
THE ECONOMIC EDUCATION OF THE 6- TO 7- YEAR-OLD CHILDREN IN THE FOCUS OF THE PEDAGOGICAL SYSTEM *MOLIVKO – I PLAY AND I KNOW*

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Abstract: The elaboration presents opportunities for early economic education of 6- to 7-year-olds through the author's pedagogical system *Molivko – I play and I know. Environmental studies.Part 2.* The content of basic concepts such as: economic education, economic schooling, economic competence, as related to preschool childhood is specified. The purpose of early economic education is specified. It is associated with the discovery of the surrounding objective reality as a unity of material and spiritual values and the mastering of pragmatic patterns of behaviour based on reasonable needs and careful attitude towards nature and the objective reality while preserving and stimulating manifestations of frugality, business attitude, responsibility and entrepreneurship. Target and substantial landmarks for realizing early economic education when introducing 6- to 7- year-olds into the social world through the pedagogical system *Molivko – I play and I know.* They refer to: building notions for accessible economic phenomena, processes and relationships; provoking interest in the professional activity of adults; understanding the importance of industriousness, economy, prudent use of resources, business attitude, responsibility and entrepreneurship for the success of children and adults; assessing the needs of the individual and the others and relating these needs to the opportunities to meet them; exercising an independent practice related to the application of cost-effective behaviour; educating mindful attitudes to personal and public property. The aforementioned target and meaningful guidelines for economic education for 6- to 7- year-olds are protected in an educational and practical way through specific thematic units included in the author's model *Molivko - I play and I know.* Their realization is related to the achievement of educational tendencies in the direction of preparation and manifestation of economic competencies. They are referred to a system of ideas, skills and relations, pursued and guaranteed in the long-term by the author's model. The thematic content included in it is designed to inform, to promote constructive behaviour, to stimulate reflectiveness, to provoke attitude towards value and affectiveness. This is achieved through the use of games with rules, role-playing games, modelling, real and mental experimentation, staging games, etudes, business games, trainings, reading of fairy tales, proverbs and sayings analysis, affordable economic content case study, observation in a real production environment or a bank, project activity, children's presentation and discussion, etc. Conditions for multiple choice of the child in situations of intense interaction are created through the varied combination of these methods. They are illustrated by thematic centres included in the author's model and specified in the educational-applied plan.

Keywords: economic education, economic schooling, economic competencies

TOPICALITY AND SIGNIFICANCE

Significant changes are occurring in the life of today's child which premise its early contact with different economic processes, concepts and terms. Economics and relations referred to it are an integral part of the child's activity in 21st century. The early orientation in these relations provides the preparation and expression of economic competence necessary for the prosperity of society and the individual person.

The development of the Economics of knowledge and the achievement of intelligent and sustainable growth are impossible without updating social needs and expectations in direction to the preparation of the upcoming generation for participation in contemporary forms of economic relations. They suggest formation of individuality, initiative, responsibility, communication skills, mobility, adaptability, diligence, drive, determination when making decisions, analyticity, businesslike manners, practicality, thrift. The education of these qualities starts from the period of preschool childhood and needs a purposeful pedagogical support to ensure the necessary experience in the future for pragmatic organization of one's own life activity. To good educational practices, this means orientation of the attempts of involved subjects towards formation of the fundamentals of economic thought, development of business qualities, stimulation of social activity expressions and drive. The applied educational provision of this process should be guaranteed through the systematized goals, content and pedagogical technologies in contemporary authors pedagogical systems for preschool education.

The Economics education of the preschool-aged child provokes the attention of foreign researchers like D. Lessard and B. Perret from France, J. Brunner, K. Goodman and R. Sutton from the USA, D. Friedman from Canada, L. Gumerova, R. Denisova, V. Makeenok, E. Sidiyakina, E. Fedeneva, E. Kurak, A. Smolentseva, E. Kozlova, L. Galkina, L. Golub and others from Russia. Their works reflect the history and experience in these

countries related to the early orientation of the child in the world of Economics. Unfortunately, there is not any focused research in our country on this topical issue for the pedagogical interaction in kindergartens that would be placed within the context of the educational reform after 2015. This provokes researchers' interest to the issue and defines the aim of the present elaboration – to lay down opportunities for early Economics education of 6-7-year-old children through the author's pedagogical system 'Molivko – I play and I know'. Surrounding world. Part 2' (Konakchieva, 2018).

CONCEPTUAL SYSTEM

Economics education during preschool childhood is examined as a process of mastering economic beliefs and concepts adapted to children's age specifics. According to M. Todorova, Economics education of children at early age is the initial stage of forming individual and social values. The author refers the following to individual values: economically determined moral attitude towards labour and results from it, towards nature and other material values, and the following to social values: the formation of responsibility for one's own behavior and the results of one's activity as well as formation of economically literate generation that will ensure sustainable development to society (Todorova, 2011, p. 33)

Economics education is defined as an organized pedagogical process oriented to the formation of reasonable needs and positive and responsible attitude towards the surrounding world of material and spiritual values based on personal qualities like frugality, businesslike manners, responsibility and drive.

Economic competence presumes the presence of available economic beliefs and skills, motives for realizing activity upon consideration of values in the field of Economics and the ability to reflect own achievements.

When referred to preschool childhood, the purpose of Economics education can be specified as revealing the surrounding world of objects as a unity of material and spiritual values and mastering pragmatic patterns of behavior based on reasonable needs and careful attitude towards nature and the world of objects with preserving and stimulating expressions of thrift, businesslike behavior, responsibility and drive.

TARGET AND MEANINGFUL BENCHMARKS FOR THE REALIZATION OF EARLY ECONOMICS EDUCATION UPON THE INTRODUCTION OF 6-7-YEAR-OLD CHILDREN IN THE SOCIAL WORLD THROUGH THE PEDAGOGICAL SYSTEM 'MOLIVKO – I PLAY AND I KNOW'

The educational goals related to Economics education of 6-7-year-old children are laid down in the pedagogical system 'Molivko – I play and I know. Surrounding world. Part 2' (Konakchieva, 2018) and can be defined as:

- Formation of notions for accessible economic phenomena, processes and relations.
- Stimulating an interest towards the professional activity of adults.
- Considering the meaning of diligence, frugality, rational use of resources, businesslike manners, responsibility and drive for the success of children and adults.
- Appreciating one's own and others' needs and comparing them to opportunities for their satisfaction.
- Exercising individual practice related to applying economically beneficial behavior
- Education of careful attitude towards personal and social property.

The mentioned purposes are realized through a complex of thematic units included in the pedagogical system 'Molivko – I play and I know' (Konakchieva, 2018). For three of them, the content related to Economics education of children is leading. It is indirectly supplemented through interpretation in some of the remaining topics included in the cognitive book for the fourth age group.

Through the 'They create beauty' topic, the attention of children is drawn to the labour of people who bring good mood, pleasure and joy for others with their art. The emphasis is placed on the achievements of actors, musicians and artists through the positive experience of the audience when being in contact with art. The notions for subject-social unity are systematized with a view to realizing the purpose and functions of subjects for life and for people's activity. An awareness of the relation between labour and remuneration is achieved. There is also a realization of adherence to cultural patterns when acknowledging universal values. Based on this, the sustainable willingness for self-assertion is educated in projects initiated by children on the basis of following good examples. Expressions of tenacity, responsibility, perseverance and frugality in everyday life are encouraged.

Through the topic 'Why do people work', the notions for professions of different fields and the meaning of human labour are systematized. The focus is on orientation in special uniform and purpose of buildings and offices where people work. The experience related to acquaintance with the subject-social unity is improved and an awareness of the purpose and function of objects for people's life and activity is achieved. An emphasis is placed on

the evaluation of achievements and results of the work of people with different professions. The exercising of individual practice for economic and frugal consumption of materials and means is stimulated.

Through the topic ‘What is money used for’, there is a preparation for orientation in opportunities for frugal consumption of means and materials. Notions for relations when shopping are systematized. The attention of children is drawn to exercises for individual practice for coordination of material values in families and children’s group. An emphasis is put on the evaluation of the meaning of frugality and economic consumption of means and materials in everyday life. The expressions of initiative and drive are encouraged.

EDUCATIONAL TENDENCIES

Educational tendencies related to preparation and expression of economic competences are pursued and guaranteed through the pedagogical system ‘Molivko – I play and I know. Surrounding world.Part 2.’ (6-7-year-old children) and can be defined as:

The child builds up notions for:

- accessible economic concepts: goods, services, money, trade, purchases, users, price, advertising, income, expense, cheque, bank, business, loan, etc.
- professions of adults who work in different sectors of Economy
- frugal consumption of electricity, water, etc.
- necessities of the family
- types of shops and goods offered for sale in them
- goods and services of first necessity
- recycling waste and rational use of food leftovers
- rules and norms for business communication
- deeds which are subject to penalties by imposing a fine

The child is able to:

- classify goods based on different grounds
- differentiate between different goods and services
- explain relations upon payment of goods and services
- understand the relation between labour and remuneration
- apply rules for polite business communication from the position of a buyer
- compare prices of goods (expensive, cheap)
- relate specific professions with the result of people’s labour
- evaluate acts of people related to economic and reasonable use of foods, products, materials, consumables, cash;
- compare own needs with the possibilities for their satisfaction
- understand situations in which it is necessary to refuse getting a desired treat or item
- realize the difference between ‘I want’ and ‘must’
- orient in situations related to secondary processing of materials and waste in households and labour activity of adults
- orient itself to separate collection of waste
- differentiate between ways for storing products – canning, freezing, salting, drying, etc
- explain options for using cash
- advertise goods and services
- compare itself to standards and apply economically beneficial behavior in specific situations

The child has an attitude towards the following:

- demonstrates positive emotional-evaluative attitude towards people who work and can evaluate the significance of results from their labour
- treats carefully own and others’ ownership and expresses willingness to protect the material world created by human
- evaluates the meaning of diligence, tenacity, responsibility, honesty, frugality, economic consumption of resources and drive
- expresses interest in accessible economic processes and phenomena

FUNCTIONS OF THE THEMATIC CONTENT REFERRED TO EDUCATION OF ECONOMIC COMPETENCIES

The functions of the thematic content related to the education of economic competencies can be specified in line with the functions laid out by Prof. D. Gyurov (Gyurov, 2006, p. 377) as follows:

- informative - under the motto ‘I know’
- regulatory - under the motto ‘I can’
- reflexive - under the motto ‘I understand what I know and how I am able to do things’
- axiological - under the motto ‘I respect and appreciate’
- affective - related to the emotional-positive attitude towards ownership, towards people who provide comfort and security for children and their families through the created material goods.

In the pedagogical system ‘Molivko–I play and I know. Surrounding world.Part 2.’ (6-7 year-old children) these functions are summarized as follows in Table Nr. 1

Table Nr. 1. Functions of the thematic content towards education of economic competencies

Topics from the cognitive book	Leading functions of the thematic content	Additional functions of the thematic content
They create beauty	Axiological	Affective Reflexive Informative Regulatory
Why do people work	Affective	Axiological Regulatory Informative Reflexive
What is money used for	Regulatory	Reflexive Axiological Informative Affective

METHODOLOGICAL ASPECTS OF THE PEDAGOGICAL SYSTEM ‘MOLIVKO–I PLAY AND I KNOW. SURROUNDING WORLD. PART 2’ (6-7-YEAR-OLD CHILDREN) RELATED TO THE REALIZATION OF INTERACTIVE RECIPROCAL ACTION UPON PREPARING AND EXPRESSING ECONOMIC COMPETENCIES

The educational content related to the preparation and expression of economic competencies is realized through a system of basic and additional forms. An emphasis is placed on providing opportunities for active learning reviewed as ‘a process of acquiring new knowledge, skills and abilities (competencies) through the dynamic participation of learners’ (Doncheva, 2013, p. 3). The grounds for the made choice correspond to A. Krasteva’s view on the developing effects of active learning. According to the author, ‘During the process of active learning, the emphasis is placed on the role of education in the development of thought processes, the formation of concepts, considerations and inference, the role of education in the establishment of intellectual properties in the conditions of the learning environment. This is because in the learning process there is a simultaneous conduct of thought processes while they are forming under the influence of adopting public experience through training. Studying the methods for the formation and mastering of the concepts and knowledge in the learning process provides opportunities to simultaneously reveal the main psychological regularities of this process, which in turn serve as a point of reference for the improvement of the training itself and for educating critical thinking’ (Krasteva 2009, p. 69).

Here the question of using expedient technologies, which would provide an active position for the child as a subject of cognitive activity, arises. The key concept is interactivity in this context. Interactive technologies are a type of educational technologies where interactive methods prevail. According to V. Shivacheva, through them the intensity of pedagogical interaction and interpersonal communication increases, a dialogue mode, energy of joint work, the expression of subject-subjective relations, partnership and cooperation, are all provided (by Doncheva, 2013, p. 6).

Interactive technologies are based on dialogue, cooperation and collaboration of the subjects in the pedagogical process. They guarantee joint work during the training on Surrounding world as they stimulate the

exchange of information between the participants in the terms of joint problem-solving. Simultaneously, there is an opportunity for modeling situations, for evaluating the activity of their peers and self-reflection of own activity and behavior in a real atmosphere of businesslike cooperation in solving problems (Plaksina, 2015, p. 5-7).

From these benchmarks, the focus on interaction for the realization of the thematic content, oriented to the formation of economic competence among 6-7 year-old children through the author's model 'Molivko-I play and I know. Surrounding world' (Konakchieva, 2018), is determined. It focuses on the use of games with rules, plot-role games, modeling, real and mental experimentation, staging games, sketches, business games, trainings, reading fairytales, analysis of proverbs and sayings, cases with accessible economic content, monitoring in real production environment and bank activity, project activity, children's presentations, holding conferences, etc. Through their variable combination, there are conditions created for multiple choice of the child in situations of intensive interaction. The search of answers to the following questions is stimulated: 'How should I act?', 'What should I be?', 'How to express myself?'

In an applied educational plan, several meaningful centres can be conditionally differentiated. The first one is related to the formation of notions of own and others' needs and ways to satisfy them. It is important for the child to understand that human as a living being needs water, air, heat, light and food similar to plants and animals. These are needs and if they are not satisfied, they will make the existence of living organisms impossible. People satisfy their basic necessities of life by using natural sources and with the help of Economics and Economy. They need goods and services offered by various manufacturers. Here it is appropriate to discuss situations in which children experience specific needs and also to specify options for satisfying these needs. It is important to focus on models for polite and cultural behavior in communication - how to ask for a necessary object, how to ask for help, how to offer service, etc. The discussion about needs and ways to satisfy them through manmade goods and services can be continued by a discussion about the professions of adults and their meaning. It is important for children to orient in the diversity of human needs and rules that should be observed when satisfying these needs. In parallel with this, notions of goods, products, services, customers and manufacturers can be formed.

Another thematic center is the commodity-money relations - money, exchange of goods and services, market and price. Here, the experience of participating in situational and plot-role games such as 'Shop', 'Supermarket', 'Family', etc. can be supplemented and enriched. In such games, children use goods and services, set prices, pay, perform deliveries, etc. It is important to draw the attention to interconnections and dependencies between: manufacturers of goods and services; setting prices; influence of demand and supply; money as a universal means of payment, etc. It is appropriate to visit a bank in the additional forms on the topic 'What is money used for' is appropriate to visit the bank. Children can take part in a competition for the production of banknotes. It is suitable to organize a market for selling products made by them. It is suitable to think of appropriate advertisements and present them. Thus, through various and meaningful children's activities, the formation of a notion of market, goods, services, exchange, sale, demand, supply, price, money and advertising is achieved.

Through the third thematic center, the attention of young economists can be concentrated on resources, production and advertising. It is important that they can orient in the diversity of resources - natural, financial and human, etc. and in the options for their use in the field of production and services. The focus should also be on the relationships between people with different professions. It is appropriate to visit a production facility. Besides having a discussion about people who create goods and provide services, it is important to clarify what they use in their work. Games for modeling related to stages from the labour activity of adults can be suggested. It is important to discuss the limited number of resources and the necessity to consume them rationally. In this context, the notions of needs, goods, products, services, users, producers and resources can be formed and improved. Simultaneously, children's attention should be drawn to advertising. It should be discussed why it is necessary to advertise goods and services, who is an advertiser, what is the profession of the advertising agent.

Another thematic center can be related to the price of choice and useful habits in every-day life. Here it is important to make a connection to limited resources. The satisfaction of needs requires choice. How should we do it? Why we can not satisfy all our needs? Here we can also discuss the price of time and ways for its rational organization. Through various games and participation in practical activities related to the rational use of limited resources, it is possible to form notions of scarcity, choice, price of choice. The analysis of real situations can orient children towards economic consumption of resources and options for rational use of residues of materials and products (rusks of stale bread, food for birds, etc.).

Thus, those thematic centers contain the benchmarks necessary for the formation and development of economic competencies when introducing 6-7-year-old in the social world. The versatile pedagogical interaction upon their realization is a guarantee for achieving key educational tendencies related to early Economics education in kindergartens.

CONCLUSION

The pedagogical system 'Molivko–I play and I know. Surrounding world.Part 2.'(6-7-year-old children) is consistent with public expectations and requirements for early preparation and expression of economic competencies upon the introduction of today's children in the social world. This system implies the formation of the necessary cognitive base of child experience for orientation to accessible economic processes and phenomena. There is a simultaneous suggestion of the necessary orientations for the teacher about applied educational guarantee of opportunities for the formation of concepts, skills and attitudes related to the Economics education in a preparatory group. Because public and personal prosperity require the provision of educational opportunities to foster economic culture which in future would guarantee the successful function of the individual in the world of economic relations.

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