

Zh.A. Daribayeva^{1*}, N.A. Kargapoltseva²

¹*Korkyt Ata Kyzylorda University, Kazakhstan;*

²*Orenburg State University, Russia*

(*Correspondent author e-mail: zhadyra.anafia@mail.ru)

ORCID: 0000-0002-4267-0649

Study of intellectual developmental work of teacher candidates with primary school students

The article examines the study of the work of teacher candidates on intellectual development with primary school students. The scientific works of scholars from far and near abroad have studied the work of teacher candidates aimed at developing the intellectual abilities of schoolchildren. The analysis of methodologies, and scientific experience of scholars on the development of intellectual abilities of schoolchildren is carried out. We were guided by the conclusions of Russian scientists about the professional development of teacher candidates. To determine the level of readiness of teacher candidates for intellectual and developmental work with primary school students, interviews and questionnaires were conducted with students of a local educational institution. Primary school teachers have identified the qualifications necessary for a teacher to work with students intellectually. Analyzing the results of the survey and interviews, the ways of solving the current problem were considered. Based on the results of the research work, it was concluded that in the conditions of improving the didactic and pedagogical training of teacher candidates, work is being carried out to form the readiness of teacher candidates to work on the intellectual development of primary school students.

Keywords: intelligence, intellectual developmental work, intellectual skills, teacher candidates, primary school student, pedagogical skills, pedagogical qualification.

Introduction

Primary school teacher training occupies an important place in the set of factors that determine the improvement of the continuing education system in the country. Several areas have been identified in the study of the content of training primary teacher candidates. One of them is characterized by the development of professional and qualification characteristics that determine the content and system of theoretical knowledge of a teacher, as well as pedagogical skills necessary for performing educational functions.

The analysis of scientific and pedagogical works and literature showed that, although the topic of the intellectual development of primary school students was considered, the problem of forming the readiness of teacher candidates to work on the intellectual development of children has not been sufficiently investigated. It became known about the insufficient didactic and psychological training of the teacher candidates conducting intellectual and developmental work with students.

The problem of developing a child's intellectual skills is widely studied in psychology and pedagogy. The article highlights the research of domestic and foreign scientists within the framework of this topic. In the science of pedagogy and psychology, there is no unambiguous approach to the relationship between the concepts of "ability", "skill", "intellectual skills", "mental actions", "logic", "intelligence", "mental actions", scientists interpret them differently.

The educational process is a way of transferring cognitive, formative, and developing skills and abilities to the student. The teacher plans to give children basic intellectual skills such as comparison, classification, analysis, synthesis, generalization, abstraction, planning, thinking, argumentation, and self-control in the learning process. A great contribution to the full penetration of these concepts into the knowledge system was made by Russian scientists D.N. Bogoyavlensky, P. Ya. Galperin, E.N. Kabanova-Meller, N.F. Talyzina, etc. In the studies of B.G. Ananyev, B.M. Teplov, and A.A. Smirnov, it was found that with the rational use of the above intellectual skills during classes, a mental operation can be carried out in various ways [1].

Work on the development of intellectual skills in primary school student is carried out during the lesson. To do this, we will consider the organization of the lesson and the pedagogical skills of the teacher. Whatever the forms of education, the teacher is always an important figure in the educational process. The professional skills and professional competence of the teacher serve as the basis for a clear and understandable transfer of

the material contained in the textbooks to the student. The Russian teacher V.A. Sukhomlinsky also attached great importance to this issue. He wrote: "The personal professional abilities and spiritual appearance of the teacher are the most important personality influencing the disclosure and development of the student's abilities and talent" [1].

The quality of knowledge and the level of interest of the student in obtaining knowledge depends on the skill of the teacher. Whatever the level of knowledge of the teacher, the level of knowledge of the student will correspond to it. The teacher forms the student's cognitive level, which he has. This has been discovered and proved in the studies of many scientists. If we want to give education and qualifications to a modern student, then this work should start with the education of teacher candidates.

Our main goal is to prepare teacher candidates who are ready for new living conditions, creative, active, socially responsible, with high intelligence, deep knowledge, professionally literate, and prepared for the development of intellectual skills of children. Therefore, today, in the continuous development of the world and taking into account the changing high demands of society, we attach special importance to the professional development of teacher candidates and this is the object of research.

Experimental

In the course of the research work, the works of domestic and foreign scientists on the topic of intellectual and educational work of primary school teachers were studied. The materials of the dissertation written within the framework of the topic of today's research were learned. Questionnaires and interviews were conducted with primary school teachers and university students. A qualitative analysis was made from the result of the information received. Today's research problem is the formation of the readiness of teacher candidates for intellectual work with students. Therefore, it was envisaged that teacher candidates would develop the skills necessary to perform this work.

The teacher performs several pedagogical tasks in the educational process. One of them is the formation and development of cognitive and scientific qualifications of students in the course of education. Thus, the teacher is the main subject of pedagogical activity. In the process of performing pedagogical activities, the teacher must master the following competencies:

- ability to set and solve pedagogical tasks;
- organization of the pedagogical process as communication, and cooperation;
- organization of educational material as a system of cognitive tasks, implementation of interdisciplinary connections, formation of special skills and abilities;
- the ability to pay attention to the child, and take into account his individual characteristics;
- predictive and projective skills;
- methodological skills;
- skills and abilities of independent learning.

Having mastered these competencies, the teacher becomes an active, authoritative creative person in the pedagogical process. In pedagogical activity, constant professional development is necessary and remains a mandatory requirement for the teacher.

Currently, the following criteria for pedagogical creativity have been identified:

- availability of deep and comprehensive knowledge and its critical processing;
- connection of theoretical and methodological skills with pedagogical activity;
- the ability to self-improve and self-learn;
- development of new techniques, forms, methods, and tools;
- effective use of pedagogical experience in new conditions;
- the ability to the reflexive assessment of pedagogical activity and its results;
- formation of an individual style of professional activity based on the integration and development of personal characteristics of the teacher [2].

Pedagogical skills, knowledge, and self-education are among the leading indicators of a teacher. The teacher may face difficulties if creativity in pedagogical activity is not developed based on psychological and pedagogical training, since the student is considered a special object of pedagogical activity.

Any action can be successfully carried out only if you are ready to perform it. The preparation of the future primary school teacher for pedagogical activity consists of the formation of the following components:

- cognitive, determined by the basic culture of the individual, the presence of sufficient professional knowledge;

- understanding of the personal and social significance of motivational and pedagogical activities, professional improvement and mental expansion, the presence of a pedagogical orientation and attitude toward the child and communication with him, stable cognitive interests, and formed sense of responsibility;
- procedural, developed pedagogical knowledge and skills for the formation of skills and abilities of pupils, creating conditions for self-actualization, development, and self-development for each of them;
- the organization, the ability of the teacher to use his time and students' time rationally and perform the necessary educational work; organization of the workplace, self-control, self-assessment;
- moral interest, criticality, ability to work, ability to mobilize their forces, purposefulness, etc.

The level of special pedagogical abilities is reflected in the versatility and depth of information that the teacher receives about the peculiarities of students' development and, by this, the speed of transformation of their activities. Thus, the analysis of the nature of pedagogical activity allows us to identify in the student's consciousness the main points of view that should be developed in the process of preparing for the development of intellectual skills in primary school students.

To date, the lack of didactic and psychological training of teacher candidates in the formation of readiness of teacher candidates to work on the intellectual development of children is revealed. For this reason in higher education institutions teacher candidates are offered a wide range of knowledge in pedagogy, psychology, and didactics.

In the scientific paper "Preparing teacher candidates for work on the development of intellectual abilities of primary school students" the Russian scientist M.A. Romanova proposed to conduct a comprehensive pedagogical and psychological course for students. The main content of these courses was mainly carried out based on seminars and workshops. These types of classes are organized in higher courses as a stage of preparation for students for a certain professional practice. Because the student will be ready to independently solve various problems of pedagogy and actively participate in research work [3].

In addition, M.A. Romanova organized and conducted a special course "Formation of intellectual skills of students". This course consisted of special seminars and practical classes. The peculiarity of this special course was the systematic work of teacher candidates aimed at developing students' intellectual skills. Developed the necessary skills and competencies for teacher candidates in intellectual work with students.

The course of M.A. Romanova's "Formation of intellectual skills of students" provided teacher candidates with the following knowledge and qualifications:

1. Methodological prerequisites for the development of the problem "Formation of intellectual skills of students". Laws of cognition and the material world; methods of scientific cognition; general methodological prerequisites for the formation of skills. Special attention was paid to specific pedagogical prerequisites for the formation of skills and abilities among students. For example, the integrity of the educational process, that is, the unity of education, teaching, and upbringing.

2. Thinking and intellectual features of the individual. Students got acquainted with the content, motivational components of thinking, the main indicators of the intellectual development of the individual, conditions, levels of intellectual skills of students, and ways to transfer intellectual skills to new conditions.

3. Psychological and pedagogical bases of the problem of developed intellectual skills of students. Students studied the main psychological and pedagogical concepts of the intellectual development of students in the educational process. He has mastered the basics of step-by-step formation of mental actions, content generalization, and developmental learning.

4. Features of the teacher's activity in the formation of the intellectual skills of students. Formation of students' intellectual skills; content and structure of the teacher's activity; the role of problem-based and programmed learning approaches in the formation of students' thinking skills; didactic research methods. For the development of students' mental activity, the personal qualities of the teacher are determined by virtue, tact, and high requirements for the student's skills and understanding.

5. Methods of forming students' intellectual skills. Teacher candidates ask students to master empirical methods of comparison, generalization, and analysis through synthesis, abstraction, and generalization of content.

6. Individual differences in students' education [3].

Teacher candidates took into account the individual characteristics of students' learning, and intellectual abilities at different stages of the educational process, such as perception, understanding, generalization, and evaluation. For graduates of pedagogical universities to become true professionals, organizers, and teachers, it is very important to ensure that students firmly master the basics of science, and study all subjects at a high scientific level.

The teacher must be a creative person who can freely choose and use teaching methods, manuals, and materials. We should not forget that the work of a teacher is complex in terms of psychological content. Requires the teacher to have a clear professional orientation, and strong knowledge of the theory and practice of teaching and upbringing.

Domestic scientist Umirbekova A.N. proposed a model for the development of social intelligence of teacher candidates [4]. One of her main works was a practice-oriented course. The main objectives of the course were the independence of teacher candidates, increasing learning motivation, the formation of new communication skills on a creative basis; a conscious awareness of the chosen direction of professional orientation, and the formation of social competence. In addition, a technological map of the methods used by students in lectures, seminars, training, and practical classes was presented. In the course of the practice, the forms and methods of education were improved, which allowed students to actively participate in educational activities.

The path of didactic education and qualification improvement of teacher candidates lies in close connection with pedagogical practice. Thus, G.S. Kostyuk identified the main conditions for teacher candidates to form students' intellectual skills and apply their knowledge in practice [5]. Ya.A. Ponomarev has developed several tasks that allow us to conduct a quantitative and qualitative assessment of students' intellectual development [6]. N.F. Talyzina gave recommendations on the formation of individual methods of comparison, inference of results, conclusion, the definition of concepts, and classification of empirical thinking [9]. V.F. Palamarchuk gave students recommendations on the division, comparison, generalization, and formation of approaches to the main thing in the educational material based on the materials of humanitarian disciplines [10]. For teaching teams working on the problem of developing students' thinking, the author's methodological recommendations were also of interest. The author described empirical and theoretical methods of thinking and gave lesson models that illustrate the parallel formation of students' knowledge and intellectual skills.

Analyzing these works, taking into account the recommendations and concepts of scientists, the preparation of teacher candidates for intellectual development work with students requires comprehensive work. When preparing students for work on the development of intellectual skills in primary school students, there was a need to implement the links between pedagogical and psychological disciplines. Preparation of teacher candidates for work on the development of intellectual skills in primary school students involves determining the educational system and methods of cognitive activity that ensure the continuous accumulation of professional skills of students.

Results and Discussion

In our research work, empirical methods as a questionnaire, and an interview with primary school teachers and 3rd-year students of a local university were conducted. During the study, 20 students of the specialty "Pedagogy and methods of primary education" took part in the interview. They were asked what qualifications they needed to perform intellectual development work with students. Based on the answers of students, it was determined that they need to do a lot of search work, and master innovative methods. Through the analysis of the results of interviews with primary school teachers, the need for creativity and high pedagogical qualifications of the teacher for conducting intellectual development work with students was determined. They showed that a high level of qualification of a teacher has a significant impact on the effectiveness and quality of the teacher's work, and pedagogical activities can be carried out under the requirements of modern teaching.

H.M. Ivy and T.Y. Wong Terry suggested that in the course of conducting a controlled study for 217 students studying in the undergraduate programs of the University of Hong Kong, intellectual unity stimulates academic performance more strongly and increases it through feedback [12]. Initially, students participated in an online survey and reported their average semester score (GPA) three months later. As a result, intellectual unity has shown a positive impact on academic performance.

In the context of increasing competition in an education system focused on specific results, intellectual unity may not be the quality inherent in students with high academic performance. As Ivy notes, a productivity-oriented culture and a pragmatic approach to education in many societies have made efforts to develop intellectual unity as a valuable quality. In the course of their research, Ivy and Wong first understood that intellectual unity is important in education, as students were more active in completing coursework and said that it indirectly influenced learning outcomes. It was planned to study the strategy for developing intellectual unity skills for students and get positive results. Ivy wrote that in their research, the implications of introducing the concept of intellectual unity in some groups were studied to simplify the "instructional norms" of the classroom for students [12].

Based on the research methods of the above-mentioned scientists, research work was carried out with students of the specialty "Pedagogy and methodology of primary education" of Korkyt Ata Kyzylorda University. A survey of 30 students of the 3rd year study groups of this specialty was conducted. But 20 students answered the survey questions in full. The questionnaire asked about the readiness and pedagogical qualifications of teacher candidates for professional activity. The survey consisted of the following questions:

1. What qualifications do teacher candidates need to form children's intellectual development?
2. What qualifications are currently lacking for teacher candidates to carry out work on the intellectual development of children?
3. What subject are the qualifications required by teacher candidates to form readiness for work on the intellectual development of children?

It turned out that a large number of students are interested in the topic of the intellectual development of students. They tried to give an exhaustive answer to each question and answered it in combination with their personal experience in the course of pedagogical practice. According to the respondents, intellectual work with students is work on improving, developing the student's mind, forming critical thinking and functional literacy of students, and developing the student's cognitive abilities, i.e. perception, thinking, attention, and memory. In addition, the students shared the types of work and lessons they developed together with the children during the pedagogical practice. Extracurricular activities with students, scientific research, competitive classes, intellectual games, debates, educational conferences, puzzle drawing, image games, logic games, and dialogue drawing showed an increase in students' interest in the lesson and an increase in the quality of knowledge.

For teacher candidates, questions were asked about what qualifications are needed to carry out work on the intellectual development of primary school students and what qualifications are missing. The answer was received that the teacher should have a higher scientific education, be organized, inquisitive, have high qualifications, and know the age psychology of children. And as young specialists, many teachers have low skills of innovation, curiosity, creativity, and skill.

Primary school teachers with 25 years of extensive experience participated in the survey. Their answers were perceived as recommendations for today's research work. The most important piece of advice for teachers with extensive experience said that a teacher should always be modern. This means that every teacher should develop himself professionally, accompanying the development of society, science, and innovation. Because the student is very flexible, he quickly becomes flexible to new changes in society. The teacher, constantly applying new innovative technologies in his lesson, correctly prepares the student for a changing society. Teacher candidates have shown that to conduct intellectual work with students, first of all, it is important to have a high level of cognition, to be professionally literate, and competent. Creative and resourceful abilities are also necessary for a primary school teacher.

We would like to inform that our research paper has not received an exhaustive answer to the last question of the questionnaire. The students said that the competencies necessary for the formation of students' readiness for intellectual and developmental work will be mastered through the entire subject. But in what discipline, with the help of what work you can master these qualifications, we could not say for sure. Primary school teachers believe that comprehensive abilities and qualifications are necessary for intellectual work with students, and this does not mean that it is given in one special discipline.

Thus, through research conducted by empirical methods, it was found that teacher candidates need to acquire pedagogical and psychological, professional competence to conduct intellectual and developmental work with students.

To develop the intellectual skills of students, N.I. Prokopenko proposed first of all to improve the intellectual skills of the teacher candidates [11]. Therefore, we conducted a methodology for the formation of students' intellectual skills. He showed that the professional training of teacher candidates will be improved in the last year of training, during pedagogical practice. The main purpose of Prokopenko's work was to consolidate the knowledge, skills, and development of didactic skills acquired by students during classes. The realization of this goal was carried out by solving pedagogical tasks and situations.

N.I. Prokopenko proposed to give students the following tasks for the development of students' intellectual skills, taking into account all the goals and objectives of research work. By completing these tasks, students determine the type of work with students. This was aimed at developing students' skills of abstraction and generalization. Note them in the following sequence:

1. Find the connection of abstraction and generalization with intellectual skills.
2. The formation of these skills in students in the process of daily learning.
3. Provide students with the necessary information about the skills of abstraction and generalization.

4. Prepare questions and exercises that determine students' mastery of these skills.
5. Prepare questions to determine the cognitive level of students.
7. Prepare a written work that determines the level of mastery of these skills by students.

These tasks serve as an example for students to conduct intellectual development work with schoolchildren. It is also recommended to include individual creative works by completing tasks in sequence.

Thus, Prokopenko developed a collection of pedagogical tasks to prepare teacher candidates to work on the development of student's intellectual abilities. In addition, students were given exercises to solve specific pedagogical situations. Their content is taken from the collection of tasks on pedagogy for pedagogical tasks and situations.

They consisted of the following questions [11]:

- Evaluate the teacher's correct choice of lesson goals.
- What is the high level of difficulty in this lesson?
- What problem situations were created in this lesson?
- Evaluate the teacher's path to the formation of students' intellectual skills.
- How did the teacher realize the combination of cognitive activity of students and creativity?
- How were the goals set by the teacher during the lesson implemented?

As one of the homework assignments, students were required to present one or two pedagogical situations from their experience. It was obtained from the student's experience in the lessons of school teachers during pedagogical practice. Teacher candidates will not only master the necessary knowledge system but also learn how to creatively apply this knowledge to solve various pedagogical tasks. He has mastered general intellectual skills, which are the didactic basis of any work.

These situational issues have been of great help to students in the course of pedagogical practice. Contributed to the assimilation of best practices and the analysis of the lessons of school teachers.

In our research work, a survey of teacher candidates was taken, in which special questions were developed. The purpose of the survey was to improve the pedagogical activity of the teacher candidates. The content of the questionnaire determines which qualifications are necessary for the teacher to form the intellectual skills of students. The survey consisted of several didactic qualifications. The students answered the question anonymously. The degree of students' mastery of pedagogical qualifications is described in the following figure.



Figure. The degree of mastering pedagogical qualifications by students.

According to the results of the survey, most of the students showed an incomplete understanding of the formation of students' intellectual skills (7 %). In general, students noted that they have good qualifications (24 %) in the patterns and the learning system. However, the highest indicator was the students' objective assessment of the student's activities (28 %). The indicator of the average pedagogical qualification of students was the ability to identify and prepare the means of forming the intellectual skills of students (16 %).

It is assumed that the indicator was slightly below average due to the inability of students to fully accept the concept of intellectual qualifications. 13 % — assessment and analysis of the current real level of the intellectual development of students, 12 % — planning of work on the intellectual development of students.

During the research work, teacher candidates showed low readiness for intellectual work with students at present. This result was the impetus to solve this problem and served as an excellent basis for hard work with students in the coming period. Taking into account the best practices of scientists from near and far abroad, reflected in our work, it was planned to work with students using their methods as samples.

Scientists who studied professional competence and intellectual unity of students, Ivy and Wong organized a five-week summer course for students after conducting an online survey. The students who

participated in this course differed in that they agreed with others in solving problems and during debates. Thus, it was concluded that intellectual unity improved the positive behavior of students and a positive attitude to study [12].

As students mastered generalized intellectual skills, they began to be active in the study of theoretical material. Special attention was paid to versatile thinking about examples, conclusions, and phenomena. It has become a habit for them to read fiction, watch movies, and analyze them. He showed that difficulties in analyzing pedagogical situations have significantly decreased [12].

Conclusions

One of the priority responses of the survey participants is that the teacher should be a master of his/her work. The teacher achieves great success when he/she loves his/her profession and serves with all heart. In addition, the teacher needs dedication, leadership, and oratorical abilities. Working with a primary school student requires a lot of work and patience, wisdom. It is assumed that the teacher candidates will achieve great success with dignity if he can instill these qualities. If a teacher can rationally, and successfully transfer his/her professional knowledge to a student, he/she can achieve success. The teacher establishes strong ties with the student, building an attractive relationship. It increases the student's trust in the teacher, and the teacher successfully organizes the learning process. Thus, it was concluded that the teacher's path to successful work with the student opens [13]. Taking into account the concepts of scientists given in our research work, it was proposed to organize the preparation of teacher candidates for intellectual and developmental work with primary school students.

To conclude our research work we are offering the following recommendations:

1. To improve the pedagogical qualifications of teacher candidates.
2. To develop professional literacy of teacher candidates in all special disciplines at the university.
3. To create an elective course for preparing teacher candidates to work on intellectual development with students.
4. To include the elective course in the working curriculum of the university.
5. To plan the methodology of the elective course.
6. To involve teachers of the department in the implementation of the elective course.

When implementing these recommendations, teacher candidates are being trained to work on the intellectual development of primary school students in practical classes through forms and methods of teaching. We can develop the cognitive, critical, and creative competence of university students through lectures, training, and project works. This, in turn, improves the professional abilities and pedagogical skills of teacher candidates. The preparation of university students for intellectual and developmental work with primary school students will organize through an accurate, complex system. Mastering pedagogical and psychological, didactic disciplines by students, working on the development of students' logic, and increasing the respect and interest of primary school teachers in the profession.

References

- 1 Арташкина Т.А. Проблема целей обучения в высшей школе / Т.А. Арташкина. — Владивосток: Изд-во Дальневост. ун-та, 1994. — 175 с.
- 2 Жукова Т.А. Формирование социально-профессиональной адаптированности студентов в системе университетского образования: дис. ... канд. пед. наук: 13.00.01 — «Общая педагогика, история педагогики и образования» / Татьяна Александровна Жукова. — Кемерово, 2003. — 178 с.
- 3 Романова М.А. Подготовка будущих учителей к работе по развитию интеллектуальных умений у младших школьников: дис. ... канд. пед. наук: 13.00.01 — «Общая педагогика, история педагогики и образования» / Марина Александровна Романова. — Южно-Сахалинск, 2002. — 192 с.
- 4 Умирбекова А.Н. Болашақ бастауыш сынып мұғалімдерінің әлеуметтік зияттылығын дамыту: филос. д-ры (PhD) д-р. ... дисс. Мамандығы 6D010200 — Бастауышта оқытудың педагогикасы мен әдістемесі / А.Н. Умирбекова. — Алматы, 2018. — 180 б.
- 5 Поваренков Ю.П. Психологическое содержание профессионального становления человека / Ю.П. Поваренков. — М.: УРАО, 2002. — 160 с.
- 6 Психология творчества: школа Я.А. Пономарева / под ред. Д.В. Ушакова. — М.: Изд-во «Институт психологии РАН», 2006. — 624 с.
- 7 Талызина Н.Ф. Психология детей младшего школьного возраста: формирование познавательной деятельности младших школьников: учеб. пос. для акад. бакалавр. / Н.Ф. Талызина. — М.: Юрайт, 2018. — 173 с.

- 8 Паламарчук В.Ф. Школа учит мыслить: пос. для учит. / В.Ф. Паламарчук. — М.: Просвещение, 2013. — 208 с.
- 9 Прокопенко Н.И. Подготовка студентов к формированию у школьников интеллектуальных умений в процессе проведения тематических спецсеминара и спецпрактикума / Н.И. Прокопенко. — М.: Академия, 2015. — 158 с.
- 10 Ivy Wong H.M. Exploring the relationship between intellectual humility and academic performance among post-secondary students: The mediating roles of learning motivation and receptivity to feedback / H.M. Ivy Wong, T.Y. Terry Wong // Learning and Individual Differences Journal. — 2021. — Volume 88, 102012
- 11 Marques E. The Affect-Intellect Relationship Mediating Learning and Development of Students in School / Eliana de Sousa Alencar Marques // International Journal of Instruction. — 2021. — Vol.14. — No.2. — 1001-1020 p.

Ж.А. Дарибаева, Н.А. Каргапольцева

Болашақ бастауыш сынып мұғалімдерінің оқушылармен интеллектуалды дамыту жұмыстарының зерттелуі

Мақалада болашақ бастауыш сынып мұғалімдерінің оқушылармен интеллектуалды дамыту жұмыстарының зерттелуі жайы қарастырылған. Жұмыста қоғам сұранысына сәйкес келетін болашақ мұғалімдердің кәсіби дайындығы мен педагогикалық біліктілігі зерттеу алаңына алынған. Осы мақсатта алыс және жақын шетелдік ғалымдардың ғылыми еңбектеріндегі болашақ мұғалімдерді мектеп оқушыларының интеллектуалды қабілетін дамытуға бағытталған жұмыстары зерделенді. Сонымен қатар мектеп оқушыларының интеллектуалды қабілетін дамыту бойынша ғалымдардың ұстанымдары, әдіснамалары және ғылыми тәжірибелеріне талдау жасалынды. Ресейлік ғалымдардың болашақ бастауыш сынып мұғалімдерінің кәсіби қалыптасуы жөніндегі тұжырымдары басшылыққа алынды. Бүгінгі болашақ бастауыш сынып мұғалімдерінің оқушылармен интеллектуалды дамыту жұмыстарына дайындық деңгейін анықтау үшін жергілікті оқу орнының студенттерімен және мектептің бастауыш сынып мұғалімдерімен сұхбат, сауалнама жүргізілді. Бастауыш мектеп мұғалімдерімен жүргізілген сұхбат арқылы болашақ мұғалімдерге оқушылармен интеллектуалды жұмыс жасау үшін қажетті біліктіліктер анықталды. Сауалнама және сұхбат нәтижелерін талдай келе бүгінгі өзекті мәселені шешу жолдары қарастырылды. Болашақ мұғалімдерді оқушылармен интеллектуалды дамыту жұмыстарына дайындауды кешенді түрде жүргізу және студенттерді семинар, практика сабақтары, педагогикалық практика жұмыстары арқылы дайындау жұмыстары ұсынылды. Зерттеу жұмысының қорытындысы бойынша болашақ бастауыш сынып мұғалімдерінің дидактикалық және педагогикалық дайындығын жетілдірген жағдайда болашақ мұғалімдердің бастауыш сынып оқушыларды интеллектуалды дамыту жұмыстарына дайындығын қалыптастыру жұмысы жүзеге асады деген тұжырым жасалынды.

Кілт сөздер: интеллект, интеллектуалды дамыту жұмыстары, интеллектуалды дағды, болашақ бастауыш сынып мұғалімі, бастауыш сынып оқушысы, білім беру, педагогикалық шеберлік, педагогикалық біліктілік.

Ж.А. Дарибаева, Н.А. Каргапольцева

Изучение интеллектуальной развивающей работы будущих учителей начальных классов с учащимися

В статье рассмотрено исследование работы будущих учителей начальных классов по интеллектуальному развитию с учащимися. На исследовательскую площадку выводятся профессиональная подготовка и педагогическая квалификация будущих учителей, соответствующие запросам общества. С этой целью в научных трудах ученых дальнего и ближнего зарубежья изучена работа будущих учителей, направленная на развитие интеллектуальных способностей школьников. Проведен анализ концепций, методологий и научного опыта ученых по развитию интеллектуальных способностей школьников. Авторы руководствовались выводами российских ученых о профессиональном становлении будущих учителей начальных классов. Для определения уровня готовности будущих учителей начальных классов к работе по интеллектуальному развитию с учащимися были проведены интервью, анкетирование со студентами местного учебного заведения и учителями начальных классов школы. В ходе беседы с учителями начальной школы были определены необходимые для интеллектуальной работы с учащимися квалификации будущих учителей. Анализируя результаты анкетирования и интервью, были рассмотрены пути решения актуальной на сегодняшний день проблемы. Предложена работа по комплексной подготовке будущих учителей к интеллектуально-развивающей работе с учащимися и подготовке студентов через семинары, практические занятия, педагогические практики. По итогам исследовательской работы сделан вывод о том, что в условиях совершенствования дидактической и педагогической подготовки будущих учителей начальных классов осуществляется работа по формированию готовности будущих учителей к работе по интеллектуальному развитию младших школьников.

Ключевые слова: интеллект, интеллектуально-развивающая работа, интеллектуальные навыки, будущий учитель начальных классов, ученик начальных классов, педагогическое мастерство, дидактические умения, педагогические навыки.

References

- 1 Artashkina, T.A. (1994). Problema tselei obucheniia v vysshei shkole [The problem of learning goals in higher education]. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta [in Russian].
- 2 Zhukova, T.A. (2003). Formirovanie sotsialno-professionalnoi adaptirovannosti studentov v sisteme universitetskogo obrazovaniia [Formation of social and professional adaptability of students in the university education system]. *Candidate's thesis*. Kemerovo [in Russian].
- 3 Romanova, M.A. (2002). Podgotovka budushchikh uchitelei k rabote po razvitiu intellektualnykh umenii u mladshikh shkolnikov [Preparing of prospective teachers to work on the development of intellectual skills in primary schoolchildren]. *Candidate's thesis*. Yuzhno-Sakhalinsk [in Russian].
- 4 Umirbekova, A.N. (2018). Boloshaq bastauysh synyp mugalimderinin aleumettik ziiattylygyn damytu [Development of social intelligence of prospective primary school teachers]. *PhD doctor's thesis*. Almaty [in Kazakh].
- 5 Povarenkov, Y.P. (2002). Psikhologicheskoe sodержanie professionalnogo stanovleniia cheloveka [Psychological content of a person's professional development]. Moscow: URAO [in Russian].
- 6 Ushakova, D.V. (Ed.). (2006). Psikhologiya tvorchestva: shkola Ya.A. Ponomareva [Psychology of creativity: the school of Y.A. Ponomarev]. Moscow: Izdatelstvo «Institut psikhologii RAN» [in Russian].
- 7 Talyzina, N.F. (2018). Psikhologiya detei mladshego shkolnogo vozrasta: formirovanie poznavatelnoi deiatelnosti mladshikh shkolnikov [Psychology of primary school children: formation of cognitive activity of primary school children]. Moscow: Yurait [in Russian].
- 8 Palamarchuk, V.F. (2013). Shkola učit mysliť [School trains to think]. Moscow: Prosveshchenie [in Russian].
- 9 Prokopenko, N.I. (2015). Podgotovka studentov k formirovaniu u shkolnikov intellektualnykh umenii v protsesse provedeniia tematicheskikh spetsseminara i spetspraktikuma [Preparing of students for the formation of schoolchildrens' intellectual skills in the process of conducting a thematic special seminar and a special practice]. Moscow: Akademiia [in Russian].
- 10 Ivy H.M. Wong & Terry T.Y. Wong. (2021). Exploring the relationship between intellectual humility and academic performance among post-secondary students: The mediating roles of learning motivation and receptivity to feedback. *Learning and Individual Differences Journal*, 88, 102012. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S1041608021000492?via%3Dihub>
- 11 Eliana de Sousa Alencar Marques. (2021). The Affect-Intellect Relationship Mediating Learning and Development of Students in School. *International Journal of Instruction*, 14, 2, 1001-1020. Retrieved from https://www.e-iji.net/dosyalar/iji_2021_2_57.pdf