

About intellectual potential of the future specialists

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Abstract. The exploration of the intellectual potential problem requires educational intellectualization. The subject of this intellectualization is that the intellectual potential carrier is the future specialist. The potential combines the ability to perform a certain type of activity through humanitarian systems. The educational activity of this system implies creation, accumulation and systematization of the intellectual potential components for a person to become a specialist, a professional. The intellectual potential integrity and stability are maintained by the intellectual activity principles. The intellect as the combination of intellectual abilities reflects integrally the brain activity at different intellectual levels: the common sense or experience reflected in the activity as the combination of methods of explanation and evaluation of observed phenomena; the reasoning or unstable structures of scientific knowledge, laws and principles as the skill to handle notions within the set scheme, pattern; the intelligence as the highest intellectual ability to handle notions, to study their nature, to create new types of activity.

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Introduction

One of the results of implementation of key trends of the strategy 'Kazakhstan -2050' is to create the society of general labor. The main strategic resource of this society is the humanitarian resource which measured by the intellectual potential as human competences, abilities, skills, practices [1].

The intellectual potential of the society passed through signs and symbols implements materially in technological objects, material formations changing the reality.

Thus, it is exactly the potential of human intellect manifesting twice both as creating and consuming, serves as the social engine of progress.

The intellectual potential is not anything frozen once and for all. Therefore it should be analyzed in social development dynamics. It is the challenge of the problem proposed for exploration.

The intellectual potential, on one hand, is a combination of accumulated knowledge, ideas, concepts, technologies, know-how, on the other hand, its origination and maturation, development and implementation, are in continuous social motion. The living beginning of intellectual potential is thus very dynamic, mobile, variable, has many aspects and manifests itself in response to spatial and time functional orientation of its components: as their generating manifestation, as their organizing integrity, as their enriching functions, as reforming, revolutionizing and evolving their structure and content.

For students as future specialists the multiaspectual comprehension of the intellectual potential notion is dictated by the level of their

education, the knowledge of science and technology and the degree of creativity in the process of educational activity [2].

The world culture has a whole number of principally different paradigms of technological approach to education. The common link combining them into integrity is the quality of training future specialists. It enables to reduce the degree of labor consumption by educational technologies and to promote their effectiveness. It can be asserted that the quality of training future specialists governs the level of social intellectual potential development. This aspects presupposes the psychological, pedagogical and philosophic study of intellectual potential, in the first place, from the viewpoint of the theory of intellectual activity improvement at the level of intelligence images, the topmost manifestation of which is the scientific knowledge cognition [3].

A future specialist is the intellectual potential carrier as the subject of this activity; the intellectual potential requires applying the intellect to utilize the educational activity. The potential characterizes the subject state, the future specialist in our case, from the viewpoint of certain type of qualitative activity. To implement it the humanitarian systems are needed: society, socium, social institutions (school, university, and their pedagogical teams), family. They form the hierarchy subordinating smaller subsystem to a larger one. The simplest humanitarian system is the person proper. In total general the humanitarian system is any system with human participation.

The future specialist as the humanitarian system can be a family humanitarian subsystem and a university humanitarian subsystem as the education

subsystem called the community humanitarian subsystem. The community is the education subsystem as the subsystems of the humanitarian system, and so on.

Humanitarian systems interact through the generated information texts. The material texts form the material culture of this humanitarian system, the ideal texts of which form spiritual culture. The material culture is, at the same time, the manifestation of spiritual culture which can be considered as its carrier.

The educational activity of humanitarian system is aimed at collecting and systematizing culture, the object of this activity is to develop the intellectual potential system. For a student to become a specialist, a professional, knowledge and skills are needed, in other word, a definite potential of the intellect which enables to carry out work qualitatively.

Methods

The intellectual potential reflects the intellectual aspect of future specialist activity. It is the ability to formulate targets, motives, and search for means, forms, methods and ways of their implementation, in general, without which the educational activity is impossible.

The level and quality of education determine the ability to perform the required types of activity. Characterizing the intellectual potential of future specialists, the following tasks should be highlighted among students: improvement of own intellectual labor manifested in results, activity, and high specific proportion of intellectual component. Exactly these groups ensure the reproduction of intellectual potential and are sources of novations, innovations and innovation processes in practice and intellectual activity [4].

The notion 'potential' like substance comprises the historical and cultural experience, without limitation because a continuous process is underway of accumulation, utilization and updating.

It should be remarked that the term 'potential' like reality implies the possibility of action, in other words, the human possibility to implement oneself under definite internal and external conditions. For instance, one who does not build home in reality under definite conditions is unable to build it, in other words, to transit from potential actions to actual changes. The actualization is considered as the change, the transition to reality, from the state of impossibility to the state of reality.

The potential as the totality of means, reserves, possibilities and forces governs the fundamental principle and essence of all things and phenomena. The intellectual potential is based on the creating and consuming aspects continuously

changing its qualitative and quantitative composition [5].

Main part

Any change means motion (from mechanical spatial displacement of objects to human thinking). Like any motion it is the main property and way of existence of objective reality.

The objective reality (space, time, motion) exists out of human consciousness, independently. The subjective reality is determined as the consciousness phenomenon, the human ability to comprehend the surrounding reality through sensations and perception.

The absolute motion asserts relativity, conditionality and subjectivity, in other words, only the object exists if it is conceivable and it is inseparably linked with the subject of cognition.

By cognizing the matter existing in things independently of consciousness, the future specialist reflects it by sensations. The matter is characterized by the following:

- Extension as the property of physical bodies to be in space and fill it up;

- Mass, in other words, a group of people who lost their individuality. Masses have identical feeling, instincts, motives, volitional actions, determined by economic or spiritual necessity [6].

The modern society due to fast population growth turned into the society of masses as the only possible way of existence of modern civilization. This society has the following typical features:

- Mass consumption of material goods;
- Mass demand for cultural goods.

The level of social development depends on the state of intellectual potential as a combination of possible premises of qualitative cultural and historical social progress. The intellectual potential of technogenic civilization plays a leading role in providing the technological process with new knowledge, inventions, and innovations.

The economy of postindustrial information society based on science, education, new technologies, in other words, on everything that relates to the intellectual potential, naturally places on the first place the intellectual component of human activity [7].

The analysis of notion 'intellectual potential' on the educational activity embraces the category 'intellect' as reflection of the essence of intellectual activity of the future specialist.

The intellect as the combination of intellectual faculties reflects the intelligence as the entity at different intellectual levels:

- Common sense or experience;
- Reasoning or stable structures of scientific knowledge, laws and principles;

- Intelligence or higher intellectual faculty when forming new types of activity.

It is exactly this intellectual level as the objective intelligence combines man, including the future specialist, with the environment. The link between the surrounding reality and each body part is realized by the brain and cerebrospinal nervous system through feeling of light, warmth, smell, sound and taste. If the intelligence thinks right, understands truth right, then the thinking is creative, the feelings are pleasant and harmonious. The intellect productivity depends on harmony [8].

The subjective intelligence, or subconsciousness, links man to the own internal world. The organ is solar plexus. All subconscious phenomena in human organism, such as, for instance, subjective feelings like joy, love, emotion, respiration, imagination, are controlled by the sympathetic nervous system transmitting all incoming feelings all over the body.

The intelligence as the static energy originates the thinking activity. The ability to think is the human ability to influence the intelligence, to reveal it. As the vibratory force, the thought transforms during transition to intelligence from static into dynamic. When man thinks, the thought transforms into the objective reality or circumstances corresponding to the primary source of this thought. Therefore, each thought is the cause, each state is the consequence. By controlling thinking, man thus creates the needed states. Each achievement of this or other state manifests that changes in the internal world inevitably lead to changes in the external world. This process should consciously rely on definite laws and principles.

Any living organism, be it plant, animal, man, is a living proof of the biological law stating that any growth, development should occur from within. People have been committing the same mistake for centuries: they have been seeking life power and energy from outside. The ability of man to procure depends on the degree of recognition of thought as a primary source.

The acknowledgement of thought as the primary source is the process of intellectual activity, interaction between man and intelligence, the creation of the new by own intelligence. The law of causality is at the base of intelligence activity by man which is determined by the principles like 'any intelligent action originates counteraction', any cause originates consequence' [9].

Without intelligence there is no true intellectual activity. Knowledge, skills, competence, are the intelligence manifestation which is continuously recreated and renewed. It is expressed in the intelligence definition, the definition

comprehended by intelligence. Knowledge, skills, competence, originates from the human intellectual activity; improve by experimentation under the effect of thoughts.

Thoughts as a product of attention, concentrate human intelligence in one direction, thus, subordinating reality to man's intentions.

The material and spiritual values in society are created by man interacting with other people. Out of work, the human intellect cannot exist as the individuality because only man assures a degree of dependence on actual situation, stereotypes, various dogmas permitting man to orient better in the environment, to diversify the choice of own social and professional self-determination and behavior. No social system can exist without intellectually developed people. The higher the level of human intellectual development and the optimal opportunities for implementation of creative abilities, the richer is the society.

The intellect implies the perfect type of integrity and harmony of reflective brain activity assuring real interaction with the environment. A man display this activity when fully realizes the universe variety while accepts this variety which is open to interact with man.

The intellect should not be considered integral and highly differentiated thinking ability as the universal brain training. This notion reflects the basic range of intellectual abilities of future specialist. The latter analyzes and evaluates information, creates new types of logical activity. Hence, the intellect is directly related to the reflective activity; the surrounding reality is reflected at different intellectual levels.

The common sense reflects the commonplace type of student practical activity evolving in direct conditions of daily activity. This level reflects in common judgment known as natural wit. The common sense as the combination of vision of surrounding reality is used in the everyday practical activity and makes up the base of moral principles of future specialists. The common sense does not reach the level of scientific and philosophic understanding. It remains a limited surface vision of the sense of phenomena without penetrating deeply into their sense.

According to pragmatism, the common sense is equal to the use or profit the student acquires in a definite situation.

The second intellect level is the reasoning the base of which is stable structures of the common and scientific knowledge. It assimilates the laws, methods, rules, principles which determine the mutual relations between man and society. The intellect reflects the

most stable proven aspects of knowledge making up the basis and content of modern education.

The highest type of theoretical comprehension is the intelligence as the ability to handle information volumes by arranging the knowledge by principles.

The intelligence as the topmost intellectual ability and expedient practical world vision is manifested by integration and creation of new types of human subjective activity. The intelligence typically clearly understands the target, orientation to future, ability of prevision.

Therefore, the intellect is a hierarchic structure implementing the multilevel reflective activity, intellectual faculty, the ability to process information, to perceive and explain situation, to make decisions.

The link and interaction with intellectual potential creates supports and tunes the future specialist for educational activity, maintains and expands the link with the causative plan determining the ascending development process.

The integrity and stability of intellectual potential are maintained by effective and bearing principles of intellectual activity. The bearing principles of intellectual activity are the principles of self-respect and respect of others. The effective principles are the principle of freedom and the principle of triad. The principle of freedom is implemented by the free choice and public encouragement. The principle of triad is observed by immaculate manifestation in respect to oneself and others achieved by combining triad - motive, activity, product. Exactly this combination and harmonization dictate the human intellectual activity quality and are the main means of normalizing and optimizing the intellectual potential.

The principles of intellectual activity in general assert the equality of relation of man to oneself and to others. The implementation of principles of intellectual activity creates its stability and fruitfulness.

The integrated intellectual potential is reflected in man at all levels. Its essential tool is the intellect which permits to comprehend and correct actions at any level. The intellect combined with sensations enables to adjust fully to the complete value activity.

When the intellectual activity is implemented completely, the human intellectual potential, including that of the future specialist, acquires thus the true harmony, completeness and integrity.

The intellectual activity of the future specialist is the inner educative system of encouragement and punishment because it embraces both the program of complete activity and the elements of self-control preventing its disorder. The human organism is provided with the pain and suffering alarm system; conflicts are alarmed in the society [10].

Conclusion

Out of work, the intellect excludes existence of the future specialist as the individuality, the intellect helps the specialist orient better in the environment, to diversify the choice of own social behavior. The intellect by itself does not guarantee personal wellbeing, professional success and social progress, but it creates a certain base. The personal intellectual potential can be determined as the available level of intellectual faculties and abilities, their implementation and utilization assures the self-development and progress of systems.

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