

## Future Teachers Intellectual and Creative Potential Development

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**Abstract:** The article describes scientists' views in regard to the issue of intellectual potential of a person; the authors make some proposals how to realize innovative approach in education with the use of new learning means and forms to develop intellectual abilities of future teachers. In authors' opinion, issues associated with the study of intellectual and creative potential are of utter importance. The significance of these issues is determined first of all by the fact that the level of modern culture and education depends on the level of use of intellectual potential of future teachers. The source of economic, scientific and labour potential in modern world is knowledge obtained by means of corresponding education, and the ability to use it.

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### 1. Introduction

N. Nazarbayev pointed out in his Message "Socio-Economic Modernization Is A Key Vector Of Kazakhstan Development" that "Kazakhstan has to perform intellectual revolution, which will allow to awaken and realize potential of our nation. Our task is to change the attitude of Kazakh people, first of all, young people, to education, intellect, working for the sake of well-being of Motherland and the Nation " [1].

Today the most important mission of higher education in Kazakhstan is the training of intellectually developed, creatively working professionals, citizens of the Republic of Kazakhstan. The system of higher education faces today brand new tasks, the key task among them was formulated by the President of the Republic of Kazakhstan N. Nazarbayev in, initiated by him, national project "Intellectual nation - 2020": the creation of new formation of Kazakh people, transformation of Kazakhstan into the country with competitive human capital".

Formation of intellectual nation is recognized as one of the strategic goals of Kazakhstan development, here the main vectors are the high-quality education and the support of young generation of people. Opinions of foreign experts, as well as results of Olympiads, contests, tests etc. demonstrate that Kazakhstan young people have high intellectual potential. We only have to use it in a proper way. Future specialist must be given not only good education but an opportunity to open his talent and potentialities, we must create conditions for

skillful use of knowledge, and in this way create competitive employees.

In the epoch of intensive scientific and technical progress, innovative development of education is of utter importance. Of course, for realization of innovative activity in the sphere of education we must possess appropriate resources, among which the most important are human resources. Only high-intellectual and creatively thinking pedagogical staff is able to react to changes in education environment quickly. Therefore, finding opportunities for innovative development in the sphere of education and realization of it can be facilitated by human resources, which are the most precious resource, presented by high-intellectual and creatively thinking staff, which in the process if its activity will generate and realize ideas oriented to efficient functioning of education sphere [2].

Well-known thinkers such as al-Farabi, Mahmud Kashkari, Zhusip Balasaguni, Ibn-Sina, K. Yassau and Kazakh scientists Sh. Ualikhanov, Y. Altynsarin, A. Kunanbayev and others paid special attention to the issue of development of individual potentialities and inner spiritual potential of a man.

Future teachers innovative and creative potential can be considered in different aspects.

Main actual directions of organization of learning-upbringing process were considered in the works of A. Abylkasymova, M. Sarybekov, K. Aimagambetov and others, the theory and practice of future specialists training – M. Kudaikulov, K. Zhanpeisova, A. Beisenbayeva etc., the innovations in teachers' qualification improvement – Sh.

Taubayeva, B. Turgynbayeva, B. Almkhambetov etc.; theoretic-methodological approach to development of comprehensively educated personality on the base of Kazakh ethno-pedagogics was given in works of S. Uzakbayeva, K. Kozhakhmetova, K. Zharykbayev; the development of creative abilities of the personality and the ways of improvement in artistic creation – in the works of B. Ospanova, K. Eralin, I. Smanov and others [3].

Growth of interest in the issues of intellectual potential is understandable, and the list of sciences and research paradigms, in the framework of which it is described, reflect the whole range of humanitarian knowledge.

In spite of numerous works performed by modern authors at the present moment, there is no specific definition of the notion "intellectual potential"

For example, N. Kelasyev and V. Shadrikov believe that intellectual potential is a key factor if formation of economy of knowledge. The key moment here is the broadening of knowledge and intellect reproduction process, on which the quality and the speed of development of society depend. The category of "intellectual potential" in their opinion is the unity of 5 elements: staff, material-technical, resulting, socio-information and organization-legislative which can be enlarged in material, spiritual and social spheres [4].

Daniels V.I., McCollin M.J. believe that intellectual potential is a subsystem of general creative potential of personality which is intrinsic integrity of individual intellectual abilities, which reflect, first of all, abilities for reproduction of knowledge as well as realized and non-realized creative abilities of individual intellect [5].

P. Urben believes that intellectual potential is individual intellectual abilities of an employee which give him an opportunity to apply his personal knowledge by means of appropriate behavioral programs, at work [6].

K. Spence and D. Carter understand the intellectual potential of personality as the combination of knowledge, intuition and professional skills and abilities of personality; they also point out to social potential of personality - its readiness for cooperation and support, communicative skills and culture of communication, ability to work in a team [7].

Yu. Odegov, G. Rudenko and L. Babynina believe that "intellectual potential is many-factorial, multi-structural notion combining human, educational, scientific, informational, organizational, productive, innovation, investment, institutional and social aspects which are formed in combination with each other and which create intellectual pre-

conditions for scientific and technical, economic and social development of a company, region, the whole country".

In their opinion, intellectual potential of personality can be divided into 2 groups: 1) common (portable) intellectual potential which includes "theoretical and other, rather universal in character, knowledge having a broad range of application and obtained in schools, universities and other education facilities, as well as general professional (specialized) knowledge of a man" and 2) special (stationary) intellectual potential, which consists of "the knowledge of working place, directors, colleagues, their abilities, advantages and disadvantages, clients, company's specific, region etc. as well as practical skills to use this knowledge. Special intellectual potential is accumulated in the process of labour activity, obtaining practical experience" [8].

V. Mukhin points out that "intellectual potential is an ability to accumulate, use and reproduce new knowledge. Intellectual potential is possessed by: every man, group of people, organization, nation, society and civilization in general" [9].

V. Lavrentiyev and A. Sharina differentiate absolute (or maximum possible) and real potential and point out that "absolute intellectual potential is understood as its size which completely corresponds to the complexity of the problems which are set before the team. Real potential is displayed in the conditions of acting. The gap between absolute and real intellectual potential gives that possible reserve of efficiency growth which can be obtained due to increase in activity quality" [10].

I. Skoblyakova and E. Semenova who studied intellectual potential of students believe that intellectual potential of students is "a result of their spiritual, thinking and intellectual activity and includes creative abilities, education and professional training, need for creation of intellectual brand new, original and unique products" [11].

In our opinion, intellectual potential of future teachers is a combination of parameters, such as education level, qualification, professional knowledge, experience, practical skills, creative and intellectual skills, creative thinking which can facilitate innovative development of organization.

In modern world, differentiation between education and training grows up; and if training can be instrumental, standardized and engages strict criteria of evaluation, education will inevitably develop an individuality and form unique characteristics of activity.

In opinion of T. Tazhibayev, E. Sufiyev, M. Mukanov etc., the preconditions for development of intellect are need for cognition, thinking activity and

creative work [12]. That is why, it is necessary to build learning process on scientific basis, using technologies which provide activity and self-development of personality because of that such forms of learning as case study, learning projects become more and more significant in education process.

In the process of future teachers intellectual potential formation it is necessary to organize stages and aims of its development and use.

In order to develop intellectual potential of future teachers, we need to increase the time of independent work (which is made on their own), the time of individual work with future teachers, participation of future teachers in discussions and research work. Thus, future teachers intellectual potential development depends on innovative approach.

Apart from traditional approach which is based on translation and reproduction of knowledge by teachers and students with the use of standardized schemes and examples, innovative approach is based on self-study of knowledge while teacher performs the role of a tutor to help students in developing skills necessary for analysis and solution of real problems. Leading figure in this case is the student himself which is striving to understand real and most important problems, choosing the way of solution. And teacher acts as an organizer and consultant.

Innovative approach in education also changes the structure of learning programs and courses, including time of training. New education program is based on identification of basic problems, and the time of learning is determined by creative abilities of future teachers. The means of learning are multi-textbooks and Internet data-bases. Leading forms of learning and future teachers intellectual potential development are the self-study of primary sources of information, writing reports and library research papers, listening to problem lectures, virtual conferences, creative seminars, debates.

This approach allows to develop analytical, intellectual and creative abilities of future teachers, skills which allow to use knowledge for solution of specific problems on any level of complexity.

Future teachers intellectual potential formation is facilitated, first of all, by practical classes and seminars as well as self-study of students. These are the activities in which multi-sided skills and abilities can be displayed, including the level of intellect, working capacity, ability to work in a group, self-criticism, idea formation etc.

The most effective method which must be used at practical classes and seminars is the method of discussion. While organizing such classes for future teachers intellectual potential development, the

elements of case-study must be introduced, the solution of different contradictions, non-traditional forms of classes must be used.

Necessary condition of efficiency of a seminar is the cooperation and understanding, confidential environment, in atmosphere of which future teachers will be not afraid to make mistake and announce doubtful ideas. You should motivate students to ask questions at the very first seminars - they must not be afraid to demonstrate gaps in their knowledge. In order to keep the interest of students to the problems, you should vary seminar forms: from simple and accessible to more complex.

Effective method of future teachers intellectual potential formation is the seminar, in the form of long conversation performed, in accordance with a plan, or brief information report with further discussion. Topics of such reports can be separate items from seminar plan. We can also recommend the consideration of the problem which deepens and specializes seminar topic.

However, the future teachers intellectual potential formation is their self-study which forms ability for self-education, creates constant education basis, giving opportunity to improve constantly their own qualification. It is worth mentioning that by now the most of 1st year students study worse than they could because of lack of self-study habit. A teacher at the university has to solve the following task: to use the peculiarities of his discipline as much as possible to help a student with the most efficient organization of learning, rational planning and performing by him of independent work (work on his own), as well as with formation of key skills and self-study abilities.

Future teachers intellectual potential is forming, developing and improving while they perform out-of-classes notes on literature and work with books, documents, primary sources, adjust and formalize lecture notes, work out the material using textbooks and other sources of information; write library research papers, prepare themselves for seminar classes, conferences, round tables, when they perform research work and process the results; analyze problem situations corresponding to learning or research topics; when they participate in business games; when they write course and diploma papers, prepare themselves for exams, pass-fail exams.

Issues which previously have been considered in class must be worked out during out-of-class activity, at individual classes intended for deepening of knowledge, while performing creative tasks.

Thus, the organization of future teachers self-study by now is a flexible system which allows to master knowledge with regard to learners peculiarities.

Mentioned forms of learning will result in most efficient development of future teachers intellectual potential in the course of their studies.

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