

SYSTEM-CATEGORY ANALYSIS OF ECONOMIC UP-BRINGING PROBLEM IN PEDAGOGICAL SCIENCE

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Abstract

The paper provides analysis of economic up-bringing in pedagogical science. Economic up-bringing with the necessity covers the formation of economic behavior. The total of a man's deeds is expressed in his relationship with external economic environment, the system of personality economic activities, conscious, economically well-bred. Socially such behavior is stipulated by efficient economic activity in household activities, at school, in a society in general, in the process of household, socially useful productive labor. Crucial in behavior is the character of personality outlook, stipulating the direction, consequence and social-economic significance of this behavior. General personality economic qualities should find its implementation in it.

Keywords: Economic upbringing, system-category analysis, pedagogical science

Introduction

The necessity of characteristics of categorical instrument is being occasionally actualized in pedagogical science while developing this or that problem as a consequence of theory complicating, new areas appearance, inventing new objective laws not known before. Scholars developing methodological foundations of pedagogy note that indistinctness of categorical instrument is one of the causes of efficiency decrease of pedagogical research and makes received outcomes comparison incorrect and also becomes a serious obstacle for further science development, decreases its prestige and there is no possibility to efficiently manage the object of influence.

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Scientific pedagogical notions are objectively the steps, node points of world perception which are characterized by the depth and essential character of phenomena reflection and generalization width. They should correspond to the level of modern practice and reflect the object in accordance with achieved in science the level of definite knowledge system development.

Difference in contents and notions interpretations as V.Y. Gmurman notes takes place in all sciences and is stipulated by a number of factors, historical in particular, because the change and complication of practice has the necessity of these tendencies "elimination" and their reflection in the notions at the account of introducing new and correcting traditional categories contents (Gmurman et al., 1967).

Theoretical schools have significant influence for notions interpretation. They develop author schemes and single out directions in notions underlying conceptually significant components of the phenomena. P.V. Kopnin has determined a dependence between the level of science development and deep categorization, connection, flexibility and specificity of the notions being used. The more definite science system is developed the

more specific it is and more adequately it reflects its subject and expresses essential relationship in a subject and provides flexibility and open character of the notions (Kopnin et al., 1973). However it is more often in practice that disagreement is found in understanding and interpretation of one and the same notions by different authors.

So we have to state that in scientific-pedagogical literature there are simple views about the contents of economic up-bringing and the practice of its implementation.

Firstly, there is no analysis of conceptual instrumentation explaining the essence of economic up-bringing.

Secondly, there is no clear idea about the place and role of economic up-bringing in the complex of general directions of a personality up-bringing, economic culture formation in the system of world view culture of a Man.

Thirdly, it is frequent that economic up-bringing contents resolves itself into economic knowledge elements perception. All this leads to shift of accents in the up-bringing process, makes it difficult to achieve the intended effect.

On the basis of that one of the theoretical tasks of our research is system-categorical analysis of economic up-bringing theory.

Most widely spread notions represented in scientific literature are the following: economic upbringing, economic education, economic awareness, economic thinking, economic activity, economic culture, economic qualities, economic knowledge, economic skills, economic experience, economic behavior, economic needs, economic motives, economic interests.

As it was mentioned above, the most general is the term “*economic up-bringing*”. Below we bring forward the definitions by different researches, characterizing different opinions on this category and justify our approach.

Economic up-bringing is considered by the researchers as a part of general up-bringing. It is characterized as an influence on the people’s consciousness so that every person actively, creatively and efficiently participated in a collective labor, treated all social as a master and developed economic qualities.

Academically economic up-bringing is determined as a process of a man’s training to active socially useful labor activity on the basis of laws of economic development perception. Economic up-bringing is a necessary condition of supraliminal inclusion of society members in social labor process and active participation in its progressive development.

Economic up-bringing in a broad sense is a motivated participation in it of all the society layers, economic relationship implementation into life, every possible use in up-bringing aims mass media, radio, television, cinema and theatre art. It supposes the formation with society members knowledge, skills and abilities, needs and interests, way of thinking, behavior and activities that correspond to principles and norms of the dominating management type.

In the process of economic up-bringing as researchers point out such personality qualities are developed as economical habits, discipline, businesslike character, organization, responsibility, entrepreneurial spirit, etc.

Economic up-bringing with the necessity covers the formation of economic behavior. We understand it as a total of a man’s deeds, expressing its relationship with external economic environment, the system of personality economic activities, conscious, economically well-bred. Socially such behavior is stipulated by efficient economic activity in household activities, at school, in a society in general, in the process of household, socially useful productive labor. Crucial in behavior that we are speaking about is the character of personality outlook, stipulating the direction, consequence and social-economic significance of this behavior. General personality economic qualities should find its implementation in it.

The essence of economic up-bringing is determined as systematic goal-directed influence of the society on the man in the interests of formation knowledge, skills and abilities, needs and interests and other social-psychological qualities and the most important – a way of thinking and activity, corresponding to the nature of existing manufacture, goals, principles and norms of household, social morality. This is a process of formation of each member of the society as a master of the collective, strengthening social property and rationally using national wealth who is consequently managed in his activity with social interests and economic policy of the state.

Economic up-bringing is a purpose oriented and systematically organized influence on society members to develop modern economic thinking and skills, abilities and needs to act in accordance with objective economic conditions and laws, principles and norms of management with the aim of more complete perception and provision of individual collective and public interests with the leading role of the latter.

Economic up-bringing supposes the development of state approach with people to business, skills to think literally economically, give correct economic evaluation to this or that economic phenomenon of internal and international life, technical innovations, social significance of the chosen profession, personal labor, etc.

As N.A. Hromenkov underlines, economic up-bringing contributes to the formation with the students good discipline, promptitude in obeying, businesslike character, economy, the sense of a master. It teaches them to live and work in a collective, increase labor efficiency and work quality, measure personal needs with economic abilities, personal interests with collective and social, display intolerance to the sense of consumer (Hromenkov et al., 1989).

Economic up-bringing is a systematic, purpose-oriented, systematic, cooperatively organized pedagogic process, stipulating graduates training to economic activity in different industrial areas. Such process stipulates skill development of literate economic thinking from the point of view of economics, evaluate this or that social phenomenon of internal and international life; contributes to aggregating to systematic socially beneficial, productive efficient and good quality labor, its results analysis, search of more rational forms of organization of his own and collective activity.

In the course of the process being considered conscious attitude to labor products and material values is taught, skills of time rational use, measuring own needs relative to economic abilities of their satisfaction, economic consciousness and behavior are formed and strengthened and also economic interests, motivation and motives of efficient economic activities, such qualities as economic prudence, business like character, organization and discipline, the sense of responsibility, entrepreneurial spirit.

Thus, economic up-bringing is considered by the scholars multidisciplinary:

- as influence on people's consciousness with orientation on economics;
- as a process of a Man's economic training;
- as purpose-oriented participation in economic life;
- as an aggregate of ways of productive activity;
- as systematic purpose-oriented influence on potential manufacture subject;
- as a process of personality economic qualities formation;
- as a process of training to economic activity, etc.

Every of the represented definitions of economic upbringing reveal one of the sides of this complicated process of up-bringing. In our opinion, subject-object character of the up-bringing process is not reflected. During the last years pedagogy has stored new scientific material, allowing to specify and interpret more specifically the character of up-bringing process.

Thus, pedagogic influence is understood as a process of organization and inclusion of the personality into diverse activity: educational, labor, creative, forecasting, evaluation, mutual, game, etc. This influence should not only motivate students to this or that activity but stimulate internal motivation and interest to it.

Moreover nowadays the statement is generally acknowledged that up-bringing influence has appropriate pedagogical effect only in case when it causes with the personality being brought up positive attitude to further self-development.

Personality recognition not only in the quality of an object but also an active subject of up-bringing leads to the conclusion that personality development takes place not on the behavioral formula “stimulus – reaction”, but is thought in a well-known measure as process of internal progressive self-motion. The essence of it is in the following that external pedagogic influence deflected through internal perception of a personality being developed cause the latter to percept and experience the “gap” between the achieved and necessary level of work at himself.

Finally, deep essence of economic up-bringing is in the transition of different kinds of influence in the factor of individual personal development.

On the basis of this we consider economic up-bringing not as direct influence, but social interaction of up-bringing process subjects, directed to formation of personality economic culture.

Personality economic up-bringing is closely connected with economic education. These processes are unified but not equal. The unity of up-bringing and education is first of all in the commonness of their goals. Both of them are directed for the formation of all-round personality. Economic education always fulfills up-bringing functions and economic up-bringing – economic life perception functions. But the objectives of the latter are wider and more multifaceted. If the most important objective of economic education is providing the student with economic knowledge, economic up-bringing has to form with him economic views and skills, needs and aspirations, corresponding to ethical codes.

Economic education should provide a person with the knowledge of general economic laws, development economic strategy, manufacture and labor economic knowledge, skills of organization-economic activity.

Conclusion

Economic education as an integral element of economic up-bringing should become a constituent part of a specialist’s professional training. A process of a person’s training to participation in social production and many social functions completion is realized in the process of economic education at some extent.

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