

**THE ESSENCE OF ECONOMIC THINKING AS THE  
INTEGRAL PART OF ECONOMIC EDUCATION IN UKRAINE**

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The efficient reformation of education that should strengthen the authority and competitiveness of Ukraine on the international arena is the problem of vital importance under the conditions of modern transformational processes, taking place in economic, social and political life of our country. Specialists who know how to manage financial risks, lead a business out of a crisis, and foresee changes in the market situation are in great demand for every country and every company. Large corporations and international companies, factories, mills, retail chains, governmental establishments, television channels, and world-famous fashion houses need qualified economists. These professionals keep their fingers on the pulse of life. No business agreement that is more or less significant is possible without them.

In this context, one of the prior tasks for our country is to provide high-quality education and the mobility of professionals on the labour market. State educational policy should consider the world tendencies of education development as well as socio-economic, technological and socio-cultural changes not only in Ukraine, but throughout the world.

Generally speaking, the traditions of economic education in Ukraine are rooted in time. In the 19-20th centuries, many world-famous Ukrainian scholars, such as Mykhailo Tuhan-Baranovsky, Yevhen Slutsky, and Volodymyr Tymoshenko studied various areas of economics. They were among those who built the Soviet system of economic education, which lasted until 1991.

Nowadays many scientists investigate the aspects of economic education in Ukraine. Here we can mention O. Yukhymovych, L. Kyrylenko, L. Krupska, I. Parkhomenko, I. Tymchenko and many others. They analyze education as the systemic regulator that provides economical, scientific, technological and social progress of our country.

The transition of Ukrainian economy to the market forms caused the considerable changes in the contents of education. For a long time, it was in the isolation from the world economic science and practice of its teaching; consequently, it wasn't studied in a proper way.

Now economic education in Ukraine combines the best national scientific traditions with the latest world research in this field. Higher educational establishments are continuously improving their curricula and teaching methods. In addition, while studying in Ukraine, you can learn the features of transitional economies and specifics of work in such environments.

To perform the economic reforms it is necessary to develop the economic way of thinking among students, to form their readiness to act consciously and successfully on the consumer market and labour market, to make correct decisions, efficiently perform the housekeeping and run the business.

Thus, the aim of this article is to outline the main tasks of economic education and to analyze the essence of economic thinking as the integral part of economic education in Ukraine.

Economic education in our country is one of the main forms of human adaptation to the changeable forms of life, based on the economics principles. It should be investigated in complex with other constituent parts of education. With regard to main tasks of students' economic education, we can single out the following:

- 1) to master the systematic knowledge, abilities and skills of economic activity;
- 2) to acquire the abilities and skills to be able to use economic knowledge, to analyze and evaluate economic phenomena and processes.

As to the sphere of self-discovery, the following tasks may be distinguished:

- 1) to understand the personal economic potential;
- 2) to acquire strong skills of deliberate economic behaviour and thinking as well as positive personal qualities;
- 3) to elaborate the active life position.

Finally, what concerns the sphere of motivation, it is worth mentioning the development of the cognitive activity to the problems of economy, formation of the constant need in economic knowledge, aspiration for the civilized enterprise that should become the means of social protection and adaptation of the youth to market conditions. In this respect, economic education becomes the means of the economic thinking development and is realized in the form of economic behaviour.

We consider economic thinking as the system of individual beliefs in the regularities of economic development, essence of economic knowledge, ideas, and theories in the economic system. The determinant factor of economic thinking is the nature of the existing proprietary relations; the ability of finding the optimal ways and variants of development to increase the efficiency of the separate business and national economy as a whole; learning the latest approaches of technological and engineering elaborations; orientation to the most efficient usage of economic and natural resources, etc.

There are two types of economic thinking: conventional thinking (when the decision is made on the basis of common sense) and creative (connected with the creation of new solution techniques for certain tasks and achievement of goals). Economic thinking and economic practice are in dialectical interaction, i.e. in inter-determination, interpenetration, mutual enrichment. Special laws of development and internal contradictions, relative independence within the framework of system of human thinking are peculiar to economic thinking. The important part in the formation and development of economic thinking belongs to economic education, which generalizes rational ideas, regulations of the world's economic mind, relevantly shows realities of life and foresees the tendencies to their development.

The important condition for a formation of a correct economic thinking is a person's awareness of a national idea, national spirit, and national self-consciousness. While forming economic thinking of citizens one should thoroughly show all advantages and disadvantages of market to create a firm belief that market downsides are mostly overcome in the process of a government regulation of economics, improvement of planning system on enterprises, that market controls of the national economy should be organically united with a government regulation.

Economic thinking is mediated by different social forces, primarily by economic, which is formed under the immediate influence of the society economical structure. The level of readiness of economic thinking is directly influenced by the existent system of economic laws with corresponding mechanism of action and application. That exact thing with objective character and subjective application mechanism is used while managing socio-economic processes and is the fundamental basis which defines economic thinking. The deeper the knowledge of economic laws, their complicated contradictory interaction, and interrelation the fuller economic thinking is.

To sum up, economic education and economic thinking are integral parts of nowadays economical society and its level of development. Economic thinking is a person's ideology relating to the economic development of different processes. Economic education and economic thinking complement each other. Under conditions of globalization and European integration the question is not only about some local socio-economic transformations, but also about new economic system establishment.