

## CHAPTER 3

### THEORY AND METHODS OF VOCATIONAL EDUCATION

#### TRAINING FUTURE PRIMARY SCHOOL TEACHERS FOR ECONOMIC UPBRINGING OF PUPILS IN THE CONTEXT OF GLOBALIZATION PROCESSES

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**Abstract.** *The paper focuses on one of the issues of training highly qualified specialists of the modern school that is training future primary school teachers for the economic upbringing of younger pupils in the context of globalization processes. The author emphasizes the significant gap between the real state of affairs in general secondary education, higher education institution and today's challenges, as well as the lack of coordination between them which does not allow one to provide the economic component of professional teacher training. The article aims to justify pedagogical conditions and means ensuring effective training of prospective primary school teachers for economic education of pupils. The systemic-functional method allowed one to identify the areas in the training of prospective primary school teachers for economic education and the systemic-structural method to identify and justify practical recommendations. The study and generalization of pedagogical experience became possible due to the empirical method. Primary school teachers play an essential role in solving this particular issue. Their purposeful training depends on the quality of training and upbringing of young people, as well as full inclusion in life and effective work under modern conditions of social development. Thus, one can conclude that professional training of future primary school teachers is not focused on the development of economic knowledge in younger pupils. In this case, economic self-study presented to younger pupils based on their life experience is likely to have negative results since it does not offer pupils different approaches to solving this or that issue. The introduction of primary school counselling, didactic and economics in the curricula for training future primary school teachers should have a positive impact on their expertise and ability to provide quality education and upbringing of pupils.*

**Keywords:** *economic education, economic upbringing, training of primary school teachers, economic literacy, integrated course, self-study, younger pupils, students.*

**JEL Classification:** JEL I0; I20

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**Introduction.** Today's world is facing globalization that is a new stage and era of comprehensive integration of humanity in a single space of information and communication, and the entire planet's transformation into a common economic market. Globalization places high demands on the competitiveness of the nation's economy, which is not limited to the country's ability to achieve and maintain high rates of economic growth. Furthermore, the emphasis is no longer so much on material goods and services as on human intellectual potential. The country's economic level and competitive position in the world mainly depend on human capital. The educational system contributes to solving this particular problem since

it is the school that prepares human resources as the main factor in ensuring a competitive economy. Knowledge, innovations and ways of its practical application act as a source of profit more and more often these days. A new type of economic development urges various workers to change their profession several times during their lives and constantly improve their skills. The educational sector significantly overlaps with the economic one in the information society, and educational activity becomes the most important component of its economic development and a factor in overcoming backwardness. Thus, one of the priority areas in educational development is economic education in schools. In Ukrainian schools, the study of economics is becoming rather popular, and various forms of additional socio-economic education are developing. Integrating economic education in the school curriculum helps the future generation to develop economic thinking and economic culture, as well as ensure greater social mobility compared to previous generations.

One can solve this problem only through developing the corresponding curriculum and syllabi and preparing teachers who have theoretical and practical knowledge of economics, as well as teaching methods of economic education. World experience convincingly proves that the foundations of business skills, economic literacy and culture of individual behaviour in a market economy are laid in childhood.

**Literature review.** There are some studies on economic education of children at schools reflecting individual aspects of the problem under study (O. Padalka, N. Pobirchenko, I. Sasova, O. Shpak). N. Pobirchenko elaborates programmes for developing entrepreneurial inclinations of primary school children, cultivating economic thinking in preschool and school-age children and prepares textbooks and economics notebooks for primary school. In his works, O. Padalka emphasizes the need for economic education throughout schooling.

**Aims.** The article aims to justify pedagogical conditions and means ensuring effective training of prospective primary school teachers for economic education of pupils.

**Methods.** The systemic-functional method allowed one to identify the areas in the training of prospective primary school teachers for economic education and the systemic-structural method to identify and justify practical recommendations. The study and generalization of pedagogical experience became possible due to the empirical method.

**Results.** It is vital to develop economic consciousness and thinking and be economically wise. Such qualities as entrepreneurship, responsibility, organization and thrift are of great importance. Economic education as a socially valuable quality allows using time rationally, creates conditions of interest in highly productive and efficient work, helps to calculate the family budget correctly and run the household rationally. Therefore, it is essential to cultivate economic culture as an integral part of universal culture from the first years of school [1, p. 30].

Primary school teachers play a special role in solving this particular problem. Indeed, the quality of youth education, as well as young people's inclusion in life and professional performance under modern conditions of social development, depend on their professionalism.

In the context of Ukrainian pedagogy, many scientific works deal with the problem of economic education in primary school. It is since most primary schools do not allocate study time to economics (neither in the context of other subjects, nor as a separate subject), and the level of pupils' economic education does not meet modern requirements. Such a discrepancy dates back to the Soviet era when it was essential to nurture a careful (economical) attitude towards household items since the country's economy was always stable and only growing. It is obvious that such "growth" was the first reason for the destruction of the former empire, and individuals who did not learn economic literacy at school in the 1990s were forced, in a best-case scenario, to buy and sell to make small quick profits.

Concerning Ukrainian schools, these years are of much interest to educators-researchers, who offer different approaches to obtaining at least basic economic knowledge at various levels of school education. N. Pobirchenko offers the programme, titled "Developing Inclinations towards Entrepreneurial Activity in Primary School Pupils" (1995) [6]; "Designing Continuity in the Development of Economic Thinking in Preschool and School-Age Children" (1999) [5], as well textbooks, called "Economics Copybook. Grades 1-3" (1998) [4], "Economics for Children" (1999) [3] and others. O. Padalka highlights the need for economic education throughout schooling [1].

The early 21<sup>st</sup> century brought new theoretical developments (V. Didukh, O. Padalka, I. Sasova, O. Shpak, N. Slobodianiuk). However, the experiment conducted in some schools did not become widespread in Ukraine and rather provoked new attempts and, consequently, a new vision of this particular problem. The so-called "economic and pedagogical" chaos in Ukrainian schools of the early 21<sup>st</sup> century only proves that the cultivation of economic culture in pupils is spontaneous, and the lack of economics in the primary school education standard gave rise to several author's programmes, most of which did not meet didactic requirements and had nothing to do with "economics/fundamentals of economic knowledge". That is why economic education in urban and rural schools is different under such conditions. Urban teachers try to organize extracurricular activities and involve representatives of financial institutions in them, arrange trips for students to these institutions, whereas rural schools embody economic education in a casual-pragmatic way, namely, "grow – sell – earn money". Thus, they integrate economic education into home economics and might even include it in the latter. Such measures do not contribute to young people's understanding of the specifics of the economic life of an individual, family, team, country. Therefore, it is essential to train a new specialist who can provide pupils with economic knowledge independently or in the context of a certain school subject to solve this problem. This, the training of prospective primary school teachers for

economic education of schoolchildren is one of the most important problems in the modern system of teacher education [2, p. 18].

Unfortunately, much less attention is paid to the problem of such specialists' training. This is despite the fact that, in 1991, O. Padalka defended a special study, titled "Preparing Pedagogy Students for Economic Education of Schoolchildren" [2]. The author focuses mainly on the training of prospective teachers for economic education of middle and high school pupils. However, for more than twenty-five years the researcher's conclusion about the state of higher education has remained relevant. He indicates, "the educational process in higher education institutions does not fully realize the integrity and functional relationships between labour and economic training of pupils. The content of programmes and teaching aids violate the principle of integrity. Besides, they unsystematically distribute or even lack the material related to the organization of productive labour or the development of economic relations and demonstrate insufficiently sustained continuity in economic education for all years of study in pedagogical universities" [2, p. 4].

The observation of the educational process in modern pedagogical universities suggests that the main objectives of primary school teachers, which primarily lie in adjusting professional readiness for economic education to modern requirements of teacher training and whose implementation can ensure the effectiveness of pedagogical guidance of pupils' economic education are as follows:

- a) to understand the basics of economic knowledge;
- b) to use methodologies of economic education, which involves comprehending its aim, objectives and content, applying methods of economic education and knowing about the main areas and forms of its organization;
- c) to study and identify the level of economic education;
- d) to be able to consolidate efforts of teachers, parents, the public, the media;
- e) to solve problems of economic education in the system of secondary school, taking into account age, gender and individual characteristics.

However, the analysis of syllabi shows the lack of special economic disciplines or integrated economic-mathematical or pedagogical courses [6, p. 34].

It was essential to clarify some aspects of the problem under study. Therefore, the author of the article conducted a survey of students from Primary Education Faculty at Pavlo Tychyna Uman State Pedagogical University. The survey includes the following questions:

1. Do you think economic education is necessary for primary school?
2. At what age should one start economic education?
3. Do you have enough knowledge and skills to provide economic education?
4. Is economic self-education important for primary school teachers?
5. What do you think the economic education of primary school children should include?

The obtained results were not entirely expected. Concerning Question 1, 34.3% of students do not see the need to study economics in primary school since

younger pupils cannot quite understand economic principles. Most of the answers are rather general, which does not reveal the importance of implementing this area of education regarding primary school pupils' personal development. At the same time, 52.8% of students suggest starting economic education in the 5th grade (given there was a transition to another age range, some kind of maturation occurred). As for Question 3, 78.6% of students admit that they have enough knowledge to provide primary school children with economic education. Still, they are not ready to engage in economic self-education since it is not the main area of secondary education.

Interestingly, 21.7% of students consider it appropriate to start economic education in primary school. It does not have to be in-depth knowledge of economics. It could be a system of classroom topics and extracurricular activities, during which younger pupils can find out about famous people who have reached such heights through the construction of an economic strategy in an accessible form. Besides, students offer to include fairy tales (both folk and literary) in the course.

One should pay specific attention to the proposal of students to introduce a special practice-oriented course on economic literacy, which can provide each child with the opportunity to understand such concepts as money, family finances, family budget management. The course should include different types of research and creative activities, as well as life simulation games.

The main goal of economic education for primary school children is to develop basic economic knowledge required in practice. The aim of the course is realized by tackling the following objectives:

- to develop pupils' views on the economy as a sphere of human activity related to needs and incomes;
- to master the simplest techniques of economic choice;
- to master basic economic calculations;
- to cultivate thrift, precision and responsibility for the task;
- to teach to bring the case to an end;
- to use various resources rationally;
- to take care of personal, family, school and other property [1, p. 31].

**Discussion.** Students believe that providing younger pupils with economic education develops their abilities to plan, organize, control, save time and use rational methods of educational and extracurricular activities. The basis of these skills is manifested in self-organization and self-regulation. The unity of all the components (knowledge, attention allocation and switch, perception skills, thinking, self-control) in the structure of these abilities is determined by the interaction between goals (some ideas about possible final results of activities) and conditions. Pupils will gain an impression of various concepts of the economic sphere, including labour, products, goods, services, property, wealth, culture, economy, household, utilities, thrift, school, family needs, family budget. Moreover, students state that it should become possible to offer different options

depending on the economic conditions of the region where they will work after graduation [4, p. 37].

Also, one should pay particular attention to the logic of interdisciplinary relations. Students claim that economic knowledge is most closely related to such subjects as Mathematics and “Ukraine and I”. At the same time, the knowledge of any subject which might later transform into deep scientific knowledge can be a commodity. It is through this prism that it is easier to explain the economic component of the lives of Bill Gates, Steve Jobs and others to younger pupils.

**Conclusion.** Thus, the training of prospective primary school teachers is not focused on the development of economic knowledge in primary school pupils. In this case, economic self-education, interpreted through teachers’ life experience and presented to younger pupils in such a way, will rather have negative consequences since it does not offer pupils different approaches to solving a particular issue. Consequently, it is important to introduce a course integrating the psychology of primary school pupils, didactic and economics in training programmes of prospective primary school teachers. It will positively affect their professionalism and ability to provide quality education.

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