INTELLECTUAL ABILITY YOUNGER SCHOOLBOY

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Abstract: The given course prepares future primary school teachers to develop an optional subject system for developing creativeness of students during mathematical lessons. But, this is carried out mostly during optional lessons. On optional lessons a teacher relies on time less and students feel themselves more independently and have communicative relations with each other. Psychologists and pedagogues say that some people have a habit of thinking logically excessively, and the others have habits of fantasy, imagination. That’s why, in the Ancient Rome mythology Apollon was the God of logic and thinking while Dionis was the God of nonreflecting.

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The program on the subject of “The Methodic of Teaching Mathematics” was renewed; first time when in our Republic a textbook called “Lab Practices on the Methodic of Teaching Mathematics” has been published. It contains such skills which enriched with such ideas as by humanizing the meaning of education, an idea of new primary education which develops creative primary schoolchildren. For acquiring new skills by lab practice way, future primary school teachers using alternative methods of solving problems, will get to know their efficiency, sensitivity, their descriptive character, and reliance and when working with children they rely on those methods. They base students’ activities on their individual character, subjective experience and descriptive quality. It is known and clear to every pedagogue that a student’s intellectual abilities are not equal to his intellectual activity. But pedagogues and even scientific pedagogues cannot answer the question what intellectual ability is. We show different meanings of the word “ability” and they explain various aspects of it. We want students to pay attention to the general interpretation of the word “ability” and of course, would like to emphasize the complicatedness of its structures and purposes.

Analyzing its characteristics, it is necessary to take its individual characteristics (the components which individually make up ability) into consideration. Also, it is important to take into account and learn the correspondence of a person’s individual characteristics (e.g. those of intellectual and will-power), because their coherence reflects unique, individual nature of a human’s ability. If we transfer those imaginations to the intellectual ability of a student which is shown by a students learning and intellectual activities, then it will be a right position for a pedagogue. An intellectual ability of a student is a quality and characteristic of a student which can correspond to the stipulations of a learning and intellectual activity.

But, for progress in understanding the structure and components of an intellectual ability it is important to address the practices on learning them. At the observation of a learning ability V.A. Kuretskiy’s research is very valuable, it emphasizes on the following mathematical abilities of students:

2. Reprocessing mathematical information: a) Logical thinking within the range of numerical and signal symbolic in numerical and life terms; b) Quick and wide generalization of mathematical objects, relations and activities; c) Reduction of the process of mathematical discussions and other activities related to them.

It is important to say that among the mathematical ability components, the one of V.A. Kuretskiy along with intellectual abilities differentiates “the mathematical directedness of mind” which reflects a person’s substantial directedness. But why it is impossible to understand that “the mathematical directedness of mind” has the least importance?
The substantial range is considered to be the mechanism which takes an intellectual ability into action. It is clearly shown in P.S. Visotskiy’s works, especially: opinion is not the last stage; it is not formulated from another opinion, but from the reasons of the way of our thinking which includes our activities and wishes. Behind thinking effective and will-power idea stands. Only it can answer the last question “why” at the analysis of thinking. That’s why, it is right to show the reasonable – intellectual activeness and directedness of a person after analyzing the components of intellectual abilities of students, pupils as a significant part of their intellectual ability.

Foreign scientists take an individual’s personal creative stipulation into consideration and demonstrate 5 necessary needs of a human being: 1) physiologic (food, clothes, resting and etc.); 2) security, preservation from danger and violence; 3) relations, care and love; 4) respecting, high self-esteem, independence, accomplishment, honor, attentiveness; 5) self-actualization, showing one’s talents and carrying out abilities, the need for the development of opportunities, the need for creation.

Besides, it distinguishes three great stipulations: eager to learn; stipulation for perceiving the environment; the need for beauty, symmetry, structure and ease. At the explanation of the intellectual results and intellectual abilities of the students the simple analyze should consider not only the main needs, but also the needs of the third, fourth and fifth importance.

Among other characteristics, the aspect of self – regulation of junior teenagers is characterized by development of a new attitude to the world, objects and phenomena, the emergence of a specific cognitive relation to one’s self, manifesting itself as the will and ability to analyze and evaluate one’s own end other people’s actions, to understand the viewpoints of other people, and to see and perceive the world from the perspective of other persons. With regard, it is necessary to teach students methods of self – analysis of productive activities, to organize independent activities of students and facilitate their analysis, control and correction. First of all, the aspect of self – regulation is characterized by the freedom of choice of purposes and means of their achievement, awareness of the choice, etc. This should be taken into account when constructing methods of pedagogical support of intellectual development of students in the course of their education. The connection between developments of the intellectual aspect with development of the aspect of self – regulation, in our opinion, may be explained with the help of diagnostics of the learning ability.

It’s noteworthy that despite the attention of teachers, psychologists, didactic specialists, and methodic specialists to the issue of creating conditions for development of intellectual skills of schoolchildren, taking into account the importance of this group of skills for development of productive methods of work for the organization of the full – fledged educational process, which is mentioned in modern literature, in reality, teachers most often build their work in traditional conditions based on methods and forms of a reproductive character and choice of subject – object relations in the education process.

The success of education to a large extent depends on the conditions in which it is organized. We have determined that the most efficient learning and intellectual skills may be developed under conditions of personality – oriented education built on the basis of subject – subject relations between the participants of pedagogic of the participants of the work, we the atmosphere of “free education” in the class, to use is why the following conditions were accentuated among the conditions for development of learning and intellectual skills: focus on humanistic principles of education in the process of educational activity, organization of the system of lessons devoted to the problem of development of learning and intellectual skills of junior schoolchildren, use of best combination of methods of education and forms of academic work in education and forms of academic work in the system of lessons. As a result of our work, we have determined that methods and forms of educational work are closely connected to the intellectual activity of schoolchildren, cognitive interest and independence. In its turn, this influences the development of learning and intellectual skills, and the ability to independently organize the process of acquiring knowledge, which, fundamentally, is built upon the same characteristics.

Thus, involvement of schoolchildren into active work based on the humanistic principles of education, and use of the system of lessons with a combination of best methods of education and forms of the academic work will considerably increase the learning and educational possibilities of lesson, and will facilitate development of learning and intellectual skills of junior schoolchildren.

With this in mind, we want you to pay attention to the following, these are: taking the need for relationship into consideration in analyzing the person’s communicative characteristics and qualities, also, taking the need for simplicity into account in the analyzing a person’s aesthetic quality within the system of
intellectual abilities, and surely, Ann Run was right. He describes it in this way: Intellectual abilities do not convert into intellectual results themselves. For getting results one needs “a moving band”, which will take the thinking mechanism into action. To say it in other words it requires desire, will-power, and “valid reasons”. But what should be learnt and taken into account in the estimation of the substantial range and intellectual abilities? A.A. Ponomerov generalized a person’s characteristics, analyzed them, and differentiated them from the works of modern USA scientists on the problems of psychological creation and showed the following practice of the talents which are necessary for working in the field of science and technology: “Aiming to reach constantly active, hard-working, creative character; a talent of thinking, honesty, right-forwardness, kindness, being principle, looking forward to discoveries, innovations; an informative ability, activeness, the business talent, smartness, quick adaptation to any conditions, hard-working character, independence and etc.”. Although, the above mentioned characteristics of an individual have some value, but the versatility, distinctiveness, and hierarchal disconnection of them are clearly seen.

In the works of foreign scientists on the structure of intellectual abilities creative character of a person gains more attention while a human’s frame of reference, moral aesthetic quality get the least. Today, scientists tend to address from individual’s point of view. For example, K.K. Platonov in the structures of people’s management abilities represented the followings: all the social qualities (nationalism, humanism); behavioral qualities (honesty, friendship); professional qualities (looking forward to experience, innovation); organizational qualities; pedagogical qualities. Among those component parts we want to emphasize on a person’s frame of reference and behavioral qualities. It is true that frame of reference plays an important role in the structures of all abilities, and of course, in the intellectual ability structure: it determines an individual’s point of view during the activity process, plays a significant role in the assessment of the results, reflects a person’s attitude and value towards an individual’s activity. From the one side, frame of reference of an intellectual person demonstrates the strategy of intellectual activity, and from the other side, it appears as an effective regulator and indication in the assessment of results. Max Plank was right, as he claimed the following: The frame of reference of a researcher always determines his/her way of creation. In the talent structure behavioral characteristics (qualities and specifications) play a tremendous role. They describe a human’s behavioral condition and accomplishments, one’s behavior and need and have a big impact on the operation and development of intellectual abilities. Intellectual ability comes out in every situation and with this in mind, in managing other people the frame of reference and behavioral parts should be taken into consideration in the process of analyzing the structure of intellectual ability.

The diagnostics of the intellectual abilities of the need for creation plays an important role as a proof of our opinion. In the analysis of individual used characteristics the observation of the directory ability and its intellectual opportunities determines the following general and preliminary signs: 1) existence of the active life and frame of reference; 2) a person’s humanistic richness and unique individualism; 3) mentally imagining and understanding the world; 4) the development of imagination and fantasy; 5) thinking with real categories; 6) imaginary, periodically feeling and seeing composition; 7) novelty of artistic information; 8) existence of intellectual will-power; 9) interest to the future profession, love for a theater, looking forward to getting the goals; 10) organizational and pedagogical talents.

We should emphasize that frame of reference is considered to be a significant component part of a professional’s intellectual opportunity. The frame of reference of a creator is an important factor in art, the lack of it can ruin the whole intellectual activity of an artist. We agree with this statement. For a professional’s intellectual activity not only high intellectual ability is necessary, but also looking forward to goals in every intellectual activity, organizational abilities. In general, they can be identified in the process of managing a person and self-management. An individual’s intellectual abilities should demonstrate two component parts: logical and intuitive. Psychologists and pedagogues say that some people have a habit of thinking logically excessively, and the others have habits of fantasy, imagination. That’s why, in the Ancient Rome mythology Apollon was the God of logic and thinking while Dionis was the God of nonreflecting.

Now we know that each person after his/her birth has an ability of logically and intuitively developing. Moreover, scientists proved the statement of existence of people with developed left brain’s half sphere and with developed right brain’s half sphere. People with developed left brain’s half sphere are considered to be abstract symbolic speaking, logically thinking persons. Individuals with developed right brain’s half sphere think generally, synthetically and realistically. They perceive music very well; they appreciate not only the meaning of the words, but also the pronunciations of them.
By theoretically understanding and generalizing the above mentioned and substantiated information we can show the following generalized component parts of students’ intellectual abilities (Sultanov, 2012): 1) an individual’s reasonable-intellectual activity and directedness (to learning and intellectual activity); 2) an individual’s intellectual and logical ability; 3) an individual’s intellectual eristic, intuitive ability; 4) qualities ( specifications) of a person’s frame of reference which help to develop learning and intellectual activity; 5) behavioral qualities ( specifications) which help to develop learning and intellectual activity; 6) a person’s aesthetic qualities which help to develop learning and intellectual activity; 7) an individual’s communicative and intellectual abilities; 8) self-management during the process of learning and intellectual activity; 9) an ability which comes out during the process of learning and intellectual activity and helps to develop it.

Generalizing materials given in psychological literature and our observations and experiences we will give a short description of individual component parts of students’ (students of high grades) intellectual abilities (Jumayev M., 2012):

1. Eager to learn, intellectual interest describe a person’s need for knowledge, for perceiving new types of activity, e.g. they come out with looking forward to understanding better the problems which are being observed or analyzed or proof-read. Criteria for assessment is considered to be the degree of aiming to know the number of questions asked during a particular period, the meaning of the question, understand the problem.

2. The feeling of being interested, emotional welfare, being happy with innovations, discoveries describe a person’s general emotional condition of intellectual activity. Criteria for assessment are the degree of the above mentioned qualities.

3. Looking forward to getting intellectual results is described in the process of a person’s aim to fulfill the tasks clearly and precisely, and aims to achieve new goals in every new situation. To say it in other words, this aspiration does not stop after getting a particular result, but it will strive more and better.

4. In the process of learning and intellectual activity the aspiration for achieving more appears in a person’s will for managing (the will for getting everybody’s abiding, division of labor, help to each other and etc. Striving for management is clearly seen in the subjective intellectual cases, where the success of a group depends on the leader’s ability to gather each participant’s power. In this situation criteria for assessment are the appearance and degree of this quality.

5. An aspiration for getting higher scores and being successful in the learning and intellectual activity are described by the person’s value of assessment of the results. For estimation a person’s harm form unsuccesfulness, his/her attitude towards remuneration, self-assessment of his/her own results, and one’s reaction to praises are taken as a ground.

6. In accomplishing intellectual tasks, responsibility is characterized by the feeling of duty and solving conflicts effectively in the group, and considering the interests of the group more significantly than the ones of his/her own. As criteria for assessment feeling the responsibility for accomplishing tasks in front of the group and making one’s own interests obey to the social interests.

7. In every domain intellectual activity is considered to be the personal estimation of value direction and the personal direction itself. In the personal esteem system it is characterized by the importance of intellectual activity. The personal esteem system is assessed by the significance of the intellectual ability.

8. It is described by the indicators and internal feelings which show one’s attitude to compose and regulate intellectual abilities and changing the development of intellectual abilities.

In this situation criterion for assessment is availability of the plan and the characteristics for self-composition, self-regulation and the degree of aspiration for accomplishing them.

References