

A COMPARATIVE STUDY OF THE ECONOMICS AND BUSINESS EDUCATION OF US AND UKRAINE

Carla Smith, Universidade do Minho

ABSTRACT

Dr. Larry Dale, Director of the middle for Economic Education is one among fourteen economic educators chosen by the National Council on Economic Education (NCEE) and also the U.S. Department of Education (USDE), to induce a first-hand cross-check Ukraine's efforts to show students a way to build a democratic economic system. The group, came back from associate eleven-day study tour on Ukrainian economic education in 2002, sponsored by the US Department of Education and also the National Council on Economic Education. The tour enclosed twenty two colleges within the cities of Kyyiv and Lviv. 3 of {the colleges/the faculties/the colleges} were public schools, fifteen were non-public Lyceums, three were non-public Gymnasiums and one was a special advanced grad school. The fourteen-member cluster studied education reforms presently current, economic education activities, information standards and assessment, civic teaching programs, coaching and delivery systems. Participants conjointly discovered the ways in which within which Ukrainian academics overcome restricted resources and body constraints. They conjointly met with representatives of the Ministry of Education, the country Council for Economic Education, yet as business leaders

Keywords: Economics, Business Education, Democratic Economic System.

INTRODUCTION

The International Education Exchange Program (IEEP) helps international partners, undergoing the transition to a democratic economic system, reform their instructional systems through coaching, materials development and translation, conferences, structure development, and study tours. The IEEP brings along U.S. economic and civic educators with their counterparts from central and jap Europe and also the former Soviet states. Since 1995, the National Council on Economic Education EconomicsInternational program has been liable for conducting the economic education part of the IEEP, that is funded by the U.S. Department of Education workplace of instructional analysis and Improvement, and conducted in cooperation with us Department of State. From the point of transition within the early Nineteen Nineties, the task of instructional reform in country has been large. Relative to the requirements of a economic system, the Ukrainian instructional system needed substantial amendment. Courses ne'er before offered throughout Soviet days had to be created and additional to the information. Further, all of this needed developing a core of social science and social studies academics WHO understood and will effectively teach market economic content, during a nation wherever no educators had any positive background therein field (Hummel et al., 2018).

Finally, the economic freedom associated entrepreneurial spirit basic to a capitalist economic system needed progress toward developing at school students an independence of thought and a bigger ability in applying data in new and artistic ways in which. Strengthening this side of education needed a wholly new form of teaching that will accommodate active learning ways and bigger student

freedom of expression. These changes began in 1991. . In school rooms of Lviv and Kyiv, academics trained through the cooperative efforts of NCEE and also the Ukrainian Council on Economic Education (UCEE) delivered activity-based lessons with ability and nice enthusiasm. From the Ministry of Education to the committees developing social science standards for country, the influence of NCEE is obvious – lessons area unit being designed with associate underlying active-learning paradigm and standards area unit being developed with important reliance on NCEE steerage and help. it's evident from each discussions with instructional directors and observations of schoolroom social science lessons that the active learning paradigm has been commissioned by a nucleus of educators in country (Terjesen & Willis, 2016).

With the leadership of Vladimir Melnyk, President of the Ukrainian Council on Economic Education, and also the help of his dedicated Center administrators, epitomized by Ihor Shimkiv, it's clear that in time the economic education among the Ukrainian establishment can totally adapt to the requirements of a market-based economy. The country contains a distinct advantage over the less organized fifty state efforts within the US. within the country so as to show any subject academics should pass a check and so be retested each 5 years to be certified to show that subject. The country contains a three-tiered instructional system. Initial there's the “*inferior*” state run colleges, that a minimum of simple fraction of the scholars avoid, then there area unit non-public commissioned Lyceums for faculty sure students and also the Gymnasium colleges for education. each of the non-public systems receive some support from the state and so area unit certified and monitored by the state (Badea et al., 2020).

The non-public colleges appear kind of like the public school system active in US Education. Teachers in country should overcome several obstacles, creating our own issues appear trivial. With a command-economy instructional background, a restricted range of accessible market-economy textbooks (according to Irina Parkhomenko, a alternative of solely seven approved by the Ministry of Education), poorly-heated school rooms, few computers, a paltry offer of paper and teaching materials, and worn/blackboards area unit a number of the numerous obstacles baby-faced by academics within the Ukraine. The academics of country, WHO we tend to had the distinct pleasure to watch, sky-high conducted market-oriented social science activities with their students. when finishing a full day within the schoolroom, it's probably that the majority of those academics, in would like of supplementing their meager salaries of 250 to five hundred Ukrainian Currency a month (about \$50 to \$100), either walked within the cold or rode a huddled previous bus to a second job. Next morning, maybe lucky enough to induce a chilly shower, they came back to high school to guide their students another time – getting to win successive social science Olympiad (Sharma, 2013).

CONCLUSION

The country instructional systems, with all of its issues, is up business education due to the dedication of some distinguished educators within the government and also the non-public sector. yankee students could ultimate lose ground to those a lot of intended students within the country with doubtless forceful leads to the long run. yankee has to improve its instructional system with relevancy economic attainment if it's to stay competitive with the rising democracies within the market system.

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