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## TEACHING ECONOMIC DISCIPLINES IN A NETWORK OF MODERN TRENDS AND APPROACHES TO EDUCATION

**Abstract:** The article is devoted to the study of modern approaches in organizing the training of economists in the field of higher and postgraduate education. The article describes the main directions of optimization of the educational process of students and undergraduates of economic specialties, based on the competence approach and the idea of continuing education using modern technologies. The features of the practical implementation of economic knowledge obtained in the process of theoretical training are revealed. As a result of the training, all the expected competences are mastered. The introduction of the studied technologies of training will allow economists to be trained, the level of knowledge, competencies and skills meets the requirements of specialists in economics with postgraduate education.

**Keywords:** economic education, educational programs, innovations in education, continuing education, modern teaching technologies in the field of economics.

### INTRODUCTION

We, as a society, develop and change at the great speed. The boundaries between countries blur, the amount of new information and the speed of its dissemination are increasing as never before. Meanwhile, new global tendencies evolve, penetrate and change different fields of human activity. Our values, beliefs, morality, lifestyle, and skills essential for comfortable and prosperous existence change as well. One change leads to another. Education and knowledge are interweaved with the transition from industrial to information society with its own nuances and prerequisites, being the true companion and stimulus for progress.

The more complex the world becomes, the more creative and mindful should we become addressing the tasks. This principle becomes more obvious when it comes to education. Despite the fact that the idea of success and perception of personal and professional lives are altering, the educational system is not always adaptable to changes in the environment with the speed, which would allow making the learning process more efficient and rational.

Moreover, education is not limited by merely traditional formats anymore. Past models lose their merits and attractiveness for those, who live, work and learn in a different way. These changes are interrelated and result in the generation of new concepts, principles, and skills, together with new formats and styles of learning. We will discuss some of them below.

Before getting to the essence of education in XXI century, is it reasonable to set sights on what is knowledge and what are we learning or teaching others to? Curiosity and knowledge has been absolute triggers of the development over the course of history. Nevertheless, the array of human interest and needs is escalating with time. If in the past in order to be congruent with society one needed to master certain skills (reading, counting, writing, memorizing, retelling), it is not enough to possess just those anymore [1]. Evolvement and development of information and communications technologies, Internet and social networks opened the access to a raft of information within the shortest possible period of time, and lead to

the opportunity of acquiring knowledge outside the walls of certain organisations. However, the situation as it has developed should not be seen as barely positive but should be followed by development and mastering of new skills.

Information per se has the lower significance in comparison to what the person may do with this information [2]. Nowadays it's not enough just to possess information, accumulating and memorizing it. The ways we generate, analyze and use the data come to the foreground. This means that people should be educated in a different way; they should be nurtured how to think critically, to find information independently and analyze it with a critical eye [1]. It is important not only what you know, but also how you know it, how significant and meaningful it is.

This concept is not new in education; back in the XXth century constructivists emphasized the importance of experience and context. Everyone is learning differently and at a different pace. Taking into consideration the current situation, the purpose of education shifts from teaching the facts to teaching to find the application of the acquired knowledge to the learners' lives and those around them, to give them skills for the present and the future. Thus, a transition to a new educational system and new skills cultivation is inevitable.

Yet today we are discussing the XXI century skills. They include creativity, critical thinking, communication and collaboration skills [3].

## **MAIN PART**

Creativity allows analyzing the information with new means, establishing new connections and finding new solutions for the problems and tasks. Critical thinking allows going deeper into information, approaching it thoroughly and mindfully. Communication skills stand for the ability to understand and internalize the data so good, that there is the opportunity to share and explain it to others. Collaboration doesn't come down to teamwork but means the competence to work within the community, in which every participant makes a contribution to the common cause.

When designing curricula, it is necessary to focus on broader professional competencies - such as the ability to find non-typical solutions to problems, team skills, and the ability to associate and apply theories to practice [4]. Of all others mastering those skills appeals for ensuring personal and professional success, since in nowadays reality it is not major which is eagerly - sought, but a set of certain skills, structured in different ways.

Arguments about the skills of the XXIst century make us think about the role of the educator in modern times. It is worth remembering that any educational institution is a social mechanism with its own established and hierarchic roles and models. Being well regulated and standardized the educational program is often elaborated in accordance with "one-size-fits-all" approach. Sure enough, it makes sense to think about and shift the focus to learning by doing. It's important to show the learners how to delve into the material, synthesize it and apply it to other living conditions [2]. Therefore, the educator is not just a "knowledge transmitter", but the provider and facilitator of the learning process, developing the skills and personal talents of the learners, empowering them and giving the motivation to the self-learning, decision-making and taking the responsibilities [2,4].

It is also worth noting that owing to the revolution in information technologies and Internet, the modern students of schools and colleges may sometimes possess more knowledge in certain spheres than their educators. When you come to think of it, children of the Generation Z, those born in 1995-2009, can barely remember their lives without Internet, smartphones, and tablets [1]. They make active use of advanced technologies in the classrooms and at homes. People of the alpha generation have never lived without technologies at all. These all means, that the educator should consider the opportunity of exchanging roles, learning from her students and acknowledging their knowledge and experience. This often implies withdrawing from being the sole possessor of ultimate truth and give way to the two-sided productive dialogue [4]. Technologies are to be used strategically in order to bring advantages to all stakeholders. Fluent in technologies and open-minded people are more likely to accept cultural diversity and start intercultural communication. They are more open to changes and adapt to unfamiliar concepts and phenomena faster. Few of those concepts will be discussed next.

Throughout the last 20-30 years more and more attention and significance is given to the concept of the lifelong learning, meaning never-ending voluntary independent and purposeful acquiring of the

knowledge for personal or professional purposes [5]. Significantly, the process of learning is ubiquitous and ongoing. We learn while we live; we try, remember and retrieve information to others. But very often we tend to forget about it, either due to being busy or because of existing norms and social models. The life in the society has been organized in such a way, that it is considered to be logical and rational to devote first 20-25 years of one's life to education, and start job tenure after that following one chosen major. Meanwhile in reality not everyone can afford to get the higher education nowadays. Moreover, about 70 percent of all the acquired knowledge we get outside of the formal education system. Frequently people work and progress in the chosen domain without having the corresponding degree but having an appropriate set of skills and experience.

Lifelong learning is understood and used differently depending on the tasks allotted to education [6]. For one country, this concept means education during the whole span of life (both personal and professional), for another, it is associated with adult education, still, others perceive it as continuous vocational training and career enhancement. One aspect is still common - the call to continue learning, develop and come back to education and mastering the skills.

It is not surprising that lifelong-learning is being chosen as a long-term strategy at personal, state and international levels. UNESCO has announced lifelong learning being the tool for achieving not only economic but also cultural, social and ecological development and sustainability.

Various institutions and funds of life-long learning are being established, certain countries are investing resources into drafting the regulations, formation of the special centres, organisations, and programs pursuing this virtue [6].

Nevertheless, not everywhere this concept is encountered with similar ease and enthusiasm. In most cases, this is connected to cultural and social patterns of a given country or community. Social norms may stand in the way of lifelong learning development [5]. People often have a tendency to be afraid and keep away from everything unusual and unfamiliar. As an example, the idea of educating senior citizens, people with reduced capabilities, migrants or any other people who are not involved in a direct economic process is not considered to be rational and advantageous. On top of that, there are cases when following the development of artistic knowledge, skills, and interests unrelated to the career is deemed to be a waste of time or caprice. Although the idea of lifelong learning has been present for centuries and was discussed in the works of various philosophers, formation, and dissimulation of corresponding practices aimed at amplification in spiritual, social, economic, scientific and economical domains is highly needed at this precise point of time [5]. Emerging of new realia bring the necessity to adapt to them. Moreover, a need arises not only among one group of society but also among many. Thus, the introduction of the life-learning concept will serve all citizens without exception, providing a huge number of new opportunities.

Educational technologies also open up new opportunities. Over the last years, technologies serve as a real catalyst for development and implementation of affordable educational materials and applications of different kinds. Nowadays there is the possibility to gain a lot of knowledge and master the skills just by having the access to Internet [1]. There is the opportunity to learn foreign languages at the online language schools and with help of convenient phone applications, to learn photography or editing via online-courses, get acquainted with history and geography via educational Youtube-channels and not only. Knowledge databases are refilled continually, the rate of information spread and updates is immense. This produces a huge market of online-education where everyone can find something, which corresponds to her interests.

And although the traditional educational model is still prevailing with attending the classes, listening to the lecturer, making notes, participating in the seminars, doing tests and getting grades, new ways of gaining and applying knowledge evolve. It is those ways that make education more affordable and adaptive to the needs of the contemporary individual.

Fewer learners are sure that all the knowledge they gain over the period of several years at the educational institutions will come in handy when it will come to the real job. Fewer educators are sure that they prepare their students for the future. Whereas the tuition fees are augmenting and students' involvement into an academic process is diminishing, the standard academic program and curriculum are losing their attractiveness. Implementation of technologies, person-centred approach, providing the opportunities for learners to choose materials and ways of learning may be seen as one of the ways to gain educational performance [7].

As an example, as we speak there are new ways to “deliver” formal education and academic curriculum to the learners regardless of their location and social status [8]. There is no need for the learner to spend a big amount of time and money for spending their lives in the higher educational establishment. Massive open online courses (MOOCs) offer a wide choice of online-courses and specialisations. Although the quality and depth of this kind of education differ from those delivered in formal institutions, this still gives an opportunity to get the knowledge from the world’s leading universities but at appropriate time and space, with individual space [9]. This kind of programs can be of high interest for those, who already have some professional skills and preferences and would like to master new skills and domains or deepen the current knowledge or for those who do not have 4-6 years to obtain specialization through formal education. The classes are organised in such a way that having the access to the Internet, any learner need several hours per week (depending on the individual peculiarities and preferences) in order to get acquainted with the material on the topic, consolidation through the exercises and tasks, and regular revision and testing of the new knowledge [8].

The undoubted advantage is that the learning process is flexible, which gives the opportunity to combine this process with other professional and personal activities. Thus, those people who already work, parents with small children, and those who have difficulties with leaving the house may find the time for learning. The disadvantages of this method include the lack of direct interaction with educator and fellow students, as the lectures are pre-recorded and communication is only possible online. Beyond doubt educational convey certain social significance. Thus, it is impossible and completely unreasonable to delete the interpersonal and social components of education in its entirety. However, MOOCs are just one example of weaving formal education and technologies. Proper use and structuring of MOOCs may become a worthy addition to formal education, or even its replacement in certain life situations.

There is no escaping the fact that the world nowadays is different from what it used to be before. From one side technological progress enhanced the quality of our lives; from another, it overloaded us significantly. Do we manage to process, distribute and use all the new knowledge we gain? How to find the balance between the new and old? We attempted to reply these questions in the article. All of them are related to the educational system and must be considered by those, who are involved in this system. While in reality all of us are involved.

## **CONCLUSION**

In the current situation, we are not talking about a complete refusal and transition from one form of education to another. Fundamental education still remains its function of personal formation and enhancement, together with its peculiarity to be the tool for social, cultural and economic development.

Perhaps it makes sense to revise some canons that have lost their relevance due to other changes. Ability to analyze the surrounding reality and adapt to it is an integral part of evolution.

The skills we are cultivating, the ways of doing so and the approach to that process matter. It also matters who is the learner and what are the roles of the educator. Entrenchment of technologies is meant to ease and serve not only to education but also to other fields of human activity. At the same time, it is important to remember about interpersonal relationships and move towards exhaustive, continuing, empowering and inclusive education. Education that exists not only for the sake of profession but also for the sake of life.

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## **ҚАЗІРГІ ЗАМАНЫҢ ҮРДІСІ МЕН БІЛІМ БЕРУГЕ АРНАЛҒАН ТӘСІЛДЕРДІҢ ТҰРҒЫСЫНАН ЭКОНОМИКАЛЫҚ ПӘНДЕРДІ ОҚЫТУ**

**Аннотация:** мақала, қазіргі кездегі экономистерді жоғарғы білім алу және жоғарғы оқу орнынан кейінгі білім алу ерісіндегі экономистерді дайындауға арналған тәсілдердің ұйымдастырылуын зерттеуге бейімделген. Мақалада қазіргі заманның технологияларын қолдануымен үзіліссіз білім алудың біліктілік амалдары және тұжырымдамалары негізінде,



студенттердің және магистранттардың білім беру үрдісін оңтайландырудың негізгі бағыттары ашылған. Теориялық оқу барысында алған экономикалық білімді, практикада қолдану ерекшеліктері ашылған. Оқу барысында барлық ұсынылған біліктілікті меңгеруге мүмкіндік беретін, инновациялық технологиямен оқытуды енгізу және қолданудың озық тәжірибесі қарастырылған. Зерттеліп жатқан оқыту технологиясын енгізу, экономисттердің білім деңгейін, біліктілікті және жоғарғы оқу орыннан кейінгі білімі бар, экономика саласында қажет ететін мамандарға сай, икемділікті дайындауға мүмкіндік береді.

**Түйін сөздер:** экономикалық білім беру, білім беру бағдарламалары, оқытудағы инновациялар, үздіксіз оқу, экономика саласындағы қазіргі заманның оқыту технологиялары.

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### ПРЕПОДАВАНИЕ ЭКОНОМИЧЕСКИХ ДИСЦИПЛИН В СЕТЕ СОВМЕРЕННЫХ ТЕНДЕНЦИЙ И ПОДХОДОВ К ОБРАЗОВАНИЮ

**Аннотация:** статья посвящена исследованию современных подходов в организации подготовки экономистов в сфере высшего и послевузовского образования. В статье раскрыты основные направления оптимизации образовательного процесса студентов и магистрантов экономических специальностей, основанные на компетентностном подходе и концепции непрерывного образования с использованием современных технологий. Раскрыты особенности практической реализации экономических знаний, полученных в процессе теоретического обучения. Рассмотрен передовой опыт внедрения и использования инновационных технологий обучения, позволяющих в результате обучения освоить все предполагаемые компетенции. Внедрение исследуемых технологий обучения позволит подготовить экономистов, уровень знаний, компетенций и навыков соответствует требованиям, предъявляемым к специалистам в области экономики, имеющим послевузовское образование.

**Ключевые слова:** экономической образование, образовательные программы, инновации в образовании, непрерывное образование, современные обучающие технологии в области экономики.

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