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Basic Principles of the Maintenance of Economic Education of School Students

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Abstract. *The account of etnoregional features is the content of economic education of the students of the professional technical schools. There is a definition of "economical education of pupils" and main principles of economic education content in the article. Main accent is the principle of power regional peculiarity account in process of forming economical culture of pupils.*

Keywords: economical culture; economical education; economical upbringing; content of education; etnoregional features.

Introduction

In a number of messages of the President of the country N. A. Nazarbayev as priority problems of education formation of economic culture of younger generation is especially allocated to the people of Kazakhstan and documents of the government of the Republic of Kazakhstan. In strategy "Kazakhstan – 2050", the political doctrine of Nur Otan party the President of the Republic of Kazakhstan N. A. Nazarbayev defined the main vector of work – a task of entry into the 30 most developed countries: "Our total debt – to make the country the powerful, prospering state"¹.

Transition of society to market economy, change of the economic relations in the country, expansion of economic opportunities of citizens caused need of basic changes in the organization, the contents and a technique of economic education as the idea that economic knowledge does productive activity of people in any sphere became conventional.

The role and responsibility of the vocational school urged to provide formation of new economic thinking of pupils increases in these conditions. In this process education possesses the leading role as this or that level of culture of the person is result of education and training.

The analysis of essence of the concept "economic education" undertaken by us gives to us the grounds to find possible and obligatory an orientation of economic education on formation of economic culture of school students as one of the main qualities.

After E.V. Ankundinova we understand development of economic culture of pupils through assimilation of economic knowledge, skills as economic

¹ N. Nazarbayev, "Strategy "Kazakhstan – 2050" and the political doctrine "Nur Otan. Creating the future": the comprehensive program of leadership of Nur Otan party", in *Kazakhstanskaya Pravda*, CCIHC (2013), p. 1-3. Cf. Talgat Akimzhanov, Ramazan Tleukhan, Baurzhan Smatlayev, Solidat Kairzhanova, Aygul Irubayeva, "Theoretical And Legal Basis To Conception Of Organized Crime In Modern Conditions," in *Astra Salvensis*, V (2017), no. 10, p. 67.

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education by them, development of elements of scientific economic thinking and rational behavior in various situations, education of the person of culture conceiving of economic categories.²

The sense of economic education is that pupils have to seize standards of behavior (competent approach) which will help with future labor life to show efficiency, the thrift, enterprise and many other qualities necessary in modern conditions.

In the research we defined economic education as purposeful process and result of assimilation by pupils of bases of economic knowledge, mastering economic skills, process and result of formation of qualities of the competitive personality in the conditions of market economy.

Updating of the maintenance of economic education at professional schools of Kazakhstan is interconnected with need of its development on the basis of revival of language, national values and identity of culture, traditions, customs of the Kazakh people, the accounting of features of economic development of the republic.

Relevance of the accounting of ethnoregional features in the course of economic training of pupils is caused by a number of socially significant factors. Among them – a humanization, humanitarization, training process democratization; need of the accounting of social and economic features of the republic and its regions, cultural historical values, traditions of the Kazakh people when forming the maintenance of economic education, etc.

Disclosure of huge potential opportunities of the personality in many respects depends on the accounting of these factors.

"Teaching and educational process – the process covering training, education and development of children. Training in any subject in the course of which at pupils personal qualities are formed, is a component whole. As national features have impact on teaching and educational process, they are inherent in training in each subject. If national features can have impact on processes and the phenomena of public life, it is possible to claim that national features of teaching and educational process in general and training in a subject have essential impact on spiritual development of children, on teaching practice³

When forming the maintenance of economic education of the studying senior classes and educational and methodical ensuring this process, we relied on the well-known didactic principles: scientific character, systematicity, sequence, communication of the theory with practice, etc., and also we were guided by the principle of the accounting of ethnoregional features of Kazakhstan.

At the same time, it is necessary to refer to the principles defining formation of economic culture of pupils as personal quality in the course of economic education:

² E. Ankudinova. *Education of economic culture of pupils: manual*, Komsomolsk-on-Amur, 2005.

³ K. Uteeva. *Methodical conditions of the accounting of national features in training in mathematics at elementary Kazakh school*, Almaty, Scientific research, Pedagogical sciences, 1994, p. 82.

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– principle of compliance of the maintenance of economic education to ethno-regional features. This principle assumes possibility of use in educational process of educational potential of the environment (the native land, school, a family), traditions of national pedagogics, regional specifics. The specified institutes thus have to be simply objects of studying by children lessons, but, and besides, active subjects of educational process;

– the principle of the bringing-up training which assumes its ethical orientation and formation of the moral maintenance of the economic relations relying on ethnic and universal values to avoid criminalization of economy and the economic relations;

– the principle of an applied orientation of training, that is focus on formation in unity of knowledge and abilities, consciousness and behavior, display of opportunities of application of the gained knowledge in practice. Set of knowledge of the main economic events, laws and regularities – fundamental are also essential a component of economic culture, however knowledge of the person, and ability to comprehend economic events, to learn them is more demanded presently not simply, acquiring and correlating the economic theory to reality, building the economic activity on this basis.

In this regard, we developed the training program on economy for comprehensive schools, having included in it an ethno-regional component.

The fragment from the training program at the rate "Bases of Economic Knowledge" with "ethno-regional block" is presented in table 1.

Table 1. The training program on economy taking into account ethno-regional features of Kazakhstan

№ No.	Name of sections and subjects of	Content of economic knowledge	Ethno-regional features	The number of hours
1	2	3	4	5
1	Consumer	Consumer, his behavior, sources of the income, savings, budget of a family, choice, expenses, consumer credit, insurance.	"Consumer basket" of Kazakhstan, feature of consumer crediting in Kazakhstan. Family economy.	6
2	Production and work	The economy purposes, need of production of goods and services for the population, production and material benefits, the spiritual sphere, production factors, economic resources a manpower, types of work, labor productivity, a salary,	Proverbs and sayings about work; types of economic work of the Kazakh people.	12

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		division of labor.		
3	Natural resources.	The nature, need for the nature, influence of the person and society on the nature, influence of the nature on society, on health of the person, the nation, the maintenance of property on natural resources, NTP and the nature, need of conservation, environmentally friendly technologies, environmental management optimization	Natural resources of Kazakhstan, comparison with other countries of the world, oil and metals of Kazakhstan, ecology of Kazakhstan, ecologically adverse areas – Aral, Families, etc., use of innovative methods in production for the purpose of decrease in harm to the nature, use of intensive methods of development of economy of Kazakhstan.	6
4	Business entrepreneurship	Reasons of emergence of business, types of business, main forms of the organization of business, businessman-businessman, business: its contents and forms.	Policy of support of business in RK, rational use of work, the earth and the capital in business, the joint-stock company and associations in RK, the individual enterprises. Practical work: "Business in our city". "Spirituality and business".	5
5	Market economy	Definition and characteristic of market economy, types of the markets, essence of the competition, essence of monopoly, perfect, monopolistic competition, oligopoly and monopoly, competition and state, state regulation of market economy, means of overcoming of monopoly, types of the markets.	Market economy in RK, market mechanisms in RK, state regulation of market economy in Kazakhstan, types of the RK markets, Laws RK "About the Competition and Restriction of Monopolistic Activity" of 19.01.2001 and "About natural monopolies" of 09.07.1998. Examples of firms - monopolists in Kazakhstan.	10
6	Monetary system	Exchange and emergence of money, definition of money, as universal	Emergence of money for territories of Kazakhstan, role of money in	7

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		commodity equivalent, currencies, a goods measure of value, money and trade, history of emergence of money, bank notes, cash and non-cash money, trade without money, monetary checks, a role of money in national economy, money and the price.	commodity turnover of the country, a role of money in pricing, the first national currency of Kazakhstan, electronic money in Kazakhstan, the cash and clearing settlement in RK economy.	
7	International economic relations	Forms of the international economic relations: international trade, foreign investments, credit and monetary relations.	Kazakhstan – a historical piece GSW (Great Silk Way). Export and import of Kazakhstan, contribution of foreign investors to economy of Kazakhstan, international credit system.	7
"Business and bases of business"				
8	Economic system in the conditions of the market	Economy and its structure. Microeconomics and macroeconomic, the main subjects of economic processes, marketing, its functions, the purpose, strategy and tactics, management of marketing, the analysis of market opportunities, advertizing and its types, management and its functions, the organization of structure of management, the manager and his role at the enterprise.	The problems studied macro - and microeconomics, subjects of economy of Kazakhstan, marketing policy of the enterprises of Kazakhstan, the analysis of a market situation of Kazakhstan. Economic development of SKR at the present stage. Lesson conference.	13

All system of classes in this program can conditionally be divided into three blocks. Subjects No. 1-3 which studying promotes accumulation at pupils of knowledge in the field of economy, to development of abilities to solve educational economic problems belong to the first block of occupations; this aspect causes development of a cognitive component of economic culture; also on these occupations pupils learn to prove the point of view on economic problems, to

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analyze and generalize educational and real economic situations that allows to develop a practical component of economic culture.

The second block includes subjects No. 4-6 on which offer pupils the business games modeling real economic situations, for example:

Business game "Family in the World of Economy".

Business game "We Open the Firm".

Business game "Profitable Production".

These occupations promote development cognitive components of economic culture through formation of various types of economic culture through formation of various types of economic behavior and systematization of the gained economic knowledge⁴.

The modern understanding of education differs from those representations by which were guided in the recent past. The considerable attention is paid to the characteristic of economy of Kazakhstan. The modern statistical data giving ideas of an actual state and tendencies of development of economy of our country of the last decade are provided in all considered subjects. Each subject is followed by logical schemes, drawings, tables which will help to fix the studied material or to expand it a little.

Thus, economic education of pupils is considered by us as educating and developing process. The content of education is defined by the following structural components:

1) Qualities of the personality, in variation to a subject aspect of activity (orientation of the personality, skill to communicate, informative, labor, economic, etc. qualities);

2) The experience of subject activity differentiated by the principle the expert theory (knowledge and abilities);

3) The experience of the personality differentiated on a creative sign (reproductive and creative activity).

The social and economic situation which has developed in the country, resulted in need of an education system work purposes transformation as a whole, contents and the organizations, processes proceeding in it and the structure, and also technologies of educational-upbringing process in educational institutions.

One of the real solutions of school children economic culture formation tasks set for school is use of innovative technologies in educational process, in particular, organization of module technology.

As the main idea of our research was economic culture formation taking into account ethno regional features, economic education of school children in the course of out-of-class work was carried out according to the Program of out-of-

⁴ A. Dosbenbetova, A. Aygazyieva. *The accounting of ethnoregional features of Kazakhstan in the course of economic education of school students: methodical grant*, Shymkent, 2009, p. 56; Viktoriya Andreevna Boldyreva, Farid Djamaletdinovich Yambyshev, "Marketing services of the Kazan Federal University in chemical education," in *Astra Salvensis*, V (2017), no. 10, p. 339-346.

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class work offered by us "In the economy world" on the basis of modular technology⁵.

In table 2 fragments of modules of educational work for pupils of 5-11 classes for one academic year are offered.

Table 2. Module technology of out-of-class work on formation of economic culture of school children

5-7 forms	8-9 forms	10-11 forms	Carrying out time
1	2	3	4
<i>Module 1. Economic folklore</i>			
National proverbs and sayings, riddles, etc. with the economic contents	Oral national tasks with the economic contents	National signs, phenological supervision	September
<i>Module 2. Work as welfare source</i>			
Labor activity types of Kazakh people	National crafts, decorative –applied arts	Traditions, ceremonies connected with economic life of people	October
<i>Module 3. Great Silk way</i>			
The cities on the Great Silk way	Development of trade relations in Ancient Kazakhstan	Development of trade economic relations of the Republic of Kazakhstan with foreign countries	November
<i>Module 4. From life of great people</i>			
Ideas of economic education in works of thinkers of the past (Al-Farabi, Balasaguni, etc.)	Problems of moral economic education in the works of Ch.Valikhanov, Kunanbayev and Altynsarin	Questions of the economic relations in the works of A.Baytursynov, Sh.Kudayberdiyev, N. Turekulov and etc.	December
<i>Module 5. Economy of our city</i>			
Market economy	Business in our city	Tourism development	January
<i>Module 6. Region economy</i>			
Natural resources of the South Kazakhstan area.	Cotton is the South Kazakhstan white gold	The South Kazakhstan is the zone of free economic development	February
<i>Module 7. Economy of Kazakhstan</i>			
Industrial cities of Kazakhstan	Fair taxes	Development of small and medium business in Kazakhstan	March
<i>Module 8. Computer games on economy</i>			
"Business course"	"Enterprise"	"Corporation"	April
<i>Module 9. Professions which we choose</i>			
Whom do I want to become?	Professions necessary in the modern world	Professiogramma	May

During skilled and experimental work approbation of the program of out-of-class actions developed by us "In the economy world" on module technology taking into account ethno regional features was carried out. Teachers of experimental schools constantly sought for realization of this condition. Let's dwell upon technology of realization of each module of this program in the course of the organization of out-of-class work at experimental school.

⁵ A. Dosbenbetova, U. Esim, A. Izbaskhanova. *The Program of out-of-class work "In the economy world" on module technology: methodical grant*, Shymkent, 2009, p. 57. Cf. Adel A. Daryakin, Aliya A. Ahmadullina "Economic and mathematical modeling and forecasting of key performance indicators of pjsc "sberbank," in *Astra Salvensis*, V (2017), no. 10, p. 387-397.

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When studying *the first module* class teachers used the most valuable heritage of national pedagogics containing in oral poetic creativity of the people – in proverbs and sayings, in words - edifications, counting rhymes, riddles, in oral tasks and tongue twisters.

Teachers also organized lighting tournaments on knowledge of national proverbs and sayings with the economic contents. Realization of *the second module* was directed on assimilation by pupils of the following important idea: work – the main value, a source of welfare of the people. For example, when studying Economic Folklore module the teacher can offer pupils a task "The price knows a market" which decides logically or a method of an arithmetic progression. When studying *the third module* "Great Silk Way" by teachers such organizational forms, as the story, game travel, conference, school fair, etc. were used. When studying *the fourth module* teachers stopped on history of development of ideas of economic education in works of Kazakh thinkers and teachers-educators. Realization of this module took place in a form of ethical conversations, works with primary sources, oral magazines, conferences. In the prolog of *the fifth module* pupils repeated the definition of "business" familiar to them on discipline of "A basis of economic knowledge". In dialogue part, pupils share on three groups:

I - "Akku", II - "Parasat", III - "Demeu" also carry out system of tasks:

1 – Firm presentation. 2 – Advertizing. 3 – Objects of the business organization.

Pupils give a general characteristic of the business organization form, analyze pluses and minuses, note their main distinctions, features of the organization and functioning.

When studying the subject "Business in Our City" meetings with lawyers who in a form available to children explained procedure of the enterprise registration were organized. On this module pupils independently carry out creative tasks: develop projects on the subjects "Cotton is the South Kazakhstan White Gold", "Tourism Development in the Southern Kazakhstan Area". In the course of studying of *the sixth module* "Region Economy" in the first part of "Dialogue" pupils get acquainted with natural resources and the enterprises for raw materials processing, types of industrial production, branches of agriculture of the South Kazakhstan area.

On class hours on «Natural resources» module subjects (7, 8 f.), "The South Kazakhstan is the zone of free economic development" (9 f.) pupils work over the essay " Cotton is the South Kazakhstan White Gold", using periodicals materials. *The seventh module* "Economy of Kazakhstan" is presented by subjects: "The industrial cities of Kazakhstan" (7 f.) "Taxes" (8 f.), "Development of small and medium business in Kazakhstan" (9 f.). By preparation of class hours on these subjects it was recommended to use special economic literature and periodicals materials⁶. Realization of this module was carried out through interactive methods:

⁶ *Social and economic development of the South Kazakhstan area*, Ch. Editor B. Sh.Shaymanov, Shymkent, Management of Statistics of the SKR, 2007, p. 177; G. Sarmanbetova, G. Momynaliyev. *Industrial cities of Kazakhstan*, Almaty, Publishing house "Aruna", 2003, p. 11; Linar R. Yusupov, Dmitry N.

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trainings, discussions, collective dialogue, games travel. *The eighth module* was directed on use of computer technology in economic education of school children. Teachers of informatics prepared and introduced programs of computer games. So, in particular, at children computer business games of the Business course series used a great interest: "Enterprise", "Corporation", "Corporation plus"⁷. In the course of realization of *the ninth module* "Professions Which We Choose" the main accent became on that economic and social wellbeing of citizens depends on level of their economic culture. So, for pupils of the 7th classes it was offered to write the composition on a subject: "Whom do I want to become?". By means of consultation of the teacher the pupil analyzes the specific features, having estimated the main requirements to those professions which cause in it interest, makes the self-education plan "My career". The personal professional plan is an idea of the pupil of the future professional activity, career. Knowledge of conditions of concrete work, the demands made by it to the worker is thus very important. Therefore for pupils of the 9th classes it was offered *professiogramma*. It represents the objective description of the major characteristics of a profession: content of work; means of labor; object of work; working conditions; work and rest mode; medical contraindications; requirements to psychophysical features of the personality; ways of receiving profession; characteristic of educational institutions; conditions of receipt and prospect of professional growth⁸ [9, page 110].

Conclusions

As a result of purposeful teaching and educational work pupils have to acquire social experience of the moral and economic relations:

a) knowledge and practical application of the main economic concepts and laws; b) ideas of moral and economic values in national pedagogics of Kazakhs and in works of great Kazakh thinkers of the past; c) to represent a vector of economic development of the city, the region, the country; d) critically to estimate the new and old directions in economic systems; e) it is correct to estimate existence at itself economically significant qualities; e) to predict the professional future.

Demyanov, "Technological process modeling for castings according to specified parameters of output production quality based on production-frame model of knowledge representation," in *Astra Salvensis*, V (2017), no. 10, p. 408-415.

⁷ V. Kudinov. *Economic education of senior classes in the information sphere of school*, Cand.of Ped. Sciences thesis, M., 2005, p.87.

⁸ E. Klimov. *How to choose a profession*, M., Prosveschenie, 1984.

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