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ОСОБЕННОСТИ ЭКОНОМИЧЕСКОЙ СОЦИАЛИЗАЦИИ УЧАЩИХСЯ СТАРШИХ КЛАССОВ СРЕДНИХ ШКОЛ, РАСПОЛОЖЕННЫХ НА СЕВЕРНЫХ ТЕРРИТОРИЯХ КРАСНОЯРСКОГО КРАЯ И РЕСПУБЛИКИ САХА (ЯКУТИЯ)*

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Проблема и цель. Исследуется проблема экономической социализации и формирования экономической культуры у современных учащихся средних школ, находящихся на северных территориях Красноярского края и Республики Саха (Якутия). Цель статьи – обобщить результаты полевых исследований и выявить особенности экономической социализации учащихся

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старших классов, родители которых ведут традиционный образ жизни, характерный для коренных малочисленных народов Севера и Сибири.

Методология. В ходе полевых исследований в северных (арктических поселках) Красноярского края и Республики Саха (Якутия) была применена авторская методика оценки уровня экономической культуры учащихся старших классов. Использовались методы сравнительного анализа в зависимости от территории проживания учащихся (город Красноярск, Тухтетский и Туруханский районы Красноярского края, город Нерюнгри, Нерюнгринский район Республики Саха (Якутия)), их этнокультурной самоидентификации (в том числе принадлежности к коренным малочисленным народам Севера и Сибири), возраста.

Результаты. Представлены результаты обработки 341 анкеты учащихся старших классов средних школ, в том числе 186 детей, чьи родители принадлежат к коренным народам Севера и ведут традиционный образ жизни (занимаются охотой, рыбной ловлей, северным домашним оленеводством). Результаты обработки анкет визуализированы с помощью диаграмм и гистограмм, обобщены в форме таблицы.

Заключение. Полевые исследования позволили выявить коммуникативные, инструментальные, социальные и психологические особенности экономической социализации учащихся старших классов, родители которых ведут традиционный образ жизни. Выявлена проблема недостатка экономического образования школьников. Сделаны рекомендации о необходимости принять меры к созданию программы экономического образования школьников на данных территориях, построенной на сочетании экономического семейного воспитания, связанного с традиционным образом жизни родителей, и школьного экономического образования, связанного с экономическим анализом школьных проектов.

Ключевые слова: учащиеся старших классов; северные территории; коренные малочисленные народы; экономическая культура; экономическая социализация; полевые исследования; анкетирование.

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Characteristics of Economic Socialization of High School Students in the Northern Territories of Krasnoyarsk Krai and the Sakha (Yakutiya) Republic

Abstract

Introduction. The article deals with the problem of economic socialization and building economic culture among high-school students living in the North territories of Krasnoyarsk Krai and the Sakha (Yakutiya) Republic. The processes of economic socialization for children whose parents follow the traditional way of life and belong to the indigenous minorities of the North have been considered.



Materials and Methods. *In the course of field researches in the North (Arctic) settlements of the Krasnoyarsk Krai and the Republic of Sakha (Yakutiya) the authors have implemented original assessment methods to identify the level of economic culture among the high-school students. Such methods as comparative analysis have been used depending on the territory (Krasnoyarsk, Tyukhtetskiy and Turukhanskiy Districts of the Krasnoyarsk Krai, Neryungi, Heryungskiy District of the Republic of Sakha (Yakutiya)), on students' ethnocultural self-identification (including their belonging to the indigenous minorities of the North and Siberia) and on their age.*

Results. *The survey has been resulted in 314 questionnaire forms filled by the senior students of secondary schools, including 186 children whose parents belong to the indigenous peoples of the North and hold traditional lifestyle (they are involved in hunting, fishing and reindeer-breeding). The findings have been visualized through the diagrams and histograms and summarized in the Table as well.*

Conclusions. *Thus, certain problems peculiar to the process of economic socialization among the high-school student living in Krasnoyarsk Krai's North have been detected; several differentiations on communicational, social, psychological and instrumental parameters have also been examined. Finally, the authors suggest a set of recommendation to improve the economic socialization in the course of education in schools and families.*

Keywords

High school students; Northern territories; Indigenous Small Peoples; Economic culture; Economic socialization; Field studies.

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Introduction

The recent education technologies are developing in a number of key ways among which culture-centered education is being particularly distinguished. This type of education, in turn, relies on the trend towards person-centered teaching, i.e. towards the education opened to all social strata and focusing on individuals. For Siberian Federal District's regions of particular relevance is the culture-centered education which considers historical and ethnological nature of small indigenous peoples of the North and Siberia. Children's socialization there proceeds in a specific

way determined by their parents' traditional way of life, their respect to ethnocultural origin and particular efforts taken to preserve their unique cultural identity. At the same time, North peoples' children get general secondary education according to the Federal State Education Standards with a heavily under-represented regional component and ethnocultural studies being included into additional education.

The quality of living in ethnocultural minorities related to the small indigenous peoples varies significantly depending on two types of settlements: 1) the ones with traditional economies



(northern deer herding, hunting, fishing, etc.); 2) northern settlements with mixed population engaged in modern activities; with Russian used as everyday language and with customs and traditions evolving into a professional artistic crafts, national regular arts, etc.

In 2010–2017, the authors have carried out a number of field researches in the areas of Krasnoyarskiy Krai, the Republic of Tuva and the Republic of Sakha (Yakutiya) with high concentration of the indigenous minorities of the North, Siberia and Far East [13; 16]. These are integrated cross-disciplinary researches mainly based on the analysis of educational space in the places characterized above. This article represents one of the results obtained in these studies.

The work aims scientifically analyzed modern ways of socialization for the children of small indigenous peoples of the North, Siberia and Far East grounded in the economic culture assessment among the students (pupils) in the Krasnoyarskiy Krai and the Republic of Sakha (Yakutiya). The research has been designed to achieve the following goals: 1) critical analysis of the researches on the subject under discussion; identification of the most actual trends and unexplored aspects; 2) description of the research methodology and methods; 3) presentation of the research results and, specifically, synthesis of the information obtained during the fieldwork, explanation of the tables and diagrams; 4) final formulation based on the research and articulation of the prospects for further studies.

In this time, the scientists analyze ethnological processes among the small indigenous peoples of the North, Siberia and Far East in a number of ways: 1) socio-economic aspects and regional studies; 2) historical, culturological and artistic; 3) socio-

anthropological; 4) ecological; 5) medical-psychological; 6) pedagogical and ethnopedagogical as well. A great enhancement is being demonstrated in genetic studies, alongside with engineering designs for the Northern area with its specific climate and landscape are being developed. Given that, this research will emphasize a certain direction in pedagogical studies related to economics socialization of higher-forms students in general secondary schools and to the specific features of this process among indigenous peoples with traditional way of life.

An important element in economic culture is that body of economic knowledge recognized by the society and actualized through their values, norms, standards and motives of behavior practiced by a person, group of people or community (professional, territorial, etc.). In the recent scientific literature, the economic culture is defined as the result of economic socialization.

The last was initially addressed by B. G. Stacey¹, who in “Economic socialization in the pre-adult years” considered such aspects of economic worldview development as one’s attitude to money, property, social differentiation and inequality alongside with socio-economic view of the world.

Further researches on economic socialization were encouraged though the studies of economic behaviour in various social groups and building a dependence of the economic behaviour from different factors of economic socialization. Thus, an integrated investigation of economic socialization was demonstrated in “Economic Socialization. The Economic Beliefs and Behaviours of Young People”, a monograph edited by P. Lunt and A. Furnham². The work details how children and teenagers come to understand the economic world. A contemporary

¹ Stacey B. G. Economic socialization in the pre-adult years. *British Journal of Social Psychology*, 1982, vol. 21(2), pp. 159–173.

² Lunt P., Furnham A. *Economic socialization*. Edward Elgar Publ., 1996, 224 p.



Western citizen, often without any common economic education, is an experienced user and representative of the real economic relations. The chapters dedicated to international and cross-disciplinary aspects also describe social determinants of economic orientations, beliefs and values and reveal the concept of economic comprehension which includes social and macro-economic factors. Concrete challenges analyzed by the authors include evolution of youngsters' ideas towards wealth distribution, state property and market as well as towards the role of children concerned as consumers and ties between economic convictions and social class. Economic socialization significantly contributes into economic psychology and integrates researches with analysis for better understanding of how children learn and participate in economy.

The modern researchers of children economic socialization emphasize the relationship between economic culture and eventual financial well-being. Thus, A. I. Drever, E. Odders-White, C. W. Kalish, N. M. Else-Quest, E. M. Hoagland, and E. N. Nelms in their "Foundations of financial well-being: Insights into the role of executive function, financial socialization, and experience-based learning in childhood and youth" [5] assume that each stage of the child development – from their junior school ages to the senior ones – needs different forms of economic and financial education. The researchers suggest a number of innovative strategies to improve financial education as for the school students and for their parents as well.

The special meaning of parents in the processes of economic socialization among young people has also been highlighted by G. Van Campenhout [26]. In his "Revaluing the role of parents as financial socialization agents in youth financial literacy programs" he says that the parents' role should be included into the economic curriculum in schools. Understanding of their

(parents') importance in the processes of economic socialization, in turn, should be reflected in educational processes aimed at making economic behavior more flexible and effective.

The article "A developmental perspective on children's economic agency" written by T. Friedline [6] describes some practical aspects of financial education including bank account opening for children aged 5 and 6. Cognitive, social and linguistic education for the children at that age allows forming basis of economic behavior and knowledge. The tender-aged children are able to make their behavior economically effective for themselves.

A. Grohmann, R. Kouwenberg, and L. Menkhoff in their work "Childhood roots of financial literacy" [8] detail the analysis of economic socialization as financial socialization, identifying its three main agents: family, school and work. Children's financial literacy is determined by their family and school which complement each other. Different socio-demographic groups should be supported by various methods aimed at achieving better financial behavior for successful economic socialization of children.

Basing on the analysis of 285 young respondents V. Grougiou and G. P. Moschis [9] show how exactly their families welfare has influenced their socio-economic status and self-esteem. The focus on self-dependence and personal achievements enhances material values while a negative family atmosphere discourages the formation of these values among young people – as the authors believe and reflect in their work "Antecedents of young adults' materialistic values". B. L. Jorgensen, D. L. Rappleyea, J. T. Schweichler, X. Fang, and M. E. Moran [10] have analyzed economic socialization and the way family affection influences financial behaviour on 321 students from one of the American universities. The higher the parents –



children affection is, the greater financial knowledge they (parents) can give to their children, who finally show better financial behaviour in adulthood. The authors clarify some aspects of the financial family model and assume that such affection parameter have to be included into this model as one of the most crucial variables.

An overwhelming majority of the recent researches concentrates on the aspects of financial education for children. Money availability, conscious attitude of parents to money saving, peers involvement in the processes of economic socialization have been investigated by T. Te'eni-Harari in "Financial literacy among children: the role of involvement in saving money" [24]. Regarding 103 private interviews with the secondary school students the scientist finds out that at least two factor – equitable attitudes to money saving (in common with their parents) and to money accessibility – determine children's effective financial behaviour. T. Te'eni-Harari holds that to have a stable economic socialization a special emphasis should be placed on children's perspectives as such and on their real participation in the economic processes inside their families.

"Economic Psychology", a collective monograph edited by R. Ranyard³, includes a chapter titled as "Economic Socialization: Childhood, Adolescence, and Early Adulthood" written by A. Otto and J. Serido⁴. The authors explain how children, teenagers and young people enhance their economic knowledge and skills required on certain stages of their life as a ground to understand economic socialization as self-sustainability growth. The research starts with a context provision to understand economic socialization as an evolution process (i.e. financial autonomy insurance as a development objective in the end of adolescence). Then, it includes a

review on a socializing role of the parents until there is that support for the process of economic socialization in childhood, adolescence and pre-adult stage. Further, there is a description of Urie Bronfenbrenner's bioecological framework to stimulate individual development of sustainability. This model is based on the relations between people and multi-level ecological systems emerging throughout the entire life. The circled way to achieve one's financial self-sustainability contains integrated factors of constantly changing social and cultural environment accepted by people.

In a collaborative study "Parent's Beliefs and Behaviors about the Economic Socialization, Through Allowances/Pocket Money, of Their Children" A. Furnham and R. Milner [7] address the content, structure and correlates of parents' beliefs in the way how to teach their children to deal with money and to economic behavior. There are 512 respondents engaged into a questionnaire consisting of two rating scales for different convictions and behaviors. The researchers have found that it is gender aspects alongside with religious and political orientation of one's parents that necessarily determine children's attitude to pocket money.

Another topical work by F. Palaci, I. Jiménez, G. Topa – "Economic Cognitions Among Older Adults: Parental Socialization Predicts Financial Planning for Retirement" [14] – is dedicated to an indirect influence of economic socialization and bases on a financial planning model for one's retirement (FPR). This work regards how parents' economic socialization directly or indirectly has a bearing on the FPR through the mediation in financial awareness, financial planning decisions and financial management. They have considered the data of

³Ranyard R. (ed.) *Economic Psychology*. Wiley-Blackwell, 2017.

⁴ Otto A., Serido J. Economic Socialization: Childhood, Adolescence, and Early Adulthood. *Economic Psychology*,

2017, pp. 321–336. DOI:
<https://doi.org/10.1002/9781118926352.ch20>

DOI:



280 respondents aged from 45 to 63. As the findings demonstrate, parents' economic socialization influences the FPR both directly and indirectly. Moreover, parents' economic behaviour operates as a positive model for the development of financial awareness and skills as well as for the FPR decision-making process. Besides, the research includes a discussion over the process when parents' economic socialization is positively linked to financial awareness and skills which determine the FPR.

The authors of another scientific work – “Culture's Influence on Stressors, Parental Socialization, and Developmental Processes in the Mental Health of Children of Immigrants” – Su Yeong Kim, S. J. Schwartz, K. M. Perreira and L. P. Juang [11] bring together a set of vital issues related to economic socialization and, in particular, they investigate cultural determination of migrant children's economic behavior. Children of immigrants represent one in four children in the USA and by the year of 2050 they are likely to become one in three. The children of Asian and Latin America immigrants jointly make up the majority of immigrant children in the USA. These children can be born as immigrants per se, or, their parents may well be born outside the USA and their status can be illegal or non-registered. The researchers consider transcultural and cultural factors alongside with parents' socialization as threats or protective factors influencing children's mental health. Thus, the process of economic socialization has been explained through the process of immigrant children's economic behavior laden with typical mental problems.

In the context of world researches on small indigenous peoples economic socialization has

been scientifically analyzed in “Natural Resource Extraction and Indigenous Livelihoods: Development Challenges in an Era of Globalization” edited by E. Gilberthorpe and G. Hilson⁵. This book includes an expanded analysis of how extraction projects can stimulate social, cultural and economic changes in these indigenous minorities. Within numerous case studies particularly on opencast mining, artisanal mining, logging, deforestation, oil extraction and manufacturing the authors consider the issues mentioned in global discussions over the problems of sustainability, corporate and social responsibility and climate change. These thematic researches are used to assess whether the development processes are capable of competing and conflicting with the market targets of multinational enterprises and organizational and moral principles of the indigenous communities. This and several other researches reveal that contradictory situation of interaction between the current economic processes and traditional economic worldview of the small indigenous peoples living on the territories with permanent resources extraction.

Some meaningful elements of economic socialization of the indigenous minorities are represented in the works by L. Urrieta [25], J. Sikora, N. Biddle [22], D. Patrick⁶, O. Schwarz [20], I. G. Baird [2], C. Rofe, A. Moeed, D. Anderson, R. Bartholomew [17] and others. Economic problems peculiar to the Northern territories inhabited by the small indigenous peoples of the North of the Russian Federation are considered in the investigations by D. Anderson, J. P. L. Looers, S. A. Schroer, R. P. Wishart, E. Brutschin, S. R. Schubert [1], K. Reznikova [15; 27], R. Sidortsov, A. Ivanova, F. N. Stammler

⁵ Gilberthorpe E., Hilson G. (Eds.) *Natural resource extraction and indigenous livelihoods: Development challenges in an era of globalization*. Routledge, 2016.

⁶ Patrick D. Language Policy and Education in Canada. McCarty T., May S. (eds) *Language Policy and Political Issues in Education. Encyclopedia of Language and Education*. 3rd ed. Springer, Cham, 2016, pp. 1–14. DOI: http://dx.doi.org/10.1007/978-3-319-02320-5_30-1



[21], Shishatskiy [18; 19], N. Libakova, E. Sertakova, A. Sitnikova, Y. Zamaraeva⁷, N. Koptseva [12], V. Kirko [13], E. Bukharova, S. A. Samusenko, A. R. Semionova, L. K. Vitkovskaia [4], et other. Particular characteristics of the education for school students related to these ethnocultural groups have also been brought there.

Thus, the specific nature of education for the students who live in the North of the RF and whose parents belong to the indigenous minorities and follow the traditional way of life is being actively explored in the recent international and national science. However, the problem of their economic socialization and economic culture formation has not devoted sufficient attention. At the same time, economic socialization means one of the most considerable conditions for increasing quality of life in the contemporary and constantly changing world.

Summing up the review on scientific papers dedicated to the subject under discussion, we introduce the following definition for economic socialization – representing a person as a member of a certain social group to regional and local economic community which determines the real processes in their socialization.

The importance of educational technologies aimed at improving and managing economic socialization of students cannot be overestimated. Targeted organization of students' economic socialization requires, in turn, methodological modernization that is to provide a new quality of education. Economic knowledge and skills built in schools, students' deliberate choice in professional spheres and willingness to intellectual and productive work including new types of employment, e.g. focused on social entrepreneurship, remain important factors of

economic and cultural growth of the entire Russian society. In doing so, educational technologies depend strictly on a set of factors referred particularly to students' ethnocultural and regional identity. A special kind of ethnocultural and regional identity is self-perception as a part of the community of indigenous minorities of the North, Siberia and Far East.

Further, we represent preliminary findings of the study on economic culture considered as an outcome of economic socialization among high-form students living in the North (Arctic) settlements of the Krasnoyarskiy Krai and the Republic of Sakha (Yakutia).

Materials and Methods

To conduct this study we have developed and tested a set of methods for measuring the high-form students' proficiency in economic culture resulting from economic socialization. This methodology allows forecasting challenges caused by psychological, adaptational and motivational problems that feature the process of economic culture formation and development, since even before a turning point in their professional self-determination a student can assess their abilities and motives when taking a vector for further development and, in prospect – career choice. The questionnaire involves identification of the level of social interaction that impacts the development of key indicators in high-form students' socialization.

The form consists of four modules: **communicational** (identifying abilities to deal with people, collaborative work, sociability level and etc.); **psychological** (identifying the level of self-attitude adequacy, critical thinking, self-dependency and etc.); **instrumental** (identifying common individual and educational actions); **social**

⁷ Libakova N. M., Sitnikova A. A., Sertakova E. A., Kolesnik M. A., Ilbeykina M. I. Modern practices of regional and

ethnic identity of the Yakuts (North Asia, Russia). *Life Sci Journal*, 2014, Vol. 11 (12), pp. 133–140.

(demonstrating existence of certain life plans, awareness of their rights and responsibilities and universal competence to be accepted by the modern ecologic and social environment).

The results reflect the real processes of students' economic socialization and their level of economic culture; include knowledge, abilities and skills by the means of which they are guided through the modern life and become able to manage their further choice in education or career.

Results

On the basis of field studies in the Republic of Sakha (Yakutiya) and the Krasnoyarskiy Krai we have considered the factors of socialization which determine the economic culture formation and development among children of the small indigenous peoples of the North: senior students of general secondary schools located in extreme climate and landscape zones; their parents follow the traditional way of life and traditional householding activities (hunting, nomadic reindeer herding, fishing). Their teachers, outside socio-economic environment as well as the parents greatly influence the way of how any senior student perceives success.

The survey has received responses from 341 students aged from 15 to 17. Among them – 186 are representatives of the small indigenous peoples (Evenks, Chulymy, Kets, Dolgans, Yukagirs, Chukchis and others):

- Municipal Budgetary Educational Institution “Olenyokskaya Secondary General School n.a. Kh. M. Nikolayev” of the Republic of Sakha (Yakutiya);

- State Budgetary Educational Institution “Pilot Boarding School “Arktika”, Neryungi, the Republic of Sakha (Yakutiya);

- Municipal Educational Institution “Secondary Boarding School n.a. G. M. Vasilevich”, Iengra settlement, Neryungi District, the Republic of Sakha (Yakutiya);

- Municipal Educational Institution “Secondary School of Turukhansk”, Turukhansk, Krasnoyarskiy Krai;

- Municipal Public Educational Institution “Igarka Secondary Education School n.a. V. P. Astafiev”, Igarka, Turukhanskiy District, Krasnoyarskiy Krai;

- Municipal Educational Institution “Kellogsk Secondary School”, Kellog settlement, Turukhanskiy District, Krasnoyarskiy Krai;

- Municipal Educational Institution “Farkovo Secondary School”, Farkovo settlement, Turukhanskiy District, Krasnoyarskiy Krai;

- Municipal Budgetary Educational Institution “Tyukhtet Secondary School #1” and Municipal Budgetary Educational Institution “Tyukhtet Secondary School #2”, Tyukhtet settlement, Tyukhtetskiy District, Krasnoyarskiy Krai;

- Municipal Budgetary Educational Institution “Chul Primary School”, Chindat settlement, Pasechnoye settlement, Tyukhtet District, Krasnoyarskiy Krai;

- Municipal Autonomous Educational Institution “Lyceum #12”, Krasnoyarsk.

In the schools situated in the Republic of Sakha (Yakutiya) (in Olenyok settlement, Iengra settlement and Neryungi) and Turukhansk District of the Krasnoyarsk Krai (Kellog settlement, Farkovo settlement and Igarka) the survey has been conducted among the representatives of indigenous minorities of the North – Evenks, Yukagirs, Chukchis, Golgans, Ket Peoples, Selkups and Nenets whose parents are engaged in traditional crafts. In other cases the interview has been done with the students of different nationalities (including Russians, Ukrainians and others) whose parents have various professions and live in different administrative and territorial divisions and in cities as well (Krasnoyarsk, Igarka).

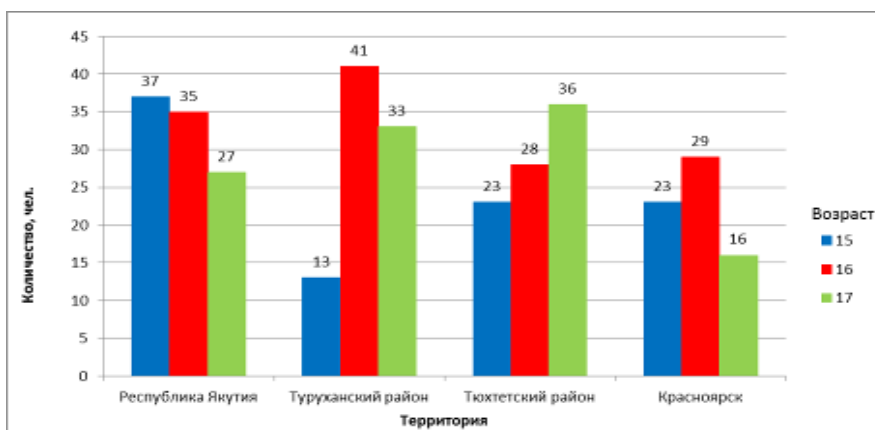


Fig. 1. Distribution of the respondents on their age and territory

Fig. 1 shows the age-related histogram for the number of students interviewed.

Basing on the questionnaire’s data, we have built a number of spider graphs with the areas

characterizing the research results on modules. It provides us with more precise vision of the economic culture level and socialization among the high-form students (Fig. 2–5).

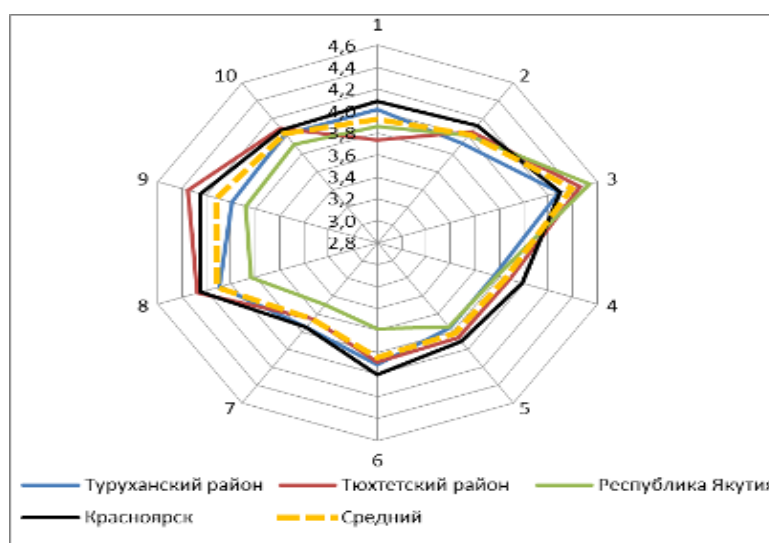


Fig. 2. Communicational module

- 1 – ability to deal with people; 2 – character of teacher-student relations; 3 – character of parents-child relations;
- 4 – confidence in communication with the opposite sex; 5 – confidence in emotional communication;
- 6 – ability to collaborate; 7 – confidence in business communication; 8 – ability to accept others; 9 – ability to accept situations; 10 – sociability.

To build these diagrams we have taken the average measure on the indicators in each module and compared them with the module’s average figures.

In this module the results have little difference. It means that the children view themselves as quite communicative ones. Still, each

district has its own trouble spots: the character of parents-child relations in Krasnoyarsk; in Turukhansk they are character of parents-child relations, confidence in communication with the opposite sex, confidence in emotional communication and ability to accept situations; in Tyukhtetskiy District – ability to deal with people.

Given that, among all the low indicators in the Republic of Sakha (Yakutiya), the character of parents – child relations is the highest one, i.e. all

the students in Yakutiya are closely connected with their parents.

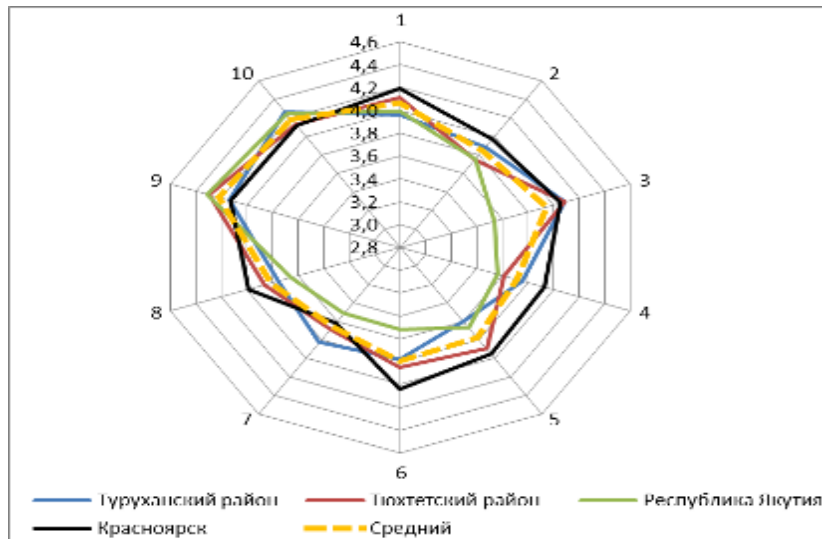


Fig. 3. Psychological module

1 – responsible attitude to self; 2 – communicability; 3 – reasonable self-attitude; 4 – creativity, creative thinking; 5 – strong interest in smth; 7 – critical thinking; 8 – self-confidence; 9 – self-dependence; 10 – self-esteem.

The psychological module also slightly differs from the previous case. The children consider themselves to be balanced, responsible and sensible enough. The answers given by the Yakutian students are below the average level,

though on such parameters as self-dependance and self-esteem they take the leading positions. The students of Krasnoyarsk, Turukhanskiy and Tyukhtenskiy Districts have problems with their self-dependance, self-esteem and self-confidence.

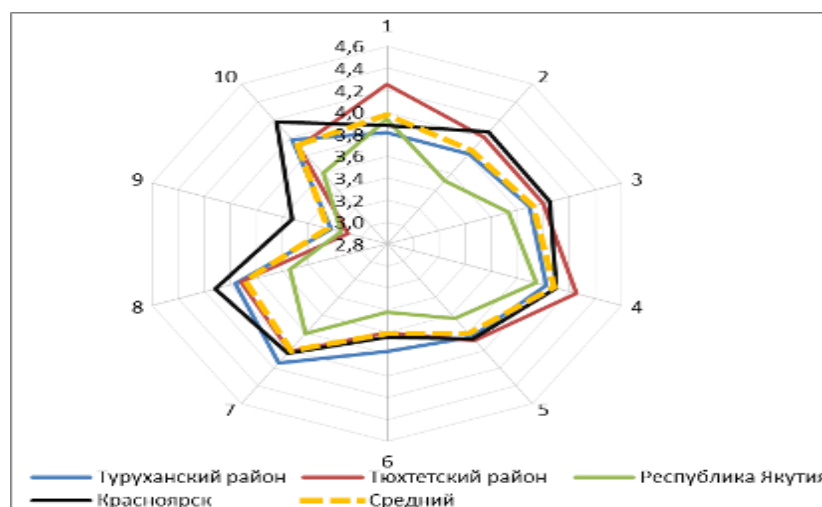


Fig. 4. Instrumental module

1 – homework activities; 2 – ability to spend money reasonably; 3 – concept of budget; 4 – awareness about the ways of earning money; 5 – working competence; 6 – awareness of financial resources; 7 – computer skills; 8 – ability to read fluently; 9 – ability to overcome crisis; 10 – willingness to stay in a good fit.

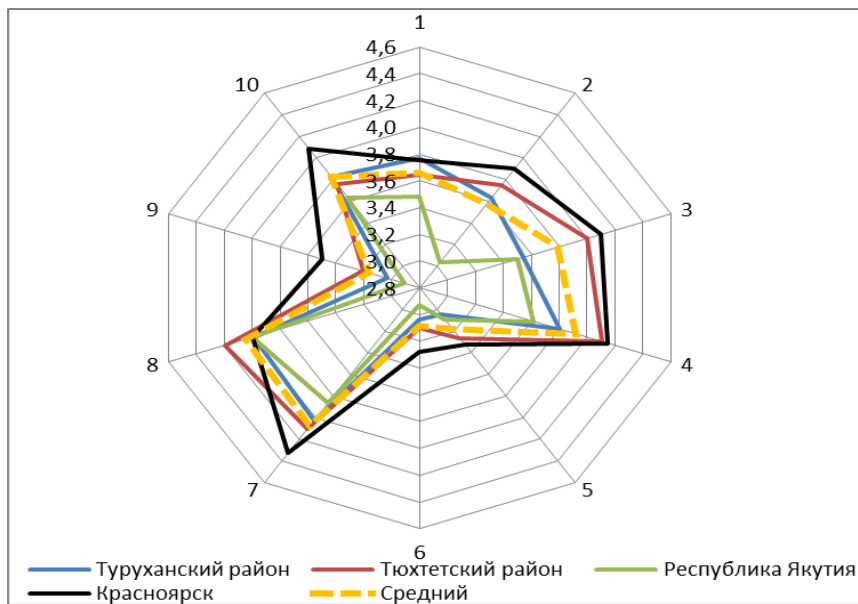


Fig. 5. Social module

1 – practical mind; 2 – ability to say “no”; 3 – ability to make a compromise; 4 – tolerance; 5 – knowledge of market realities; 6 – conception of the ways and methods of economic problems resolving; 7 – life plans; 8 – awareness about rights and responsibilities; 9 – extra-curriculum knowledge; 10 – proficiency level.

This part of the research shows more vivid gap between the Yakutian and other students – on all the indicators their data have not reached even the average level.

The biggest part of the respondents are the students of boarding schools for the indigenous minorities of the North whose parents mainly choose a nomadic lifestyle in taiga or tundra. Since this module contains the questions related to common knowledge and skills identification (ability to spend money reasonably, budget conception, etc.), so the children have demonstrated such low results due to the absence of these skills and knowledge – they simply are not involved in these activities. As Krasnoyarsk is the Krai’s capital, so the data there (willingness to stay in a good fit, ability to read fluently and ability to overcome crisis) have achieved its top-point.

In this module one can note a significant gap in the data among the Republic of Sakha

(Yakutia), Turukhanskiy District, Tyukhtetskiy District and Krasnoyarsk as well. This unit contains the questions which reveal the information about life projects, awareness about one’s rights and responsibilities, and, in general, - about universal knowledge needed to live in the contemporary social environment. The students have no idea about the ways and methods on how to deal with economic problems and, for the most of them, do not possess any extra-curriculum knowledge. At the same time, they have their own life plans and know their rights and responsibilities.

Having analytically compared the relative areas of these spider graphs, we have obtained the data (areas) grounding in which we have further conducted a benchmarking study (Table 1).

Fig. 6 demonstrates the histogram on the levels of proficiency in economic culture and socialization among the students depending on the territory.

Table 1

Spider graphs areas

	Communicational module	Psychological module	Instrumental module	Social module
Turukhanskiy District	0,99	1,00	1,01	0,97
Tyukhtetskiy District	1,02	1,01	1,03	1,05
Republic of Sakha (Yakutia)	0,94	0,94	0,90	0,88
Krasnoyarsk	1,05	1,05	1,06	1,12
Average indicator (per one module)	1,00	1,00	1,00	1,00

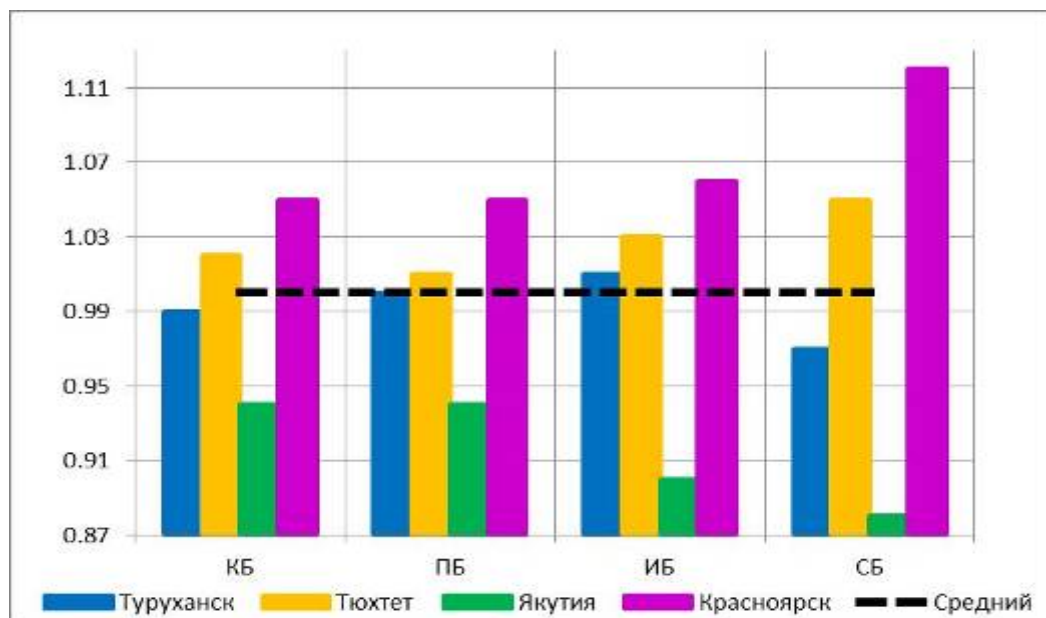


Fig. 6. Levels of proficiency in economic culture and socialization among the students depending on the territory

The scheme illustrates that the students of Tyukhtetskiy District and Krasnoyarsk are characterized by higher (than the average) level of economic culture and socialization, while for the majority of students in Turukhanskiy District and the Republic of Sakha (Yakutia) this indicator is lower.

Conclusions

The economic culture is being formed over the course almost all academic disciplines. The

curriculum contains a remarkable body of economic knowledge and possibilities allowing economic activities for the students. Under the current curriculum and social and productive practices the economic socialization management through education is mainly aimed at mainstreaming, upgrading and systematizing the economic knowledge and skills, at widening the sphere of economic activities regarding the changing socio-economic terms.



Basing on the obtained findings on the level of proficiency in economic culture and socialization among the high-form students we conclude the following.

Comparing the data showed by the children in the Republic of Sakha (Yakitia) who belong to the indigenous minorities of the North and whose parents are involved in traditional craft activities with the ones of other territories, it is important to note the absence of ethnogeographic differentiation in the psychological module, though it is clearly seen in the communicational, instrumental and social modules.

The current ethnogeographic differentiation between the degrees of social adaptation among the high-form students shows in the psychological module: the character of relations with parents and teachers; children's confidence in emotional communication and in cross-gender communication as well as their ability to accept situations.

The analysis of instrumental module has indicated the following differentiation: homework activities, existing budget concept, awareness of financial resources and ways to earn money, computer skills, ability to read fluently and tackle crisis situations and willingness to stay in a good fit.

The social parts have found differences in the ability to make a compromise, tolerance, knowledge of market realities, conception of the ways and methods of economic problems resolving and extra-curriculum knowledge.

Such differentiation can be explained by insufficient financial support of education, absence of contemporary forms and methods of teaching (distance education) due to limited access to the Internet, by their family's socio-economic status and regional education in general and by the remoteness from industrially developed centers.

This research suggests some recommendations on the economic culture formation among school-students living in the North through their engagement into economic analysis of their school projects' processes and results; distribution and use of collaboratively earned money; learning how to plan a family budget; designing menus for students and their costing; solutions for the economic problems; workplace visits or meetings with the heads of reindeer-breeding, fishing and hunting teams, directors of wild plants and reindeer processing units as well.

In the terms of family economic education the student can form their rational attitude towards their personal demands and understand the importance of work in the context of traditional householding as well as develop their skills to measure one's needs and opportunities provided them by the ecological and social environment.

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