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METHODOLOGY OF READINESS OF FUTURE PRIMARY SCHOOL TEACHERS TO WORK ON THE INTELLECTUAL DEVELOPMENT OF CHILDREN

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This article considered the readiness of future primary school teachers to work on the intellectual development of students. The research work was carried out by students of Korkyt Ata Kyzylorda University. The goal of the research is to determine the readiness of future primary school teachers to work on the intellectual development of students. The research objectives include the interest of students in the future profession, the desire to master it, knowledge of the teaching patterns, checking students' understanding of intellectual development work, collecting materials required for primary school students' intellectual development work. A pre-test survey was done prior to the start of the study, and a post-test survey was conducted after the study concluded. For the research work, a control and experimental group was selected from third-year study groups in Korkyt Ata Kyzylorda University's educational program on pedagogy and fundamental teaching methods. The experimental group also received extra material, tests, and scientific research tasks in addition to the curriculum. At the end of the research work, students were interviewed, dividing them into focus groups. This resulted to the determination of the students' readiness to work on the

primary school students' intellectual development. Students learned a great deal about the several kinds of general intellectual development activities, IQ tests, and their methodologies. It was discovered through the student interview approach what qualifications the future primary school teacher does not have to foster students' intellectual development.

Key words: *future primary school teachers, primary school, intelligence, intellectual development, intellectual development work, intellectual development of students.*

БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ОҚУШЫЛАРДЫ ИНТЕЛЛЕКТУАЛДЫ ДАМУ ЖҰМЫСТАРЫНА ДАЙЫНДЫҒЫНЫҢ ӘДІСТЕМЕСІ

Дарибаева Ж.А. – «8D01303 – Бастауыш оқыту педагогикасы мен әдістемесі» мамандығы бойынша докторант, Қорқыт Ата атындағы Қызылорда университеті, Қызылорда қ., Қазақстан Республикасы.

Бұл мақалада болашақ бастауыш сынып мұғалімдерінің оқушыларды интеллектуалды дамыту жұмыстарына дайындығы қарастырылды. Зерттеу жұмысы Қорқыт Ата атындағы Қызылорда университетінің студенттерімен жүргізілді. Зерттеу жұмысының мақсаты болашақ бастауыш сынып мұғалімдерінің оқушыларды интеллектуалды дамыту жұмыстарына дайындығын анықтау. Зерттеу жұмысының мақсаттары студенттердің болашақ кәсібіне қызығушылығы, оны жасауға деген ұмтылысы, оқытудың заңдары, заңдылықтарын білу, оқушыларды интеллектуалды дамыту жұмыстары туралы түсінігін тексеру, интеллектуалды дамыту жұмыстарына арналған тасырмалар жинақтау міндеттері қойылды. Зерттеу жұмысы басынды анықтаушы сауалнама жүргізіліп, зерттеу соңында тексеруші сауалнама алынды. Зерттеу жұмысына Қорқыт Ата атындағы Қызылорда университетінің Бастауыш оқыту педагогикасы мен әдістемесі білім беру бағдарламасының 3 курс оқу топтарынан эксперимент және бақылау топ алынды. Эксперимент тобында оқу бағдарламасынан бөлек қосымша ақпараттар беру, тест, ғылыми зерттеу жұмыстары жүргізілді. Зерттеу жұмысы соңында студенттерді фокус топтарға бөліп сұхбат алынды. Нәтижесінде студенттердің оқушыларды интеллектуалды дамыту жұмыстарына дайындық деңгейі анықталды. Студенттер жалпы интеллектуалды дамыту жұмыстары түрлері, әдістері жайында, интеллектуалды анықтау тесттері жайында көптеген білім алды. Студенттермен жүргізілген сұхбат әдісі барысында болашақ бастауыш сынып мұғалімі ретінде оқушыларды интеллектуалды дамыту жұмыстарын жүргізуге қандай біліктіліктер жетіспейтіндігі анықталды.

Түйінді сөздер: *болашақ бастауыш сынып мұғалімдері, бастауыш сынып, интеллект, интеллектуалды даму, интеллектуалды дамыту жұмысы, балалардың интеллектуалды дамуы.*

МЕТОДИКА ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ К РАБОТЕ ПО ИНТЕЛЛЕКТУАЛЬНОМУ РАЗВИТИЮ УЧАЩИХСЯ

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В данной статье рассмотрена готовность будущих учителей начальных классов к работе по интеллектуальному развитию учащихся. Исследовательская работа проводилась студентами Кызылординского университета имени Коркыт Ата. Была поставлена цель определить готовность будущих учителей начальных классов к работе по интеллектуальному развитию учащихся. Были поставлены задачи по изучению интереса студентов к будущей профессии, стремлению к ее созданию, знанию законов, закономерностей обучения, проверке их понимания работы по интеллектуальному развитию учащихся, сбор материалов для работы по интеллектуальному развитию учащихся. В начале исследовательской работы был проведен пре-тест анкетирование, и в конце исследования был проведен пост-тест анкетирование. Для исследовательской работы была взята экспериментальная и контрольная группа из учебных групп 3 курса образовательной программы педагогика и методика начального обучения Кызылординского университета имени Коркыт Ата. В экспериментальной группе помимо учебной программы были проведены дополнительные информационные, тестовые, научно-исследовательские работы. По окончании исследовательской работы студенты были разделены на фокус-группы и прошли собеседование. В результате был определен уровень подготовленности студентов к интеллектуальному развитию учащихся. Студенты получили много знаний о видах и методах общеинтеллектуального развития, о тестах на определение интеллектуального развития. В ходе метода интервью с учащимися было определено, какой квалификации не хватает для интеллектуального развития учащихся как будущего учителя начальных классов.

Ключевые слова: будущие учителя начальных классов, начальная школа, интеллект, интеллектуальное развитие, интеллектуально-развивающая работа, интеллектуальное развитие учащихся.

Introduction. Today, in the context of the transformation of society and changes in the goals and objectives of school education, the versatile development of the child's personality is coming to the fore. The development of a child's intelligence, the ability to think independently, to show elements of creativity, skills, and thinking skills is the main task of school education. Primary school is a basic stage in the development of the basic intellectual abilities of students. Intelligence is the ability to think. The mind is not given by nature, it must develop throughout life. Intellectual development is one of the most important aspects of teaching the younger generation [1, p. 85].

One of the first attempts to construct an explanatory model of intelligence was presented in gestalt psychology, in which the nature of intelligence was interpreted in the context of the problem of the organization of the phenomenal field of consciousness. The prerequisites for this approach were set by V. Koehler. Koehler noted that the form of our images is not a visual reality, since it is rather a rule of the organization of visual information that is born inside the subject [2, p.45].

The key characteristic of intelligence is insight, it is a sudden, unexpected understanding of the essence of the problem. The deeper the insight, that is, the stronger the essential features of the problem situation determine the response, and the more intellectual it is. According to Duncker, the deepest differences between people in what we call mental giftedness to have their basis precisely in the greater or lesser ease of restructuring the conceivable material. Thus, the ability to insight is the criterion for the development of intelligence [2, p.53].

According to J.Piaget, intelligence is the most perfect form of adaptation of the organism to the environment, representing the unity of the process of assimilation (reproduction of elements of the environment in the psyche of the subject in the form of cognitive mental schemes) and the process of accommodation (change of these cognitive schemes depending on the requirements of the objective world). Thus, the essence of intelligence is the ability to implement flexible and at the same time stable adaptation to physical and social reality, and its main purpose is to structure human interaction with the environment [3, p. 118].

An attempt to systematize and analyze cognitive abilities were first made by V.N. Druzhinin. The model identifies four main aspects of the functioning of intelligence: convergent abilities, divergent abilities, learning abilities, and cognitive styles. Convergent abilities characterize the adaptive capabilities of individual intelligence in terms of the success of individual intellect in regulated conditions of activity. Divergent thinking is creativity in the narrow sense of the word. Creativity in the broad sense of the word is creative intellectual abilities, including the ability to generate original ideas in the conditions of solving or posing new problems, and the ability to abandon stereotypical ways of thinking. Learnability is the magnitude and rate of increase in the effectiveness of intellectual activity under the impact of certain learning influences. Cognitive styles are the formation of mechanisms of involuntary intellectual control and measures of individualization of ways of posing and solving problems [4, p.215].

Traditional lectures, according to some critics, place students in a passive rather than an active role [5, p. 227]. It indicates that teachers chatted nonstop while ignoring student input. Thus, critics claim that students participate in discussion, analysis, reflection, and problem-solving activities too little [6, p. 60].

At the moment when the child first learned a new word associated with a limited meaning, the development of the word has not ended, but has just begun; it is at first a generalization of the most elementary type, and only as the child develops does he move from the generalization of the elementary to higher and higher types of generalization, completing this process of formation of authentic concepts.

Pedagogical experience teaches us no less than theoretical research that direct teaching of concepts always turns out to be virtually impossible and pedagogically fruitless. A teacher trying to follow this path usually achieves nothing but empty assimilation of words, naked verbalism, simulating and imitating the presence of relevant concepts in a child, but covering up the emptiness. In these cases, the child learns not concepts, but words take more memory than thought and turn out to be untenable before any attempt at meaningful application of the acquired knowledge.

This central significance of the system introduced into the child's thinking by the development of scientific concepts also makes clear the general theoretical question about the relationship between the development of thinking and the acquisition of knowledge, between learning and development. He proceeds from the fact that everything that arises in a child in the learning process cannot be of interest to the study of the development of thoughts. Learning and development turn out to be incommensurable processes for him. These are two independent processes. The fact that a child is learning and the fact that he is developing has nothing to do with each other [7, p.102].

One of the main problem facing primary school is the development of students' educational thinking, the formation of students' interest in learning activities, and the development of their thinking ability. In the process of developing the child's mental activity, the transition from the practical activity of execution to internal mental activity is manifested. However, practical activity is not lost, on the contrary, it is observed

based on students performing new, complex tasks. In modern school programs, attention is paid to the development of children's creative abilities. Also, in the development of students' creativity, there is an independent choice of subject lessons and the organization of specialized classes.

And for Kazakhstan, the importance of this issue is rather high. By studying scientific papers, it was found that much attention was paid to improving the giftedness of children [8, p.94; 9, p.8]; development of the intellectual potential of children in teaching mathematics [10, p.14]; development of the intellectual potential of preschool children, the development of children's giftedness [11, p.13]. Recent literature studies have shown the value of teacher training strategies, as well as emotional and intellectual learning conditions in the classroom [12, p. 69; 13, p.323].

Primary school teacher training occupies an important place in the totality of factors determining the improvement of the system of continuing education in the country. The implementation of the functions of preparing the future teacher for the formation of educational activities for younger schoolchildren is carried out during the mastering of certain content by students. The content of preparing students for the formation of educational activities of younger schoolchildren is the system of psychological, pedagogical, and methodological knowledge and skills aimed at its formation, the experience of creative implementation of this area of professional activity, and motivational and value relations to it. The assimilation of the above-mentioned complex of systems by the future specialist ensures their readiness for the formation of educational activities for younger schoolchildren.

Effective preparation of students for the formation of educational activities of younger schoolchildren is possible only if the student reaches a certain level of readiness at each of its stages. The tasks solved in the course of preparation determine the appropriate components of the future teacher's readiness for the formation of educational activities for younger schoolchildren:

1. A system of psychological, pedagogical, and methodological knowledge that determines the effectiveness of the process of becoming a student as a subject of educational activity.
2. A system of professional and pedagogical skills reflecting the general pedagogical, psychological, and methodological characteristics of his activity.
3. Experience in creative solutions to problems of formation of educational activity for younger schoolchildren.
4. The system of motivational and value relations to educational activity and the process of its formation [14, p.195, 15, p.18, 16, p.14].

Socio-cultural and political transformations determine the need to update the targets, objectives, and content of the activities of educational institutions of higher education in the context of the development of creativity of the future teacher. The conceptual studies of scientists who consider creativity as a "future teacher" were the initial ones in defining the concept of "creativity of a future teacher" :

- the ability to abandon stereotypical ways of thinking, to understand contradictions;
- the ability to generate a lot of original ideas;
- the quality associated with intellectual giftedness, and sensitivity to problems;
- an expression of individual creativity;
- a creative source of creative maturity for a specialist in the process of self-actualization;
- situationally unstimulated activity manifested in an effort to go beyond a given problem;
- the level of creative giftedness, the ability to create [17, p.19].

The structure of the future teacher's creativity integrates stimulating, knowledge, and operational components and is determined based on the identified criteria and their corresponding indicators:

1. Motivational: value orientations, emotional involvement in the creative educational process, focus on creative self-development;
2. Cognitive: knowledge about the essence of creativity in the professional activity of a teacher, professional (subject) knowledge;
3. Activity-based: activity in the promotion of non-standard educational solutions, experience in introducing original ideas into educational practice, reflection on one's practical activities.

The study substantiates that pedagogical practice in the totality of components (organizational, axiological, conative, creative) and functions (diagnostic, educational, developing, educating, correcting, adaptive, stimulating) determines the formation of the professional and subjective position of the future teacher, consistent mastery of the methods of the creative pedagogical activity, the development of a value attitude to creativity in the profession for achieving optimal educational results [17, p.21, 18, p.33].

Considering the strategies and suggestions made above by scientists for the professional development of aspiring primary school teachers, I made the decision to use it during the experiment. Enhancing students' pedagogical professional qualifications, fostering creativity, enhancing their logical and critical thinking abilities, demonstrating creativity in problem-solving when dealing with students, and bringing attention to the students' personal growth. The fundamental goal of the research is to verify how future primary school teachers are prepared to work with learners intellectual growth.

In order to fulfill the study's objectives, the following research goals were established:

- assessing students' understanding of professional preparation for the workforce and work on students' intellectual development;
- figuring out how prepared students are to work on learners intellectual development;
- collect assignments to do to promote learners intellectual growth.

Students from Korkyt Ata Kyzylorda University's educational program in pedagogy and primary education conducted the research during the second academic period of the 2022–2023 academic year. The experimental group PMNO-20-1 and the control group PMNO-20-3 were taken from the third-year study groups. Every group consists of thirty students. Students range in age from 19 to 22 on average. There were experimental and control groups involved in the study of constructive learning.

Materials and methods. Students firstly got preliminary questionnaires at the start of the research work, followed by post-questionnaires. After the research work was completed, the students were interviewed. In the experimental group, interactive teaching techniques were used, and work on topics other than those covered in the Constructive Learning Methodology curriculum was completed. The traditional way of conducting the lecture was applied to the control group.

Students in the experimental group received information about the stages of training and intellectual growth of primary school students throughout their classes. Students looked for and gathered IQ tests for primary school students. The teacher and the students examined various types of tasks designed to help learners improve their critical and creative thinking abilities. Furthermore, a list of research topics for primary school students was created. Students selected topics, collaborated in groups, then presented their defenses to another group. After discussing the guidelines for producing scientific works, students assessed each other's work.

Comprehensive themes on the subject Constructive learning includes:

1. Approaches to critical thinking technology and their application in teaching.
2. Bloom's taxonomy as a methodology for evaluating the effectiveness of learning.
3. Discussion.
4. The effectiveness of the game technology in teaching.

1. Approaches to critical thinking technology and their application in teaching.

After splitting up into multiple groups, the students got to work on assignments for other groups. The jigsaw, INSERT, cubik rubik, cinquain, projecting approach, and storytelling strategy had to be utilized during the construction of each work. The students created posters, summarized the findings, and discussed their ideas throughout the class.

2. Bloom's taxonomy as a methodology for evaluating the effectiveness of learning. In order to grasp Bloom's taxonomy, the students had to complete a group assignment that involved six steps. Each level of mental activity was described in depth in accordance with Bloom's taxonomy.

3. The discussion. The major requirements and strategies for structuring the discussion are presented. A "buryshtar" and a "akademiyalyk daudamai" discussion were arranged by students.

4. The effectiveness of the game technology in teaching. A game is what keeps a primary school students most interested. With the use of innovative technologies, the students established procedures for using gaming technology efficiently. A set of assignments has been created to enhance students' engagement and intellectual development.

Students also use the D. Wexler test and the Raven progressive matrix to diagnose IQ. The typical procedures for psychodiagnostics, together with its traits and varieties of psychological examinations, were explained to the students. The students studied the school's mental development test for primary school students. The students' biggest interest was shown while organizing research work for schoolchildren. Students chose a research topic, set goals and objectives, and collected material on the topic.

The students were given a comprehensive overview of the extensive work that was done on students' intellectual development during the experimental work, which lasted for a whole semester. Following the completion of the experimental group's research work, students were interviewed utilizing a qualitative methodology. Work was done on the students' focus group in order to secure interviews. Students discussed their personal experiences and shared their thoughts and opinions on topics related to intelligence, intellectual growth, and the development of students.

The interview covered the following topics:

1. Student demographics (age, group, course, specialty, and nationality).
2. The primary school students' intellectual and developmental tasks.
3. Kinds of intellectually stimulating work that primary school students produce.
4. The qualifications that aspiring primary school teachers must obtain.
5. What qualifications are lacking so that aspiring teachers in primary schools may work with primary school students intellectual development.
6. Competencies that primary school students must be taught from an early age.

Results and discussion. Students were given an investigative questionnaire at the start of the research work. The purpose of the questionnaire was to assess students' knowledge of professional training,

interests, rules and regulations, learning styles, and work on their intellectual growth. Students in their third year of university are taking part in a survey. The questionnaire consisted of questions designed to identify patterns of learning, knowledge of new technologies of modern education and active participation in research work. The survey assessment method prompted students to select the level that corresponded to their level – "1" being low, "2" being medium, and "3" being high. The diagram below shows its indication.

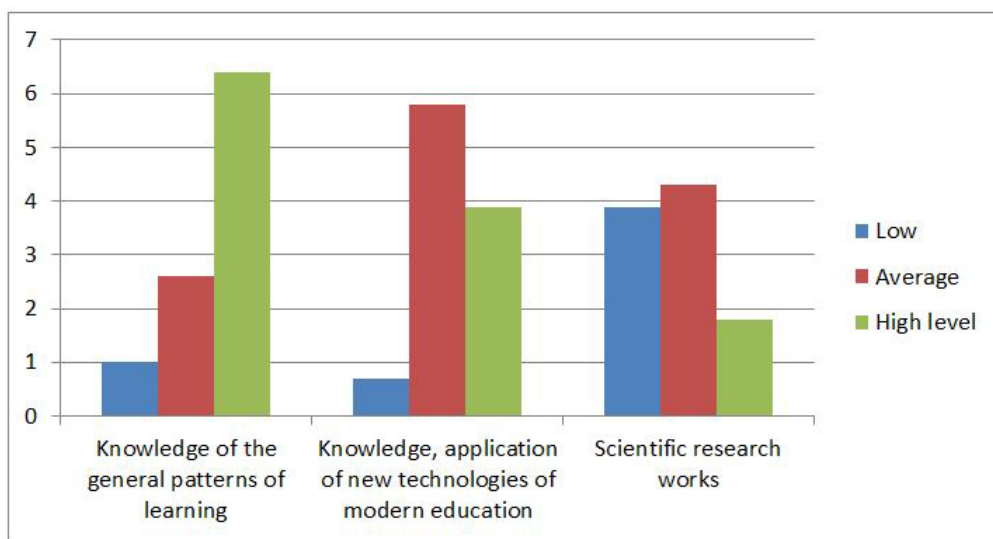


Figure 1. – The level of preparation of future primary school teachers for work on the intellectual development of students

The survey showed that students' knowledge of general learning patterns is 10% lower, 26% lower than average and 64% higher. This indicator showed that students are well aware of the patterns and principles of the educational process, modern concepts of education and upbringing, the development of pedagogical creativity, prompt decision-making in difficult situations, and the high cultural level of the teacher. It is noted that students have acquired sufficient theoretical knowledge about the laws, patterns, and principles of learning, the meaning of the educational process, the content of education, and forms of education.

The answer to the next question of the questionnaire showed an average level. We found that students (36%) mastered new technologies of modern education at a high level, medium (58%) and low (6%). However, it is noted that students do not fully master modern learning technologies. Analyzing the answers to the last question about the performance of scientific research, most of the students showed an average (43%) level, fewer respondents showed a low (39%) level. Those who said that it was problematic to engage in scientific work (18%) had a low level. To figure out the outcomes of the work completed by the students over the semester, the survey was handed out once more. The pre- and post-survey figures differed significantly.

Table 1. – The level of preparation of future primary school teachers for work on the intellectual development of students

Stages of the study	Knowledge of the general patterns of learning			Knowledge, application of new technologies of modern education			Scientific research works		
	Low (%)	Average (%)	High level (%)	Low (%)	Average (%)	High level (%)	Low (%)	Average (%)	High level (%)
Before the research	10	26	64	6	56	36	39	43	18
After the research	-	14	86	2	49	49	24	49	27

The table provides a very clear indication of how well-versed in the General Laws of Learning the students are. It was discovered that the student could easily complete educational tasks with a student in primary school. The ability to use cutting-edge technologies appears to be especially well-developed as well. Additionally, there was a rise in the proportion of scientific work completed by students.

Furthermore, student interviews were conducted in order to ascertain the findings of the study. One of the main topics covered in the student interviews was the definition and variety of intellectual development activities. We chose to organize the students' responses into groups.

Focus on students' intellectual development:

- games involving logic and the development of critical thinking skills;
- scientific research projects;
- discussions, games, educational conferences, Olympiads, and contests;
- enigmatic building;
- creative and mathematical games;
- educational videos;
- mental motor exercises, games, and feedback;
- concentrate on introducing the concept of creativity.

Some students mentioned that there is a lot of work being done on intellectual development, but they were unable to specify the nature of the activity. We might draw the conclusion that these students lack a thorough comprehension of the process involved in intellectual growth as a whole. In another way, for some students, working with them for a single semester was insufficient. Some students in the group picked up the material quite quickly, and it became clear that some students still needed to be worked with.

Certain student groups were open about their shortcomings when it came to learning new skills, developing their creativity, and advancing their careers. Students talked about the requirements that future teachers must meet to collaborate with children. Therefore, it was determined that the following qualifications are required of the teacher to engage in intellectual development activities with the children. They are as follows:

- Application of modern technology with a focus on professionalism;
- Carrying out scientific research;
- Making effective use of the school's technological resources;
- Higher education in psychology;
- Curiosity, inventiveness, and aptitude;
- Critical and unconventional thinking abilities;
- Modern technique mastery.

Students behaved freely and were able to express themselves clearly right from the start of the research work. It became clear after analyzing the student data that future study should be the main focus.

Conclusion. Future primary school teachers' professional development and training were described theoretically and put into experimental practice. The degree to which future teachers are prepared to work with children's intellectual growth was ascertained during the research work. High-quality results were obtained from the execution of all the work on the tasks created by the study's objectives. As a separate case, the students gathered extra materials they used in the class. Students now possess a thorough understanding of the phases involved in intellectual growth and IQ assessments. A compilation of intellectual testing exams for students in primary school has been made; these tests have been translated and modified for children who speak Kazakh.

A list of research topics has been developed for the level of Primary School students. They grouped the stages of organizing research work with students, the rules for writing scientific work, the rules for writing the goals and objectives of scientific work, the work on collecting material and selecting it, the stages of conducting the methodology section, writing the final part of the scientific work. It was highlighted during the interview that the student will focus on future research that explores more on the intellectual development of primary school students.

In summary, it was discovered that students lacked some of the qualifications required to work on primary school students intellectual growth. These are unconventional thinking abilities, scientific work leadership, and problem-solving creativity. These shortcomings will be the first task for the next research work.

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