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**FORMATION OF ECONOMIC CULTURE WITHIN FAMILY
EDUCATION**

531.01 THEORY OF EDUCATION

**DOCTORAL THESIS
ABSTRACT**

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CONCEPTUAL GUIDELINES OF THE RESEARCH

The actuality of the topic and the importance of the researched problem. There is no doubt that the basis of a prosperous society is the cultural and material treasure created by the entire human civilization. Of course, the cultural treasure of humanity of any independent country contains moral-spiritual values, but also contains vital values, of which economic values are a part of. They are of decisive importance in maintaining human life and, of course, family life.

The current stage of the development of the society, characterized by multiple socio-economic and political changes, is determined by the need for the economic development of the country, but in particular, depends on the moral maturity and economic culture of each citizen. This allows each individual to capitalize on his knowledge, attitudes, and skills, including economic ones at work, within the family, and of course, within the boundaries of the family life education of the young generation.

In recent decades, economic values have begun to be approached both in the scientific research community and in everyday life from a moral perspective. This would ensure a balanced economic education, focused on respect for human rights, prevention and combating excessive consumption, environmental protection, rational use of natural resources, organization, and optimal management of economic activity and financial resources.

As the phenomenon of consumerism, the state of pollution of moral values, and the economic underdevelopment of society is observed in the mentality, intelligence, irrational behavior of every citizen, the formation of economic culture must become an indisputable reality today, as evidenced by human existence.

Starting from the well-known postulate of the followers of cultural anthropology, according to which education substantiates culture within the individual, and culture, in turn, regulates education [Apud 35, p.36], we will direct research towards these two interconnected human phenomena. Therefore, culture and education develop and complement each other, and the family is the initial natural environment and the most suitable for shaping the human personality. Obviously, the foundations of economic culture, as an integral part of the general culture and conception of the human world, are still laid in the family through economic education. In this sense, economic education must represent a continuous pedagogical process, organized and oriented towards the formation of knowledge, consciousness, thinking, attitude, and rational economic behavior achieved in a moral context. At this point, economic education must become an important desideratum of education and training of the human personality. Economic education is multi-faceted. It includes multiple aspects, components, and strategies, such as: education for the protection of the environment and natural resources, education for the

organization and management of household skills, nutrition education, entrepreneurship education, financial education, etc. All this requires an active capitalization not only in the school but also in the family life education.

The Education Code of the Republic of Moldova mentions that education has as a main output the formation of an integral personality and the development of a system of competencies that includes knowledge, skills, attitudes, and values that allow the active participation of the individual in social and economic life [8, Art.11 (1)].

Based on educational policy documents, there should be mentioned that the development of the human capital by promoting economic and entrepreneurial culture is one of the main objectives of the Government of the Republic of Moldova, included and promoted by *the Small and Medium Enterprise Sector Development Strategy for 2012-2020* [36]. More than that, the quality of education and training is formulated as a priority objective in various documents and contexts. Therefore, public education policies and practices have a role to play in overcoming barriers to the development of continuing entrepreneurship training and the processes of economic education and economic culture formation of both adults and the young generation [36]. Approaching the various economic aspects of family life are applicable to all human behavior. In this regard, we note that today economists are beginning to assign to the family and economic education achieved within it, the same role as the economic education of the society, which traditionally was attributed by sociologists, anthropologists, psychologists and educators. The expansion of the two negative phenomena, of immoral economic behaviors and of excessive consumption, at global, regional and local level, impelled us towards the choice of the research topic, which would aim at the initial formation of the economic culture. At present, society is looking for possibilities and ways to form a solid, dignified, creative, economically competitive personality, focused on respecting moral norms and principles.

The motivation for choosing the research topic lies in the fact that the formation of economic culture, starting in early childhood within the family life leaves its decisive imprint on the whole life of the man, positively influencing the development of consciousness, thinking and economic behavior of the person. This important aspect can be strengthened through school-family collaboration, focused on the education of parents and students, especially in the age (after 12 years) when they have developed and strengthened abstract/formal thinking and they assimilate more consciously the scientific concepts, productively use the operations of thinking, internalize the socio-human values and objectify them in and through their conduct.

In the exposed vision, the present research aims to determine and validate the theoretical-applicative fundamentals of the formation of the economic culture of the family and their capitalization in family life education. Through the theoretical and praxiological approach, we are going to demonstrate that

this can be successfully achieved only if the educational institution initiates, trains and guides the parents in the targeted direction, collaborating with the family members pertinently and systematically.

Description of the research situation and identification of the research problem. The economic approach of the family and some elements of economic education (income distribution, division of roles in the couple, organization of production and consumption, children's education) is reflected in the works of researchers: Segalen M. [32], Iluț P. [19; 20], Becker G. [4], Moldovanu D. [23; 24], Stănciulescu E. [35], Иткин И. [44], Леонтьева А. [47], etc.

The investigation and shaping of the economic culture of the personality, of its functions and components, is attested especially in the works of Russian researchers, such as: Пономарев Л., Попов В. [50; 51], Кузьменко В. [45; 46], Джагаева Т. [43], Боровикова Т. [42], etc.

The strategic goals of economic and entrepreneurial education, the formation and affirmation of economic skills and rational economic behavior are addressed in the works of researchers: Ciobanu L. [6], Ciobanu O. [7], Grigor I. [18], Didier M. [17], Самохвалов М. [52] Тербкова Т. [54], Кузьменко В. [45; 46], etc.

Some aspects of moral education, education through work, environmental education, financial education, education of organization and management of the household skills, reflected in the economic culture of the family life are attested in: Aceleanu M. [1], Bălășoiu T. [3], Smith A. [34], Macareno A. [48; 49], Пономарев Л. [50], Леонтьева А. [47], Grigor I. [18], Cuznețov Larisa [14; 15; 16], Cojocaru V. [10], etc.

Starting from the fact that the parents teach the child to be sensitive, cooperative, wise; to appreciate, learn and experience economic values, and the family is the real and favorable economic environment in which the child gets the first experience of human interrelationship, including economic, we decided to investigate this issue, which is essentially addressed superficially and quite modest in the bibliographical resources.

Therefore, the described situation generated the **research problem**, which consists in the need to determine the theoretical-applicative fundamentals of the formation of the economic culture of the family, which would make more effective family education from this perspective.

The object of the research represents the process of formation of the economic culture in preadolescents within the family education, optimized by the educational institution, through valorification of the determined theoretical-applicative foundations.

Research hypothesis: the formation of economic culture in the family education of preadolescents will be effective if we:

- investigate and determine the conceptual framework / theoretical and practical approaches and orientations of the targeted process;

- establish the history of the evolution of the economic education of the family life and of its capitalization within the family education;
- identify the essence, content, and components of economic culture in the context of the interdisciplinary approach;
- elaborate, experiment, and validate *the Pedagogical Model for the Formation of the Economic Culture of the Family and the Strategy for Capitalizing on the Economic Education of Students and Parents*, which incorporates the theoretical-applicative fundamentals of the nominating process.

The goal of the research consists of the elaboration and experimental validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family*, which incorporates the theoretical-applicative fundamentals of this process at the age of preadolescence.

Following the purpose and hypothesis of the research we formulate the following **objectives**:

1. Establishing the conceptual and theoretical framework of economic culture by studying and revealing basic concepts.
2. Examining the history of the evolution and specificity of the formation of economic culture in school and family education.
3. Identifying the essence, content, and components of economic culture in the context of the interdisciplinary approach.
4. Determining the principles and psycho-pedagogical conditions for the formation of economic culture in preadolescents in the family and school.
5. Elaboration, experimentation, and validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family* and of the *Strategy for Capitalizing on the Economic Education of Students and Parents*.

Scientific research methodology. The research was based on theories, ideas, concepts, laws, principles in the field of pedagogy, sociology of education, economics, economic anthropology, the psychology of different age groups, pedagogy, and family psychology.

As theoretical landmarks of the research served: *the concept of family, family education, family functions*, approached in the works of researchers Cuznetsov Larisa [14; 15; 16]; Iluț P. [19; 20]; Voinea M. [40]; etc. the *peculiarities of the development of preadolescents in the context of family education*, reflected in the works of Șchiopu U. [38]; Verza E. [39]; Calancea A. [5]; *the specifics of economic education, the division of roles within the couple, the microeconomic approach of the family*, investigated by: Segalen M. [32], Stănculescu E. [35], Iluț P. [19; 20], Moldovanu D. [23; 24]; *the theory of moral feelings* [34], *the principles of humanization and democratization of family relations* [14; 15], *the principles of education through/for work* [53] and *the strategies of personal self-efficiency* [14].

Likewise, the research was based on the epistemological values of some normative documents such as: *the Education Code of the Republic of Moldova*

[8]; *Convention on the Rights of the Child* [11]; *Family Code of the Republic of Moldova* [9]; *Optional National Curriculum: "Economic and Entrepreneurial Education"* [13]; *Intersectoral Strategy for the Development of Parenting Skills and Competencies for the Years 2016-2022* [37]; *Small and Medium-Sized Enterprise Development Strategy for 2012-2020* [36].

Research methods. The following methods were applied in the research: scientific documentation, analysis, synthesis, comparison, generalization, systematization, classification, design, pedagogical experiment, questioning, testing, conversation, analysis of the products of the subjects' activity, quantitative and qualitative processing of research results, Expert Method, interpretation, formulation of conclusions and recommendations.

Scientific novelty and originality are objectified by:

- revealing the essence and specifying the basic concepts in the context of forming and capitalizing on the economic culture of the family: *family, education, family education, culture, economy, economic education, economic culture*, by examining the genesis of the process;

- the historical and socio-psycho-pedagogical approach, of the formation of the economic culture within the family education, in the context of the initiation and preparation of students and parents through family counseling;

- substantiation, argumentation and scientific validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family and of the Strategy for Capitalizing on the Economic Education of Students and Parents*;

- identifying the essence, content, and components of economic culture from the perspective of the interdisciplinary approach;

- substantiating and defining the principles and psycho-pedagogical conditions for the formation of economic culture in preadolescents in the context of moral education.

The scientific results obtained in research, reside in determining and validating the theoretical-applicative fundamentals, incorporated in the *Pedagogical Model for the Formation of the Economic Culture of the Family*, the implementation of which led to the formation and consolidation of parental skills on economic education efficiency, contributing to the formation of rational preadolescent behavior.

The theoretical significance of the research consists in the holistic approach of the issue of economic education and the determination of the theoretical-applicative fundamentals of the formation of economic culture and their capitalization in family education; establishing the conceptual landmarks of the economic culture; substantiation and scientific argumentation of the *Pedagogical Model for the Formation of the Economic Culture of the Family and of the Strategy for Capitalizing on the Economic Education of Students and Parents*.

The applicative value of the paper consists in the elaboration and validation of the set of pedagogical tools and theoretical-applicative

fundamentals, concentrated in the components of the *Pedagogical Model for the Formation of the Economic Culture of the Family*, which has a holistic character but remains open and admits various variants of concretization and development in educational practice. At the same time, the *Matrix of Correlating the Educational Strategies with the Needs of the Preadolescent; Principles and Psychopedagogical Conditions for the Formation of Economic Culture in Preadolescents; The Initiation Textbook in Economics „Manualul de Inițiere în Economie”*, for 5th and 6th-grade students; the Newspaper - *Economics of Theoretical High School "Petru Rareș"*; *Guide for Parents and Teachers on the formation and consolidation of personal economic culture; Initiation Curriculum in Economics for 5th and 6th-grade students; Economics Introductory Curriculum for Parents; The Strategy of Capitalizing on the Economic Education of Students and Parents; Facebook page „Economia familiei”*, can be effectively applied in the formation and promotion of economic culture both in family education and in the activities of counseling and initiation of parents on the economic education of children, carried out in educational institutions.

The implementation of the scientific results was made within the pedagogical experiment, carried out in three stages in the Public Institution Theoretical High School "Petru Rareș" on an experimental group consisting of students (preadolescents) and parents, by constituting the sample under investigation, but also experimenting and validating the *Pedagogical Model for the Formation of the Economic Culture of the Family*, including through scientific publications and communications at methodological seminars, national and international scientific conferences, and hands-on activities with students and their parents.

Approval of research results. The research results were discussed and approved during the meetings of the Department of Theory of Education and Management (*Științe ale Educației și Management*); of methodological seminars; the teachers' council organized within the Public Institution Theoretical High School "Petru Rareș" from Chisinau; of methodical meetings with parents and teachers, organized in pre-university education institutions. The basic ideas and the results of the theoretical and experimental investigation were promoted and discussed through communications at international and national conferences, as well as by capitalizing on the guide for parents and teachers, the High School newspaper "Petru Rareș" and the Facebook page - *Economia familiei*.

Thesis publications. The research results were reflected in 24 scientific articles and theses at international (14) and national (10) conferences; in the Textbook for 5th and 6th-grade students *The Initiation Textbook in Economics*, in the *Guide for Parents and Teachers* on the formation and consolidation of personal economic culture developed by the *Economics* newspaper of the High School „Petru Rareș” and in the posts published on the

Facebook Page - *Economia familiei*.

The volume and structure of the thesis. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliographic sources (246 sources), 18 annexes. It contains a total of 136 basic text pages, 18 figures and 11 tables.

Keywords: family, education, family education, culture, economy, economic education, economic culture.

THE THESIS CONTENT

The introduction specifies the topic, the topicality and the importance of the approached problem, the hypothesis, the purpose, the objectives, the novelty and the scientific originality of the obtained results, the solved scientific problem, the theoretical significance, the applicative value of the paper; implementation and approval of research results, keywords and summary of thesis sections.

Chapter 1, **The Conceptual Framework of Economic Culture Formation in Family Education**, contains the theoretical study of the research problem and highlights the content of basic concepts: *family, education, family education, culture, economy, economic education, economic culture*. In the chapter, was analyzed and described the history of the evolution of economic education and the formation of economic culture in students, were determined the stages of founding the concept of economic culture, were analyzed in detail the specifics of economic culture formation in the context of family education.

The thorough analysis of the theoretical landmarks regarding the family and family education allowed to establish the impact of the *Theories of the development of the family functionality* on the investigated aspects. Thus: *The Theory of Development* (Mitrofan I. [22]), elucidates the process of changing the habits of consumption, saving, money management during certain stages of family development; *Structural Theory* (Segalen M. [32]) highlights the dynamics of roles and power in the couple, as well as reflects the main economic problems that arise in this context; *Functional Theory* (Iluț P. [19], Moldovanu D. [23], Becker G. [4],) which demonstrates that the family can be approached in terms of cost, benefit, profit, human capital; *The holistic theory of family education* (Cuznețov Larisa [14; 15]) reflects the causal link between the dimensions of education (moral, intellectual, aesthetic, technological and psychophysical education), the economic level of the family and the values promoted; *The Historical Theory* of family development (Stănciulescu E. [35]) highlights the fact that any family possesses economic, social, cultural capital, which can and must be passed down from one generation to another, in a combination with moral education.

Emerging from the basic concepts of the research, in chapter 1, we

revealed the essence, content, and components of economic culture, as follows: economic knowledge, economic awareness, economic thinking, economic attitude, and economic behavior. The process of forming economic culture highlights the connection between these components because if consciousness manifests itself passively, without interest, it conditions a rigid or contradictory economic thinking, more emotional than rational. Without correlating these elements we cannot form an adequate economic behavior. The formation of economic knowledge and skills in the family and in school guarantees the formation of a positive attitude towards the economic culture and towards the potential economic activity.

In this context, we outlined the path that any educated person must follow in order to form the economic culture (Figure 1.1), realizing the key moment: within the school-family collaboration, it is necessary to initiate and prepare parents in the economic education of their children.

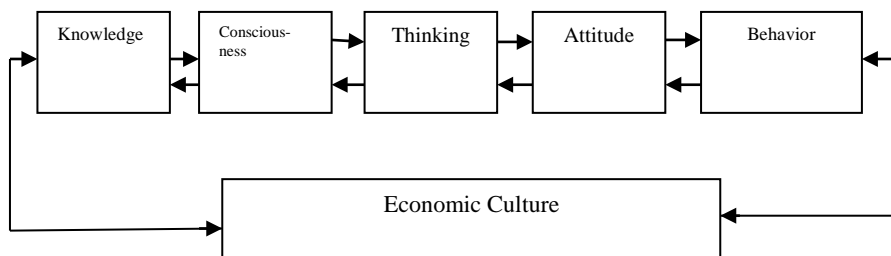


Figure 1.1. The Path of Economic Culture

The highlighting of the history of the evolution of economic education throughout history, led to the elucidation of the specifics of the formation of economic culture in family education through the prism of capitalizing on the economic function of the family (Ciobanu L. [6; 7], Iluț P. [19; 20]); studying the issue of household work organization (Макаренко А. [48; 49]); economic and financial education of children and parents (Kiyosaki R. [21], Segalen M. [32]); organization of rational production and consumption within the family (Иткин И. [44]); which allowed the elaboration of Diagram 1.2 *The Structure of Annual Consumption in a Family in the Republic of Moldova*, based on data from the National Bureau of Statistics.

In conclusion, it is important to mention that economic education in educational institutions cannot replace or double this activity carried out in the family. Taking into account the fact that the family is an authentic economic environment, namely in it begins the moral and economic initiation of the child, accumulates economic experience and moral conduct, which later through the development of economic thinking and attitude is systematized,

amplified and gradually becomes economic culture.

Chapter 2, **Methodological Foundations of the Formation of the Economic Culture of Students and Parents**, contains the essence and content of educational policies and practices for the formation of economic culture in students Ciobanu L. [6], Ciobanu O. [7] Grigor I. [18], Кузьменко B. [45; 46]); Economic education models are analyzed: the *american model*, which is more oriented towards the labor market; the *europaean model*, which ensures the quality of economic training content and the scientific element in the economic life of society; the *soviet model*, characterized by a considerable gap between the contents taught and the existing realities. Likewise, the offer of economic education in international practice and in the Republic of Moldova is described. In this context, the ways of integrating economic education within the education system were specified, being clarified and described the *infusion approach*; the *modular approach*; the *disciplinary approach*, and its *transdisciplinary approach* [2; 3; 12; 18].

The analysis of the theoretical approaches and the experiential framework allowed us to realize that in middle school, the realization of quality economic education will be possible if it is correlated with the three forms of education: *formal, informal, and non-formal*. In this sense, we adhere to the opinion of the Romanian researcher Constantin Cucuș [12], who mentions that economic education must be in the attention of several disciplines and several teachers. It is wrong to go one way because economic education is an objective of many disciplines, including *History, Civic Education, Geography*, etc. and conversely, many disciplines (mathematics, computer science, geography, history, Romanian language and literature, foreign languages) have a direct connection with economics.

The chapter describes and analyzes the age peculiarities of preadolescents approached in the context of family education [33; 38; 39], which conditioned the elaboration of parental educational strategies correlated with the needs of the preadolescent: the need for unconditional love, discipline, physical and emotional protection, the need for explanation and exemplification, the stimulation of knowledge and self-knowledge, the need for pocket money, independence, successful insertion in the reference group, the need for fun, fulfillment and capitalization of one's potential.

The results of the preliminary experiment, which was conducted on an experimental group of 50 preadolescents and their parents, allowed us to investigate the attitude of parents on the formation of economic culture in family education, while also questioning preadolescents. The observations allowed us to establish three broad categories of problems, defined by us as *socio-economic, socio-cultural, and socio-affective impediments*. At the same time, the questioned educators (20 subjects) noted a series of deficiencies that persist and hinder the quality of economic training, including:

- the insufficiency of methodological materials, textbooks and guides is

perceived by 71% of subjects;

- the lack of qualification/requalification courses for teachers, mentioned by 30% of subjects;

- the lack of standards that establish the expected performances in economic education is perceived by 18% of subjects;

- lack of qualified economics teachers, perceived by 53% of subjects;

- insufficient work and collaboration of parents in the targeted direction, perceived by 47% of subjects;

- the negligent attitude of parents towards economic disciplines was designated by 58% of subjects [6].

During the preliminary discussions, we identified the fact that parents place great value on such values as: freedom, information, observance of moral norms, initiative, ability to plan and carry out work, expenses, independence, the diligence of children, which indicates that adults are aware of the need to achieve economic education in close connection with moral education. It has been found that EE is a desideratum of the time in which we live, in which the harmful, distorted behaviors of children and adults cannot be neglected. Talking to the students, we established that they also understand that morality is important everywhere in life and in economic conduct.

In this context, we consider it necessary, in family and school education, to correlate economic values with moral values, indispensable for the formation of economic culture, and for ensuring the functionality of EE, including to be aware of the essence of non-values. The correlation scheme of economic values with moral values (Figure 2.1) will help us to introduce students and parents to economic values from an ethical perspective because by their essence, both categories of values are vital to man.

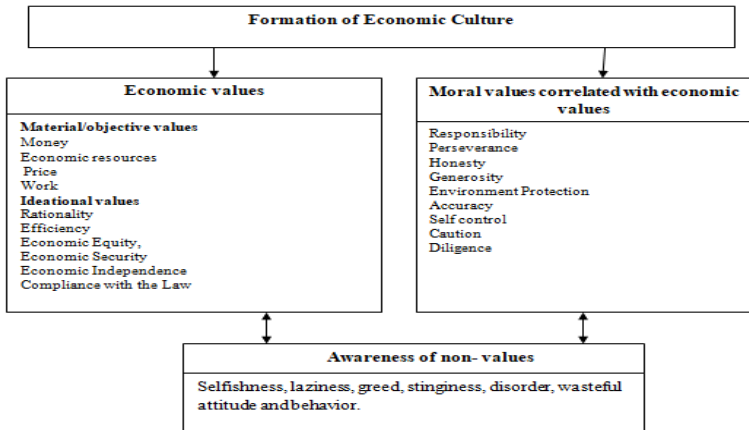


Figure 2.1. Correlation Scheme of Economic and Moral Values

The syntheses carried out as a result of the theoretical study allowed the identification of the basic norms, of the *principles for the formation economic culture in the family education process*:

1. The principle of respecting the unity between economic education and the general contents of education: moral, intellectual, psychophysical, aesthetic, technological education;
2. The principle of developing interest and economic motivation in children according to their age particularities;
3. The principle of active and responsible involvement of children in the economic life of the family and society;
4. The principle of integrating theory with economic practice;
5. The principle of forming a positive attitude towards property, goods, money, work and other economic categories;
6. The principle of preparation for the optimal exercise of the social roles of consumer, producer, employee, taxpayer, etc.);
7. The principle of exploring economic values in close correlation with moral values;
8. The principle of preparing educated people to be open to change and adapt to change.

It should be mentioned that the given principles form a system in which they interact and complement each other. Each principle is a mandatory requirement for the formation of economic culture in the family. Respecting one principle creates favorable conditions for respecting another and ensures the capitalization of intellectual potential, and positively influencing the harmonious development of children, both in the family and in school.

The determination and analysis of theoretical landmarks, the specification of the principles of economic culture formation and the results of the preliminary experiment, ensured and formulated *a series of psycho-pedagogical conditions for the formation and capitalization of economic culture in preadolescents in family and school* (Figure 2.2) which is a specification of circumstances, strategies and operational rules, which ensures the formation of rational behavior and capitalization of economic culture in preadolescents.

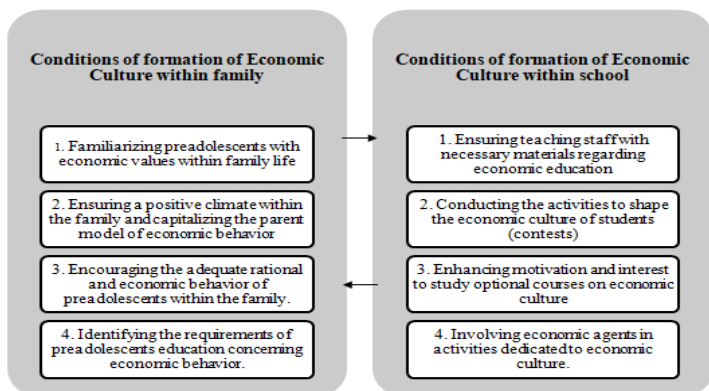


Figure 2.2. Psycho-Pedagogical Conditions for the Formation of Economic Culture in Preadolescents

Chapter 3, **The Experimental Dimension of the Formation of the Economic Culture of the Family**, includes the description of the design of the experimental research with all three stages: substantiation, testing, and validation. For this purpose and based on determining the theoretical landmarks [6; 7; 13; 14; 15; 32; etc.], were elaborated the *indicators of the rational economic behavior and the descriptors of the formation of the economic culture within the family education for parents and preadolescents*, these being delimited on three levels of performance: superior, average and inferior.

The chapter contains the set of scientifically based pedagogical tools, developed and tested: *Economics Initiation Curriculum for Parents and Teachers, Strategy for Capitalizing on the Economic Education of students and Parents, Economics Initiation Guide for Parents and Teachers, Counseling Program for Parents, focused on the formation of economic culture, the Introduction to Economics Textbook for grades V and VI, the Initiation Curriculum in Economics for students in grades V and VI, the methods of forming economic culture within the family, as well as the Facebook Page, with the generic Family Economy, intended to form and consolidate the economic culture of parents* (<https://www.facebook.com/economia.familiei/>).

The nominated instruments represent, in fact, the elements of the defined pedagogical construct *the Pedagogical Model for the Formation of the Economic Culture of the Family*. The model reveals the essence of the carried out investigation and contains the theoretical-applicative fundamentals of the formation of the economic culture of the family and its capitalization in the family education of children. These are framed in seven basic components: the epistemological component, the axiological component, the normative

component, the technological component, the educational partnership, the evaluative component, and the expected finalities (Figure 3.1).

The importance of the model lies in establishing the components, determining their structure and content, the connections between them, and the possibility of outlining the operational path that is to be followed in the process of formation of the economic culture of family, parents, and students.

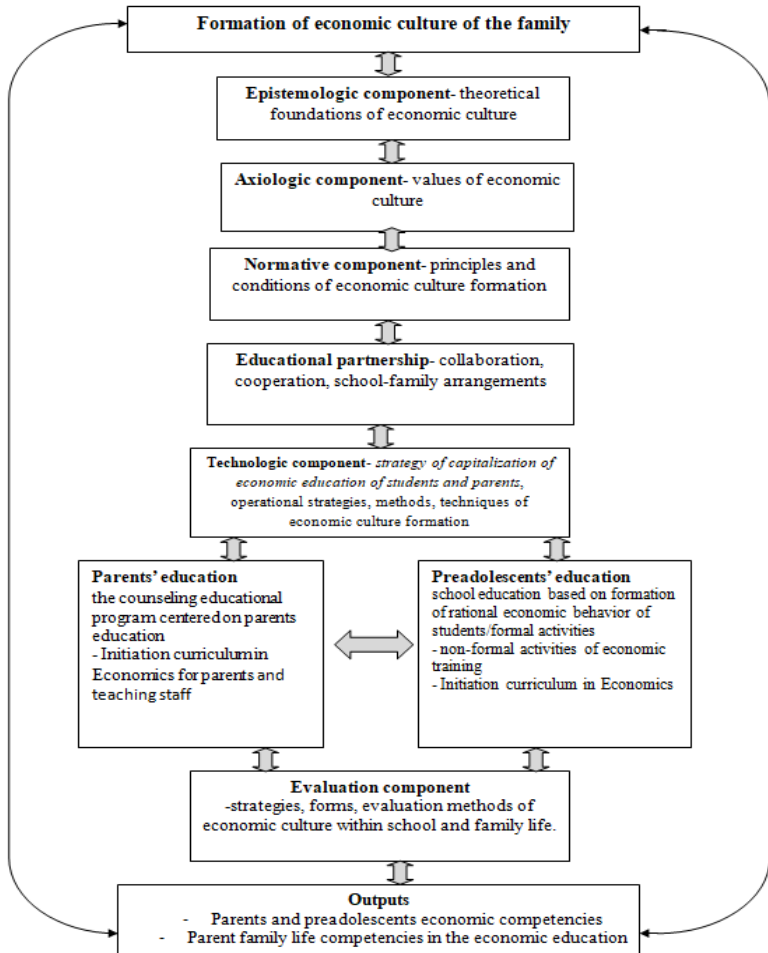


Figure 3.1 Pedagogical Model for the Formation of the Economic Culture of the Family

To implement *the Pedagogical Model for the Formation of the Economic*

Culture of the Family (which contains the theoretical-applicative fundamentals of the targeted process) we developed the Strategy for Capitalizing on the Economic Education of Students and Parents. The strategy scheme can be successfully applied by educators to improve and develop the economic skills of the students and parents.

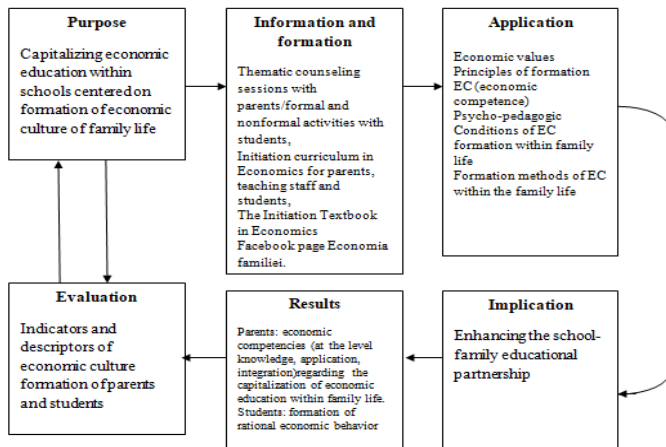


Figure 3.2 Strategy to Capitalize Students and Parents Economic Education

All the pedagogical tools developed were examined and discussed by the expert group and were implemented in the training experiment. The experiment confirmed the effectiveness of the tools and contents of forming the economic culture of parents and preadolescents.

The investigative actions within the pedagogical experiment referred to three essential strategic directions of research:

1. Investigating the economic culture of students by assessing their skills.
2. Investigating the attitude and skills of parents regarding the formation of economic culture in preadolescents in family education.
3. Investigating strategies and methods for forming the economic culture of preadolescents in family education and in school.

The study was conducted on an experimental group of 213 students of 5th and 6th grades, their parents, and 20 teachers (High School "Petru Rareș"). The experimental group worked in accordance with the *before- and-After-Method* technique, which ensures the establishment and clear sequential and integral highlighting of the changes occurred in the subjects (students and parents) and allows the modification, correction, and completion in time of actions or training program. The pedagogical experiment included three stages: substantiation, testing, and validation.

Substantiation included a variety of tasks through which the diagnosis of

the initial level of economic culture in parents and students was made. Activities carried out: questioning, observation, evaluation of parents and students based on the tests applied. We present below the results obtained post-experiment, which we consider representative and important in the process of forming the economic culture.

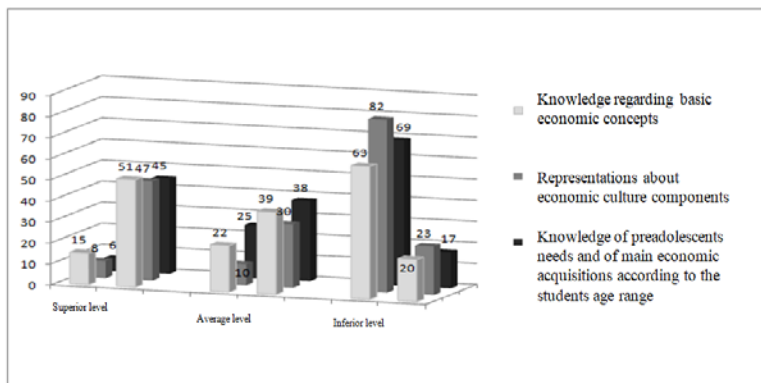


Figure 3.3. Parent Competencies at the Level of Knowledge (post-experiment)

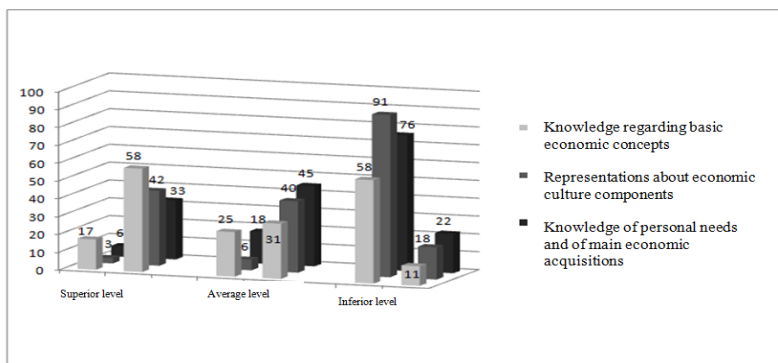


Figure 3.4. Preadolescent Competencies at the Level of Knowledge (post-experiment)

As we can see in Figure 3.3, the skills of parents at the level of knowledge are generalized (after analysis and processing of data obtained) and placed mainly at the lower level (knowledge of basic economic concepts - 63%, representations about components of economic culture - 82%, knowledge about the needs of preadolescents - 69%). Fewer parents were placed at the middle and upper levels. This fact denotes the topicality of our research, but also the urgent need to intervene, help, and advise parents in the process of

forming the economic culture of the family. The situation of preadolescents in terms of knowledge is similar. Most of them being placed at the lower level so that 58% of the students cannot adequately define the basic economic concepts; 91% of preadolescents do not have clear representations about economic culture. About 76% of preadolescents, even if they know their personal needs, cannot mention what information they should know in the economic field at this age.

After the training, we noticed that the subjects of the investigated group mastered the basic economic concepts and components of economic culture. Parents became more attentive to the needs of preadolescents and began to learn about some economic issues in order to form and develop economic representations in their children. The results obtained on the group of preadolescents presented graphically, allowed us to conclude that many students have refined their vocabulary and began to use appropriately and correctly the economic terms, to understand what economic culture entails, to know their needs and desires, to develop their economic knowledge.

Observations made based on tasks at the application level showed the attitudes of the subjects regarding the economic aspects of family life, as well as the level of economic practicality, or the ability to develop the family budget, knowledge and application of economic values in family education, and capitalizing on the methods of forming economic culture in children.

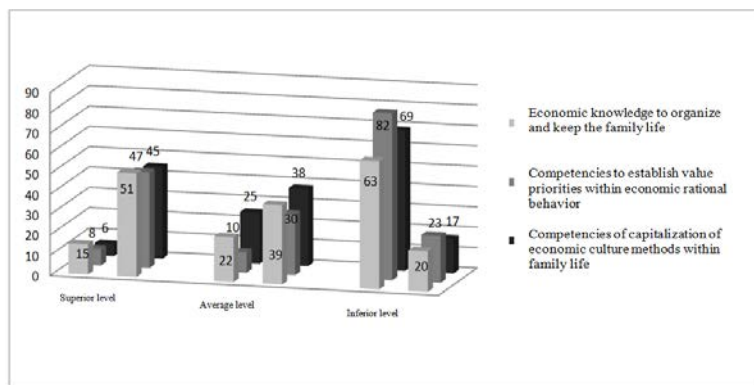


Figure 3.5. Parent Competencies at the Level of Application (post-experiment)

Thus, during the substantiation phase, most parents mentioned that the family's expenses are higher than the income they receive, so they do not use the budget as the main tool for managing personal and family finances. Regarding the economic values within the family, the adults agreed that it is important to train them in children such qualities as: rationality 82.2%; economy 96.2%, prudence 54%; responsibility 89%; honesty 80.2%; accuracy

41%; although they were quite confused as to the exemplification of the concrete situations in which the child must manifest the possession and exploration of economic values. At the same time, we were surprised by the parental incompetence regarding the methods that can be applied in the formation of the economic culture within the family education. Most elderly parents mentioned that the economic field is a new one for them, so they do not know methods of forming economic culture in children; and the youngest parents invoked the lack of time to capitalize on certain methods of economic education in family education.

The situation changed radically after the formative experiment, as many parents began to be actively involved in the economic aspects of daily life: they began to actively address economic issues within the family; to apply the knowledge acquired to organize their family finances (about 57%); to use some new methods of education (about 42%); to shape child’s rational behavior (about 56%); at the same time, the parents themselves changing their behavior regarding the management of the family budget. Compared to the finding stage, in the verification experiment, about 56% of parents managed to draw up the *Code of Rules of Rational Economic Behavior in the Family*, by observing which adults develop healthy habits concerning children’s order, cleanliness, personal hygiene, apartment care, etc. and necessary skills of rational use of money. Likewise, an obvious positive change was the parental competences for capitalizing on the methods of forming the economic culture within the family. Thus, parents mentioned that they used, more frequently, the following methods of education: *the positive example of parents and the influence of suggestion, cooperation, reward and punishment, play, leadership, discussion, and explanation, etc.* [14; 15; 28; 41].

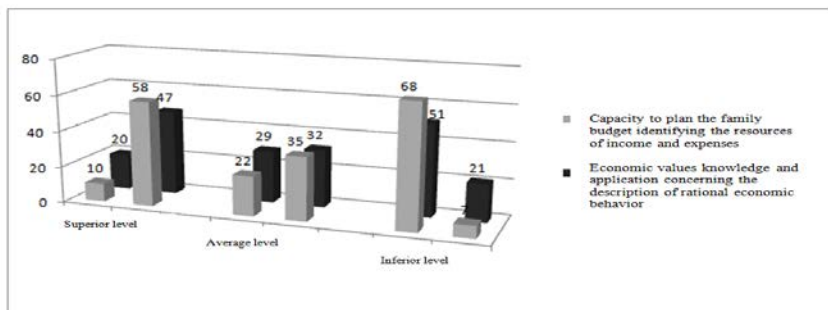


Figure 3.6. Preadolescents Competencies at the Level of Application (post-experiment)

Based on Figure 3.6, we mention that at the stage of finding, about 68% of preadolescents were not able to perform the task of preparing the family budget, because children do not have basic economic knowledge that there is

no other income in the family than mother's and father's salary. At the same time, they know nothing about the need to pay taxes and other fees, which demonstrates the indifference of parents regarding certain discussions on economic issues within the family.

Regarding the rules of rational economic behavior, although preadolescents have partially coped with this task, we have noticed that students associate with economic rationality some activities such as order, work or keeping money, but very few of them mention such important activities as excessive use of gadgets or saving water, heat, and electricity. The problem consists in the inaccurate consumption pattern, capitalized within the family. When parents do not talk to their children and do not promote certain rules of behavior for themselves and their children, the impact of television and the media increases, forcing them to satisfy certain desires by spending their pocket money inappropriately, which shows that moral values do not correlate with the economic ones.

After training, about 58% of students understood that the family is an important economic environment for them and learned what their income and expenses are. At the same time, more than 47% of preadolescents began to be interested in everyday economic topics, understood the importance of economic values, became more careful in spending money, learned the rules of rational economic behavior, etc. The evaluation of competencies at the level of integration, allowed us to analyze the economic logic, but also the creativity of preadolescents. They were put in a position to offer advice to the characters in the case studies, but also to argue the proposed solutions. In the verification experiment, the students amazed us by the maturity of their answers, the knowledge, and application of economic principles, by the growing desire to achieve financial success. Likewise, the proposed tasks were accompanied by the realization of personal works (drawings, poems with economic content), the practice of economic games in extracurricular activities but also in the family, the elaboration of a glossary of economic terms, all being included in the *Portfolio on promoting the economic culture within the family*.

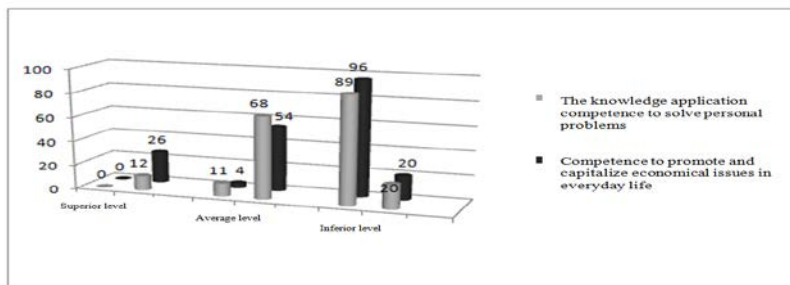


Figure 3.7. Preadolescents Competencies at the Level of Integration (post-experiment)

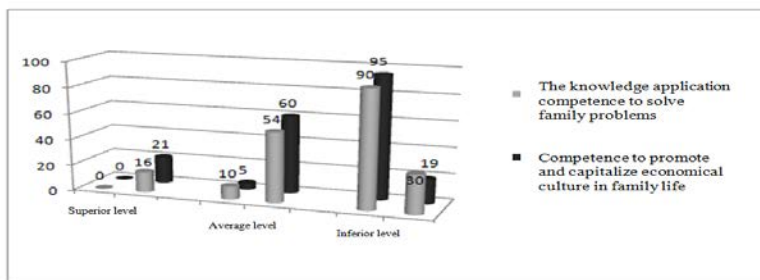


Figure 3.8. Parent Competencies at the Level of Integration (post-experiment).

The results (at the level of integration) obtained in the parents' group show that after the formative experiment many parents (68%) began to be actively involved in the economic life of the family life, looking for real solutions to improve the financial situation. The number of families (44% compared to 4% at the time of the finding) who started playing at home with their children in various economic games and reading, discussing, including economic topics as methods of spending free time efficiently in the family.

Relevant is that after the training of parents and preadolescents, in the validation experiment, the subjects acknowledged that the economic aspect of their lives has improved considerably. Adults have managed to change their attitude towards money, economy, civic responsibility, perception towards certain financial problems. They became more open to their children and acknowledged the mistakes they had made before.

Of course, many adults have not had an economic education in their family lives, but once they have become parents, it is necessary to mobilize all their resources to learn throughout life and become competent and efficient parents.

In conclusion, the formation of parents' economic culture by organizing introductory courses in economics has not only contributed to the improvement of children's EE but has also streamlined family education and increased their social, civic, and spiritual emancipation. Rapid developments in social and economic life generate a demand from parents to continue the processes of renewing knowledge, skills, abilities, and values throughout life.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research refers to one of the most current, important, and complex aspects of family education. The formation of the economic culture of preadolescents and parents is a desideratum of the *new educations*, an aspect of the permanent education, and a factor of the formation and development of the healthy, harmonious personality of the children. Thus, based on the delimitation of the theoretical aspects, the realization of the pedagogical

experiment and the quantitative and qualitative processing of the obtained results, we formulated the following conclusions:

- The analytical study of the investigated problem allowed us to define and reveal the essence of the basic concepts of the research: *family, education, family education, culture, economy, economic education, economic culture*. The conceptualization of the formation of economic culture in family education generated analysis of the history of the evolution of this process and contributed to clarifying the epistemological guidelines on EC education in family life education from the perspective of theories of family functionality development and meanings of EC structure, ensuring its formation path.

- Carrying out the analysis of the age peculiarities of preadolescents conditioned the identification of the educational policies and practices of EC training for students, of their needs; the main acquisitions on economic education at this age [31]; which allowed the elaboration and validation of the *Matrix of correlating the educational strategies with the needs of the preadolescent*; delimiting the objectives, competencies, and possibilities of forming the economic culture in the formal, non-formal and informal context; elaboration of the Curriculum for the optional subject *Initiation in Economics* for the 5th and 6th grades; capitalizing on the Introduction to Economics Textbook for students [29]. Likewise, there were established and explained the ways of exploring interdisciplinarity and multi-disciplinarity issues in the study of the optional course of Economics [27].

- The theoretical study and concretization of the difficulties faced by parents and teachers in the formation of economic culture in children, allowed the determination and description of the specifics of economic culture formation in the context of family education; established the problems that arise in the way of achieving economic education; elaboration of indicators and descriptors of economic culture formation for parents and preadolescents, of the *Scheme for correlating economic values with moral values*, of the psycho-pedagogical principles and conditions of economic culture formation in preadolescents based on which the pedagogical experiment was performed. The listed methodological tools ensured the development of *preadolescent education programs and parent counseling in the field of economic culture formation*.

- Collaboration with parents, in the context of the educational partnership, ensured their familiarization with the content of economic culture; training parents in thematic development-oriented counseling sessions; development and validation of the Economics Initiation Curriculum for parents, including the Economics Initiation Guide for parents and teachers [28], as well as the effective use of strategies and methods for forming economic culture in preadolescents. All these were included in the *Strategy for Capitalizing on the Economic Education of Students and Parents*, a pedagogical tool designed to train and improve the EC parenting skills and the rational economic behavior

of students.

- The elaboration and validation of *the Pedagogical Model for the Formation of the Economic Culture of the Family*, which contains the theoretical and applied foundations of the formation of the economic culture allowed the realization of the pedagogical experiment with a duration of one year and observed the positive changes in the cognition, attitudes and behavior of preadolescents, including parenting skills in the formation of economic culture in family education [25].

- The results of the pedagogical experiment ensured the increase of the level of economic culture in preadolescents from 2058 points accumulated at the finding to 3259 points in the validation experiment (increase by 1201 points). This was manifested through the appropriate use of economic concepts; increasing interest in economic issues; practicing rational behaviors in the family and in society, etc. Also, there was an increase in the level of parental economic skills from 2532 points at the finding to 3963 points accumulated in the verification experiment (increase by 1431 points). These are manifested by active involvement in the economic aspects of family life; the use of interactive methods of economic culture formation in children; the formation of rational behaviors in children reinforced by their own example as well as the efficient management of personal and family finances. The research results demonstrate the relevance of the stated purpose and confirm the hypothesis of the investigation.

In this way, the scientific results obtained in the research, which focused on the determination and capitalization on the theoretical and applicative fundamentals of economic culture formation in preadolescents in family education, through the implementation of *the Pedagogical Model for the Formation of the Economic Culture of the Family* solved the researched problem, which led to the formation of parental skills in economic education and to the change of cognitions, attitudes and economic behavior in children.

Research objectives:

- Establishing the conceptual and theoretical framework of economic culture by studying and revealing basic concepts.
- Examining the history of evolution and the specifics of the formation of economic culture in school and family education.
- Identifying the essence, content, and components of economic culture in the context of the interdisciplinary approach.
- Determining the principles and psycho-pedagogical conditions for the formation of economic culture in preadolescents in the family and in school.
- Elaboration, experimentation, and validation of *the Pedagogical Model for the Formation of the Economic Culture of the Family and of the Strategy for Capitalizing on the Economic Education of Preadolescents*

and Parents.

In agreement with the obtained results we propose the following **recommendations**:

On the macrostructural level:

- Elaboration of state and educational social policies that would pertinently approach economic education through the active and creative capitalization of the possibilities of mass media (TV, radio, newspapers) and of Internet (social networks, special blogs, you tube, etc.
- The introduction in the normative acts of attestation, accreditation, inspection and evaluation of the pre-university education institutions a special indicator regarding the capitalization of the formal and non-formal activities of initiation of students and parents in the economic culture.
- Renewing and updating the standards of initial and in-service training of teachers with a view to expanding and deepening school curricula by supplementing them with new information on: economic education, economic values, components of economic culture, rational consumption, economic books and economic games, etc.

On the microstructural level:

- Elaboration and editing of theoretical-methodological supports, guides for teachers and parents, which would contain the theoretical-applicative foundations of the formation of economic culture in students.

- Implementation of parent counseling activities, by capitalizing on *the Pedagogical Model for the Formation of the Economic Culture of the Family*, and the *Facebook page „Economia familiei*

- Establishment and development of effective educational partnerships, in which educational institutions and economic enterprises collaborate with students, pupils and families in the direction of organizing actions of education and training of economic culture.

At the same time, the carried-out research did not allow us to establish some gaps/limits, which sometimes created certain difficulties for us. The group of parents was mainly represented by mothers (about 75-80%). The same, we failed to develop a *family business project* with parents' involvement.

The research opens new perspectives for the in-depth investigation of the components of economic culture, which can be explored within families and society, as well as the investigation of the specifics of the formation of economic culture in rural families. Likewise, the investigation can serve as a basis for studying how to start, develop, and manage the family business.

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ADNOTARE Oloieru Anastasia

Formarea culturii economice în cadrul educației familiale,

teză de doctor în științe ale educației, Chișinău, 2020.

Volumul și structura tezei: Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie (246 surse), 18 anexe. În total conține 136 pagini text de bază, 18 figuri și 11 tabele. Rezultatele cercetării sunt reflectate în 24 de lucrări științifice.

Cuvinte-cheie: familie, educație, educație familială, cultură, economie, educație economică, cultură economică.

Domeniul de studiu se referă la teoria generală a educației și abordează problema formării culturii economice în cadrul educației familiale.

Scopul cercetării constă în elaborarea și validarea experimentală a *Modelului pedagogic de formare a culturii economice a familiei*, care încorporează fundamentele teoretico-aplicative a procesului vizat.

Obiectivele cercetării: stabilirea cadrului conceptual al culturii economice prin studii și dezvoltarea conceptelor de bază; examinarea istoricului evoluției și a specificului formării culturii economice în cadrul educației școlare și familiale; identificarea esenței, conținutului și componentelor culturii economice în contextul abordării interdisciplinare; determinarea principiilor și condițiilor psihopedagogice de formare a culturii economice la preadolescenți în familie și în școală; elaborarea, experimentarea și validarea *Modelului pedagogic de formare a culturii economice a familiei și a Strategiei de valorificare a educației economice a elevilor și părinților*.

Noutatea și originalitatea științifică a cercetării este obiectivată de dezvoltarea esenței și precizarea conceptelor de bază în contextul formării și valorificării culturii economice a familiei: *familie, educație, educație familială, cultură, economie, educație economică, cultură economică*; abordarea istorică și sociopsihopedagogică, a formării culturii economice în cadrul educației familiale, în contextul inițierii și pregătirii elevilor și părinților prin intermediul consilierii familiei; fundamentarea, argumentarea și validarea științifică a *Modelului pedagogic de formare a culturii economice a familiei și a Strategiei de valorificare a educației economice a elevilor și părinților*; identificarea esenței, conținutului și a componentelor culturii economice din perspectiva abordării interdisciplinare; fundamentarea și definirea principiilor și condițiilor psihopedagogice de formare a culturii economice la preadolescenți în contextul educației morale.

Rezultatele științifice obținute în cercetare rezidă în determinarea și validarea fundamentelor teoretico-aplicative, incorporate în *Modelul pedagogic de formare a culturii economice a familiei*, implementarea căruia a condus la formarea și consolidarea competențelor parentale privind eficientizarea educației economice, contribuind la formarea comportamentului economic rațional al preadolescenților.

Semnificația teoretică a cercetării constă în abordarea holistică a problematicii educației economice și determinarea fundamentelor teoretico-aplicative ale formării culturii economice și valorificarea acestora în cadrul educației familiale; stabilirea reperelor conceptuale ale culturii economice; fundamentarea și argumentarea științifică a *Modelului pedagogic de formare a culturii economice a familiei și a Strategiei de valorificare a educației economice a elevilor și părinților*.

Valoarea aplicativă a lucrării constă în elaborarea și validarea ansamblului de instrumente pedagogice și fundamente teoretico-aplicative, concentrate în componentele *Modelului pedagogic de formare a culturii economice a familiei*, care comportă caracter holist, dar rămâne deschis și admite diverse variante de concretizare și dezvoltare în practica educațională. Totodată, Matricea *corelării strategiilor educative cu nevoile preadolescentului; principiile și condițiile psihopedagogice de formare a culturii economice la preadolescenți*; Manualul de *Inițiere în Economie*; ziarul *Economics* al IPLT "Petru Rareș"; *Ghidul pentru părinți și cadre didactice* privind consolidarea culturii economice personale; *Curriculumul de Inițiere în Economie* pentru elevii claselor a V-a și a VI-a; *Curriculumul de Inițiere în Economie* pentru părinți și profesori; *Strategia de valorificare a educației economice a elevilor și părinților*; pagina de Facebook *Economia familiei*, pot fi eficient aplicate în formarea și promovarea culturii economice atât în cadrul educației familiale, cât și în activitățile de consiliere și inițiere a părinților privind educația economică a copiilor desfășurate în instituțiile de învățământ.

Implementarea rezultatelor științifice s-a realizat în cadrul experimentului pedagogic desfășurat în trei etape în cadrul Instituției Publice Liceu Teoretic „Petru Rareș”, pe un lot experimental alcătuit din elevi (preadolescenți) și adulți - cadre didactice și părinți, prin constatarea situației la tema investigată, dar și experimentarea și validarea *Modelului pedagogic de formare a culturii economice a familiei*, inclusiv prin intermediul publicațiilor științifice și a comunicărilor la seminarele metodologice, consiliile profesorale, conferințele științifice naționale și internaționale și activităților practice cu elevii și părinții acestora

АННОТАЦИЯ

Олонеру Анаснасия, Формирование экономической культуры в рамках семейного воспитания

диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2020.

Структура диссертации: введение, три главы, общие выводы и рекомендации; библиография из 246 источников, 18 приложений, 136 страниц основного текста, 18 рисунка, 11 таблиц. Результаты исследования опубликованы в 24-и научных работах.

Ключевые слова: семья, воспитание, семейное воспитание или воспитание в семье, экономическое воспитание, экономическая культура.

Область исследования: относится к педагогике; к общей теории воспитания, в частности предусматривает формирование экономической культуры учащихся в рамках семейного воспитания.

Цель исследования: состоит в разработке и экспериментировании *Педагогической модели формирования экономической культуры семьи*, которая включает теоретические и практические основы данного процесса.

Задачи исследования: установление теоретических основ экономической культуры путем исследования и раскрытия основных понятий; изучение истории эволюции и специфики процесса формирования экономической культуры учащихся в школе и семейном воспитании; выявление сущности, содержания и компонентов экономической культуры в контексте междисциплинарного подхода; определение принципов и психолого-педагогических условий формирования экономической культуры учащихся в семье и в школе; разработка и внедрение *Педагогической модели формирования экономической культуры семьи* и *Стратегии valorизации экономического образования учащихся и родителей*.

Научная новизна и оригинальность исследования определена уточнением основных понятий в контексте формирования экономической культуры семьи: характеристика исторического и социально-психолого-педагогического подхода к формированию экономической культуры учеников в рамках семейного воспитания в контексте инициации и подготовки учащихся и родителей посредством семейного консультирования; обоснование, тестирование и валидация *Педагогической модели формирования экономической культуры семьи* и *Стратегии valorизации экономического образования учащихся и родителей*; выявление сущности, содержания и компонентов экономической культуры с позиций междисциплинарного подхода; определение принципов и психолого-педагогических условий формирования экономической культуры у подростков в контексте нравственного воспитания.

Научные результаты полученные в ходе исследования, заключаются в определении и подтверждении теоретико-прикладных основ заложенных в *Педагогической модели формирования экономической культуры семьи*, что позволило сформировать компетенции экономического воспитания родителям и формирование рационального экономического поведения у подростков.

Теоретическая значимость исследования заключается в целостном подходе к проблеме экономического образования и воспитания учеников в рамках семейного воспитания и определение теоретических и прикладных основ формирования экономической культуры подростков в семье; установление концептуальных ориентиров экономической культуры; анализ исследования в контексте семейного воспитания; обоснование *Педагогической модели формирования экономической культуры семьи* и *Стратегии valorизации экономического образования учащихся и родителей*.

Практическая значимость исследования состоит в валидации совокупности педагогических инструментов и теоретико-прикладных основ, сосредоточенных в компонентах Педагогической Модели формирования экономической культуры семьи. В то же время Матрица соотнесения образовательных стратегий с потребностями подросткового возраста; принципы и психолого-педагогические условия формирования экономической культуры у подростков. Экономическая газета Лицея им. Петру Рареш. Учебник (для учащихся 5-х и 6-х классов): Введение в экономику, Пособия для родителей и учителей, создание страницы Facebook (Экономика семьи); разработка учебной программы „Введение в экономику„ для учащихся 5-х и 6-х классов и учебной программы „Введение в экономику„ для родителей и учителей могут быть эффективно применены в формировании экономической культуры как в семейном воспитании, так и в инициации родителей по экономическому воспитанию детей в образовательных учреждениях.

Внедрение результатов исследования состоялось в рамках трехэтапного педагогического эксперимента, реализованного в Кишиневском Теоретическом Лицее им. Петру Рареш; на базе учащихся (5-х 6-х классов) и взрослых-(преподаватели и родители), посредством экспериментального апробирования Педагогической Модели формирования экономической культуры семьи, в тезисах научных публикаций в рамках национальных и международных научных конференций, в процессе практической деятельности с учениками и их родителями.

ANNOTATION Oloieru Anastasia

Economic culture formation within the family education, Doctoral thesis in pedagogical sciences, Chişinău, 2020.

Volume and structure of the thesis: Thesis contains: Introduction, 3 Chapters, General conclusions and Recommendations, Bibliography (246 sources), 18 annexes. Totally it contains 136 pages of basic text, 18 figures and 11 tables. The research results are reflected in 24 scientific papers.

Key words: family, education, culture, economy, economic education, economic culture.

The study's field refers to the general theory of education and addresses the issue of economic culture formation within the family education.

The research's purpose consists of the elaboration and experimental validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family*, which incorporates the theoretical-applicative fundamentals of this process at the age of preadolescence.

The research's objectives: establishing the conceptual and theoretical framework of economic culture by studying and revealing basic concepts; examining the history of the evolution and specificity of the formation of economic culture in school and family education; identifying the essence, content, and components of economic culture in the context of the interdisciplinary approach; Determining the principles and psychopedagogical conditions for the formation of economic culture in preadolescents in the family and school; elaboration, experimentation, and validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family* and of the *Strategy for Capitalizing on the Economic Education of Students and Parents*.

The research's scientific novelty and originality are objectified by revealing the essence and specifying the basic concepts in the context of forming and capitalizing on the economic culture of the family, by examining the genesis of the process; the historical and socio-psycho-pedagogical approach, of the formation of the economic culture within the family education, in the context of the initiation and preparation of students and parents through family counseling; substantiation, argumentation and scientific validation of the *Pedagogical Model for the Formation of the Economic Culture of the Family and of the Strategy for Capitalizing on the Economic Education of Students and Parents*; identifying the essence, content, and components of economic culture from the perspective of the interdisciplinary approach; substantiating and defining the principles and psycho-pedagogical conditions for the formation of economic culture in preadolescents in the context of moral education.

The scientific results obtained in research reside in the determining and validating the theoretical-applicative fundamentals, incorporated in the *Pedagogical Model for the Formation of the Economic Culture of the Family*, the implementation of which led to the formation and consolidation of parental skills on economic education efficiency, contributing to the formation of rational preadolescent behavior.

The research's theoretical significance consists in the holistic approach of the issue of economic education and the determination of the theoretical-applicative fundamentals of the formation of economic culture and their capitalization in family education; establishing the conceptual landmarks of the economic culture; substantiation and scientific argumentation of the *Pedagogical Model for the Formation of the Economic Culture of the Family and of the Strategy for Capitalizing on the Economic Education of Students and Parents*.

The applicative value of the paper consists in the elaboration and validation of the set of pedagogical tools and theoretical-applicative fundamentals, concentrated in the components of the *Pedagogical Model for the Formation of the Economic Culture of the Family*, which has a holistic character but remains open and admits various variants of concretization and development in educational practice. At the same time, the *Matrix of Correlating the Educational Strategies with the Needs of the Preadolescent; Principles and Psychopedagogical Conditions for the Formation of Economic Culture in Preadolescents; The Initiation Textbook in Economics „Manualul de Inițiere în Economie”, for 5th and 6th-grade students; the Newspaper - Economics of Theoretical High School "Petru Rareș"; Guide for Parents and Teachers; Initiation Curriculum in Economics for 5th and 6th-grade students; Economics Introductory Curriculum for Parents; The Strategy of Capitalizing on the Economic Education of Students and Parents; Facebook page „Economia familiei”, can be effectively applied in the formation and promotion of economic culture both in family education and in the activities of counseling and initiation of parents on the economic education of children, carried out in educational institutions.*

The scientific results implementation was made within the pedagogical experiment, carried out in three stages in the Public Institution Theoretical High School "Petru Rareș" on an experimental group consisting of students (preadolescents) and parents, by constituting the situation under investigation, but also experimenting and validating the *Pedagogical Model for the Formation of the Economic Culture of the Family*, including through scientific publications and communications at methodological seminars, national and international scientific conferences, and hands-on activities with students and their parents.

OLOIERU ANASTASIA

**FORMATION OF ECONOMIC CULTURE WITHIN FAMILY
EDUCATION**

531.01 THEORY OF EDUCATION

**DOCTORAL THESIS
ABSTRACT**

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