Formation of Economic Consciousness among Students of an Agrarian University on the Example of the Oktyomsky Branch of Federal State Budgetary Educational Institution of Higher Education “Arctic State Agrotechnological University” (ASAU)

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Abstract. The article gives an attempt to form economic consciousness among agro-university students. The results of pedagogical activity are reflected here. The model of formation of economic consciousness in students with 2-4 courses is proposed. They study according to the main professional educational program for preparing bachelors of 35.03.04 Agronomy. The goal of research is to determine the importance of the human factor in activating the role at the optimal level of the systematic development of economic consciousness among students of an agrarian university using the example of students and graduates of the Oktyomsky branch of the Yakut State Agrotechnological University. As a result of the formation of economic consciousness, students have a motivation and creative need for the implementation of planned economic projects. These projects were introduced into the agricultural production of agro-industrial complex of Yakutia. Thus, the project of Suzdalova A.A. on the cultivation of potatoes in the Arctic region in open ground was implemented. Graduates actively participate in competitive projects. So Ivanov D.A. organized the scientific circle “Dennatory life”. He became the winner of many competitions at both the local and regional levels. And the graduate of Illarionov I.D. works as individual entrepreneur on the production of seed production of grain crops. At the same time he also took part in the forum “Graduate-2018: For a new village!” Thus, an attempt to create a model for the formation of economic consciousness was implemented in the Oktemsk branch of the Arctic SAU.

1. Introduction

Issues of economic education and education of young people as an independent area of scientific research essentially began to be developed in the last century from the 60s and 70s.

Thus, economic education and education as a systematic process of developing certain moral qualities among all members of society, the optimal level of economic literacy has to play an important role in activating the human factor.

In relation to the training profile of specialist farmers, from all sources we formulated the following working concept of the definition of "economic education": economic education - a combination of knowledge, skills and skills of qualified economic activity in the workplace, in social and family life,
in combination with the formed moral and economic qualities of the person - accuracy, frugality, caring, initiative, perseverance in achieving the goal, savings, prudence, as well as moral properties - honesty, decency, self-improvement.

As well as "economic consciousness" - a systemic component of the general consciousness of a person, taking into account the totality of images, ready knowledge, analysis and synthesis of the economic relations of the subject in different economic objects. [33]

2. Relevance, scientific significance of the question with a brief review of the literature

The existing problem of the formation of the modern type of economic thinking is considered in the works of the famous economist L.I. Abalkin, "economic thinking is a set of views and ideas, methods of approach to assessing phenomena and to making decisions that direct people in their economic activities" [19]. A distinctive feature of economic thinking is the active impact on economic life and the processes taking place in it. In this way, it differs from the simple sum of economic knowledge that can be learned by workers, but not obtained through practical application. One or another type of economic thinking manifests itself primarily in specific activities. Thus, it can be said that if in the economic consciousness the motives of labor and social activities and economic needs are at the forefront, then in economic thinking - ways to solve certain problems.

The formation of the economic thinking of the individual is manifested primarily in specific activities. In particular, this applies to agricultural production. An employee who has a good knowledge of the new formations of economic conditions in which he works is able to participate more productively in the management of agricultural production. To form and solve economic problems arising in practical activities, to quickly part with stereotypes of economic behavior, to form new approaches to the economic activities of agricultural production and the entire agro-industrial complex of the country.

The need to develop economic education and economic consciousness is determined by the fact that it is an important integral part of the system of education and the development of professional competencies in the economic life of society. The awareness of the social importance of work is the result of the economic education of young people, and such criteria of the labor education of the individual as hard work, frugality, calculation, etc. become the features of morality.

At the same time, according to the source [28], at least 4 sections of the economic sphere of public life are laid in the structure of the formation of economic consciousness:

- production processes;
- the combination of technological, economic and managerial relations, which in their relationship act as economic relations;
- many economic (economic) entities that are the bearers of economic relations;
- a normative cut that regulates the whole diverse world (social, legal and other norms). [28]

It should also be noted that economic consciousness exists in the form:

- perceptions, judgments, assessments, beliefs of subjects of economic relations, i.e. a system of views of individuals (or their groups) on the patterns of economic development, the essence of economic phenomena and the causes of their occurrence, as well as formed scientific knowledge objectively reflecting the essence, patterns and causal relations of economic processes (this is the cognitive component of economic consciousness);
- values and norms governing the behavior and activities of people, including in the sphere of economy; (these are the strong-willed components of economic consciousness);
- goals and settings that record the desired results of the business in the future; economic interests (these are strong-willed components of economic consciousness);
- preferences, tastes, moods, emotions that create a certain background effect for making decisions, including in economic activities (this is an emotional component of economic consciousness). [28]

There, M.K. Bunkina and V.A. Semenov also note that the economic consciousness of the person is formed on the basis of life experiences, accumulated experience and overcoming difficulties. In addition, since economic consciousness is a systemic component of consciousness, the cultural-
forming religion will have a significant influence on its formation. For our people, it is Christianity. It was on the basis of Christianity that the values of our people were formed, a certain economic culture, namely: stereotypes of economic thinking, behavior, norms, for example, attitudes to work, wealth, poverty, money, usury, collective, private, state property, stereotypes of economic behavior in conducting negotiations, hiring employees in relations between managers and subordinates, etc. [28]

Thus, the scientific novelty is to determine the importance of the human factor in activating the role at the optimal level of the systematic development of economic consciousness among students of an agrarian university on the example of students and graduates of the Oktemskiy branch of the Arctic State Agrotechnological University.

3. Purpose and objectives of research
The purpose of research is to determine the importance of the human factor in activating the role at the optimal level of the systematic development of economic consciousness among students of an agrarian university on the example of students and graduates of the Oktemskiy branch of the Federal State Budgetary Institution of the Arctic State Agrotech University, now the Arctic State University.

3.1. Tasks
- development of a model for the formation of professional competencies in the process of the formation of economic thinking and consciousness among students and graduates of an agrarian university.
- economically feasible activity of a student and a graduate of an agricultural university in the production of agricultural production and national economy.

4. Theoretical part
The methodological basis of the study is presented by theoretical studies of authors such as V. Baidenko, E. F. Zeer, I. Zimnaya, A. Lokshina, O. Ovcharuk, I. Rodygina, A. Khutorsky, S. Shishov. The ways of implementing a competent approach in higher education were developed by scientists V. Adolf, V.V. Serikov, Yu.V. Novikova, D.A. Pogonsheva and others.

4.1. Research methods: analysis, synthesis, comparison, modeling, observation.

5. Results
According to literary sources: "Economic thinking is the process of knowledge by the subjects of industrial relations, and economic consciousness is the result of their reflection, the product of man's reproduction of economic being" [29]

Using the term "economic education" in the wording of A.N. Mogilny [17], we transferred it to the pedagogical context - the formation of economic education in the educational process. In other words, with this transfer, it is the side that relates to the process of cognition that stands out, and the subjects are mainly future subjects of industrial relations. Therefore, it is important to analyze, after this author, how the process of knowing economic relations occurs, what role the educational function of the educational process plays in it.

At the same time, economic consciousness is formed thanks to socio-cultural education received in an educational institution of secondary general education, as well as a developed model for the formation of professional competencies among future agronomists.

The sources show that economic consciousness has cognitive, transformative and creative tasks. Given these sources, we attempted to create a model for the formation of economic consciousness among students from 2 to 4 full-time courses in educational program for preparing bachelors of 35.03.04 Agronomy. Here students go through 5 stages:
1. Motivational stage
2. Diagnostic and reflexive stage
3. Informational stage
4. Activity level
5. Creative level

Thanks to the clear conduct of courses, students form the so-called passion for the need for self-education and ahead of the existing realities in the production of agro-industrial complex. Since throughout the study in agro-university, students receive ready-made knowledge and solutions to existing problems. At the same time, in the modules of technological and production practices, the trainees themselves participate in research activities and production work in the farms of the agro-industrial complex of Yakutia. At the same time, they realize that the acquired knowledge, skills will be useful to them in further professional growth. It should be noted that at the same time, students all calculate and ask real questions about how much this comes out in economic terms of profit and profitability from the production of crop production, vegetable growing, fruit and berry garden. Therefore, the task was also to fulfill their satisfaction in the knowledge of economic consciousness already applied to each subject of the student. The contact hours discussed situational tasks in agricultural production. For example, they prepare the technology for growing vegetable crops and potatoes. Course projects were determined, which the guys themselves chose and with the personal pleasure of knowing realities calculated economics and technology. Thus, they could participate in competitive stages for young researchers.

It is known that the theoretical idea of timely economic education, based on available sources, represents a combination of two interconnected components:

1. Managing the formation of economic thinking of students
2. Economically feasible student activity.

Let's stop at each component separately.

a) Managing the formation of economic thinking of students.

The first stage in the formation of economic thinking is its empirical stage. At this stage, only general ideas of the young man about domestic economic mechanisms are formed: cost, price, wages, various own observations of economic factors of labor and life support. They are formed under the influence of living conditions of family, a household, work of parents in collective-farm, state-farm, farmer, collective agricultural production. Their satisfaction (more often dissatisfaction) affects the rural child, creates an idea of equity and injustice in income and labor costs. The participation of children in the rental work of parents is of great formative importance for the formation of empirical thinking. Their amateur formation can be supported by economic knowledge obtained in a rural school in nature science lessons. Perhaps, in cases of good staging of the educational process, students of grades V-XI get acquainted with the data of the economy of farming, collective farm, state farm, collective enterprise, they get an idea of the initial economic categories (norms - rates, day tasks, chord, piecemeal, monetary and natural). If a focused process of raising children in a spirit of honesty, frugality is formed, this can be considered an empirical stage quite satisfactory.

At the second stage, in the conditions of studying at the I-II courses of the educational institution, a number of previous economic knowledge is fixed and theoretically understood. So far, it is preliminary training (only in the III year the discipline "Economics of Agriculture" is studied), and the knowledge gained turns into a system. The first and second courses are, as it were, an intermediate stage between empirical and full-theoretical development of economic knowledge. Economic thinking should be reflected in the direct thinking activities of students.

b) Economically feasible activity of the student.

An active approach in the process of economic education represents the unity of theory and practice in the process of education and upbringing. The correlation of knowledge, skills in the sphere of work, morality, an esthetics comes to light in the course of direct actions, acts, communication in group. On the one hand, understanding the economic work of farms, its results - profit and profitability of a particular industry of production, understanding market mechanisms, unit self-calculation, wage
incentives, causes of loss-making - all this represents the basis for further understanding of processes taking place in the economy.

On the other hand, in their own activities (on holidays, in practice) there should be a consciousness in the business of the economic mechanism, different types of land ownership, the correlation of costs and profitability, their own wages - all this also becomes a manifestation in the activity of the student's economic thinking. And, finally, the household sphere of the student is important (his personal budget, the help of parents from the village, the need for certain personal expenses, the level of needs), which seems to be a kind of educational factor in economic education, modesty, negligence, and the ability to distribute money.

Economic education cannot be considered in isolation from other areas of the educational process, from the content of the entire educational system of the university.

Being an autonomous area of the content of education, it is most closely related to labor education. This connection can be traced to a holistic understanding of the labor process in modern rural areas as a category of economic, economic and expedient.

Like any direction in the content of education, economic education has various approaches in the process of its conceptual development, research and practical implementation: systemic, active, creative, differentiated and individual.

The systemic approach consists not only in the generalization of all elements of the content, forms, methods and means of economic education, but also in the justification of its relationships with related sciences: agrarian economics, economic psychology, ergonomics, social psychology of the individual, psychology of labor.

The relationship with the agrarian economy is manifested in the use of economic categories as a starting material for economic preparation. Due to the fact that recently the economic, scientific justification of the processes taking place in rural areas has been significantly revived, it seems that the range of economic knowledge of students will expand significantly, it acquires the necessary depth and multilateralism. Issues of rental, land ownership, diverse forms of ownership are gradually moving from speculative categories to practical knowledge. The accustomed of everyone to be an economist both in his compound and in the brigade, on the site, in the farm becomes the norm. And in this formation, experience is transferred to the younger generation, at the beginning in the form of ideas from the practice of adult labor, and then in the form of a lively connection with their future profession.

The relationship with economic psychology is, as it were, a continuation of the relationship with the agrarian economy. As an independent scientific discipline that studies the psychological processes associated with the productive relations of people, economic psychology currently needs to be fundamentally restructured. "Its main task is to develop, on the basis of research, psychological concepts and practical recommendations that can contribute to improving the efficiency of economic activities," - this is how the subject of economic psychology is determined [17, 21]. In modern conditions, when the human factor in industry and agricultural production qualitatively acquires independent significance and the tendency of its promising development becomes completely obvious, economic psychology is connected with economic education. The lines of this closure converge in the process of shaping the economic thinking of students. The motivational - stimulating sphere of this thinking, the individual's desire to master the secrets of economic success, long known in a civilized society, also appear before young workers and future managers.

The relationship of economic education with the psychology of work appears as an objective necessity for the initial stage of the development of economically viable activities. It is known that the psychology of labor studies the psychological patterns of the formation of specific forms of labor activity. "The main tasks of the psychology of labor are to study the psychological factors of complexity, reliability, productivity, quality of labor, problems of personal development in labor..." [26:529].

Given the large volume of manual labor in agriculture and the relatively low level of mechanization and intensification in field husbandry, vegetable and animal husbandry compared to industry, the goal
of rural ergonomics is to identify additional labor opportunities in these sectors without weighing it, to make calculations of operations and reserves for their reduction due to the high qualification of workers. "The subject of ergonomics is the study and optimization of human systems - machine - environment. Its methodological basis is a systematic approach that provides a comprehensive understanding of the labour process and ways to improve it."[26:786].

6. Conclusion

The theory of economic education and education of young people, and therefore the formation of economic consciousness, based on the basic provisions of personality theory, as well as the provisions of modern agrarian economy, considers the economic education of future specialists of the agro-industrial complex in the formation of economic thinking and corresponding economically feasible activities, as proved by our students who have won grants of various levels. So Suzdalova A.A. won a grant from the Head of the Republic of Sacha (Yakutia) with a project on the cultivation of potatoes in the Arctic zone. She was born and raised in the Uyandinsky national heritage of the Ust-Yanskiy district, where she showed a real result in growing potatoes in open ground. Ivanov D.A. is our student and already a graduate.

The efficiency of economic training of students is achieved when it is carried out taking into account regional, socio-economic, production and economic, national-ethnic conditions. As this was confirmed by students and graduates of the Oktem branch of Sleptsova I.A., who currently contributes to the development of economics according to the assessment in the East Real Estate Company, Illarionov I.D., who is responsible for the development of seed farming in a private enterprise.

It should be noted that the unity of thinking and activity is achieved by the direction of the educational process in an agricultural university. In economic education and the preparation of the image of economic consciousness, data should be used from related sciences - ergonomics, labor psychology, social psychology, labor organization in the agro-industrial complex, adaptive crop production, northern agriculture, etc.

The priority basis for students at an agricultural university is the educational process agreed in the main professional educational program for preparing bachelors of 35.03.04 Agronomy. The extraction from the content of general and special disciplines of all possible propedeutic information on economics cannot but be based on the personal knowledge of economics by teachers of non-economic disciplines themselves. The sources of these knowledge may be their economic studies, advanced training courses, the media, analysis of regulatory documents in farms. The teaching of educational subjects, aimed at shaping the economic thinking of students and, as a result, economic consciousness, is supplemented by extracurricular educational work of economic content.

The identification of the results of economic training, also based on the formation of economic thinking and the economically viable activity of students in the process of their educational practice in I-II courses, is based on educational criteria, consisting of eight moral and economic qualities of the individual in three levels - high, medium and low.

These qualities include: accuracy, frugality, care, initiative, labor collectivism, perseverance, savings and calculation. Their high level in general forms the idea of a fully educated economic personality with a motivated economic consciousness. The average level, as follows from the overall average situation, is flawed, and the low level is the absence or extremely insignificant manifestation of this criterion quality.

In general, our goal has been achieved with a motivational and creative approach in the process of training future highly qualified specialists to solve the set problems of agricultural production, in particular in crop production.

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