

THE ROLE OF MODERN PEDAGOGICAL THEORY AND PRACTICE IN THE FORMATION OF THE ECONOMIC CULTURE OF STUDENTS OF THE SPECIALTY

076 «ENTREPRENEURSHIP, TRADE, AND EXCHANGE ACTIVITY»

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Морозова Марія Миколаївна,

кандидат педагогічних наук,

доцент кафедри товарознавства, торговельного

підприємництва та експертизи товарів

ДЗ «Луганський національний університет

імені Тараса Шевченка»,

м. Старобільськ, Україна

mariya.2186@gmail.com

<https://orcid.org/0000-0001-7485-0102>

The economic component of education allows individuals to learn the means of a balanced assessment of the resources and values of human capital, as well as ways to competently choose their own life path. Therefore, improving economic education today is becoming not only a need but also the most powerful factor in social progress throughout the world. Today, all graduates of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity» of various higher education institutions find themselves in the turbulent world of market relations. The solution to the problems of economic stability of the society, their successful socialization and adaptation will largely depend on the level of formation of their economic culture, regardless of the type of their activity, which will invariably lead to national and world political stability.

The scientists define that the main goal of developing the economic competence of students is to increase the competitiveness of a graduate, which allows them to most fully realize themselves in economic activity. Fulfillment of such

a difficult task of developing the economic culture of the personality of a student of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity» cannot be ensured by fragmentary changes in the traditional education system. Radical changes are needed both in the system of cognitive activity, and in the content, methods, means, organizational forms, and pedagogical conditions of the learning environment, taking into account various characteristics of the student's personality.

Along with the development of ideas on reforming the traditional education system, the studies of Ukrainian and foreign scholars, which solve the problems of the formation of economic competence and the economic culture of the individual at different levels of education, began to enrich pedagogical thought.

The purpose of the present article is an analysis of modern pedagogical

theory and practice as a scientific basis for the processes of formation and development of the economic culture among students of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity» of the educational programs «Commodity and Commercial Activity» and «Commodity and Expertise in Customs» of the State Institution «Luhansk Taras Shevchenko National University».

The methodological and theoretical basis of the research is modern pedagogical theory and practice as a scientific basis for the processes of formation and development of the economic culture. The validity of the obtained results is confirmed using various generally accepted and specific methods: theoretical generalization, abstraction, dialectical analysis, comparison and systematization, system approach.

For instance, S. Vasylevych, considering the problems of the formation and development of the national economic culture in the conditions of market transformation of the Ukrainian economy, notes that positive results in this direction can be achieved with a systematic approach, synthesizing all components around the general concept of «the national economic culture», which should perform the following functions: translational, selective, innovative, implementation, regulatory, educational, prognostic (Suriak, 2001).

One can not disagree with the author of the scientific study that a new socio-economic and cultural situation is emerging in Ukraine, which gives rise to a new socio-cultural reality, a component of which is a new business and economic culture, the factors of formation of which are radical technological, institutional, and organizational and managerial changes; the creation of a favorable economic and legal environment that would actually ensure, but not declare, freedom of economic choice, property rights, self-government, etc.; restructuring of the economic education system, the search for new approaches to its implementation; state policy of financial support of education and science; the accumulation of socio-cultural experience by the country, which should be formed by

the intelligentsia as an indicator of the intellectual and spiritual health of the society (Vasylevych, 2003).

For our study, S. Vasylevych's conclusion is important that the formation and development of the national economic culture is possible only if harmony between family, social and institutional education is enriched at all educational levels. As the author emphasizes, this process in higher education institutions should be the prerogative of all academic disciplines if the development of their content is based on the principle of ensuring proper relationships between them (Vasylevych, 2003).

However, convincingly arguing the need for restructuring higher education system, which, according to the author, should form the economic thinking and culture, develop an integrated system of economic knowledge, beliefs, universal and national values in the human mind, fix them in specific activities taking into account psychological characteristics of the individual, their innate abilities, and social environment of each subject, S. Vasylevych, in our opinion, pays insufficient attention to the role of higher education in the process of forming business and economic culture, mainly focusing on the socio-psychological conditions of its development in the system of family education.

In the dissertation by N. Dziubenko, aimed at developing pedagogical conditions for the formation of students' economic culture, various approaches to the definition and characterization of culture are analyzed, the concept of personality's economic culture as a component of the general personality culture is specified as a personal formation, which includes a combination of economic knowledge, the economic thinking, the experience of economic behavior and their socially positive manifestation in the economic activity of the individual, and its structure is defined to which special economic knowledge, economic values, the economic thinking and consciousness, economic behavior belong (Dziubenko, 2013).

N. Dziubenko considers students' economic culture as a system of generalized economic knowledge, skills, spe-

cial intellectual abilities and qualities, as well as moral principles and personal values that they need to adapt in the modern economic environment and ensure their further productive professional activity adequate to the essence of the economic strategy of Ukraine (Dziubenko, 2013).

In the context of our study, the pedagogical conditions for the formation of students' economic culture developed and introduced by the author in the educational process are of interest, namely:

a) the organization of the educational process based on the provisions of the activity approach to the formation of students' economic culture (cognition, comprehension, perception, consolidation, practical application of the acquired knowledge and skills of the economic culture; student activity in specific situations of economic behavior – justification, isolation, transformation; activities in an economic circle);

b) the formation of the subjective position of students in mastering their economic culture (the organization of the educational process as the interaction of equal subjects; the formation of personally significant motives for participation in economic life; subjective analysis of problematic economic situations; the development of independent work skills);

c) using a combination of interactive forms and methods of the educational process (problematic learning situations, cases, discussion forms of work, student participation in the preparation and defense of economic projects) (Dziubenko, 2013).

The economic culture of youth in the conditions of the formation of market relations in Ukraine is the subject of scientific research by I. Mastruk (Mastruk, 2009). The author defines the economic culture of youth as a social value, which is characterized by the totality of economic knowledge acquired by young people, the development of economic thinking, professional and practical skills, law-abiding behavior; the degree of involvement in economic activity through which business qualities appear (initiative, entrepreneurship, respect for the property of others).

According to I. Mastruk, the social significance of the economic culture for young people consists in the formation of youth as a social subject, its inclusion in economic activity, an increase in the level of consciousness, and professional self-determination. It contributes to the fact that youth is turning into a subject of the economy (Mastruk, 2009).

The undoubted advantage of the work of I. Mastruk is that the economic culture of the society in it is considered in the institutional and personal aspects. It has been revealed that the institutional aspect is those values and social norms that characterize institutions operating within the economy, as well as values and norms that are not generated by economic, but other social institutions of the society that are outside the economy, but directly interact with it (Institute of Law, Politics, Religion, Science, Ethics, Culture, and Arts). The personal aspect is the result of the functioning of social groups or the individual, manifested in economic interests and needs, economic consciousness and thinking; economic knowledge and skills, economic activity, its quality and specific properties. These aspects of the economic culture are interconnected. This interconnection ensures the integrity of the economic culture of the society. The author insists that the basis of this integrity is the cultural characteristics of economic institutions that form the cultural traits and characteristics of the population, and the latter affect their already established institutional culture (Mastruk, 2009).

The third section of the dissertation of I. Mastruk's «Empirical dimensions of the economic culture of modern youth» is valuable for our scientific research; it analyzes the economic culture of young people in the context of the development of market relations in Ukraine. According to the author, the development of economic transformations in the society requires the transformation of the economic consciousness of the society and the economic behavior of people, bringing them into line with the unusual conditions of a market economy. The transformation of the economic consciousness of young people can be carried

out more dynamically than the mass economic consciousness in general. One cannot disagree with I. Maistruk's opinion that it is in the youth environment that people can emerge who are able not only to understand but also think in the categorical system of a market economy. This will allow young people to start their work on the basis of modern ideas about the mechanisms of a market economy, independently analyze economic activity (Maistruk, 2009).

The scientist also notes that the modern economic consciousness of young people is formed as a result of the complex and contradictory interaction of various factors, in particular, the features of family education, the tradition of the environment, the influence of the social environment, mass media, life experience, and educational level (Maistruk, 2009).

However, defining the ways of forming the economic culture of young people in the social environment, I. Maistruk focuses on the role of economic, legal and spiritual-psychological factors in this process, leaving less studied educational and scientific factors that are the introduction of an effective system of the economic education, the search for new approaches to its implementation, in-depth developments in the field of economic science, justification of the laws governing the functioning of the market mechanism and proper social and economic training of relevant workers on the problems of micro- and macro-economics, the fundamentals of a market economy.

The dissertation of D. Razumenko is devoted to the problem of the formation of the economic culture of future teachers in vocational training (Razumenko, 2006). The author has developed a model for the formation of the economic culture of future teachers, the basis of which is the mastery of economic competence (attitude to economic phenomena and processes, a system of scientific economic knowledge, skills necessary for economic activity) and substantiates the necessity of taking into account environmental, legal, moral aspects of human life to counter negative market economy phenomena (Razumenko, 2006).

The effectiveness of the implementation of the model for the formation of the economic culture of a future teacher, in his opinion, is ensured by the value orientation of its technology: the motivation of economic activity by social values in the field of economic activity and their correlation with the goals of pedagogical activity; integration of the content of economic disciplines, humanities, and pedagogical disciplines in economic education; mastering the skills to apply knowledge in various situations, to which is facilitated by the use of active forms and methods of training aimed at forming value judgments, solving and analyzing economic problems in situations of moral choice, creating and analyzing conflict situations, etc.; stimulation of rational stereotypes of economic behavior, taking into account moral and legal value orientations (Razumenko, 2006).

The unconditional interest for our scientific research is the various forms of value-oriented, cognitive, transformative, communicative activity, developed by D. Razumenko, which were embodied in active teaching methods: educational discussions, a research seminar, a round-table seminar; role-playing games, and various forms of business communication («Acquaintance», «Telephone conversation», «Business conversation», «Reception of visitors», «Acquaintance of entrepreneurs of different nationalities»); training that allowed to create and analyze conflict situations; creative tasks that stimulate students to solve and analyze economic problems in situations of moral choice.

The problems of the formation of the economic culture in the conditions of market transformation are in the center of the scientific attention of A. Suriak (Suriak, 2001). In her opinion, the main components of the economic culture are the attitude to work, a work culture, and management culture. The restoration of the economic culture is affected by scientific and technological progress, general and vocational education, working conditions and work organization, salary, management level. The unity of factors of the economic culture updating and productivity growth means that the latter is a

general indicator of changes in the economic culture (Suriak, 2001).

We completely agree with A. Suriak that in modern conditions, the contradiction between the readiness of economic entities to choose a market type of economic behavior and the need for a market type of their economic behavior is real. This contradiction can be resolved through the development of economic consciousness, through knowledge of economic laws, the formation of new value orientations, in-depth study of the rules governing economic activity, and the development of economic thinking in the search for forms of economic behavior recognized by the market. At the conclusion of the research, A. Suriak notes that it is advisable to overcome and balance the contradiction by transformation, updating the traditional culture and forming the new economic culture of market type (Suriak, 2001).

In the context of our study, it is important that the scientist concluded that the economic culture performs four main functions: stimulating, integrating, innovative, and worldview. The stimulating function of the economic culture is manifested in stimulating new economic behavior of a person through growing needs and interests, updating motives for work in the conditions of new norms, stimulates people to search for a new type of economic behavior that will ensure success. The integrating function of the economic culture ensures the unity of interests of those who work, the state, and society. The innovative function of the economic culture is provided by the internal structure of the economic culture, which is constantly changing under the influence of new norms. The worldview function of the economic culture is manifested in a new vision of economic reality, a new assessment of this economic reality as such that gives great opportunities for the implementation of its plans, finding its place in the conditions of market transformation (Suriak, 2001).

In her scientific research, L. Tandyр solves the problem of the formation of the economic culture among students in the

process of vocational training (Tandyр, 2009). The scientist emphasizes that in the context of the transition to a market economy, the introduction of a modern educational paradigm and Ukraine's accession to the Bologna Process, the problem of the formation of the economic culture among students in higher education institutions becomes of particular importance. At the same time, L. Tandyр specifies the essence and content of students' economic culture as an integrative personal neoplasm, represented by the unity of axiological, technological, creative, and personal components, which in the complex provide productive professional activity in the economic sphere (Tandyр, 2009).

The author has developed and experimentally tested the effectiveness of the technology for the formation of the economic culture among students, which is considered as an integrative vocational-educational process aimed at achieving the planned results based on diagnostics of the current state and monitoring of general and special educational skills of students.

In the course of the study, taking into account the experience of scientists from different countries, L. Tandyр developed and experimentally tested the effectiveness of pedagogical conditions that affect the process of formation of the economic culture among students, namely: a) creating positive motivation for students to achieve a certain level of the economic culture; b) professionally oriented innovative orientation of the educational process; organization of personally oriented interaction (teacher – student); c) the involvement of students of economic specialties of college in research work in the process of formation of the economic culture; d) the organization of various types of economic activity aimed at the formation of the economic thinking and economically significant qualities of the personality of specialists; e) professional orientation in the process of organizing and completing industrial practice, in the extracurricular, individual work of students, taking into account the specifics of economic activity (Tandyр, 2009). The

pedagogical conditions and mechanisms for their implementation in the educational process, presented and specified by L. Tandyр, are of significant scientific interest for our research. The methods and forms of training used by L. Tandyр in the process of the formation of the economic culture among students deserve particular attention in the context of our study: problem lectures, problem seminars and discussion seminars, business games, «round tables», scientific conferences, case studies, practical exercises on the use of professional information systems, tasks for independent work with the strengthening of motivational aspects and tasks for enhancing of interdisciplinary links, the use of reference schemes-notes (Tandyр, 2009). We are also convinced that the provision of specified pedagogical conditions will indeed contribute to the formation of a clear understanding of the goal, objectives of vocational training, and sustainable motivational sphere of students, as well as to deepen the economic and professional culture, increase the level of knowledge and skills, and important professional characteristics. This is evidenced by the findings of a scientific study conducted based on the stages of the experiment of L. Tandyр.

The study of L. Voropaeva (Voropaeva, 2007) is devoted to the scientific justification of the conditions for increasing the efficiency of the process of forming an economically competent specialist (Voropaeva, 2007).

The author developed the concept of educating a specialist-economist in terms of profiling training, based on the principles of continuity, integration of all levels of vocational training, and includes the following provisions: designing the process of economic education is based on a competent approach; training is organized in the context of future professional activity, end-to-end programs are developed in the system «school – higher education institution», information technologies are used. The practical orientation of the educational process is achieved by mastering knowledge-descriptions and knowledge-tools,

improving production practices, developing a set of workshops (Voropaeva, 2007).

Attention is drawn to the model proposed by L. Voropaeva for the formation of a specialist's economic competence, which includes the following components: requirements for a specialist-economist, basic and special competencies, socially significant and professionally important qualities. The concepts that summarize these components are «competitiveness» and «the economic culture». The system-creating role belongs to the motivational readiness of specialists for professional activities (Voropaeva, 2007).

The methodical support of the educational process, the introduction of new information technologies, the application of psychological and educational support measures, the improvement of methods of organization of independent work, the provision of secondary employment of students in accordance with the chosen specialty as the conditions for increasing the efficiency of forming an economically competent person, proposed by L. Voropaeva, are of great interest for our work.

One of the sections of V. Moskalenko's monograph «Socialization of the Person», which deals with economic socialization of a person, is also devoted to the problems of the formation of the economic competence of the individual (Moskalenko, & Mishchenko, 2007).

The researcher convincingly argues that economic socialization concerns the processes through which people learn to act effectively in the economic sphere of the society, the processes of formation of the economic and psychological characteristics of the individual that make them the subject of economic activity. The economic socialization of the individual, which the scientist defines in a broad sense as the socio-psychological process of the individual entering the economic system of the society, is extremely important for both the individual and the society as a whole (Moskalenko, & Mishchenko, 2007).

Important for us is the conclusion of V. Moskalenko that social adaptation and the economic culture of the individual are

integral parts of the process of economic socialization. Such an opinion is consistent with approaches to understanding the determination of the process of economic socialization, which, refusing to recognize the predisposition of human development by some single factor, emphasize that each particular moment is determined by a unique combination of factors of various types. In particular, economic socialization looks like a solid, dynamic, continuous process of acquiring economic knowledge, skills, behaviors that are necessary for life in a particular economic environment (Moskalenko, & Mishchenko, 2007).

We agree with the author that economic socialization as a dynamic continuous process of development of the economic and psychological parameters of a person requires purposeful forms of influence on the individual in order to form their economic culture (Moskalenko, & Mishchenko, 2007), the fundamental component of which is the economic competence of the individual.

It is important to indicate that the review of scientific pedagogical achievements of modern Ukrainian and foreign scientists provided in the article, in which the problematic issues of the formation and development of students' economic culture are solved in one way or another, does not represent an exhaustive list. And the research of Yu. Balashova also deserves attention in the context of our study, where pedagogical conditions for the formation of the economic culture among future border officers are developed (Balashova, 2002); T. Burlaienko, who analyzes the content and structure of economic competence of future education managers (Burlaienko, 2013); S. Viter, who defines the criteria, indicators and diagnoses the levels of economic competence of junior specialists (Viter, 2012); T. Hovorun regarding gender aspects of economic socialization (Hovorun, 2013); T. Yefremenko, who studies the level of the economic culture of the population of modern Ukraine (Yefremenko, 2006); O. Kostiukova, who emphasizes the continuity of the development of the economic culture of the

individual in the education system (Kostiukova, 2013); O. Lobko regarding the role of the economic culture in the institutional transformation of economic relations (Lobko, 2010); O. Palamarchuk, who studies the socio-psychological conditions of the formation of the ecological and the economic culture of entrepreneurs (Palamarchuk, 2006), S. Moroz, who analyzes the process of modeling the training of future experts in the field of commodity science (Moroz, 2015) and others.

Thus, the analysis of the state of development of the problem of the formation of the economic culture among students of institutions of higher education in modern pedagogical theory and practice allows us to draw the following conclusions:

1. Scientists emphasize that understanding of the essence of the economy, information and communication technologies and the technical and production process as priority foundations for the development of global socio-economic processes and the understanding of technical and human relations in the society today are necessary conditions for the existence of each individual in the modern changing world.

2. In their achievements, scientists pay attention to the development of pedagogical technologies and models of the formation of economic competence of future specialists, justify the need to introduce the latest forms and methods of teaching and training in the educational process of higher education institutions and experimentally prove their effectiveness and efficiency in the educational process.

3. Scientists share the opinion that in the process of forming the economic culture of a person one should rely on such scientific approaches as competent, personally oriented, activity, project, contextual, imitative and modeling, through which training materials are mastered in an active and interactive form, which helps to master the experience of implementing the economic thinking in situations close to real market situations.

4. In the analyzed scientific works, the researchers emphasize that the creation of positive motivation for students in the

process of achieving a certain level of the economic culture, professionally oriented innovative orientation of the educational process, the organization of personally-oriented interaction (teacher – student), the involvement of students in research work in the process of formation of the economic culture, organization of various types of economic activity, aimed at the formation of the economic thinking and economically significant qualities of the personality of a professional, professional orientation in the process of organizing and completing practical training, individual work of students taking into account specific economic activities, providing advanced education level of students on current issues of economic activities in education, the saturation of the educational process with economic information, enriching inter-disciplinary interaction of economic and professional disciplines, use of the developmental potential of project training are necessary pedagogical conditions that will facilitate the process of effective formation of the economic competence of future professionals.

5. Unfortunately, only single cases of research, mostly in the form of separate scientific articles, are devoted to solving the problem of the formation of economic competence among students of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity». This situation indicates the need for a thorough study of the identified problem, scientific justification of the pedagogical conditions for the formation of the economic culture among students of these specialties, the search for appropriate forms and methods of training and education that will contribute to the effective formation of the phenomenon under study among students of the specified specialty.

From the above analysis of modern pedagogical theory and practice, it becomes clear that the subject of scientific analysis of scientists is pedagogical conditions, technologies, models of the formation of economic competence and the economic culture of future specialists in various industries, characterized by efficiency in the formation and development of the economic culture among students.

And therefore, they are of fundamental importance for the justification of measures related to the formation and development of the economic culture among students of the specialty 076 «Entrepreneurship, Trade, and Exchange activity». We believe that among students of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity» of the educational programs «Commodity and Commercial Activity» and «Commodity and Expertise in Customs» of the State Institution «Luhansk Taras Shevchenko National University», it is necessary to create the positive in motivation in the process of achieving a certain level of the economic culture; to enrich the cross-curricular interaction of economic and professional disciplines using advanced project learning potential; introduce activities aimed at the formation of the economic thinking of the individual. It should be based on such scientific approaches such as competence, activity, axiological, personality-oriented, creative, communicative, and cultural. At the same time, for the students of this specialty, an important aspect in the formation of the economic culture is the following principles: integrity, openness, and dynamism of the educational process, the interconnection of the elements of the educational process, economic determinism, predictability, cultural conformity, unity of integration and differentiation.

We see the prospects of further research within the topic of the study in the development of pedagogical prerequisites for the formation of economic competence of students of the State Institution «Luhansk Taras Shevchenko National University» of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity» of the educational programs «Commodity and Commercial Activity» and «Commodity and Expertise in Customs» based on innovative forms and methods of organizing educational activities. All this together will contribute to the formation of economic consciousness of the students, organization of extracurricular, independent work, and scientific research in the context of the formation of the economic culture.

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Морозова М. М. Роль сучасної педагогічної теорії та практики у формуванні економічної культури студентів спеціальності 076 «Підприємництво, торгівля та біржова діяльність»

У статті представлено теоретичні засади формування економічної культури в студентів спеціальності 076 «Підприємництво, торгівля та біржова діяльність». Схарактеризовано сучасні педагогічні розвідки щодо напрямів формування економічної культури студентів; проведено аналіз наукових розробок щодо педагогічних умов, технологій формування економічної компетентності та економічної культури студентів закладів вищої освіти України. З'ясовано особливості формування економічної культури студентів спеціальності 076 «Підприємництво, торгівля та біржова діяльність» на основі активізації ціннісно-орієнтаційної, пізнавальної, перетворювальної та комунікативної діяльності.

Доведено необхідність спрямування освітньої діяльності студентів на розв'язання й аналіз проблем підприємництва, торгівлі та біржової діяльності в ситуаціях морального вибору. Визначено доцільність використання інтерактивних форм та методів навчання (навчальні дискусії, комплексні навчальні ділові ігри, тренінги, творчі завдання) у процесі формування еко-

номічної культури студентів відповідної спеціальності.

Ключові слова: економічна культура, формування економічної культури студентів спеціальності «Підприємництво, торгівля та біржова діяльність», напрями формування економічної культури, інтерактивні форми та методи навчання, ситуації морального вибору.

Морозова М. М. Роль современной педагогической теории и практики в формировании экономической культуры студентов специальности 076 «Предпринимательство, торговля и биржевая деятельность»

В статье представлены теоретические основы формирования экономической культуры у студентов специальности 076 «Предпринимательство, торговля и биржевая деятельность». Охарактеризованы современные педагогические исследования по вопросу направлений формирования экономической культуры студентов; проведен анализ научных разработок относительно педагогических условий, технологий формирования экономической компетентности и экономической культуры студентов учреждений высшего образования Украины. Выявлены особенности формирования экономической культуры студентов специальности 076 «Предпринимательство, торговля и биржевая деятельность» на основе активизации ценностно-ориентационной, познавательной, преобразующей и коммуникативной деятельности.

Доказана необходимость направленности образовательной деятельности студентов на решение и анализ проблем предпринимательства, торговли и биржевой деятельности в ситуациях морального выбора. Определена целесообразность использования интерактивных форм и методов обучения (учебные дискуссии, комплексные учебные деловые игры, тренинги, творческие задания) в процессе формирования экономической культуры студентов соответствующей специальности.

Ключевые слова: экономическая культура, формирование экономической культуры студентов специальности «Предпринимательство, торговля и биржевая деятельность», направления формирования экономической культуры, интерактивные формы и методы обучения, ситуации морального выбора.

Morozova M. M. The Role of Modern Pedagogical Theory and Practice in the Formation of the Economic Culture of Students of the Specialty 076 «Entrepreneurship, Trade, and Exchange Activity»

The article presents the theoretical foundations of the formation of the economic culture of students of the specialty 076 «Entrepreneurship, Trade, and Exchange Activity».

Modern pedagogical researches are characterized regarding the directions of the formation of the economic culture of students; the analysis of scientific developments on pedagogical conditions, technologies of the formation of economic competence and the economic culture of students of higher educational institutions of Ukraine. The features of the formation of the economic culture of students of the specialty 076 «Entrepreneurship, Trade,

and Exchange Activity» based on the activation of value-oriented, cognitive, transformative, and communicative activities are clarified.

The necessity of directing the educational activities of students to solve and analyze the problems of entrepreneurship, trade, and exchange activity in situations of moral choice is proved. The expediency of using interactive forms and methods of training (educational discussions, complex educational business games, trainings, creative tasks) in the process of the formation of the economic culture of students of the corresponding specialty is determined.

Keywords: economic culture, the formation of the economic culture of students of the specialty «Entrepreneurship, Trade, and Exchange Activity», the directions of the formation of the economic culture, interactive forms and methods of training, situations of moral choice.

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