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ECONOMIC EDUCATION OF PRESCHOOL CHILDREN

There are many reasons why children should learn about the economy, but the main reason is that they will live in this economy. So, it's very important for children to know the financial outlook of the country they live in. In contemporary world of market relations it is necessary for any child from early age to get used and to accept the main economic categories, to form the idea of the property owner, learn how the goods are produced, how to buy things, save money for future.

The necessity of teaching the economy to preschool children is highlighted in many educational documents on the state level [1]. As well as the problem of teaching children the fundamentals of the economy was in the focus of the research of many scientists: A. Bogush, N. Bonzareva, N. Gram, G. Grigorenko, N. Dudnik, R. Zhadan, S. Ivanchuk, N. Krivosheya, E. Kurak, Y. Lelyuk, A. Sazonova, M. Stelmashuk, O. Surovtseva, O. Cheresnyuk, O. Shchedrina, I. Yarita and others.

The aim of the article is to highlight the stages and conditions of economic education of preschool children.

The process of economic education of preschoolers covers a number of concrete stages: enrichment of their vocabulary with terms used in economics; introduction of the ideas about the economic life of people, families, society; clarification, systematization of their knowledge of the economy and its concepts in labor, game, cognitive activities; formation of skills of the practical use of their knowledge in independent and productive activities; education of responsibility and entrepreneurship.

To organize the process of economic education in preschool educational establishments effectively, it is necessary to provide certain pedagogical conditions.

1. Creation of the special economic play area which can help to enrich the knowledge of children in the field: with materials for didactic games; tables with crosswords, puzzles; model "Family budget"; special illustrations, such as a city map with location of the factories; the stands "Economic alphabet", "What can be used to serve as money", as well as the workshop of good deeds, where children together with adults can make different goods (paper products, salt dough products, applications of husks and garlic peels) [3].

2. Introduction of the topics connected with economy: "Human needs", "What any person works for. ", "Professions ", " Natural resources and benefits of civilization ", " Exchange of goods between people. ", "Money.", " We are the property owners ".

3. Introduction of the economic education at home and in the institution of preschool education.

4. Attracting attention of preschoolers to the importance of cleanliness and order, explaining them how to use toys, books, materials and tools for didactic games and

work (paper, paints, pencils, pens, etc.) carefully; how not to waste things; showing children a pattern of decent behavior in everyday life (thrifty use of water and electricity, careful attitude to things).

5. Using active approach in teaching the economy to children. Everything that is learned by children should be put into practice. For example, the assimilation of the knowledge in the field of finance (money, price, cost, exchange, sale, family budget) is organized effectively with the help of various didactic games, namely, role-playing, as well as in the process of visiting shops and markets with parents. The idea of the necessity of saving goods and results of people's work children successfully assimilate in the process of productive learning activities (labor, art), because they can learn the "price" of the product from their own experience.

6. Using various forms of work and teaching techniques in the field of economic education of children: involvement of preschoolers into collaborative activities with adults; excursions to enterprises; meetings with people of different professions; joint participation of children and parents in competitions, entertainments, training exercises; creation of pedagogical situations, which can give children the opportunity to use their knowledge; conversations about the economy, stories; use of different attributable examples; appealing to children's personal experience, creation of models "Family budget", "Economic tree"; work with maps "Enterprises of our city", "Natural resources of Ukraine "; compiling crosswords, puzzles; creation of different brochures, like "My favorite toy" etc., making souvenirs and gifts for friends, relatives [2].

Conclusions. Children should be introduced to basic personal finance and economic concepts in the process of their learning in preschool educational institution. Effective economic education of preschool children presupposes the creation of special pedagogical conditions and incorporation of the activities which will be motivating for children and appeal to their interests.

We think that acquisition of primary economic knowledge, formation of economic thinking, ability to behave in non-standard situations, possession of economic qualities (initiative, independence, frugality, diligence, tidiness) can help preschoolers to become active and conscious participants in socioeconomic relations in future.

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