OPPORTUNITIES OF TECHNOLOGICAL APPROACH TO THE FORMATION OF STUDENTS’ ECONOMIC CULTURE

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Abstract. This article tries to solve such a crucial task as forming students’ economic culture, organizing educational process based on technological approach, i.e. reaching education’s efficiency by ensuring expected resulted in advance. The author states four-stage technology which includes following components for the formation of economic culture: motivational (forming students’ interests and needs to the development of economic processes, small business and private entrepreneurship), content-related (continuous introduction of successes and problems in economic-social life, and forming economical intelligence), active (attracting students to economy and entrepreneurship activity, and forming consumer culture) and value-related (forming steady system of values and opinions, and attaining cooperation activity skills). Also, article illustrated stages, forms, methods and means of implementation of economic culture’s forming technology.

Key words: economic culture, economic education, economic training, technological approach, training technology, motivation, content, activity, value, designing, method, form, entrepreneurial games.

It is known that nowadays forming a person with economic culture is one of the priority directions in all countries. Training a person with economic culture is a multi-level, complex process; technological approach to this process requires that it shall be goal-oriented and rational. Main goal of economic education within the framework of continuous educational system is not only teaching economic knowledge to students, but also forming wide-scale, modern economic culture among them is one of the crucial tasks of today. To solve such significant problem, it is important to arrange education with the help of technological approach, i.e. ensuring educational effectiveness of expected results in advance. Expected results and ways to reach them, planning, modeling and teaching activity of the pedagogues and other people involved in this process compose the basis for educational process directed to abovementioned tasks.

Technological approach to education is a systematic process directed to clarification of goals and tasks of education based on education’s results; planning every step of education separately, and defining education’s forms, methods and means.

Education’s technology for the formation of a person with economic culture includes four following steps:

1. Motivational step is a process directed to the formation of interests, needs and desire among students towards attaining spiritual-moral virtues with the consideration of their age and individual peculiarities.

While planning the motivational level, following shall be done in order to describe the difference between expected and achieved results of the motivational level, and ensure the fruitfulness of the level in education:

- Understanding the significance and necessity of virtues in economic culture;
- Consideration of motives’ peculiarities in educational process and in the process of educational relations;
- Formation of positive motives among students for attaining economic culture and virtues;
- Organization of creative, necessary and conducive conditions for students go form their economic culture;
- Resort to cooperation in educational process;
- Consideration of systematic and reflexive approach opportunities while forming students’ economic culture.
2. **Content-related step** deals with the development of a complex of imagination, notion and knowledge about spiritual-moral virtues among students. Mastering economic knowledge, forming socially directed orientation, developing skills to critically evaluate events, anticipating possible options for developing events and making independent decisions based on these assumptions compose the content-related step of technology.

In this step, one can use lectures, seminars, conference forms, explaining or describing dictations, brainstorming, game “I am a teacher”, methodologies “On teaching” and graphic organizer “Insert”.

3. **Active step** deals with attracting students to practical activities through creating clear situations and activity forms connected with spiritual-moral virtues that are to be formed among students.

   In this level, following important tasks are carried out:
   
   - Putting students into real life situations, enriched with economic content and directed to the development of necessary qualities for students;
   - Achieving conscious comprehension and inclination of students for independently putting such tasks directed to self-development as economic and moral improvement before themselves;
   - Pedagogical influence should be of increasing nature; it should be new yet tested in one’s personal experience by that time.

   Active level is organized through creating real pedagogical situations and paying close attention to lectures enriched with economic, social and value-related virtues for students and to such out-of-lecture-room activity types which respond to such questions as “Why are you doing this?”, “What is your intention?”,”What is the result of this?”, “What will this give to others?” and so forth.

   Active level attracts participants to economy and entrepreneurship activity, and forms their consumer culture. It is relevant to use pair work, designing method, drawing business plan, entrepreneurship games and “T-chart”, graphic organizers “Venn diagram”.

   Entrepreneurship games are very important and the closest ones to real life situations. Following pedagogical principles shall be followed while using entrepreneurship games to form students’ economic culture:

   1. Copying real situation model in production and consideration of production dynamics. We know that production process develops and of changing nature. This changeability and dynamic development shall be considered while organizing entrepreneurship games.
   2. It is necessary to take into account the content and form of professional activity and based on these criteria, to develop special entrepreneurship games on each specialty.
   3. Paying close attention to students’ working skills in a group.
   4. Consideration of two-plan nature of entrepreneurship games. Entrepreneurship games reflect both educational and production process at the same time. Here, both processes occur together and fill each other. Therefore, entrepreneurship games should be of two-plan nature.

   It is necessary to pay attention to providing problematic character of a simulation model. When we copy certain episodes from production to educational process and analyze them, we should make sure that this situation is related to certain problems. Because, exactly such problematic simulation models prepare students best for the production activity. Because, our main task is to teach students find solution for problems and issues met in production activity. As a result, activity is carried out with reflection in harmony, i.e. independent evaluation of activity results by the person himself.

4. **Value-related step** deals with turning spiritual-moral virtues into values; highest level of educational process, organized with the purpose of forming students’ strong faith.

   Steady system of faith and views related to economic activity are formed among students and their cooperative activity skills are developed. Successful implementation of value-related step is achieved with the consideration of the following:

   - To consider that any norm, requirement or moral ideals unanimously accepted by students;
   - To achieve the acquirement and conscious acceptance of values by students;
   - To pay attention to the fact that in order to turn any value into the object of need, student is needed to know his activity goals, form, methods and means of reaching these goals.
In value-related level, steady system of faith and views related to economic activity are formed among students and their cooperative activity skills are developed. In this level, such methods and means as “Reflection, reason, example and generalization”, FSMU method, SWOT-analysis can be used.

On classification and application level, educational technology for developing highly spiritual person appears from general pedagogical level to micro technology. Based on this quality of technology and its four steps (motivation, content-related, active and value-related), we clarified the “technology of forming students’ economic culture” (Egamberdieva and Ismoilova, 2011, p. 34).

<table>
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<tr>
<th>Steps</th>
<th>Content</th>
<th>Forms, methods and means</th>
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<tr>
<td><strong>Motivation</strong></td>
<td>Directed to the formation of interests, needs and desire among students towards the development of economic processes, small business and entrepreneurship</td>
<td>Discussion, debate, voting, self-analysis, “Why?”, “Fish skeleton”, “How?” graphic organizer</td>
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<tr>
<td><strong>Content-related</strong></td>
<td>Continuous introduction of successes and problems in economic-social life, and forming economical intelligence</td>
<td>Lectures, seminars, conference forms, explaining or describing dictations, brainstorming, game “I am a teacher”, methodologies “On teaching” and graphic organizer “Insert”</td>
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<tr>
<td><strong>Active</strong></td>
<td>Attracting students to economy and entrepreneurship activity, and forming consumer culture</td>
<td>Pair work, designing method, drawing business plan, entrepreneurship games and “T-chart”, graphic organizers “Venn diagram”</td>
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<td><strong>Value-related</strong></td>
<td>Forming steady system of values and opinions, and attaining cooperation activity skills</td>
<td>“Reflection, reason, example and generalization”, FSMU method, SWOT-analysis</td>
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Precise planning and implementation of each step of abovementioned technology guarantees expected results. So, in forming students’ economic culture, “in order to widely apply modern, flexible technologies” (Karimov, 2009, p. 19) technological approach ensures the expected results of educational efficiency when:

- Comprehensive approach towards learning subjects from the standpoint of economic culture is provided;
- Proper forms, methods and means to the tasks of specialists’ social and pedagogical development and the content of technological approach are used;
- Students are given a chance to show their abilities in various types of economic activity;
- Principle of “teacher-student cooperation” is followed steadily.

As shown below, enriching educational process with new content and skills directed to the improvement of students’ activity forms students’ economic knowledge and economic culture. In order to achieve this goal, we have natural resources, fruitful land, and huge economic and scientific-technical, human and spiritual capabilities. (Karimov, 2008)

As harmonized, highly skilled youth with economic culture enhance country’s economy, and provide welfare of their families and nation.

References