

**ПЕДАГОГИКА ҒЫЛЫМЫНЫҢ ТАРИХЫ ЖӘНЕ ЗАМАНАУИ БІЛІМ БЕРУ МЕН
ҰЛТТЫҚ ТӘРБИЕНІҢ ӘДІСНАМАЛЫҚ МӘСЕЛЕЛЕРІ**

**ИСТОРИЯ И СОВРЕМЕННАЯ МЕТОДОЛОГИЯ ПЕДАГОГИЧЕСКОЙ НАУКИ,
ОБРАЗОВАНИЯ И НАЦИОНАЛЬНОГО ВОСПИТАНИЯ**

IRSTI 14.35.01

<https://doi.org/10.51889/2022-1.1728-5496.01>

Akylbekov K.A.^{1}, Kaimuldionova K.D.¹, Karbayeva Sh.Sh.¹*

¹*Kazakh National Pedagogical University named after Abai, Almaty, Kazakstan*

**MODEL FOR DESIGNING GEO-ECONOMIC COMPETENCIES OF FUTURE
SPECIALISTS OF PEDAGOGICAL UNIVERSITIES**

Abstract

Qualified human resources and scientific base are the most important factors in the age of global competition. This is due to the fact that modern production requires economically literate, competitive, professionally trained specialists from graduates. That's why, in order to determine the optimal conditions for the economic education of young people, teacher education is faced with the task of changing the entire education system, supplementing it with new content, using new modern methods, innovative methods and tools of educational activities. In order to improve the system, a variety of disciplines and elective courses are being introduced into the educational practice of schools and technical secondary schools that meet the needs of a market economy. In this regard, one of the key tasks of secondary schools is to prepare graduates for full-fledged professional activities.

A full-fledged professional activity includes: the formation of students' mobility, the ability to quickly respond to changes in market conditions; the formation of economic consciousness, the ability to use economic terminology, that is, the formation of economic, including geo-economic competence of the individual.

The article proposes one of the possible approaches for developing a design model to determine the formation of geo-economic competencies of a graduate. The designed model allows assessing the level of competence formation at school and for each educational program implemented by vocational education organizations, and also ensures the development of students' abilities for self-improvement and self-development.

Key words: globalization, design, model, universities, students, competence, competencies, economic competence, geo-economic competence.

Ақылбеков Қ.Ә.¹, Каймулдинова К.Д.¹, Карбаева Ш.Ш.¹

¹*Абай атындағы ҚазҰПУ, Алматы, Қазақстан*

**ПЕДАГОГИКАЛЫҚ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА БОЛАШАҚ МАМАНДАРДЫҢ
ГЕОЭКОНОМИКАЛЫҚ ҚҰЗЫРЕТТЕРІН ЖОБАЛАУ МОДЕЛІ**

Аңдатпа

Ғаламдық бәсекелестік кезеңінде білікті адами ресурстар мен ғылыми база ең маңызды факторлар болып табылады. Бұл қазіргі заманғы өндіріс түлектерден экономикалық сауатты, бәсекеге қабілетті, кәсіби дайындығы бар мамандарды талап етуімен байланысты. Сондықтан педагогикалық білім берудің алдында жастарға экономикалық білім берудің оңтайлы жағдайларын анықтауда барлық білім беру жүйесін өзгерту, оны жаңа мазмұнмен толықтыру, жаңа заманауи әдістерді, инновациялық әдістемелерді және білім беру іс-әрекетінің құралдарын

колдану сияқты міндеттерді шешу мәселелерін қойып отыр. Осы мақсат тұрғысынан мектептегі және жоғары кәсіптік білім берудің оқу практикасына нарықтық экономиканың қажеттіліктеріне жауап беретіндей түрлі оқу пәндері мен элективті курстар енгізілуде. Осыған байланысты кәсіптік білім берудің өзекті міндеттерінің бірі түлектерді толыққанды кәсіби қызметке даярлау болып табылады.

Толыққанды кәсіби қызмет білім алушылардың ұтқырлығын, нарықтық жағдайдың өзгеруіне тез жауап беру қабілетін қалыптастыруды; экономикалық сананы қалыптастыруды, экономикалық терминологияны қолдана білуді, яғни тұлғаның экономикалық, оның ішінде геэкономикалық құзіреттілігін қалыптастыруды қарастырады.

Мақалада түлектің геэкономикалық құзыреттерінің қалыптасуын анықтау үшін жобалау моделін даярлау тәсілдерінің бірі ұсынылған. Жобалау моделі мектепте және кәсіби білім беру ұйымдарында жүзеге асырылатын әрбір білім беру бағдарламасы үшін құзіреттіліктің қалыптасу деңгейін бағалауға мүмкіндік береді. Сондай-ақ білім алушылардың өзін-өзі жетілдіру және өзін-өзі дамыту қабілеттерін жетілдіруді қамтамасыз етеді.

Түйін сөздер: ғаламдану, жобалау, модель, жоғары оқу орындары, білім алушылар, құзырет, құзыреттілік, экономикалық құзыреттер, геэкономикалық құзыреттілік.

Акылбеков К. А.¹, Каймулдинова К. Д.¹, Карбаева Ш. Ш.¹

¹КазНПУ имени Абая, Алматы, Казахстан

ПРОЕКТИРОВАНИЕ МОДЕЛИ ГЕОЭКОНОМИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ В ПЕДАГОГИЧЕСКОМ ВУЗЕ

Аннотация

В эпоху глобальной конкуренции наиболее важными факторами являются квалифицированные человеческие ресурсы и научная база. Это связано с тем, что современное производство требует экономически грамотных, конкурентоспособных, профессионально подготовленных специалистов. Поэтому перед педагогическим образованием ставится решать такие задания, как трансформация всей системы образования, наполнение ее новым содержанием, использование новых современных методов, инновационных методик и средств образовательной деятельности в создании оптимальных условий экономического просвещения молодежи. С этой целью в учебную практику школьного и высшего профессионального образования внедряются различные учебные предметы, элективные курсы, отвечающие потребностям рыночной экономики. В связи с этим, одной из актуальных задач профессионального образования является подготовка выпускников к полноценной профессиональной деятельности.

Полноценная профессиональная деятельность предусматривает формирование у обучающихся мобильности, способности быстро реагировать на изменения условий на рынке; формирование экономического сознания, умения оперировать экономической терминологией, т.е. формирование экономической, в т.ч. геэкономической компетентности личности.

В статье предложен один из возможных подходов разработки проектирования модели для определения сформированности геэкономических компетенций выпускника. Проектированная модель позволяет оценить уровень сформированности компетенции в школе и для каждой образовательной программы, реализуемой организациях профессионального образования, а также обеспечивает развитие способностей обучающихся к самосовершенствованию и саморазвитию.

Ключевые слова: глобализация, проектирование, модель, вузы, обучающиеся, компетентность, компетенция, экономическая компетентность, геэкономическая компетентность.

Introduction. At the end of the 20th century, in the process of global development, a new geo-economic paradigm emerged that considers economic reality in relation to territorial space. Geoeconomics is theoretically based on economic geography, economics and geopolitics. In the modern world, the demand for disciplines included in the cycle of economic geography is constantly growing [1]. Scientific-theoretical, methodological and practical geo-economic studies of national economic institutions in Italy, France, the USA, Russia and other countries allowing to solve national, regional and global problematic issues at the global level. All this led to the development of new branches of science (geoglobalistics, geology, geoinformatics, geoeconomic law, etc.).

The formation and development of geoeconomics was primarily influenced by the collapse of the socialist countries, the transition from planned economic development to a market economy, and the globalization of the world economy.

The existence of different views and scientific approaches to the problems of spatial study of economic problems among scientists caused certain difficulties in defining the concept of "Geoeconomics". For example, if R. Blackwill, J. Harris define geoeconomics as a field that uses economic tools to promote national interests, to achieve effective geopolitical results [2], E.G. Kochetov defines the field of scientific education, where economic policy is determined by resource-territorial factors [3], R.T. Mukhaev as a branch of social sciences that emerged within the framework of economics and politics [4], and Klement Joachim formulates it as a science that studies the interaction of geopolitics and economics in international relations [5]. At the same time, the works of other scientists devoted to geoeconomics were also analyzed in terms of the distribution of world resources and incomes, the processes of globalization of the world economy, etc.

Currently, the geo-economic paradigm is considered as a separate branch of science that studies the interaction of territorial space and homo economicus. Thus, geoeconomics involves the study of the economic development of each country in territorial space (production and distribution of goods, etc.) [6]

In this regard, globalization trends require the study of geoeconomics as a new branch of science in secondary schools and universities. The study of geoeconomics in secondary schools is seen as an explanation of the goals and objectives of geoeconomics and the main categories of geoeconomics; identifying differences between geoeconomics and economic geography; the role of geographical space in the economic development of countries and regions based on the Kazakhstani component [7, 8]. And in higher educational institutions as well, geoeconomics is considered on the basis of development problems, a theoretical and applied description of the processes of development of geoeconomics; the main characteristics of the geo-economic space; geoeconomic aspects of regional studies; forecasts for the development of geo-economic zones; models of the global world structure [9].

One of the main areas of research is the formation of geo-economic competencies of students in accordance with the content of educational programs.

Before determining the formation of geo-economic competencies of students, based on scientific and theoretical studies of the concept of "competencies", "competence", we see that scientists have different definitions. For example, V. M. Shepel defines the concept of competence as knowledge, skills, experience, theoretical and practical readiness to use the acquired knowledge. The explanation of V. Landsheer, P. V. Simonov, M. A. Choshanov also does not contradict this definition. While P.V. Simonov considers competence as a potential training, M.A. Choshanov focuses on its content (knowledge) and procedural (qualification) components. A V. Landshire understands advanced knowledge as competence.

V. I. Dal "... believes that the concept of competence is inherent only in the field of justice, in his opinion, competence means the fullness of rights in accordance with the law, he considers competencies and competence as a single concept." V.S. Bezrukov explains competence as "... the formation of skills to professionally analyze, evaluate, express certain thoughts." If we consider psychological dictionaries, they define "competence as a person's ability to communicate effectively with people around him." Analyzing the definitions, competence is a set of closely interrelated knowledge, skills, abilities and creative activity of students that can be used to solve both practical and theoretical tasks [10].

Summing up the analysis of the general topic of the study, the formation of economic, including geo-economic competencies of students requires a special study, that means determining its forms and methods and, accordingly, developing a design model.

Materials and methods. The implementation of the set goals and objectives in accordance with the research topic is based on the theoretical and practical (philosophical, social, pedagogical, psychological, scientific and methodological) research methodology.

The formation of the concept of the economic environment in educational institutions (schools, colleges, universities) is based on the research methodology in the works of domestic Nadyrov Sh.M., Baimyrzaev K.M., Akhmetov E.A., Kaimuldinova K.D. and others, and foreign A.A. Bodalev, V.G. Bocharova, Yu.S. Brodsky, B.Yu.I. Glazychev and other scientists, and the ideas of a competency-based approach to education are based on the works of M.Zh.Zhadrin, U.K. B.D.I.Glazychev J.E.F. Zeer, I.A. Zimnyaya, A.K. Markova, V.A. Slastenin, A.B. Khutorskaya, M.A. Choshanov and other scientists.

These works became the basis for the development of concepts of economic and geo-economic education, which in turn contributes to the methodological study of the formation of geo-economic competencies of students.

When preparing a model for designing geo-economic competencies of students were taken as guidance studies on geo-economic education, tools for the formation of geo-economic competencies, etc.:

- the unity of the theoretical and practical components of geo-economic education;
- interdependence of national, regional and global approaches in the analysis of geo-economic issues;
- increasing geo-economic knowledge from the personal to the social level through interdisciplinary connections in natural and technical disciplines;
- commonality and maturity of the idea of sustainable development and implementation of economic education;
- principles of cultural and economic development of the individual, as well as economic education and training, norms that ensure the quality of life of present and future generations [11].

The above studies are among the most suitable for the design model of geoeconomic competencies of students, which in turn will further help to reveal the theoretical and practical understanding of geoeconomics among students of pedagogical universities.

Research results. Geoeconomics competencies of students are formed on the basis of general economic knowledge and specific activity-practical relations. Economic knowledge includes knowledge of the geography of the world economy; understanding in the field of economics; analysis of stages and cycles of development of the world economy; analysis of international economic relations and the structure of world trade; assessment of simple methods of state regulation of the economy, etc.

The main goal of the study is to present the forms, methods and means of teaching as a project model for the formation of geo-economic competencies of students. The use of interactive forms of education in the study of geo-economic education at the spatial level is a priority. The calculation model for the formation of geo-economic competencies of students is presented on the basis of specific forms and methods of teaching at two levels (general education and higher education).

To do this, first of all, the theoretical and practical significance of the study was determined, namely:

- the content and structure of the concept of "geo-economic competence" (the role of geographic space in the economic development of countries and regions, the differences between geo-economics and economic geography, the main characteristics of geo-economic space, geo-economic aspects of regionalization, the forecast of geo-economic regions, the global structure model) have been clarified;
- identified the nature of the integration of the concept with other disciplines (economic geography, history, mathematics, etc.);
- explains the goals and objectives and the main categories of geoeconomics;
- considered the technologies for the formation of geo-economic competencies [12].

When compiling a model for designing geo-economic competencies of future specialists of pedagogical universities, the possibilities of applying the analysis of modeling methods of recent years, as well as their possibility of using technical, natural, economic and other tools, were studied. From a

logical point of view, the modeling method means the transition from the recognition of one object to the recognition of other objects. A model is a system that exists in imagination or real space. It replaces and describes in the process of cognition another - the original system. Similarities with the source are also possible, which makes it possible to obtain the information about the source when studying models [13].

The novelty of our study is the theoretical substantiation of the calculation model for the use of geo-economic competencies in specific activity-practical relations in order to improve the economic literacy and culture of students (Fig. 1).

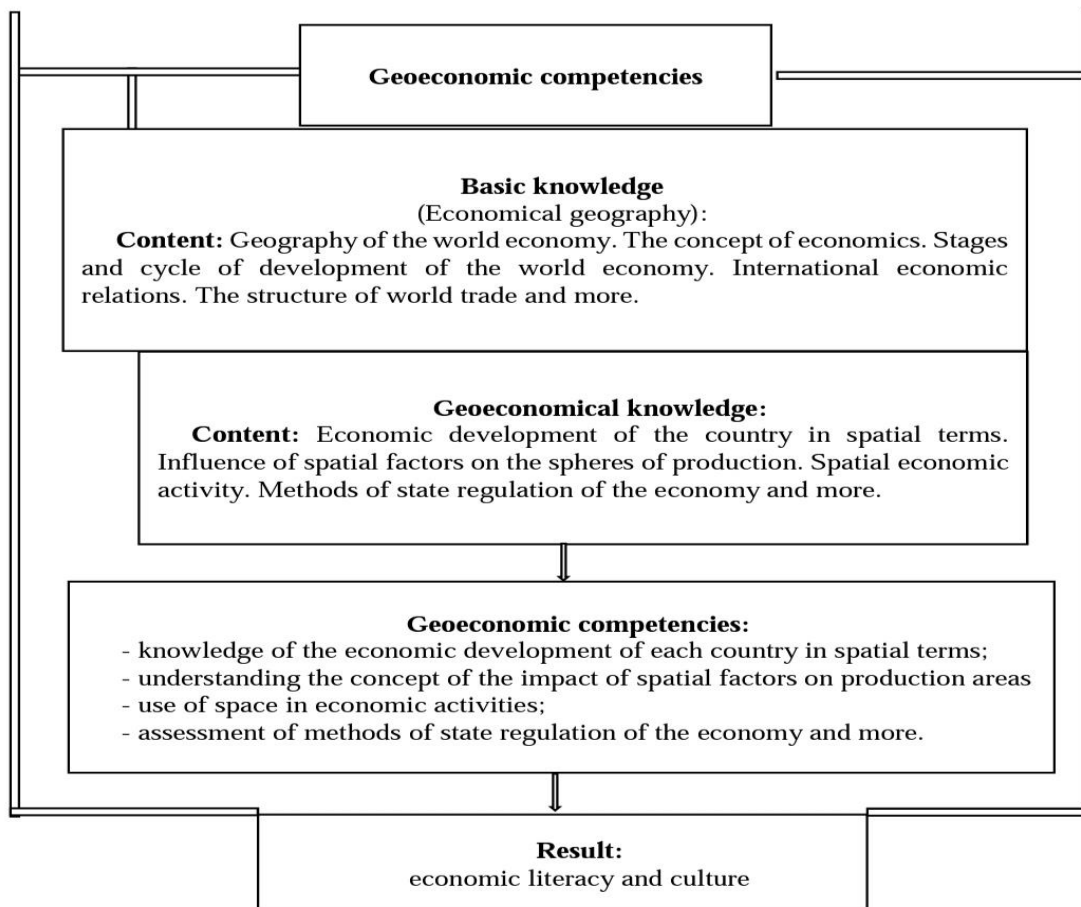


Figure 1. Model for designing geo-economic competencies of future specialists of pedagogical universities (author's).

The model for designing geo-economic competencies of future specialists of pedagogical universities is aimed at the effective implementation of the educational process, which includes procedural, cognitive, value, and information and communication components. The design model of geo-economic competencies is based on such components of economic education as economic literacy, economic consciousness, economic thinking, economic outlook, economic behavior.

Discussion. The new world order and geo-economic reality have given rise to different views on the issues of geo-economics among Western and Russian scientists, which caused them interest and discussion. Thus, the geo-economic paradigm within the framework of the geospatial approach has become the basis of research, including research on geo-economic education.

Researcher of geoeconomic approaches E.G. Kochetov on a global scale identifies several priority areas of scientific research (Fig. 2).

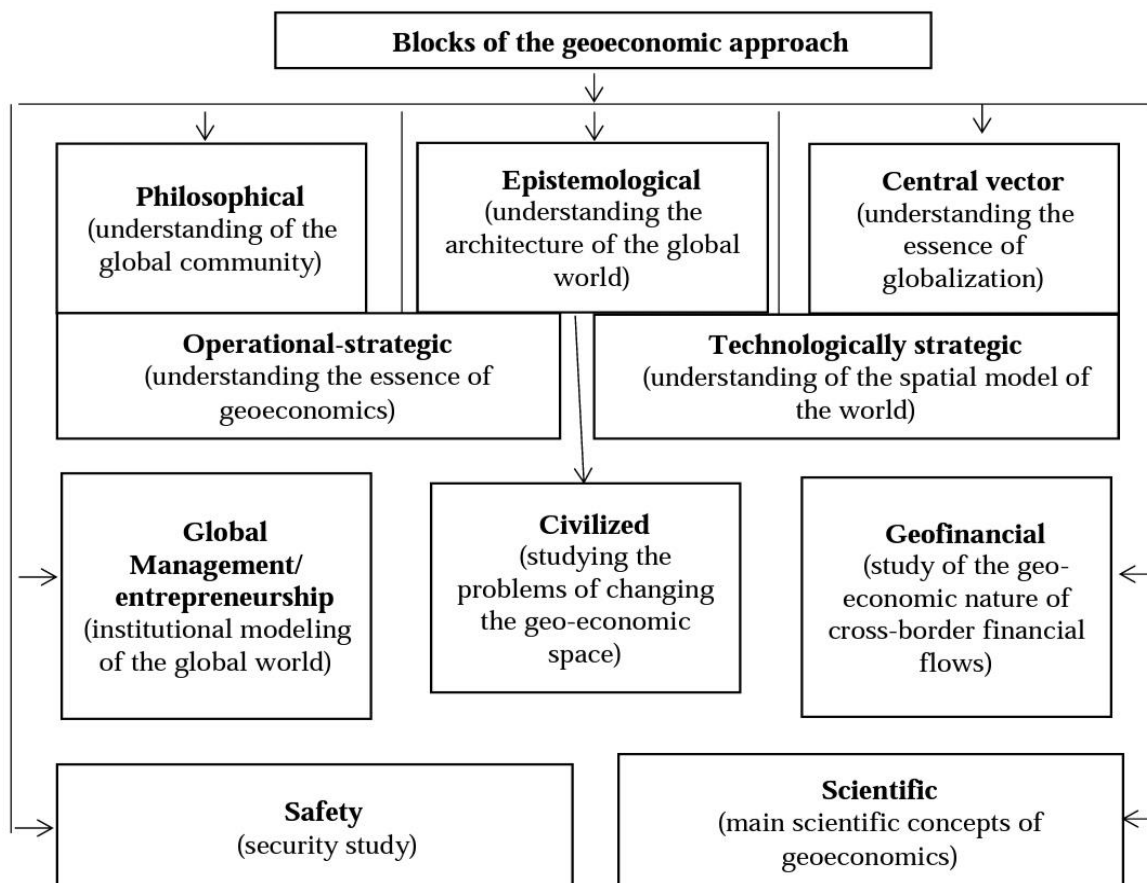


Figure 2. Geoeconomic approach based on the research of E.G. Kochetov [14, 15] (compiled by the authors)

The geospatial approach prioritizes educational research. This is due to the fact that the ideas of geoeconomics are in demand in modern society. The geo-economic concept is simultaneously developing in different countries, theoretically and methodologically, forming national geo-economic schools and influencing the policy and strategy of increasing the competitiveness of the state in the context of the globalization of the economy.

In modern research, interest in the geo-economic paradigm is explained by the structure of the post-industrial economy and the processes of integration of the world economy (creation of macroregional blocs, economic zoning and economic transformation).

The main directions of scientific research of geoeconomic approaches according to E.G. Kochetov are relevant to this day, which theoretically could form the basis of the competent knowledge of future specialists of pedagogical universities.

Conclusion. Geoeconomics as a geospatial approach reveals the features of geoeconomic reality and a model focused on economics as a scientific discipline. The geospatial approach as an interdisciplinary research methodology provides for the integration of social geography with "territorialization" and "economization".

Geoeconomics emerged as an innovative new educational product for understanding the global transition of the world system in updating the content of education. This is due to the fact that the interconnected innovation component is integrated into all areas of geo-economics (industrial, technical, technological, institutional and organizational, etc.), and the geo-economic process is being introduced into the education system.

In updating the content of education, the issues of geographical and transgeographical description of geoeconomic education at the global level are considered from the point of view of territorial space, a new typology of the global division of labor, the integration of politics and economics into international relations, the system of strategic economic interaction and the foundations of global governance.

This is a new direction of economic education that allows you to use interactive forms of learning when studying the content of materials, as well as to form the geo-economic competencies of future specialists in general education and higher educational institutions in terms of a model of the structure of the global world in terms of explaining the main categories of geo-economics; revealing the difference between geoeconomics and economic geography; determining the role of geographical space in the economic development of countries and regions based on the Kazakhstani component; the main characteristics of the geo-economic space; geoeconomic aspects of regional studies; forecasts for the development of geo-economic zones.

References:

1. *Asheim, B.T. (2020), Economic geography as regional contexts' reconsidered – implications for disciplinary division of labour, research focus and societal relevance. Norsk Geografisk Tidsskrift–Norwegian Journal of Geography Vol. 74, 25–34*
2. *Blackwill R., Harris J. (2016), War by Other Means: Geoeconomics and Statecraft, Harvard University Press, 384 p. ISBN 978-0-674-73721-1*
3. *Кочетов Э.Г. Геоэкономика. Освоение мирового экономического пространства: Учебник для вузов. – М.: Норма, 2010. – 528 с.: илл.*
4. *Мухаев Р.Т. Геополитика. М.: ЮНИТИ-ДАНА, 2010. – 839 с.*
5. *Klement, Joachim, Geo-Economics: The Interplay between Geopolitics, Economics, and Investments (April 29, 2021). CFA Institute Research Foundation Books, 2021, 384 p. Available at SSRN: <https://ssrn.com/abstract=3836915>*
6. *Bruna C., Pedro V. Geoeconomics in the light of International Political Economy: a theoretical discussion. //Brazil. J. Polit. Econ. 40 (1) Jan-Mar 2020 <https://doi.org/10.1590/0101-31572020-2982> (дата обращения: 19.01.2022).*
7. *Каймулдинова К., Абдимананов Б., Әбілмәжінова С. География. Жалпы білім беретін мектептің жаратылыстану-математика бағытындағы 11-сыныбына арналған оқулық. – Алматы: Мектеп, 2020. – Б. 153-204 б.*
8. *Жалпы орта білім беру деңгейінің жаратылыстану-математикалық бағыттағы 10-11-сыныптарына арналған «География» пәнінен жаңартылған мазмұндағы үлгілік оқу бағдарламасы (на казахском и русском языках). – Астана, 27.02.2017 г., №352 ҚР ҒБМ.*
9. *Білім беру бағдарламасы. 6B01515-География мамандығына арналған. – Алматы: Абай ат. ҚазҰПУ, Хаттама № 8, 24.04.2020 ж. – 25 б.*
10. *Карбаева Ш.Ш. Мектептегі бағдарлы оқыту үрдісінде оқушылардың әлеуметтік-экологиялық біліктерін қалыптастыру (жаратылыстану пәндері мысалында): диссертация. ... педагогика ғылымының кандидаты. – Алматы, 2009. – 143 б.*
11. *Ingrid Schwarz. Geography, economic education and global education: European and Austrian aspects of the «Fifobi – developing business competencies in school» project // Multicultural Education & Technology Journa, 2012. Volume 6 Issue 4 (дата обращения: 21.01.2022).*
12. *Манашова Г.Н., Есмагамбетова Д.Б. Формирование экономической компетентности будущего педагога профессионального обучения // Вестник КарГУ. Серия Педагогика 2012 №03 (67) <https://articlekz.com/article/5822> (дата обращения: 21.01.2022).*
13. *Галацкова И.А., Обласов В.В. Моделирование в процессе обучения как средство повышения творческой активности учащихся //Современные проблемы науки и образования. – 2018. – № 2. <https://science-education.ru/ru/article/view?id=27464> (дата обращения: 21.01.2022).*
14. *Каледин Н.В. Геопространство: новые возможности теоретизации в географии //Социальноэкономическая география-2011: теория и практика: материалы международной научной конференции «Социальноэкономическая география: фундаментальные и прикладные исследования», 2011. –Калининград: Изд-во БФУ им. И.Канта. – С. 23-29.*
15. *Белоусов В.М. Геоэкономическая парадигма научных исследований // <https://cyberleninka.ru/article/n/geoekonomicheskaya-paradigma-nauchnyh-issledovaniy> (дата обращения: 21.01.2022).*

References:

1. Asheim, B.T. (2020), *Economic geography as regional contexts' reconsidered – implications for disciplinary division of labour, research focus and societal relevance*. Norsk Geografisk Tidsskrift–Norwegian Journal of Geography Vol. 74, 25–34.
2. *Blackwill R., Harris J. (2016), War by Other Means: Geoeconomics and Statecraft*, Harvard University Press, 384 p. ISBN 978-0-674-73721-1.
3. Kochetov E.G. *Geoekonomika. Osvoenie mirovogo ekonomicheskogo prostranstva: Uchebnik dlya vuzov.* – Moscow, Norma, 2010. – 528 p.
4. Muhaev R.T. *Geopolitika*. M Moscow: UNITY-DANA, 2010. – 839 p.
5. Klement, Joachim, *Geo-Economics: The Interplay between Geopolitics, Economics, and Investments* (April 29, 2021). CFA Institute Research Foundation Books, 2021, 384 p. [Electronic resource]: <https://ssrn.com/abstract=3836915>
6. Bruna C., Pedro V. *Geoeconomics in the light of International Political Economy: a theoretical discussion*. //Brazil. J. Polit. Econ. 40 (1) Jan-Mar 2020 <https://doi.org/10.1590/0101-31572020-2982> (access date: 19.01.2022).
7. Kajmuldinova K., Abdimanapov B., Abilmazhinova S. *Geografiya. Zhalpy bilim beretin mekteptin zharatylystanu-matematika bagytyndagy 11-synybyna arnalgan okulyk.* – Almaty: Mektep, 2020. 153-204 p.
8. *Zhalpy orta bilim beru dengejiniñ zharatylystanu-matematikalyq bagyttagy 10-11-synyptaryna arnalgan «Geografiya» pәninen zhanartylgan mazmundagy ulgilik oku bagdarlamasy.* Astana, 27.02.2017, №352 Kazakhstan Republic, Ministry of knowledge and science.
9. *Bilim beru bagdarlamasy. 6V01515-Geografiya mamandygyna arnalgan.* Almaty: Abai KazNPU, Protocol № 8, 24.04.2020 year. – 25 p.
10. Karbaeva Sh.Sh. *Mekteptegi bagdarly oqytu urdisinde okushylardyn aleumettik-ekologiyalyq bilikterin kalyptastyru (zharatylystanu panderi mysalynda): dissertaciya. ... pedagogika gylmynyn kandidaty: dissertation. ... candidate of pedagogical sciences*. Almaty, 2009. – 143 p.
11. Ingrid Schwarz. *Geography, economic education and global education: European and Austrian aspects of the «Fifobi – developing business competencies in school» project* // *Multicultural Education & Technology Journal*, 2012. Volume 6 Issue 4 (access date: 21.01.2022).
12. Manashova G.N., Esmagambetova D.B. *Formirovanie ekonomicheskoy kompetentnosti budushchego pedagoga professional'nogo obucheniya* // *Vestnik KarGU. Seriya Pedagogika*. 2012. T. №03 (67). <https://articlekz.com/article/5822> (access date: 21.01.2022).
13. Galackova I.A., Oblasov V.V. *Modelirovanie v processe obucheniya kak sredstvo povysheniya tvorcheskoj aktivnosti uchaschihsya* // *Sovremennye problemy nauki i obrazovaniya*. 2018. T. № 2. <https://science-education.ru/ru/article/view?id=27464> (access date: 21.01.2022).
14. Kaledin N.V. *Geoprostranstvo: novye vozmozhnosti teoretizacii v geografii* // *Social'noekonomicheskaya geografiya-2011: teoriya i praktika: materialy mezhdunarodnoj nauchnoj konferencii «Social'noekonomicheskaya geografiya: fundamental'nye i prikladnye issledovaniya»*, Kaliningrad: BFU I. Kant, 2011. 23-29 p.
15. Belousov V.M. *Geoekonomicheskaya paradigma nauchnyh issledovanij* // <https://cyberleninka.ru/article/n/geoekonomicheskaya-paradigma-nauchnyh-issledovaniy> (access date: 21.01.2022).