

National tendencies in forming the financially-investment aspects in education

Presumably most teachers, which work at middle school, already does not remember, when economic education was first entered here, that foresaw knowledge from any aspects of economy, including from forming the budget of the state, its financial resources, about existence of obligatory payments as taxes and others like that. To this educational process (realization of employments, preparation of textbooks is for schoolboys) were brought the known specialists, researchers and teachers with certain experience in this sphere and many educational projects are financed from the state and local budgets and from the budgets of separate establishments. It is today suggested by Department of education and science of Ukraine to enter already at high school new directions of economic knowledge which touch the domestic and personal financial planning and new financially-investment aspects. It is surely useful business. However, no changes at school will give not any socio-economic effect, if is not to enter these objects in the grade of obligatory, exactly those, that mortgage bases of any knowledge and competences, which are formed the conduct of future member of society (that is today named "attitude economy") and theirs attitude toward rights and duties, that the states formulated in Constitution.

It follows today talks about quality of mathematics teaching in initial and middle schools, when, now, have most competitions to the entry in high school exactly on those specialities, which do not require IIE from mathematics and other exact natural sciences. Therefore is impossible effectively to develop the state and use economy its financial resources, when almost most, which has attitude toward it objects are laid out optionally, and most students, which today chose professional speciality from finances do not know and does not own elementary mathematical knowledge, not to mention about separate economic skills. Except that, majorities to the students of technical specialities, which study in high school, the quite is not foreseen in their educational programs the certain financial knowledge. And it mainly those, which will, now, inculcate and realize the course of country on its digitalization (or like named now is there "digital economy").

Now often enough on television show properly to bring up our under-five age, to have such nonstop working people as in Korea, Japan or China, or aesthetically morally and the responsibly educated members of society, as in Poland, France, Sweden, Finland and other countries. Surely, we must take experience of entire countries for basis, but to enter it need to take at attention a final source from our historical, cultural and educational traditions. Because it is been us by whom and what to be proud, also we need certain and reference-points, on what to send our efforts for achievement and realization of the chosen doctrines of the state.

Therefore at the beginning of new study year I want to all wish inspiration in educational business and suggest to be attached to the discussion of most painful educational problems on the pages of our magazine. I wish the all nice mood, desire to create and carry to our rising generation future specialists those clever, goodies, eternal, that allows us today with a confidence to say: "Glory to Ukraine"!

Sheaf-Editor of the magazine

"Time Description of Economic Reform"

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