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В статье освещены некоторые теоретические и практические подходы к подготовке студентов педагогических факультетов к субъект-субъектному взаимодействию с младшими школьниками, представлены различные научные подходы к определению сущности понятий «взаимодействие», «субъект», «субъект-субъектное взаимодействие». Авторы анализируют процесс формирования у будущих учителей начальной школы субъект-субъектного взаимодействия с младшими школьниками на уроках природоведения. Диапазон задач определен необходимостью подготовки учителей в соответствии новым заказам общества: компетентного, творческого, способного к рефлексивной деятельности, самосовершенствования, профессионального роста. Сочетание этих качеств формирует семантический аспект категории «субъективность».

Ключевые слова: *субъект, взаимодействие, субъект-субъектное взаимодействие, подготовка студентов к субъект-субъектному взаимодействию на уроках природоведения.*

The article covers some theoretical and practical bases of training of students of pedagogical faculties to the subject in article - subject interactions with young learners, different scientific approaches to an interpretation of an entity of the concepts «interaction», «subject», «subject- subject interaction» are provided. Most of scientists inclines to a thought that «interaction is a process of the active purposeful interaction meanwhile who learns, and those who study as a result of which at the one who studies certain knowledge, abilities, skills, experience of activities and behavior, and also personal qualities are created». The author provided personal qualities of the modern elementary school teacher, in particular: activity, responsibility, independence, humanity, a capability to reflexive activities, innovative openness, the valuable relation to interaction, aspiration to receipt of new knowledge, to self-improvement, professional growth. Set of such qualities creates substantial aspect of category of «subjectivity». She inclines to such definition: «the subject - the subject relations» is characterized as «the interpersonal pedagogical interaction realizing basic need of the child for attraction her to society and culture of society on the basis of equal partnership with the teacher, characterizes readiness of subjects of education in mutual understanding and mutual respect in the course of communication and activity».

In article the author analysed process of forming at future elementary school teachers the subject - subject interaction with pupils at lessons. A circle of objectives is caused by the need of training of the teacher according to new orders of society: competent, creative, capable to reflexive activities, self-improvement, professional growth. Set of such qualities creates substantial aspect of category of "subjectivity". Training of future elementary school teachers to the subject - subject interactions with pupils at lessons can be carried out in a complex of the following components: when studying disciplines of humanitarian preparation, natural and mathematical preparation, vocational training and different types of practice with active use of interactive exercises, promote communication development, form skills of joint activity.

Key words: *the subject, interaction, the subject – subject interaction, training of students to the subject – subject interaction at natural study lessons.*

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**FORMATION OF PRIMARY SCHOOL CHILDREN'S ECONOMIC COMPETENCE
IN THE COURSE OF STUDY «INTERESTING ECONOMY»**

This article is devoted to the formation of the economic competence of first degree pupils according to program and manual «Interesting economy». A group of competencies that contribute to the formation of the younger students' skills to navigate in a market economy, market processes, taking into account individual characteristics, is defined. The article introduces the basic methods, types and forms of work concerning formation of primary school students' economic competence.

Keywords: *primary students, competence, economic education, economic development.*

The problem formulation. Modern society is on the path of socio-economic transformations. The old system of managements is breaking down, stereotypes of thinking, morality and ideas are changing. The new society is waiting for people who would have adapted to life in unusual for us market conditions.

The main core of the new stage of social development is not land and productive resources but knowledge and people who possess them. Changing priorities in the labor market leads to change of orientation in education. The new philosophy of education meets the humanistic orientation, based on the uniqueness of each individual, and aims to ensure the most optimal adaptation to all conditions of intense independent intellectual activity.

Primary school age is time when many mental qualities are founded and developed; there is the establishment and formation of children's personality, the overall development of creative thinking on his own personality.

The main purpose of primary education is the full development and education through individual development of students' desire and ability to learn; full speech, reading, computer skills and skills of healthy lifestyle. During the study years of primary school students must acquire sufficient personal experience of cultural communication and cooperation in various kinds of educational activities, creative expression in types of tasks.

Ukraine's transition to the new market conditions has considerable interest in political and economic life. Much younger people become involved in the economic transformation youth. Therefore, the community faced the problem of economic education for students.

Analysis of recent research and publications.

The logic of our study requires clarifying the concept of «competence», «kompetentsiya» («jurisdiction») and «economic competence».

Competence in Latin «competentia» means a range of issues of which people are well aware, has knowledge and experience.

«Kompetentsiya» is alienated, pre-defined social requirement (norm) for student's educational training necessary for his quality results in a particular area [1].

Competence is a comprehensive personal resource ensuring possibility of interaction between individual and environment in a given area and depends on the necessary skills. That can be affirmed that competence involves the experience of self-employment on the basis of general knowledge [4].

Economic competence is a set of abilities which lead to successful functioning of the human as a subject of economic relations, especially as a consumer of goods and services and «a seller» of their own labor. Economic competence covers basic knowledge about the mechanisms of market economy (supply and demand), consumer rights; involves the formation of features of character, such as entrepreneurship, initiative, thrift and etc [8].

Economic competence is formed in the most active way in professional activities, which laid the foundation of economic behavior, which is adjusted according to specific situations and changes according to transition to another activity or cessation of work. Economic competence is an

integral part of other competencies and serves as an integral component. However, it includes elements of other competencies as economic, labor, environmental, legal, moral and other competences are part of individual consciousness of the individual, so they always intersect.

The foundations of domestic and foreign theoretical research of economic competence were laid by Z.Levchuk, S.Lukash, A.Nisimchuk, N.Pobirchenko, L.Soldatova, A. Shpak and others.

Studies by modern domestic scientists (A.Bohush, N.Havrysh, H.Hryhorenko, R.Zhadan, K. Kurak, A. Shatova and others) show the need to implement economic education to both preschool and primary school aged children and emphasize the role and importance of economic socialisation: children card market relations, economic concepts and their direct application in various activities.

The objective of the article is to define methodological aspects regarding the formation of economic competence of primary school children in the course of study «Interesting economy», direct the teaching staffs who teach economic literacy, to independent search, possession and use of various forms, methods and techniques at Economy classes.

The main material of the research.

The variable component of each Standard curriculum for students in grades 1-4 provides hours which can be used for the choice of an educational institution and the individual student's educational needs to enhance subjects of invariant component; to study additional courses; to conduct individual and group lessons [5].

The purpose of the initial course of studying economy in primary school «Interesting economy» is to promote students to learn the world and man in it as a biological and social being; formation of economic thinking and upbringing of cultural behaviour in a market society; assimilation of spiritual values in various areas: communicative, cognitive, environmental, moral, active, volitional, emotional, aesthetic.

The program is aimed at implementing the following tasks: to teach primary school children the basics of economic truths, concepts, categories, phenomena and processes of life around; to show primary school children available for them economic relationships; to acquire initial practical cultural skills in consumption market conditions; to form a competitive personality [7].

It is not enough for the youth to get only theoretical knowledge; today it is necessary to lay the basis of economic thinking and culture that will enable the full development of the individual. Modeling exercises offered by the authors provide an opportunity to bring the theory to life.

Primary school students must master the following groups of competencies:

1. Communicative (ability to communicate with members of the group, teacher, peers and others, not to repeat previous opinions, to argue his own observations, to develop coherent speech, to answer questions clearly and prove his opinion, to connect studied material of mathematics, Ukrainian language, literary readings, art and economy).

2. Social (knowledge of economic laws of society, the ability to monitor the economic development of your area –

Ukraine, to use economic terms and can explain their meanings, notice and may predict negative impact of production on the environment, use natural resources thriftily).

3. Informational (can obtain and verify any information from a variety of sources (newspapers, books, computer), can monitor economic entities, can provide managerial and promotional activities).

4. Self-Improvement (able to observe, compare, predict, summarise, organise, establish economic relationships, can perform self-examination of his own activities and the activities of other companies, can distribute his own family budget, can plan his own business) [7].

Major methodological techniques which teacher can use at the lessons of the economy to form economic competence:

1. Playing games (making family budget, visiting supermarket, etc.).

2. Modeling situations (PR-agency, choice of goods and services according to the needs, etc.)

3. Virtual laboratory (creation of advertising products and services, model of perfect product, portrait of the ideal shop assistant).

4. Consumer tender of goods and services.

5. Workshops and individual works.

6. Conducting sociological research.

7. Project methods and more.

The course of Economy for primary school students is associated with math, logic, visual arts, the basics of life safety, science, language lessons. Therefore, teachers can use economic knowledge in almost all subjects of school course.

During lessons of «Svitoznavstvo»

A fairy tale can be used while studying the theme «The economic use of water» in the lesson. For example:

«One old man lived in the forest near a big town. He had a piece of land, a forest and a big swamp. But soon this man got ill and felt near death. Then he called his sons and shared his wealth. He gave the field to the eldest son. The middle son got the wood, and the youngest got a great marsh that bordered between brothers' forest and field. Father saw that the youngest son had got upset after getting such legacy and then said: «When you have a wise head and hardworking hands, swamp will make you rich» [9].

- What would you advise the smallest son to do with the heritage?

Select one of the options. Prove it. If you can, suggest your solution.

I – to sell swamp.

II – to produce peat and sell it.

III – to offer elder brother peat fertilizer on the field, and for the middle brother - protection from swamp for his forest. To conclude a mutually beneficial agreement with them and, with the help of his brothers he can drain the swamp and plant crops. (Big-city neighbourhood ensures marketing.)

IV - to clear the swamp, make a pond and engage in fish farming.

Workshop. Please read the situation. Define which factors determine the needs of different people (climate,

gender, age, national characteristics and traditions, health, education and training, tastes and preferences).

1. Traditional Ukrainian men's clothing is a shirt and «sharovary» (baggy trousers).

2. There are both winter and summer clothes in Olena's wardrobe.

3. Maryna wants a new doll, and Andriy wants a ball.

4. Mykyta's grandpa has got glasses with thick lenses. he sees poorly without them.

5. Olya's aunt has got blue wallpaper, and Svitlana has got green, flowery wallpapers.

6. Nadiya is an excellent student. She often visits the library, learns a lot from the Internet.

7. In order not to get ill Vadym takes vitamins every morning.

Working on the theme «Behavior in public places» we can offer the following type of work: What services are available in the area of the city?



During lessons of Ukrainian language

In the transition from gaming activities in kindergarten to learning in school, children supplemented their speech with active vocabulary, enriching not only quantitatively but also qualitatively. During the game they do not only develop cognitive interest in learning but also effective spoken language which is the basis for primary student's personality on the whole. Games should be directed to the expansion of student's daily vocabulary which children constantly hear in the family, on the radio and television, read in the press. Several minutes of each lesson of Ukrainian language can be spent on meaning of these lexemes.

It is important to teach pupils to use vocabulary as in examples of the rules, use it in speech and also to write compositions on appropriate topic.

The Game «Find a family member»

Teacher offers children cards with the words to describe the economic vocabulary. You need to choose «relative» to every word, to determine what unites them in one family. Then children can be offered to build a dialogue on the topic: «Export orders» or «Trade secrets».

A bank clerk (a bank, banking system, bank guarantee).

Export (export orders, to export).

Commerce (trade secrets).

Action (a joint stock company).

Currency (foreign exchange earnings).

During the lessons of literary reading

During the lessons of literary reading in primary school it is advisable to use a fairy tale. We call fairy tales

economic if we can analyse them from socio-economic point of view. Most of famous folk and author's works suit this. If necessary, teacher can enhance their own plot line which is responds to the objective of studying topic.

The main objectives of economic tales:

1. To motivate students' interests to study complex abstract topics and issues.
2. To disclose economic concepts, phenomena and laws that are manifested in a variety of up-to-date or conditional (fairy) situations.
3. To enhance the perception by creating a positive emotional experience in teaching.
4. To disclose personal characteristics of student's perception of the topic being studied.
5. To use game elements with a didactic purpose.
6. To form personality traits of students.

The game «Visiting the fairy tale»

Can you answer the following questions, remembering famous fairy tales? It will give you a fresh look at the familiar childhood stories.

1. What was the legacy which an old miller had left for his three sons in Charles Perrault's fairy tale «Puss in Boots»? (The eldest son has got a mill, middle – a donkey and the youngest – a cat).
2. Why did Prince refuse to take bride's trousseau in the fairy tale by Charles Perrault «Fairy Gift»? (Fairy awarded girl a talent to pronounce diamonds and pearls instead of words).
3. What helped a young man – the main hero in Ukrainian folk tale «Oh» to become wealthy? (Thanks to the knowledge obtained from the wizard, the boy could turn into animals and birds that were used by the rich for entertainment and cost a lot of money).
4. What thrifty animals doesn't a man like? Why? (Gophers and mice. They damage the crop).

5. Which famous fairy tale shows character who received money for information? (Buratino got 5 gold coins for information about location of charming door).

The game «Who is more attentive?»

Remember the tale about Buratino and answer the questions:

- 1) What did a papa Carlo do? What services did he provide?
- 2) Who has presented a log to the papa Carlo? What services do people of such job provide?
- 3) What did papa Carlo buy for Buratino?
- 4) What did Buratino want instead of attending school?
- 5) Why did Karabas Barabas give Buratino 5 gold coins? What did he want instead?
- 6) In the canteen Alisa the Fox ordered fried duck, Basilio the Cat – boiled fish and Buratino – 3 slices of brown bread. How much did one slice of brown bread cost if duck was two times more expensive than fish. In addition, after having paid for food Buratino had only 1 gold coin out of 5.
- 7) What goods did Malvina buy to treat Buratino?
- 8) What present did Buratino get from the Turtle? Does it have any price?

The economy has joined our lives so closely because we use economic terms without noticing it. From the beginning of conscious life grandmother's tale teaches us the first lessons of economy. Live spoken language enriched with proverbs and sayings teaches us to live, considering good and evil, profit and loss.

Proverbs and sayings which are based on the economic content:

1. No bees, no money; no work, no money.
2. Money does not grow on trees.
3. A fool and his money are soon parted
4. Get the money honestly if you can.
5. A great fortune is a great slavery.
6. Money isn't everything.

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Стаття присвячена формуванню економічної компетентності учнів початкових класів за програмою та посібником «Цікава економіка». Визначено групу компетентностей, які сприятимуть формуванню в молодших

школярів умінь і навичок орієнтуватися у ринковій економіці, ринкових процесах, враховуючи індивідуальні особливості. У статті представлено основні прийоми, види та форми роботи, щодо формування економічної компетентності молодших школярів.

Ключові слова: молодші школярі, компетентність, економічна освіта, економічний розвиток.

Active forms of education contribute to forming communication skills and developing thinking. While observing the environment, students find out how to assess human activities and impacts, both positive and negative, on the nature. A child learns economical use of natural resources, form the ability to obtain information from various sources for a balanced decision-making. Knowledge allows child to become an active participant in solving his own problems (correct purchase, distribution of his time, participation in compiling family budget, family problems, and in the future - state. Children have the ability to acquire sufficient personal experience in cultural communication and cooperation in various trainings, express themselves in creative kinds of tasks, mastering study and target competencies.

The issue of development of cognitive interest of primary school students during lessons of Economy requires further study.

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ПРОБЛЕМИ ПІДГОТОВКИ ВЧИТЕЛЯ У СУЧАСНІЙ ПЕДАГОГІЧНІЙ НАУЦІ

В статті розглядаються проблеми підготовки вчителів у контексті сучасних освітніх змін. Проаналізовано підходи науковців щодо визначення шляхів забезпечення якісно нового рівня підготовки вчителів. Висвітлено проблему особистісно орієнтованої підготовки майбутніх фахівців. Привернуто увагу до впровадження компетентнісного підходу в систему вищої освіти. Розкрито проблеми якості студентської педагогічної практики, технологічної підготовки майбутнього вчителя та формування етнокультурного простору у вищих навчальних закладах.

Ключові слова: неперервна освіта, професійний розвиток, конкурентоспроможний фахівець, педагогічні тенденції та інновації.

Постановка проблеми. Сучасний етап розвитку педагогічної освіти в Україні позначений пошуком ефективних шляхів щодо забезпечення якісної підготовки вчителя нової генерації. Як зазначається у Концептуальних підходах до розвитку багаторівневої педагогічної освіти України (2011), обґрунтованих академіком НАПН України В. Андрущенком та І. Зязюном, «головна мета педагогічної освіти – підготовка вчителя з творчими й професійними якостями, що дають йому змогу здійснювати педагогічну дію для успішного розвитку досвіду учнівської молоді, передусім теоретичного, почуттєвого (естетичного), практичного для гармонійного особистісного розвитку кожного учня» [8]. Особливої уваги потребують проблеми фахової підготовки вчителів початкової школи, діяльність яких має спрямовуватися на гармонійний розвиток кожної особистості, формування її ідеалів, цінностей, а також підготовку підростаючого покоління до активної життєдіяльності в суспільстві.

Аналіз останніх досліджень і публікацій. На інноваційний розвиток учителя певною мірою впливають результати досліджень з проблем педагогічної освіти. Різні аспекти з проблем підготовки вчителів досліджували вітчизняні науковці: професійної підготовки вчителя (О. Біда, В. Бондар, Р. Гуревич, О. Дубасенюк, А. Кузьмінський, Л. Онишук,

О. Савченко, О. Семенов, М. Солдатенко, Л. Хомич), професійно-особистісного зростання фахівців (С. Вершловський, Л. Лесохіна, В. Моргун, Н. Ничкало, В. Олійник), розвитку професіоналізму молодого вчителя в системі післядипломної освіти (Б. Дьяченко, І. Жерносек, М. Красовицький).

Мета статті полягає у розкритті актуальних проблем підготовки вчителя, що аналізуються українськими науковцями, та виявленню можливих шляхів щодо їх розв'язання.

Пріоритетним напрямом модернізації освіти в Україні у контексті Національної доктрини розвитку освіти визначено її неперервність. Зокрема, йдеться про неперервність у забезпеченні наступності змісту та координації навчально-виховної діяльності, що передбачає підготовку осіб до переходу на наступні етапи [11].

Результати досліджень. Відповідно до статті 5 Закону України «Про вищу освіту» підготовка фахівців з вищою освітою здійснюється за відповідними освітньо-професійними, освітньо-науковими, науковими програмами на таких рівнях вищої освіти: початковий рівень (короткий цикл) вищої освіти; перший (бакалаврський) рівень; другий (магістерський) рівень; третій (освітньо-науковий) рівень; науковий рівень. У контексті модернізації вищої педагогічної освіти України відповідно до умов соціальноорієнтованої