

PECULIARITIES OF ECONOMIC SOCIALIZATION OF SCHOOL STUDENTS IN RUSSIA AND CHINA (pp.9509-9513)

T. Grass¹, V. Petrishchev¹, E. Latynina²

¹ *Krasnoyarsk state pedagogical university named after V.P. Astafiev (RUSSIAN FEDERATION)*

² *Siberian Federal University (RUSSIAN FEDERATION)*

Abstract

Different countries have started to recognize the importance of economic socialization of youth. The article describes how Russia and China at the state level encourage school students to be economically socialized. The article describes peculiarities of economic socialization of school students in Russia and China.

The attention is paid to secondary schools in both countries which play a great role in economic socialization of school students. The article highlights the common features and differences of the economic socialization of school students in Russia and in China. It is shown that the common features of this kind of socialization in both countries are the following. Russia and China respect the importance of economic socialization of school students. They introduce a variety of measures into real life: organize special entrepreneurial theoretical trainings in schools, deliver lectures, workshops, discuss money and financial issues. As for the differences, they are as follows. In Russia school students are more theoretically oriented in terms of economics and entrepreneurship. Chinese school students have more practical training because most of schools in China have mini-enterprises in forms of farms, restaurants and etc. In other words, school students obtain practical knowledge and skills of economics on the business sites.

Keywords: Economic socialization, school students, school, school and business partnership.

1 INTRODUCTION A consideration of the phenomenon “Economic socialization” helps to understand economic incentives, the activity of school students’ economic thinking in Russia and China, focused on success, independence, self-sufficiency, self-employment, enterprise, decision-making and risk-taking ability, competition and so on. Nowadays Russian society and secondary schools have a strategic goal to ensure youth economic competitiveness [1]. Such qualities of a businessman enable young people to adapt to market conditions, to acquire the basics of professional knowledge and skills, to run their business effectively and adapt to life [2]. 2 METHODOLOGY For the first time the term "economic socialization" was used by S. Cummings and D. Taebel (1978) in the paper “The economic

socialization of children: a neo-Marxist analysis” in order to explain the process of getting social experience in economy by an individual. Comparative and contrastive analysis of the concepts of economic socialization, which were made by foreign and Russian scientists, such as: V. Burris (1983), D. Leiser (2008), A. Lewis (2003), B. Stacey (1982), A. Strauss (1952) and others, T.P. Grass, T.V. Drobysheva, A.S. Prutchenkov, T.A. Stepchenko, M.N. Stelmashuk and others, allows to determine evolutionary changes of the given process. The issues of economic socialization can be contemplated from two points of view: on the one hand, to be realistic, to appreciate that we have, to assess economic socialization in practice, on the other hand, with the knowledge of economics to take part in the formation of a certain system of ideas of the role of this or that economic institute in the system of society. The process of economic socialization always implies two interacting parts: the object of socialization presented by an individual, some individuals or groups of individuals being influenced by this process Proceedings of EDULEARN18 Conference 2nd-4th July 2018, Palma, Mallorca, S and the subject of socialization that carries out this process. There is some information about the phenomenon of economic socialization in surveys of social processes in which there is the activity of the individual as a subject of the economy. Economic socialization exists in all modern societies. Essentially, this is a process of transferring economic values, norms, and behavior patterns from generation to generation. At the same time, the concept of "economic socialization," as well as the concept of "socialization," does not have an unambiguous interpretation and continues to be insufficiently developed. According to T.V. Drobysheva, economic socialization is a process and result of inclusion of an individual in the system of economic relations in the society where he lives, in other words, a person acquires the economic experience from the society, social and economic values, standards of economic behavior, and becomes the subject of economic relations in this society transforming them actively [3]. A similar viewpoint is shared by A.S. Prutchenkov, who considers the concept of economic socialization as the objective process of mastering by the individual economic views, beliefs, values, norms of economic life inherent in society [5]. Economic socialization focuses on "the process of acquiring knowledge, skills and values that will be necessary for the individual in his life and in interaction with others in the social system" [6]. The process directed at assimilating economic culture, developing such qualities as enterprise, efficiency, honesty, prudence, the acquisition of economic knowledge, values and behavior that are necessary for working in market conditions, fostering economic thinking, the ability of independent effective decisions and reasoned judgments on economic issues, underlies our interpretation of economic socialization. In terms of applied nature, economic socialization is organized as the

approach to economic problems, in other words, as research issues but not as theoretical ones. It focuses on the concentration of research interest on individual economic behavior when it becomes possible to explain the behavior at the group level through individuality [7].

3 RESULTS

The failures of economic reforms in Russia are mainly related to the global economic crises, unpreparedness of the largest part of population to transition to a market economy owing to lack of knowledge of basic economic concepts and rules of social life. Not coincidentally, the formation of economic culture and financial literacy has to begin with school. The role of school economic education thus cannot be underestimated in the process of socialization of the individual to the new economic conditions, whether conditions for the formation of appropriate economic expectations or responses to changes in government policy. Today, the most important element of economic preparation of students is economic knowledge and the ability to think economically. In this regard, the continued existence of an economic component in the life of a modern school student contributes to the demand for his economic education, the future successful self-realization and the choice of socially approved economic behavior.

4 RUSSIA'S SPECIFIC SITUATION IN ECONOMIC SOCIALIZATION

As stated by N.N. Kalinina and A. S. Prutchenkov, during the formation of the personality of a school student, his socialization increases along with the development and modernization of market mechanisms [8]. In Russia in the late 90s of the last century, school enterprises were started in many schools similar to foreign school mini-enterprises analogues that prepared school students for life in a market environment. Later, this activity was frozen because of the lack of a legal mechanism in the school system for the starting school enterprises and the existing specifics of the Russian market for small and medium-sized enterprises, the absence of a new economic policy. The attitude towards entrepreneurship in Russia has recently changed dramatically; it has become a special kind of economic activity of the population and youth, and it is becoming more and more popular. However, no general concept of school economic education has been developed so far.

9510 There is a tendency to a knowledge-based approach to economic education in schools, that is usually implemented with classroom teaching aids in the form of business games, entrepreneurs' speech, competitions, olympiads. There are only a few of real school enterprises that can be properly fit in the teaching and educational process. However, numerous olympiads, competitions such as "I am an entrepreneur" and others help school students to improve their self-esteem, demonstrate their talent and persistence and knowledge of economic realities, but the school student realizes himself theoretically as the subject of economic activity. Nowadays, WorldSkills movement which deals with professional orientation of school students is acquiring

momentum. So, T.A. Stepchenko claims that this is important not only to transfer to students a certain amount of economic information, but also to include them in current economic practice [9].

5 THE CURRENT SITUATION IN CHINA

In China, school economics has been implemented in the curriculum since the 90s of the last century, when all schools from the first grade introduced classes on tax system [10]. The school in China has made considerable progress in the economic socialization of schoolchildren recently; it successfully forms the notion of the role and importance of enterprise and motivates students to entrepreneurial activity. Model of economic socialization of school students is still based mainly on a knowledge-based approach, but the situation is changing radically to a practice-oriented approach.

7 CONCLUSION

To sum up, it should be noted that issues related to the peculiarities of the economic socialization of school students in Russia and China have to be considered in close unity with the scientific justification of the role of economic education, socialization and entrepreneurial training of school students. As it was noted, in Russia, the knowledge-based approach to the formation of the business qualities of the individual in the organization of school entrepreneurship still prevails. In China, school students in practice (based on school enterprises) master modern forms of entrepreneurial activity.

ACKNOWLEDGEMENTS

The article was carried out with the financial assistance by the Russian Foundation for Basic Research (RFBR), project No. 17-06-00183.

REFERENCES

[1] The youth development strategy of the Russian Federation up to 2025. [2] Petrishchev V.I., Grass T.P. Entrepreneurship as a factor of economic socialization of school youth (on the basis of Russia and foreign countries). Krasnoyarsk, 2011. P.6. [3] Drobysheva T.V. Economic socialization (value approach). 2013. P.28. [4] Grass, T.P. Economic socialization of the younger generation in the UK and New Zealand: Extended abstract of Ph.D. thesis (Pedagogy). Penza. 2008. P.13. [5] Prutchenkov A.S. Economic education of older adolescents in the first labor collective of schoolchildren: Extended abstract of Ph.D. thesis (Pedagogy).1990. P. 14 [6] Handbook of economic psychology. Ed. W.F. van Raay, G.M.van Veldhoven, K-E. Warneryd. – Dodrecht-Boston-London: Kluwer Academic Publishers, 1988. – P. 221-222. [7] Stelmashuk M.N. Economic socialization. Tyumen, 2015. P.25. [8] Kalinina N.N., Prutchenkov A.S. Practically-oriented economic education in school: new trends // Economics in School No. 1 (55), 2011. P. 4. [9] Stepchenko T.A. Economic socialization of Junior Students // Pedagogy. - 2007. - N 9. - P. 119. [10] Lyubimov L. V. The system of values in the context of the historical development of the country // Economics in the school. - 2000. - №2 .- P.74-91; № 3 .- P. 21. [11] Jorgensen M. Evaluating cross-sectoral partnerships: Working paper presented at the conference “Public-private partnerships in the post WSSD context”. Copenhagen: Business School, 2006. [12]

Rashidova A.I. Social partnership in vocational education // *Universum: Bulletin of Herzen University* No. 2/2012. Pp. 31-33. [13] Latynina E.S. Formation of enterprise in high school students in secondary schools of China in the process of teaching comprehensive practice// *Socio-cultural, economic socialization and adaptation of migrants and indigenous youth in Russia and foreign countries. Krasnoyarsk, 2017. P.93.* [14] Cummings S., & Taebel D. (1978). The economic socialization of children: a neo-Marxist analysis. *Soc Problems* 26, 198—210. [15] Burris V.L., 1983. Stages in the development in economic concepts. *Human Development* 36,791-812. [16] Leiser D., Azar, O. H., & Hadar, L. (2008). Psychological construal of economic behavior. *Journal of Economic Psychology*, 29, 762-776. 9512 [17] Lewis A., & Scott, A. (2003). A study of economic socialization: Financial practices in the home and the preferred role of schools among parents with children under 16. *Citizenship, Social and Economics Education*, 5, 138-147. [18] Stacey B. G. Economic socialization in the pre-adult years /B. G. Stacey // *British Journal of Social Psychology*. -1982. 21 (2). – P. 159–173. [19] Strauss A., 1952. The development and transformation of monetary meaning in the child. *American Sociological Review* 53, 275–286