are brave in an unfriendly world, because of their own purity and openness they are able to solve problems that adults are not always able to solve, these children assert peace and altruism in a world of aggression with an ideology of use. This situation requires adults to have a high internal culture, sensitivity and tolerance, which cannot only be found in modern textbooks on pedagogy. According to Sh.Amonashvili, a new form of communication is needed, intuitive, which comes from the heart, which will raise the process of using technologies to a new level of knowledge acquisition.

**The analysis of recent studies and publications.** Studying this social phenomenon has been carried out from different positions, but we are interested both in the position of social pedagogues (A. Kapska, V. Nikitin, L. Mardakhaiev, O. Rasskazova, A. Ryzhanova, I. Rohalska-Yablonska, S. Kharchenko) and pedagogues-preschoolers (A. Bohush, N. Havrysh, H. ryhorenko, N. Kryvosheia, K. Krutii, A. Sazonova, etc.). The analysis of recent studies and publications has demonstrated a strong scientific and theoretical basis for this problem.

**The purpose of the article** is to uncover the process of training future specialists of preschool education concerning realization of the tasks of economic education of preschoolers.

**The presentation of the main material.** The modern process of training educators of institutions of preschool education requires the intensification of cognitive activity of students, constant independent work with new information, accumulation of valuable experience in ensuring the livelihood activity of preschool children. In addition, lecturers of modern universities are constantly working to find interesting and productive forms and methods of organizing their own learning process. It is modern interactive technologies that help students focus on important aspects of knowledge received in classes. An experienced teacher in the learning process does not provide the student with ready-made information, he/she activates

his/her mental activity, provides an opportunity to find his/her own correct solution based on the acquired knowledge.

An important area of professional training of preschool educators of institutions of preschool education is students' formation of their readiness for early economic education of preschoolers, as preschool education is aimed at personal development of the child, solving the problem of combining education and upbringing in a holistic educational process based on spiritual, moral, sociocultural and economic values, and accepted rules and norms of behavior in society in the interests of man, family, society.

Primary economic socialization of children in institutions of preschool education takes place in various activities: literary, visual, musical, play, labor, design and modeling. Modern children confidently combine primary economic ideas, combining them with one another. Today, children learn how to use mobile phones, computers, tablets and laptops faster than adults. Modern preschoolers are imperiously able to watch the same movies and TV shows with their parents; to go with family to cafés, restaurants, to go abroad on vacation, to travel; to navigate in advertising, car brands. At the same time, they are carriers of a subculture that is unique only to preschoolers and that distinguishes them from children of other ages and adults (O. Alieko, Yu. Bohinska, N. Havrysh, A. Ivanova, S. Ivanchuk, O. Kozlova, O. Kononko, S. Kurinna, T. Pryshchepa, I. Rohalska) [2; 4]. The child as it has been before is still focused on the self-worth of children's activities. The child likes to play, create, fantasize, rejoice and reflect. In new kinds of activities, such as experimentation, creation of micro- and macro-projects, improvisation, collecting, modern children are attracted by the process itself, the opportunity to show independence and freedom, realization of ideas, the ability to choose and change something by themselves. All these new features of modern preschool childhood should be taken into account when training future specialists of preschool education.

In this regard, to determine the state of economic education of future professionals of institutions of preschool education, the level of economic awareness was monitored through interviews, conversations, questionnaires, and a blitz survey,

which aims at obtaining additional information about the real state of students' knowledge. The survey was supplemented to objectify various types of observation, recording, testing, analysis of programs implemented in institutions of preschool education, studying the products of professional activity of teachers, etc.

During the process of diagnostics the following was analyzed:

- future educators' understanding of the importance and necessity of the Self-economic formation in preschool children under the modern conditions;
- perception of preschool childhood as the most favorable period for the formation of economic thinking;
- presence of professional and methodological skills in designing the subject-development environment of the institution of preschool education, focused on the formation of the Self-economic of children;
- general focus on the humanistic model of socialization of the individual;
- focus on the market model of the economy in the process of economic education of children of 5–6 years old;
- understanding the meaning of the concept of “primary economic socialization”, its goals and tasks, factors, mechanisms and conditions of socialization;
- level of organization of economic education of preschoolers.

The indicator of the future educator of the institution of preschool education of economic awareness was the attitude of students to the problems of economic education in general, which was characterized by a five-level scale: 1) the brightly pronounced positive; 2) the positive trend prevails; 3) the negative tendency prevails; 4) the negative one; 5) the attitude was not determined.

The results of the survey showed that the number of future specialists of preschool education with a brightly pronounced positive attitude to the problems of economic education is 20.4%; with the predominance of a positive tendency to problems is 32.6%; with a predominance of the negative trend is 22.7%; with the negative attitude is 10.2%; the number of students who did not determine their own attitude is 14.1%.

In general, as it can be seen, a little more than half (53%) of the students involved in the experiment had a positive attitude to the economic education of preschoolers. They show a correct understanding of the meaning of the concept of "primary economic socialization", have a sufficient level of organization of economic education of children, understand the importance of theory and practice of constructing the subject-development environment of an institution of preschool education, focused on the Self-economic formation of the children of 5–6 years old.

Thus, the results of the monitoring make it possible to review the content of the professional disciplines aimed at raising the level of economic awareness of future educators.

The game needed special attention in the process of educating educators, as the game became the content and form of organization of children's lives. Game moments, situations and techniques are included in all the types of children's activity and communication of the educator with preschoolers. Therefore, the game today acquires the status of a leading space for the child's development (Yu. Bohinska, N. Zakharova, A. Ivanova, A. Sazonova, O.Sokurenko) [2].

In addition, the game should become an effective means of obtaining economic knowledge, economic ideas, economic experience of preschoolers.

It is obvious that, according to the subject of our research attention, the issues related to the formation of the level of economic education of future educators are still on the periphery of scientific research. Taking into account this fact, we have developed the list of forms that will effectively affect the level of economic awareness of future professionals in the process of teaching of the professional disciplines: "Preschool Pedagogy", "Theories and Methods of Mathematical Concepts", "Introduction to Social Environment". The basic forms have been seminars-workshops, round tables, shows-presentations, etc.

The content of the mentioned forms has included two groups of questions:

related to the improvement of economic culture in the field of conceptual and theoretical foundations of economic education of preschoolers;

related to the development of pedagogical strategy of economic socialization of preschool children under the conditions of the national-regional component of the content of preschool education.

It should be emphasized that training seminars were organically combined with round table meetings, if they had a thematic focus depending on the content of the seminar. Seminars-workshops were accompanied with presentations, exhibitions, idea fairs. During the round tables problematic issues related to the economic education of preschoolers were discussed, there were discussions on the formation of the economic culture of the child's personality in the process of socialization. The following issues were especially actively discussed: "Can one talk about the economic culture of a preschool child?", "Is the senior preschool age sensitive to the economic socialization of the child?", "Is the child a subject or object of economic socialization?", "What is the role of the educator in the economic socialization of the preschooler?".

The main listed forms of work with students were accompanied by active, quite effective methods and techniques: competitions, games, exercises and tasks, solving pedagogical situations, pedagogical provocations. The students developed support materials: "In Memory" cards, brochures "First Steps in Economy", "Help Your Child Know".

To improve the knowledge of students in economic education of preschoolers, the "Author's Program of Economic Education of Children of 5–7 Years Old" was presented, which affected the quality of preparation for seminars, workshops, trainings, etc.

The content of the program mentioned expanded the range of issues that were used in the quasi-professional education of students majoring in Specialty "Preschool Education". The essence of quasi-professional education was in "reproduction in the classroom with the language of the relevant disciplines, conditions and dynamics of institutions of preschool education, relationships and actions of people involved in this process" [3].

The most effective forms of quasi-professional activity were business, role-playing games, exercises, game discussions and other types of game activities, which involve modeling the activities of professionals and children in an educational institution. Educational game combines features of educational and future professional activity and is a collective activity [5]. It allows the student to understand and overcome the contradictions between the abstract nature of the subject of educational and cognitive activities and the real subject of future professional activity, based on learning mainly on the student's intelligence and involvement of the specialist's personality in the process. Thus, the context of future professional work is successfully set in the game activity, its subject and social content are combined.

Scientific and technological support of the process of raising economic awareness of future educators included not only the enrichment of the content of academic disciplines according to the standard of preschool education, but also special seminar "Economy for Preschoolers". It was attended by students at will, but the interest of future educators was high.

The students prepared presentations "One at Home", "Day of Free Time", "Saving Resources"; the role-playing and situational games "Family Income", "Family Expenses", "Current and Prospective Family Budget", "Family Savings and Their Uses", auctions and fairs.

The quality of professional training of future educators is of great importance, the purpose of which is not only to provide students with special knowledge, skills and abilities, but also in the development of personal and professional qualities, the ability to independently address issues related to future activities in preschool education, the desire for comprehensive professional and personal development and the need for self-realization and creative attitude to the profession, understanding of continuing education throughout life.

To do this, it is proposed to create didactic conditions aimed at purposeful selection, design, modeling, use of elements of economic education of preschoolers in various organizational forms of learning to achieve didactic goals by developing

educational and methodological support: economic alphabets, economic fairy tales, economic games, economic cartoons.

The students tried to show their own attitude to the creative process, used a variety of modern technologies, participated in group and individual projects.

**Conclusions.** All the above allowed us to conclude that the process of economic socialization for modern preschoolers is very important, and the effectiveness of this process depends on the educator, who will gradually, systematically stimulate preschoolers to gain economic knowledge, get initial economic experience and implement it in everyday life under the conditions of the institution of preschool education.

Thus, the training of future preschool education specialists should be carried out taking into account many directions of preschoolers' life activities, but we hope that the direction of economic education of preschoolers and the training of educators for it will be in accordance with the requirements of the time.

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