

about conversational and logical exercises; about visual training, that is based on the similar images; how to tell moral and biblical stories with the demonstration of the pictures; how to teach children to count using small cars and bodily movements; how to pronounce the sounds correctly and how to draw on the boards; how to explain children the concept of the angles and shapes with the help of the six-foot ruler etc. The author analyzes the requirements to the professional competence of the pre-school teachers and turns his attention to the fact that education of the kindergarten teachers at the deaconic schools was directed unilaterally to the religious education and its practical implementation; it complicated the process of the self-reflection and transmission of the main pedagogical knowledge. It is investigated the historical background of the foundation by T. Flidner the schools for the children of the preschool and primary school ages. It is characterized the influence of T. Flidner on the character of the teachers' education in Germany.

**Keywords:** education concept by T. Flidner; "diakonie"; professional teachers' training.

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## TO THE PROBLEMS OF ECONOMIC EDUCATION IN THE REPUBLIC OF POLAND AT THE BEGINNING OF THE XXI CENTURY

*The article deals with the examination of theoretical approaches to the problem of economic education development in the Republic of Poland from 1989 to our days, and namely: through the content of economic education and the form of its teaching in educational establishments. On the basis of the analysis of theoretic literature, the terms economic education, economic socialization have been determined. The author reveals theoretic approaches to the mentioned problem, interprets the views of other researchers. The facts of economic education development in the country have been offered. Analysis of the role of economic education in the educational system of the Republic of Poland has been done. The tendencies of development of economic education in the country have been formulated.*

**Keywords:** economy; economic education; Republic of Poland.

**Preface.** Under the modern conditions the main criterion of constant development of the mankind is education, which actively stimulates the development of all aspects of social life. Development of education and science not only allows the access to the world base of knowledge, but also helps to preserve the riches of national culture. In different countries, in spite of the global tendencies, the problems in educational sphere are solved in their own way (Токаренко О.В., 2013, с.215).

Methodologically the problem of role of economic education in economic growth of the country remains insufficiently worked out, in spite of a great number of publications in pedagogical and economic literature. Absence of clear understanding of the essence of the subject of the research leads to the complex results. **The goal of the article** is the analysis of the role of economic education and its effectiveness in educational sphere of the Republic of Poland.

**Presentation of the main material of the research.** Nowadays there are two main reasons to determine certain connection between education and social-economic development of the society, mentions T.Pasichnyk. Firstly, life standards of the humanity have risen so high thanking to the education. Secondly, the num-

ber of econometric researches on this problem showed, that the income of people depend on the level of their education. It is impossible to work out or perceive developed technologies, if the society has low level of humanitarian or political culture. It is well developed and adequate system of education, which can become the foundation for the proper level of economic state of the country.

For our research it is necessary to clear up the essence of the notion economic education. Economic education – is formation of the system of knowledge about scientific regularities of economy development, peculiarities of market relations, readiness to the highly professional work, skillful attitude to the nature, producing the habit of practical usage of economic knowledge in real life. Economic education should be realized through the following phases: professional- propaedeutic preparation, preparation of the economists of the proper professional level; through the post diploma education (Методика викладання економіки, Електронний ресурс, 2014).

Except for the term economic education, there is also such term as financial education, and they are closely connected. Financial education develops financial consciousness of the society, which main goal

is realizing by the citizens their financial abilities and financial threats. It should give the citizens knowledge, necessary when taking important economic decisions, which concern them and their families (Produkty finansowe i edukacja finansowa w Polsce na tle wybranych krajów wysoko rozwiniętych". Raport z badan, 2009, s.6).

In modern Ukraine the task as for changing the content of economic education appeared, through the declaration of humanistic paradigm of education at the beginning of 1990-s. The content of economic education is determined in the curricula, standardization and unification of the system of education, which were formed during three generations, and also modern approaches to education reforming, which are oriented to the working out of the fourth generation of standards of economic education.

This long process of reforming affirms conservative content of higher economic education, sometimes its non-conformity to humanistic values in the specialist's preparation, separation theory from economic practice. So, specific features of higher economic education in the contemporary period are: as scientific grounding – neoclassical political economy, and in perspective usage – informational economy; indistinct priorities in the primary period and clear orientation in the past years to humanization of economic education; disproportion between the demand and the offer of specialists of economic profile; slow integration to the European educational space. Contemporary education and the system of economic education is still in search of value-conscious orientation points (Сингаївська А. М, 2010)

On that basis, it is useful to make comparative analysis of development of educational systems of other countries and to clear up peculiarities of functioning of their economic system of education, professional preparation of specialists, in order to use in the future positive sides in the process of improvement of the domestic educational system. To our mind it will be interesting to study experience of the Republic of Poland – the nearest western neighbour of our country. Polish educational system is very close for us in terms of its understanding, and that is why study of its structure, levels of specialists' preparation, peculiarities of educational process organization is quite topical.

Transformation of Polish economy after 1989 (obtaining of the country's independence and transition to market system of management) led to the creation and dynamic growth of the network of trade missions, and also many financial institutions – banks, broker's boards and others. It, in its turn, influenced the growth of the demand for the specialists with economic education, increase of economic consciousness and socialization in Polish society.

In Poland economic socialization is a process, which is directed to the subject, for it could understand surrounding world of economy and could form the abilities to act effectively in the sphere of economy. One of the key elements of economic socialization is acquirement

of economic knowledge, understanding of economic notions and also acquirement managerial skills for the effective functioning of the subjects of management. Receiving economic education in Poland begins with primary school. K. Kachmar, the head of Cronenberg's Fund emphasizes that it is necessary to begin teaching economics at the early age.

The main task of economic education at the primary level is offering of not only theoretical knowledge, but also practical economic abilities and skills. That is why positive is the fact that contemporary Polish pupils cannot perceive their teacher as the only source of knowledge. The main task of the teacher of economy is teaching the pupils, who can correctly use economic information and the help in the choice of effective economic behavior. That is why in the schools of the country the new educational subject has been introduced – practical economy. It helps pupils to determine economic needs and receive practical knowledge of economy (Jak wygląda edukacja ekonomiczna w Polsce, 2013).

The changes that took place in the Republic of Poland in 1990-s, caused the number of changes in regulatory documents, which assisted to make reforms in the system of higher education of the country. After 1989 market relations in Poland played the role of economic regulator, which changed the mechanisms of financing of higher educational establishments.

In practice, under the conditions of difficult economic situation and unsatisfactory state financing, high level of inflation, higher educational establishments received less financing, than during the economic crisis of 1980-s. But, as an alternative of the way out of the difficult economic situation, higher educational establishments got the opportunity to earn their own assets – mostly at the cost of offering paid educational services, which were declared in the new Constitution (full-time education remained free and the fee was done at the state cost) (Реструктуризація навчального закладу в Польщі (на прикладі Варшавської школи економіки), Електронний ресурс, 2002).

Studies at economic specialties in higher educational establishments of Poland are done at two levels – licentiate and master. After 3 years of preparation at the first level of higher education, students receive the degree of licentiate. It should be mentioned that the students, who study at economic specialties, after graduating higher technical educational establishment by the directions of preparation, receive the degree of the engineer. The studies last 3,5 – 4 years. If after finishing the first level of preparation (licentiate or engineer) students want to continue their studies, they are offered to pass the examinations and to study in magistracy. The degree of master of economic profile can be received after finishing 2-2,5 years of magistracy studio. If the student didn't defend master's project, than he or she receives the certificate of higher education – without the scientific degree.

As noted in the study by L. Vlodarska-Zola, the most common area of economic education in training

specialists in Poland is “Management and Marketing”. This speciality is gained within three years on the basis of the programs of the first licentiate. Modern system of training managers in Poland is developing faster than in other post-communist countries. In higher educational establishments, where education of managers is realized, foreign experience, not only European but also American and Asian, is introduced (Włodarska-Zola L., 2007, s.33).

Classes in management are held in groups, where the work is analyzed and the companies (existing or invented – depending on the task) are presented. Also during classes various financial components of the activities of these firms are discussed. Such form of classes not only benefits imagination development, but also forces to look for the necessary educational methodical materials, select and analyze information correctly. Furthermore, innovation requires students to learn throughout the semester, not just before an exam.

Thus, higher educational institutions in Poland carry out economic education in accordance with state standards under internal and external control, use European experience actively, where when obtaining higher education advanced professional-oriented training programs are applied which focus on individual development, each student’s mastery of foreign languages and information technologies.

An experience of innovative implementation of economic education in Poland is rather interesting. The founders of these innovations were the Fund of Promotion and Accreditation of Economic Trends, along with several higher educational establishments (Basic Trade School in Warsaw, University of Economics in Katowice, University of Economics in Poznań, University in Białystok). These activities are held under the auspices of the Ministry of National Education of Poland. As part of the university training one-term free courses for students of all specialities are organized. Six meetings of two hours duration are organized during training, which consider issues of management, economics, marketing, history of economic studies, psychology, ethics of business conduct. These classes are designed and adapted for young people by using exciting multimedia presentations. Also such training is

characterized by its interactive nature – participants gain knowledge during discussions, collective work and games. Students have the opportunity to use Internet sites that contain developed data base, a selection of presentations on specific courses, and other materials on economic education provided free of charge to everyone (Kołodziej S., Elektrynni resurs).

An educational project IAUE (Internet Academy of Economic Skills) was developed to promote economic self-education in Poland, which is a continuation of the “Economic Education” program, launched in 2010. IAUE project was developed to meet the needs of self-education of the Poles in the field of personal finance, taxes and the economy of the household running. This Internet project contains various articles with modern comprehensive information in different sectors of economy. Implementation of this project provides economic support of the society. Such measures should help solve current economic and financial problems encountered by the citizens in their daily lives.

Portals of the Internet project can tell: how to manage finances in a domestic budget; how to improve management effectiveness when running a household; how to get financial stability of a domestic budget; how to invest consciously and financially safely; what is modern economy, etc.

Analysis of the Polish experience of economic education implementation enables to detect positive trends, namely: consideration of individual economic needs and financial interests of each individual; professional orientation of educational programs of higher educational establishments; active introduction of new technologies and teaching means in economic education and self-education.

**Conclusions.** Thus, economic education in the modern world is needed by everyone – by children of under school age, by pupils, by students and adults. Experience of economic education development provides theoretical and practical interest for the national pedagogy. Detection of positive aspects that can, in our opinion, be creatively used in domestic teaching practice is especially important at the present stage of Ukrainian higher education development.

#### Література

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Екатерина Биницкая

### К ПРОБЛЕМАМ ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ ПОЛЬША В НАЧАЛЕ XX СТ.

Статья посвящена изучению теоретических подходов по проблеме развития экономического образования в Республике Польша с 1989 г. до нынешнего времени, а именно: через содержание экономического образования и формы ее изложения в учебных заведениях. На основе анализа теоретической литературы определены термины экономическое образование, экономическая социализация. Автор раскрывает теоретические подходы по определенной проблеме, интерпретирует взгляды других исследователей. Приведены факты из развития экономического образования в стране. Проведен анализ роли экономического образования в системе образования Республики Польша. В статье сформулированы тенденции развития экономического образования в стране.

**Ключевые слова:** образование; экономическое образование; Республика Польша.

Катерина Біницька

### ДО ПРОБЛЕМ ЕКОНОМІЧНОЇ ОСВІТИ У РЕСПУБЛІЦІ ПОЛЬЩА НА ПОЧАТКУ ХХІ СТ.

Стаття присвячена вивченню теоретичних підходів з проблеми розвитку економічної освіти у Республіці Польща з 1989 р. до сьогодні, а саме: через зміст економічної освіти та форми її викладення у навчальних закладах. На основі аналізу теоретичної літератури визначено терміни економічна освіта, економічна соціалізація, фінансова освіта. Автор розкриває теоретичні підходи з означеної проблеми, інтерпретує погляди інших дослідників. Наведено факти з розвитку економічної освіти в країні. Проведено аналіз ролі економічної освіти у системі освіти Республіки Польща. На основі аналізу наукової літератури визначено, що головним завданням економічної освіти на початковому рівні є надання не тільки теоретичних знань учням, а й практичних економічних вмінь та навичок. Акцентовано, що в школах країни введено новий навчальний

*предмет – економіка на практиці. Зазначено, навчання на економічних спеціальностях у вищих навчальних закладах Польщі проводиться на двох ступенях – ліценціат та магістр, а найпоширенішим напрямом економічної освіти з підготовки фахівців в країні є “Менеджмент і маркетинг”. Акцентовано увагу на проведенні занять з менеджменту, які проходять у групах, де використовуються інноваційні методи та технології навчання. У статті визначено, що навчання з економічної освіти у вищих навчальних закладах здійснюють відповідно до державних стандартів, під зовнішнім і внутрішнім контролем, активно використовують досягнення європейської вищої освіти. Звернено увагу на особливості та інновації у проведенні економічної самоосвіти в Польщі. У статті сформульовано тенденції розвитку економічної освіти в країні.*

**Ключові слова:** освіта; економічна освіта; Республіка Польща.

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