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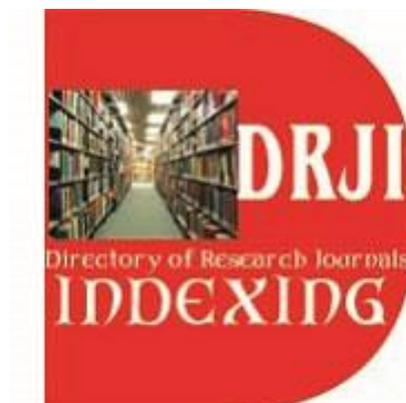
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PEDAGOGICAL CONDITIONS OF ECONOMIC EDUCATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTION

Elvira G. Galimova¹ and Nina L. Belyaeva²

¹Institute of Psychology and Education, Kazan (Volga region) Federal University,
Kazan, Russia. E-mail: elyagalimowa@yandex.ru

²Department of Theory and Methodology of Elementary and Pre-School Education,
Naberezhnye Chelny State Pedagogical University, Naberezhnye Chelny, Russia. E-mail:
belyaevanl@ya.ru

*corresponding author email: elyagalimowa@yandex.ru

Abstract

The urgency of the problem under investigation due to the fact that under the conditions of modern society cannot do without a thorough economic education of the younger generation. Article aims to identify and study of pedagogical conditions of economic education of children in preschool educational institution, including the organization and saturation types of children's activity information on the economic life of the family, people, society and development on this basis of cognitive interest to the positive norms and values of social and economic society ; interaction of preschool educational institution and the family in the development of economic education began in children. The leading method to the study of this problem was the pedagogical experiment (notes forming, control); allowing to identify the levels of economic education. Article Submissions may be useful to teachers of preschool educational institutions in the disclosure to the child diverse world economy, as well as all those interested in economic education of the younger generation.

Keywords: economic education, pedagogical conditions, pre-school children, the moral qualities of the person

Introduction

Relevance of the issue

Saving the economic independence of Russia and its scientific potential is impossible without education free personality capable of self-consciously, responsible decisions both in private and in public life. Relation between policies and education today is obvious to all. On the content and direction of the latter depends on the economic, intellectual, cultural, spiritual and moral potential of any civilized society.

In today's economic conditions, the problem of raising children is one of the main. The urgency of the problem is determined by the fact that under the conditions of modern society is becoming a significant economic education of the younger generation. Modern new economic conditions dictate the need for education from pre-school age independent, active, industrious, economically literate, highly moral, humane people, that is the basis for further life personality (Khuziakhmetov, Shafikova & Kapranova, 2015; Kubiato, Usak & Masalimova, 2016; Alekseeva et al., 2015; Gubaidullina et al., 2016; Valeeva & Kalimullin, 2015; Parfilova & Kalimullin, 2014).

There is a lack of scientific and methodological elaboration process of economic education of children in preschool educational institution, although in recent years the interest in economic education of preschool children in the new and highly controversial conditions of social life became the subject of intense research.

Explore Importance of the Problem

Relevance of the study due to the fact that in pedagogical science are discussed various aspects of economic education: economic education of preschool children (Smolentceva, 2001); laying the foundations of economic culture (Kurak, 2002); introduce children to the economy, the initial economic education as a factor of economic socialization, has a huge impact on the child's relationship to the folding material and spiritual values, and in general on the personality of the child (Shatova, 2004); formation of economic socialization of children (Kozlov, 2000); formation of preschool children of Economic Studies (Galkin, 1999); awareness of children of economic concepts (Golub, 2003). However, despite the variety of the studied problems remain poorly understood pedagogical conditions of economic education of children in preschool educational institution.

Hypothesis

Analysis of theoretical studies and practical activities in the aspect of the developed problems showed that the issues related to the recognition of economic education, from pre-school age, are by far understudied area of scientific knowledge and practical activities that enabled us to formulate the hypothesis of the study of this problem: the process of economic education age children may be successful if defined set of pedagogical conditions of economic education is a prerequisite for the implementation of the process of economic education.

Materials and Methods

Objectives of the study

In the study, the following tasks:

1. To study the state of the problem in the philosophical, historical and pedagogical, psychological, scientific and methodological literature.
2. To identify and test educational environment conducive to the successful implementation of economic education of children.
3. To develop and implement a pedagogical process authoring program "Economics in kindergarten."

Theoretical and empirical methods

In order to achieve the objectives, the following research methods were used: theoretical analysis of the philosophical, psychological and pedagogical, scientific and methodological literature on the study; analysis of programs for pre-school educational institutions, study and analysis of teaching aids, children's literature; Analysis of experience of preschool institution (planning).

Among the empirical methods were used: pedagogical supervision; diagnostic methods (questionnaires, interview, study of children's activity products). The leading method of our study was the pedagogical experiment (notes forming, control); quantitative and qualitative analysis of the experimental data.

Base of the research

Experimental work was carried out in preschool number 25 and number 67 of Naberezhnye Chelny, Tatarstan. The study covered 82 children 6-7 years old and their parents, 90 preschool teachers.

Stages of the study

The study was conducted in four phases:

The first phase of the study and analysis of the philosophical, psychological and pedagogical, scientific and methodological literature. Determined by the initial position of the study, the methodological and theoretical aspects of the problem, clarify the subject, hypothesis, settled the main goals and objectives of the research work.

The second phase was devoted to the design and implementation of ascertaining diagnostic phase of the experiment, a plan of experimental work aimed at identifying the importance of pedagogical conditions of economic education of children.

The third stage began forming in the experiment, to organize and conduct which created the necessary pedagogical conditions of economic education of children: the creating educative medium, aimed at the formation of such a moral-economic qualities of the person, as

the thrift, responsibility, efficiency, enterprise, providing ability to live in society; organization and saturation types of children's activity (game, work, cognitive) information on the economic life of the family, people, society and development on this basis of informative interest to positive norms and values of social and economic society; the interaction of preschool educational institutions and families in the development of economic education began in children.

The fourth stage is the control in the experiments: carried out the feasibility of understanding the pedagogical conditions necessary for economic education of children; refined some theoretical propositions, conclusions; made out the results and thesis research.

Results

The degree of coverage of the problem of economic education in the philosophical, historical and pedagogical, psychological literature

The problem of economic education in the history of educational thought has always been important. In his book "Parent School" Comenius aims to provide children with a wide richness of the material world at the level of sense and effectiveness of its knowledge. In the enumeration of human knowledge required for pre-school children, along with other sciences Comenius called economy.

In the XVII century English philosopher, pedagogue psychologist John Locke considered the goal of education is to form a "gentleman" who can "manage their affairs sensibly and prudently". Progressive phenomenon in its time was the fact that Locke marked out the importance of learning book-keeping among other sciences, knowledge of which should come in handy business person. In this case, the direction of economic education is obvious, although the term "economy" has not yet been used.

Our analysis of foreign pedagogy of XVIII, XIX centuries showed that prominent teachers (Dewey, Kershenshteyner, Pestalozzi, Rousseau) did not exclude the importance of economic education, but in most cases considered it in close interrelation with working or even in the system of labor education.

From the beginning of the socialist state the special significance of preparing the young generation for high performance was acquired. Its economic aspect was expressed in the fact that the school began to implement economy mode, scientific organization of labor, began to study and make rational use of the time budget of students, to solve the problems of vocational guidance in new ways, to raise the question of mastering economic knowledge. In this regard, scientists have tried to develop the content and methodology of economic education at school.

During the Soviet period (Makarenko, 1938) revealed the main areas of family education, including economic. He claimed that from an early age in the family the child learns the future economic activity and it brought teamwork, honesty, diligence, thrift, responsibility.

In the post-Soviet period of the study in the school pedagogy economic education of pupils realized most successfully in terms of an integrated approach. It provides the economic training of students in the study of the fundamentals of science, in the labor and vocational training, in socially useful, productive work, in the activities of core enterprises and family. An integrated approach requires the establishment of extensive relations between groups of schools, basic enterprises and parent community, enhance of the quality of all parts of the educational work of the school.

In the 80-ies of XX century scientists (Ponomarev, Epstein, 1987) regarded economic education as a significant factor in the development of the national economy, as a prerequisite for scientific organization of production, as an important means of forming a correct attitude toward labor and property of the young generation.

The genesis of economic education of children was investigated in foreign and domestic pedagogy (Bogomolova, 1997, 2006). The principle of historicism put in the basis for selection of content, tools and techniques of economic education of preschool children.

The current stage of economic education of children is directly linked with the development of moral values, citizenship, hard work, creativity, understanding of economic issues. Everyone, without references to their profession should have a strong knowledge of

economics, which allows you to feel confident in life. Success depends not only on the hard work and creativity, but also on the enterprise, initiative, economic literacy.

At all times in the pedagogy teachers and practices associated with the formation of economic education such personality traits as thrift, prudence, thrift, efficiency needed in production and economic activity in everyday life.

Discussions

The need for economic education of children of preschool age was raised (Shatova, 1989) in the journal "Early childhood education." She invited colleagues to discuss the question whether it is necessary what and preschooler economic education? Is needed for a long time the economic education is not a subject of special study, since preschoolers are far from the scope of this productive labor - the basis of economic life. Experience education of preschool children proves that many preconditions for future economic activity are laid very early, and if you do not configure them in a timely manner, may appear negative aspects of the child's personality: negligence, carelessness, indifference to spoiled things, books, toys. As a response to a discussion speech of Shatovain magazine, there were received a lot of feedback, which were both of supported and opponent opinion of economic education of preschool children; expressed different points of view of teachers. There were expressed doubts about the availability of economic knowledge and notions to preschoolers (Lyamina, 1990); in particular the constant emphasis on the children's attention to the material basis was criticized. There were different views on economic education. The child can and should know the economic aspect of social reality. It should only be available to determine preschooler content, methods and means of economic education (Kozlova, 1990).

The need for targeted training of future preschool workers in the walls of Teachers College, on the faculties of preschool pedagogical universities, on the training courses for teachers of economic education. This problem cannot be solved by the system of lessons, the direction of economic education should go through all the processes of learning, in communication between the tutor and the children, and in the family. It is important to keep this work in series, only then kindergarden and family can lay the economic education of the child, preparing him for life (Samborenko, 1990).

The essence of the proposed approach to economic education of preschool children in the organization considers no special training economy (Smolentceva, 2001, 2006). This will require additional time and may overload the children, and in enriching the various types of children's activities (mathematical, artistic and creative) economic content. Saturation of life of preschoolers by basic economic data, the author believes, promotes the development of their real economic thinking, which makes the process more informed and realistic.

In recent years among the studies should be allocated study (Galkina, 1999). In order to implement economic education of senior preschool children, researchers have developed a model, which is a specific set of requirements for preschoolers. These requirements should be appropriately reflected in the educational process of preschool educational institutions, as well as the program "Economic kindergarden Little Red Riding Hood." The process of mastering knowledge of economics, in its view, includes the perception of economic substance, the formation of the necessary concepts, connection of different knowledge, application of knowledge in a new situation, improving and sustaining them in memory. In the study the parameters of economic activity preschooler is determined as a set of tasks that have to deal with preschool children in connection with the economic direction of learning. A combination of factors of the educational process, including the existence of objective external and internal features which are reflected in the content, in the forms, methods, techniques, material and spatial environment, family and social environment in the emotional and personal perception of the economic information, current and boundary control level of economic knowledge.

The establishment of pedagogical conditions of economic education, formation of elementary economic knowledge, specific personality traits in preschool children perform in different studies are not as the main object of study, as well as a particular problem, the subordinate other problems (labor, moral education, familiarization with difficulty Adults).

Let us consider the first condition - the creation of educative medium, aimed at the formation of such a moral-economic qualities of the person, as the thrift, responsibility, efficiency, enterprise, providing ability to live in society. Content of economic raising among the speakers: object-spatial environment (creating games economic area); social and behavioral environment (parents, teaching staff); event-cognitive environment (excursions, meetings with interesting people) and information environment (crossword puzzles, illustrations, layouts signboards of shops, banks, service centers, industrial map of the city, samples of coins). The teacher, a professional using the influence of these social agents, gives this effect target orientation, translating social situation of development in teaching - thereby creating educates area, aimed at the formation of the leading economic and moral qualities.

Enriching experiences helped to create caregivers economic zone games: educational games, table with crossword puzzles, model of "family budget", "Economic tree", constantly updated illustrations, signage options, a city map with the location of factories, stand "Economic alphabet", "What used to be money", illustrated albums about numismatics, as well as mini -" workshop of good deeds. " Organization of gaming economic zone gave children the opportunity to act independently, contributed to the formation of cognitive and practical activity, creating opportunities for involving parents in the education of the child, the ability to adapt to the diverse world economy. It was promoted and competence of teachers who are familiar with the essence of economic phenomena, with the world economic relations in society.

Another condition for economic education is to organize and saturation types of children's activity (game, work, cognitive) information on the economic life of the family, people, society and development on this basis of informative interest to positive norms and values of social and economic society.

Conducted tours with children (at Bakery, micromarket, in the studio, a supermarket, a saving bank, an advertising agency) publicly disclose the importance of these institutions in a city, familiar with people work, the results of which are necessary to others, to society (providing bakery products, delivery of written mail, parcels, packages, pensions, provision of money on credit). Conducted tours given the opportunity to fix the representations of children about the history of the city, its sights on the economic life of their native land.

Their needs in creative activities under the guidance of the teacher implemented the children in the workshops of the "Do yourself with your own hands," they emphasized a practical activity of the children: the organization of repair toys, pasting books, making gifts and greeting cards for the holiday, making children's crafts,. This has contributed to the formation of hard work, ingenuity, efficiency, frugality, organization of children. The work was done in class circles "Skilful masters", "The Second Life of our things," "Tales of garbage", the products were used in the productions of puppet theater, story-role-playing games, games, dramatization, at various events organized by the group and the music hall, developed the activity and creativity of children.

It's important to activate the cognitive interest of the economy focused on the children's questions. Often manifested cognitive interest in the estate of the family, the production of various enterprises, technical innovations in the service sector (ATMs, new terminals). None of the questions did not remain unanswered, drew attention to the changes taking place in the life of a kindergarten, events in the economic life of the city (the emergence of new buses, trams, improvement of streets). Thanks to creative tasks (to draw the newspaper come up with a brochure, make an economic crossword puzzle) and creative games ("Presentation", "Reporter", "Fair" et al.), Formed in children ideas about the economy gained connection with life.

Organization of children's tournaments ("Journey into the world of fairy tales with economic content"), themed evenings ("Economic Activity"), quizzes ("Visiting the Queen Economy"); communication of children with adults and peers during meetings with people from different professions; joined participation of children and parents in competitions, entertainment, sightseeing contributed not only to systematize representations of children about the diversity of the world economy, but also contributed to the education of efficiency, responsibility, interest in a common effort, consistency in the work.

Interaction of preschool educational institutions and families by becoming began economic education of children is a prerequisite for the economic education of children and allows to build a relationship of mutual understanding, a common approach in the formation of children of 6-7 years the foundations of economic education.

Improving the economic competence of parents in the first place through consultations ("Economic education of preschool children", "Education of responsibility"), interviews ("Education thrift", "Children and the business"), parent meetings ("The role of the family in the economic education of children"); round tables ("How to bring an assistant", "Participation in the life of a kindergarten"), discussions ("Professional future of our children", "Advertising and anti-advertising of children's toys"). For the dissemination of best practices in family education group was wound up book for parents "Economic education of our childhood"; organized club hobbies parents' home studio. "

Parents were partners in joint activities, participated in the plot-role-playing ("Supermarket"), didactic games ("Economic lotto", "happy event"), played a leading role, helping the children to bring the game to completion, taught tactfully to communicate with partners; participated in the drafting of economic crossword table "Family Budget"; Competition wall newspapers ("What would you like to see your band?", "Our Town"); in the production of albums by profession; the design of brochures; excursions, organizing meetings with creative people.

Thus, family involvement in the educational process and educational preschool possible to ensure the unity of the educational influences, to achieve mutual understanding and cooperation, as well as increase the efficiency of the work carried out in the experimental group.

In the course of experimental work an authoring program "Economics in kindergarten" has been implemented which suggests evidence-based approach to the selection of material about the history of economics, modern professions adults, patterns of behavior, value orientations that guide people in today's society.

Conclusion

The success of economic education of senior preschool children is provided by a set of pedagogical conditions of economic education of children: the creation of educative environment; organization and saturation of types of children's activity (game, labor, cognitive and communication) by economic information; development of cognitive interest to the economy; organization of interaction between teachers and the family in matters of economic education, followed by involvement of parents into the active forms of joint activities with the children.

Recommendations

Modern society in general and teachers in particular are interested in the person who is ready to engage in the modern forms of economic relations, in the cost-bred individuality. Studies show that the main requirement of the effectiveness of economic education of today's children - creating of elaborate system of pedagogical activities and appropriate conditions.

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