Formation Of Schoolchildren’s Economic Culture
As Part Of Extracurricular Activities:
Ethno-Regional Aspects

Anara Dosbenbetova, Kaliya Kiyassova, Laura Akhmet, Nurlan Aldabergenov, Aigul Yeralina

Abstract: The development of economic culture among schoolchildren is possible due to the introduction of innovative technologies in the school curriculum, including extracurricular. At the same time, innovative technology should guarantee the maximum result of innovation with a minimum expenditure of funds in an optimal implementation mode. In this article, the authors analyze the modular technology of extracurricular work “In the World of Economics”, which was successfully tested in secondary schools of Kazakhstan and was introduced into their system of extracurricular activities. At the same time, innovative technology should guarantee the maximum result of innovation with a minimum expenditure of funds in an optimal implementation mode. In this article, the authors analyze the modular technology of extracurricular activities called “In the World of Economics”. It was successfully tested in the secondary schools No. 9, No. 10, No. 25 and No. 65 in Shymkent, No. 4 in Lenger of the Tole Bi district, D. Nurpeisova Secondary School of the Sayram district in the Turkistan region, and introduced into the extracurricular activities of these schools. The organization of educational work with the help of modular technology is based on self-motivation and on full-fledged activity communication with all participants in the educational process. It is carried out through students’ collective and independent creative activity, and guarantees the development of a self-fulfilling personality. Of particular importance in this technology is the development of self-control and self-esteem mechanisms. In order to ensure the effectiveness of the process of students’ economic culture formation, one should take into account ethno-regional features in the content of extracurricular activities. Currently, the economic culture of both society as a whole and an individual is a necessary condition and a guarantee of the success of every citizen of the republic in professional and social activities, as well as a prerequisite for entering the world of educational space and the global economy. Under these conditions, there will be a need to form a special type of personality, namely a young person characterized by such moral principles as industriousness, decency, justice, dignity, and nobility. If these qualities do not manifest themselves in young people, civilized market relations are doomed to failure. Consequently, the formation of high moral and economic

Key Words: extracurricular education, school education, economic culture, modular technology, educational work, ethnic and regional features, innovative technologies.

1. INTRODUCTION
The First President of the Republic of Kazakhstan N.Nazarbayev in his Message to the people of Kazakhstan “New Development Opportunities in the Conditions of the Fourth Industrial Revolution” noted that, despite the global crisis, resources are being allocated to support working people. This will provide a multiplier effect on the development of the country’s economy, create a powerful “social elevator” for the Kazakhstani people and increase their well-being [1]. In the context of a market economy, an individual’s high erudition and economic culture are of particular importance. The system of training and professional development of faculty staff should direct teachers to master new pedagogical techniques of economic education and upbringing, based on computer technology, and to develop their ability to conduct educational work and use economic knowledge in the professional self-determination of students.

2 RESULTS AND DISCUSSION
One of the most important conditions for the development of the modern economic culture of a student’s personality is the organization of extracurricular activities based on innovative technologies [9]. They should guarantee the maximum result of innovation with minimum expenditures in an optimal implementation mode.

The main feature of innovative technologies in secondary schools is the involvement of students in educational, extracurricular and industrial-practical activities based on person-centered and activity approaches. According to M.M. Zhanpeisova [2], the modular technology of education is a universal technology that integrates all progressive things that have been accumulated earlier in pedagogical science: an integrated approach to forming a holistic personality culture (including intellectual, legal, economic, environmental, aesthetic, etc.); system-activity and person-centered approaches, problematicity, reflexivity, differentiation and individualization, collective creative activities.

The present article proposes a modular technology of extracurricular activities called “In the World of Economics”. It was successfully tested in the secondary schools No. 9, No. 10, No. 25 and No. 65 in Shymkent, No. 4 in Lenger of the Tole Bi district, D. Nurpeisova Secondary School of the Sayram district in the Turkistan region, and introduced into the extracurricular activities of these schools. The organization of educational work with the help of modular technology is based on self-motivation and on full-fledged activity communication with all participants in the educational process. It is carried out through students’ collective and independent creative activity, and guarantees the development of a self-fulfilling personality. Of particular importance in this technology is the development of self-control and self-esteem mechanisms. In order to ensure the effectiveness of the process of students’ economic culture formation, one should take into account ethno-regional features in the content of extracurricular activities. Currently, the economic culture of both society as a whole and an individual is a necessary condition and a guarantee of the success of every citizen of the republic in professional and social activities, as well as a prerequisite for entering the world of educational space and the global economy. Under these conditions, there will be a need to form a special type of personality, namely a young person characterized by such moral principles as industriousness, decency, justice, dignity, and nobility. If these qualities do not manifest themselves in young people, civilized market relations are doomed to failure. Consequently, the formation of high moral and economic

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qualities becomes an indispensable condition for preparing business people who are able to revive and develop an economy that is oriented towards a person. The development of a basic economic culture will lead to the formation of a new social type of personality that combines worldview culture, citizenship, businesslike and creative manners. However, an analysis of the current state of practice indicates that the economic knowledge of students is often theoretical in nature, detached from reality. Without taking into account the peculiarities of the country’s economic development, school teachers poorly use the huge potential of economic knowledge inherent in Kazakh folk pedagogy. Meanwhile, the regional component in education is given serious attention in highly developed foreign countries. It is the regional orientation that is taken as the basis for economic, vocational training and the development of educational programs. It is surely a good thing that students of this country receive a fairly broad economic knowledge and education, not being confined to the regional specifics. However, the measure of the harmonious correlation of global and regional components in the domestic educational system is noticeably diverted in the opposite direction from the regional pole [3, p.121]. In this regard, the formation of schoolchildren’s economic culture must be inseparable from the actual living conditions and activities of the regions. Ethnoregional features include a reflection of the nation’s cultural and historical values, traditions, customs, elements of folk pedagogy in the content of economic education and upbringing, as well as a consideration of the factors of socio-economic development of the republic and its regions. Currently, the knowledge of one’s ethnos and its cultural and historical heritage is becoming the main idea of Kazakhstan education that lives on and develops, reflecting the high level of social relations in a multi-ethnic society. The study and analysis of ethnopedagogical works, including by A.A. Kalybekova [4], K.K. Kozhakhmetova [5], Zh.Zh. Nauryzbay [6], S.A. Uzakbayeva [7] and others, showed that all kinds of folk art are of great potential for the economic education of schoolchildren in modern conditions. They include such types of work of paramount importance as decorative and applied arts, crafts of the Kazakh people, folklore (proverbs and sayings, tales, oral tasks, riddles, etc.), folk traditions, customs, holidays (traditions, joint work of fellow villagers, etc.). The process of mastering the cultural and historical heritage has its own peculiarities. The current tendency to rethink the role and significance of cultural heritage lies in the desire not only to preserve it in its original form, but also to actively include it in the outline of modern life. This means that the process of cultural history itself appears here not only as a process of preserving the past and accumulating cultural values, but also as a process of discovering the new in the old. Therefore, when selecting the content and forms of extracurricular activities for the formation of schoolchildren’s economic culture, it is necessary to focus on such factors as regional and national characteristics, conditioned by the level of economic development, the uniqueness of national culture and the features of national character. The principle of taking into account ethnoregional features in economic education and upbringing has the following main aspects: The assimilation of the cultural and historical experience of the people in the economic education of the younger generation; The pedagogical need for a systematic appeal to local material; The relationship of the country's economy with the global economy;

The connection with life, practice;
The study of the prevailing features of an economically developed city (village), region, country. Such material allows constructing an explanation by a logical rule (deduction and induction), from the particular to the general, when general provisions, concepts and patterns are revealed on the basis of the local material, which is familiar to students, and when, on the contrary, they are used to consider specific phenomena and facts about local economic culture. The ethnoregional principle is implemented in the process of economic education and upbringing, by interacting with didactic principles, interpenetrating and interconnecting according to the laws of dialectics. The importance and the need to include an ethnoregional component in the process of schoolchildren’s economic culture formation lies in the fact that if at school students are not taught to know, love and cherish their land – the republic, region, city, village, they will not learn this in adult life either.

The content of the modular technology is represented by the following components:
- the idea of the module;
- the purpose of the module;
- the objectives of the module;
- the structure of the module;
- the peculiarities of the modular technology of educational work.

1. The idea of the module
The projected “image” of a future graduate of the comprehensive school suggests an orientation to humanistic attitudes, relying on the best examples of world experience in the ethics of economic relations with regard to the peculiarity of the Kazakh mentality.

2. The purpose of the module is to form an individual’s economic culture, perceiving the responsibility for maintaining the spiritual and economic potential of the Republic of Kazakhstan, actively participating in the socio-political life of society, using its civil rights and obligations, as well as being in demand in the context of a dynamically changing socio-economic situation.

3. The objectives of the module are as follows:
- to conduct comprehensive work in all classes with regard to the age characteristics of students;
- to carry out educational work in accordance with the principles of out-of-school work;
- to form the scientific worldview of students, enabling them to understand and assimilate basic methodological provisions on the relationship between the historical and the modern;
- to formulate educational tasks and choose the types of activities, forms and methods that correspond to these tasks;
- to establish relationships between students, teachers and parents;
- to diagnose the state of the educational process in the classroom according to the main characteristics (variables) and forecast its further development.
TABLE 1: Levels of development of the value-motivational component of schoolchildren’s economic culture (% of the number of respondents) and extracurricular activities on economic topics.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>CG-1 (adolescents)</th>
<th>CG-2 (high school students)</th>
<th>EG-1 (adolescents)</th>
<th>EG-2 (high school students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>2.1</td>
<td>25</td>
<td>66.67</td>
<td>8.33</td>
<td>25.39</td>
</tr>
<tr>
<td>2.2</td>
<td>20.83</td>
<td>60</td>
<td>29.17</td>
<td>21.25</td>
</tr>
<tr>
<td>2.3</td>
<td>16.67</td>
<td>50</td>
<td>33.33</td>
<td>16.93</td>
</tr>
<tr>
<td>2.4</td>
<td>16.82</td>
<td>41.67</td>
<td>41.51</td>
<td>17.5</td>
</tr>
</tbody>
</table>

4. THE STRUCTURE OF THE MODULE

All extracurricular activities of students and teachers in the experimental schools were organized on the principle of educational modules. In the center of these modules, there is a leading idea aimed at revealing the content of the topic, which allows us to set a clear mode of activity for adolescents, as well as systematically and consistently solve the problems of forming their economic culture. When organizing the educational process in these classes, teachers paid particular attention to the moral and economic development of students. During extracurricular activities, students had to learn the social experience of moral and economic relations: to know and practically apply basic economic concepts and laws; to understand the ideas of moral and economic values in Kazakh folk pedagogy and in the works of the great Kazakh thinkers of the past; to represent the vector of economic development of one’s city, region, country; to critically evaluate new and old directions in economic systems; to correctly assess the presence of one’s economically significant qualities; to predict one’s professional future. Choosing the topic of classroom hours, the teacher should take into account its relevance, the age characteristics of schoolchildren, the class level, the interests of students and their capabilities. The system of extracurricular activities for the economic education of schoolchildren includes various forms of joint activity of students and teachers: economic information sharing during classroom hours; field trips to enterprises; meetings with business representatives; economic contests such as “Leader of the 21st Century” containing a block of economic issues; academic competitions; intellectual games; travel games; competitions in economics; school tours; project contests; creative workshops; economic quizzes; economic wall newspaper contests; student art exhibitions; business games to develop the personality’s economic qualities; school fairs. A comparative analysis of students’ value orientations and motives in both the control and experimental groups is presented in Table 1. The comparison of students’ motives and value orientations at the beginning and at the end of the experiment allowed us to conclude that the scientifically grounded model of the formation of economic culture, implemented in the holistic pedagogical process of the comprehensive schools in the South Kazakhstan region, contributed to a change in students’ motivation from passive-consumer (4% and 7.69% in EG-1, EG-2) to active, “cognition and activity” (30.77% and 36% in EG-1, EG-2) (horizontal comparison). This suggests that students have significantly increased interest in the content-related part of educational work as follows:

- It provides a complete perception of topics of a different educational nature.
- The content of the modules is based on the principle of taking into account ethnoregional features.
- In the introductory part, the teacher introduces students to the structure of the module, by drawing attention to the goals of the areas of education.
- The dialogue is intended for an integrated understanding of educational issues.
- In the “dialogue” part, the teacher adheres to the principle of “return”. With each “return,” the content of educational topics becomes more complicated, and students try to solve them creatively.
- The content of materials is studied using group methods, in pairs – students think together, consult with each other and learn to work in a team.
- The teacher must skillfully select and combine traditional and innovative forms and methods of work.
- The teacher should strive to create trusting relationships with students.

As a result of joint activities, students master the skills of listening, communicating, arguing and thinking analytically. Starting September 1, 2019, a new school subject “Basics of Entrepreneurship and Economics” [8, p. 85] has been implemented in Kazakhstan schools. In this regard, the use of the proposed modular technology of extracurricular activities will allow us to connect academic theory with actual pedagogical practice, arouse students’ interest in studying this subject, and contribute to the formation of schoolchildren’s economic culture.

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