

The Results of Research of the Problem of Developing Intellectual Skills of Future Primary School Teachers

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Abstract: Modernization of the system of higher pedagogical education in the conditions of the competence-based approach requires a qualitative rethinking the content of the training of future teachers. Taking into consideration the fact that the important basis of developing intellectual abilities of a teacher are his creative abilities as the structural elements of the gradual process of the development of future primary school teachers the authors offer to use the potential of the educational-professional tasks which can be different in content and orientation. In the course of their work the authors suggest the technology of developing creative abilities of a future teacher in the basis of which there is correlation of stages of general professional training of the future teacher with the stages of forming his intellectual abilities. The realization of suggested by the authors technology of developing the researched quality of the future teacher has the stage-by-stage character and provides forming the above mentioned kinds of creative abilities.

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Introduction

The relevance of the research is due to the introduction of the system of education of the Republic of Kazakhstan into the world educational space: the accession to the Bologna Declaration, the modernization of the higher school, the development of new educational standards based on a competence-based approach. All of this requires the deep systemic transformations affecting teaching, content, evaluation, educational technology, i.e. the system of the restructuring of the whole process of high school preparation to obtain the needed result of the education in the form of competences of the future specialist [1].

Because mastering the mental activity provides the formation of professionally important skills: make rational decisions, to search for non-standard techniques of overcoming the existing problems, to choose the optimal methods of activity, which, in its turn, contributes to the formation of the innovative thinking of the future specialist. Formation of generalized methods of intellectual activity not only characterizes the intellectual status of an individual, but also on the capacity to adequately assess the actions taken and to offer original methods of solving professional tasks.

Also, the critical importance and significance of the development of intellectual abilities of the future teacher makes a special study, devoted to the theoretical recognition of the problem, identification

of pedagogical conditions of the implementation of the technology of the development of the students' intellectual abilities, which form the basis of logical thinking and determinants of the success of the professional activity as a whole.

Aim of the research: to identify and justify the complex conditions of the development of intellectual skills of future teachers in the competence-oriented educational process of modern University.

Analysis of the problem. Our analysis of literary sources and pedagogical practice shows that the theoretical foundations of the solution of the problem of development of intellectual abilities are widely represented in a number of psychological-pedagogical researches [2]. In generalized form in modern psychology presents the concept of the students' intellectual development of students: the gradual formation of mental actions; meaningful generalization of knowledge; developing education [3].

The analysis of special researches has shown, in addressing the problem of their formation and development has also accumulated a sufficient potential. Scientists have developed approaches to defining the notion of «intellectual skills»[4]; the reasons for their classification; offered variants of the criteria of formation of skills, explored the content of individual school subjects in the formation and

development of intellectual skills, developed diagnostic tools [5].

However, analysis of sources allow to make a conclusion, that in modern pedagogical literature there is no single approach to the classification of educational skills. So, some researchers believe that the «skills are divided into the generalized (cross-curricular) and private (specific to individual items), the intellectual and practical, educational and professional, rational and non-rational, productive and reproductive and some of the other». However, the division of the skills of the species is to a certain extent conditional, because often there are no sharp boundaries, to distinguish them [5].

In the studies the peculiarities of the development of intellectual skills for different categories of students, defined the essence and structure of the intellectual abilities of the future specialist and justified psychological and pedagogical conditions of their formation. Together with the new requirements to the content of the teacher education necessitate the adaptation of existing theoretical provisions of the features of competence-oriented educational process in the higher school.

The basis for the research is based on the following leading ideas: the Development of intellectual abilities of the future primary school teachers in the period of University education is possible under the following conditions:

- the identification of the composition (structure) of intellectual abilities and content of the competence-based qualification requirements to the graduates, reflected in the state educational standards, a description of the essential aspects of professional-pedagogical activity of the primary school teacher and the recommendations of the developers of competence approach;
- analysis and correction of a substantial capacity development of intellectual abilities in the existing curriculum of graduate training, which is given by the logic and the sequence of development of educational disciplines (or practices);
- select the appropriate type of study, forms and methods for the productive process of the development of intellectual skills;
- implementation of the analytical-reflexive analysis of the technology of the development of intellectual skills of the students [6].

Results of the research. In the course of the research of competence-based approach was characterized, the scientific-theoretical basis of its application to the process of development of intellectual skills of teachers of initial classes were defined the essence of the concepts of «intellectual skills of the teacher» was clarified the possible levels, criteria and

indicators of the students severity were identified, the technology of the development of intellectual skills of teachers in terms of competence-oriented higher education was developed; the complex of pedagogical conditions of its implementation in the University was defined. We have developed and tested technology of the development of intellectual skills of future teachers, in which basis application in the process of professional preparation of future teachers of the author's program "Methodology of the development of intellectual skills of future teachers", implemented as a "cross-cutting" in the conduct of the traditional pedagogical courses.

Implementation of pedagogical technologies of the development of intellectual skills of future teachers has stepwise character which includes consistently successive three stages, providing for the development of the three types of intellectual abilities (cognitive, metacognitive and intentional), arising out of the nature and structure of the intelligence of the person [7].

The process of the development of intellectual skills of future teachers according to our theory is implemented in 3 stages: 1 stage - orientation; 2 stage - the theoretical-methodological; 3 stage - the activity, which correspond to the years of schooling: 1 stage - 1 of the exchange rate, 2 stage - 2 and 3 of course, stage 3 - 4 course.

Defining pedagogical condition of promotion of the future teachers from stage to stage determines a competence-based approach to the organization of the educational-cognitive activity of students.

The main objective of first phase is the formation of the internal model of behavior, responsible attitude to knowledge, cognitive activity; formation of installation on a separate search and obtaining knowledge.

The main direction of the preparation of the second phase is the development and improvement of knowledge and skills of the implementation of cognitive activity. Also at this stage formation of skills is important which provide study, generalization and use of advanced pedagogical experience in the use of innovation technologies of training and education of schoolchildren [8].

The third stage is a specially-organized professional and practical preparation of future teachers to the implementation of the educational-cognitive activity. The main attention is paid to the educational activities, the development of the creative experience of pedagogical activity. Since formation of the skills of the update and apply in the process of practical pedagogical activities total accumulated volume of knowledge and skills in the field of pedagogic, requires from the students actually skills to use recommended educational and methodical

literature, conducting search, selection, processing, and analysis of the necessary teaching materials.

Formed internal model of the behavior of teachers received professional-pedagogical knowledge, abilities and skills of independent work on the study of the psychological-pedagogical, methodical and other materials, obtained in a higher educational institution, providing the opportunity to master lead an active self-education, self-choose the content and the most effective forms and methods of work with students; to carry out the professional-pedagogical activity in this aspect as creative [9].

It means that at this stage, special attention is drawn to the formation of the future teachers of the motivational component of preparedness and aspirations to the assimilation of the knowledge, abilities and skills, which allow them to successfully carry out educational activities. The result of this direction of pedagogical training of students must be a clear understanding of the aims, tasks and the essence of the competence-oriented education.

As the structural elements of the gradual process of the development of intellectual skills of future teachers we consider the educational and professional tasks. The core of skills to solve the educational-professional tasks is the decision-making process. The quality of decisions is largely determined by the skills of the subject of the activity, acting in the role of internal conditions, through which refracts external influences. These internal conditions are intellectual skills.

We proceed from the fact that the formation at the future teacher of cognitive abilities allowing it to analyze and evaluate the pedagogical situation, to isolate the problem, to overcome the factors that affect the emergence of the problem, define the ways of further solving the problem. Metacognitive skills enable you to build the methods of the solution of educational and professional goals, to develop the projects of the organization of the content, forms of activity, choice of educational resources. The presence at the future teacher of intentional skills allow to solve the educational-professional problems of practical realization of plans and projects, the problem of analysis of the results of the work, relying on their own inclinations and preferences [10].

Note that an important condition for the development of intellectual abilities of future teachers is the correlation of the stages of General professional training of the future teachers with the stages of the development of his intellectual abilities: the orientation phase, priority is given to the development of cognitive skills; on the theoretical-methodological stage – metacognitive intellectual skills; on cooperative learning stage - intentional intellectual skills.

Reliability and validity of the research results provided sequence, the original methodological positions, the system approach to the decision of problems of development of intellectual abilities of the future teachers of primary classes, the relevance of scientific apparatus and methods of research of its object and purpose of the combination of quantitative and qualitative analysis of the data of experimental work, as well as the positive results achieved in the course of implementation in the educational practice of the proposed model.

For the decision of tasks we used complex methods of research: theoretical analysis of philosophical, psychological, pedagogical literature; sociological methods (questionnaires, interview); study and generalization of pedagogical experience; observation; experimental methods (establishing and forming variants of the experiment); the study and generalization of the experience of pedagogical activity; mathematical-statistical methods.

Test procedure: the first stage of the research was connected with the interpretation of the theoretical framework, the study of the works of foreign and Russian scientists on the problem of development of intellectual abilities, with the study of the state of the considered problems at school and in the University, with the definition of the object, subject, objectives and hypotheses, objectives, the scientific novelty and practical value of the research [11].

At the second stage of the study conceptual and scientific apparatus studies, theoretical and methodological basis of development of intellectual abilities of future teachers, the content and technology teacher training were developed, the experimental work with teachers and school students to identify areas of activity and pedagogical conditions, to ensure the development of intellectual skills of future teachers of primary classes carried out.

At the third stage of the study correction of the preliminary findings, систематизировался and processed in an experimental material; on the basis of what the formulated theoretical provisions, approbation and introduction of the results of research in the higher educational practice was carried out; the quantitative and qualitative differences of control and experimental groups were defined, the results of experimental work were summarized, methodological recommendations for the implementation of the technology of the development of intellectual abilities of students in the competence-oriented education process of the University were developed.

Experimental base: Ahmed Yasawi International Kazakh-Turkish University, M.O.Auezov South-

Kazakhstan state University, Shymkent University, the basic schools of the IKTU by A.Yasawi: № 1 after A.Baytursynov, № 17 after Ataturk, M.Abenov school, S.Seyfullin school, Turkistan ethnopedagogical collage. The main results of the research were discussed at the scientific - methodical seminars, meetings of the coordination Council, meetings of the chairs of General pedagogy and psychology of A.Yasawi IKTU (2009-2012), in the international Republican scientific-practical conferences (Prague, 2012 (the Czech Republic), Warsaw, 2012 (Poland), Bishkek, 2011 (Kyrgyzstan), Moscow, 2011 (Russia), Almaty-2009, Aktobe 2009, Semey - 2010, Astana-2010, Turkestan-2011, Taraz-2012, Kokshetau - 2009, etc.).

Conclusion. The conducted research allowed to make the following conclusions:

1. The introduction of competence-based approach in the domestic education, previous experience of scientific and practical developments in the field of creation of qualifying models of professionals-graduates study of the psychological essence of intelligence contributes to the definition of the leading aspects of the intellectual development of future teachers and the development of a competence model of the graduate in the context of the development of intellectual abilities. Because the features of the structural components of intelligence (cognitive, methacognitive and intentional) determine the properties of individual intelligence, that is, the specific manifestations of intellectual activity in the form of those or other intellectual abilities. The assessment of an individual intellect should be considered taking into account the following intellectual skills: cognitive, methacognitive intentional.
2. The model of the graduate is we understand as effective target base for the process of University training, expressed system of the quality of human competence, ensuring the willingness and ability of graduates to succeed (productive) activities in professional and social spheres, content provided by a complex composition (structure) of the cognitive, methacognitive, intentional and skills.
3. Approbation of the technology of the development of intellectual skills of the students on the basis of the proposed model of a graduate - bachelor of pedagogy and methods of primary education helped identify the pedagogical conditions of its effective implementation, which can be used in the process of preparation of the bachelors of other profiles, as well as other educational directions of University training.

4. Analysis of the results of the control experiment, aimed at revealing efficiency of the experimental impact, demonstrating that the students of the experimental group have significant advantages in the indicators characterizing the cognitive, methacognitive and intentional criteria of formation of the intellectual skills in the conditions of implementation of competence model of training.
5. The results of experimental work proved that the developed technique is an effective means of formation of the intellectual abilities at the future teacher of initial classes, since revealed a positive dynamics of the influence of experimental study on the development of intellectual abilities of students, their mastering operations of logical thinking, formation of professional competence and readiness for the solution of various pedagogical tasks.

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