

need for reflection own academic work, empathy, a sense of humor (the ability to resolve conflicts nonviolently). The activities of the teacher should be built in the mode of self-development. In addition, the teacher must be of such a general teaching abilities, as a reflection, intuition, will. A new type of teacher – the owner of a number of special pedagogical tools: psychological knowledge about personality, mental processes and their relation to the type of personality, methods and forms of communication, knowledge and skills, providing management of the educational process, possession of theoretical knowledge of the subject areas. All this allows the teacher to easily build their teaching.

We have considered the model of the teacher of a new type. We must now turn to the characteristics of the organization of teaching in a new environment, what defined the vision of pre-primary education and primary education. With the activity approach in education and upbringing, we consider teaching career as a special form of management, in which addresses two related problems: ensuring development of the child, the constant self-change teacher's personality.

The main components of pedagogical activity:

1. Designing a self-developing educational system «teacher – a child», consisting of the selection and design of pedagogical tools: identification of subject content knowledge and its representation in the form of a hierarchy of educational and cognitive tasks, planning instructional decisions and cognitive tasks in accordance with the structure of play and learning activities, the development of methods ensure the educational process in the various forms of cooperation, and the description methods of control for play and learning activities for children and their evaluation.

2. Direct management of the development of children in the group (group / class), which requires constant change of positions of the teacher:

- holding gaming content and learning activities, fixed in the form of entertainment and educational objectives;

- providing organization of the instructional decisions and cognitive tasks in accordance with the laws of the deployment of psychological play and learning activities in its various forms: the presence of motivation, a complete analysis of the conditions, the adequacy of the model for the substantial relationship to the subject, the relevant inspection and evaluation of operations in solving particular problems found by the method solutions;

- implementation of subject content in the form of play and learning activities where the teacher selects and applies a specific instructional techniques to facilitate the implementation of various forms of play and learning activities, methods of fixing the results, reflection;

- self-organization of the teacher on the formation of play and learning activities, in which it carries out its activities and reflection based on it

decides on the choice of a particular position (pedagogical, psychological, methodological) in specific circumstances;

- establish not only the subject-subject and inter-personal relations. The implementation of this position requires the teacher to go beyond the game and training, to stop it, use other means of communication: the identification, empathy, etc.

3. Analysis of the results of the formation of educational activities and systems of knowledge, skills, comparing them with the program and its correction, during which fixed the error in the activity being investigated their cause (meaningful and substantive, psychological, methodological), summarizes new and unexpected experience, finds Children and their own insights, will inevitably arise during the creative process.

Thus, a new perspective on teaching activities and their own professional and personal qualities that require the formulation of new educational tasks. Only in this case, educational activities can have all the qualities of a self-developing system.

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MENTAL DEVELOPMENT AS A RESULT OF EDUCATIONAL ACTIVITIES

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Logicof analysis requires clarification in this regard and the general options of *pedagogical interpretation* of the concept «**mental development**». Integrity as a methodological principle of the present research makes it necessary to consider the category of «**mental development**» in the context of the category of «**general development of the child**».

Fund of scientific knowledge allows us to regard the phenomenon of mental development rather *multilaterally*.

Firstly, from the standpoint of the essence of mental development of younger pupils. Lead-

ing category of analysis is **thinking** here, which is regarded as a specific **human ability** (Rubinstein S.L., Brushlinskii A.V.), and as a **component of cognitive activity** (Davydov V.V., Galperin P. YA., Talyzina N.F., Shabelnikov V.K., J.A. Ponomarev and others.)

By S.L. Rubinstein's definition, mindset is a form of indirect knowledge, which, departing from a given explicitly known, defines what is given implicitly, that is given, is not known, performs during this process as desired [1]. This definition has become initial for subsequent research of the phenomenon of mind set.

Using observations V.A. Mazilova, the following characteristics of thinking as a scientific category:

- Thinking - a psychological process, which is a reflection of a generalized and indirect general and essential in reality;
- It performs a regulatory functioning relation to human behavior, as it is related with the formation of purposes, resources, programs of activities;
- It is also the property of complex functional systems prevailing in the brain (ie, of highly organized matter);
- it is – the process socially conditioned: methods and operations have social origin; thinking is impossible without the knowledge obtained in the course of human history, the social and intellectual purposes of human activity.

In our view, for research of mental development of children of primary school age, important to complement this characteristic of scientific conclusions about intimate connection of social and mental process that is caused by «...Self-seeking and open a substantially new» with the speech. The development of the speech is directly connected with the development of complex forms of mental activity, which provides mental activity (such as voluntary attention, active memory, volitional behavior). Understanding the phenomenon is also seen as a result of verbal activity. Hence, legitimate point of view that **this inseparable connection is the essence of thinking** [2].

Secondly. There aren't marked large differences in the understanding of the **functions** of thinking. All scientific schools recognize four basic functions: understanding, problems and tasks solving, goal formation, reflection. Third. Testing **criterion scale** of evaluation of the process of mental development of younger pupils needs clarification correlation concepts of «**thinking**» and «**intelligence**».

In the empirical consciousness and the practice of «**intelligence**» is identified with the concept of «**mind**» – the ability to see beyond the surface of events with their hidden identity and on this basis to provide a development and accordingly with that, build behavior. *In scientific practice was fixed psychological definition of intelligence as the ability of thinking, rational knowledge.*

By definition, William Stern, **intelligence** – is the ability to integrated **adapting** to changing circumstances. Definitions of other researchers can characterize it as a peculiar every one psychological **mechanism** that is permanent and is the **condition, the cause of acquisition, processing** of incoming information. This mechanism inherent **selectivity, consistent logical conclusions** (allocation of significant connections and relations hips between reality and make up), **constancy**.

As the characteristics of intelligence considering the qualities of judgment, memory, and imagination.

According to many researchers, **intelligence** is the quality of **talent**, so retains its value constant. Same mental development – is dynamic category. «Intelligence is easier to measure than to define» [3].

In connection with this latter aspect is important to note a large fund of scientific research, including basic, **in the aspect ratio of the concepts of «talent» and «creativity»**.

Leading place is occupied the psychological principles of the creative development of children in the preschool and child in elementary school (Zaporozhets A.V., El'konin D.B., Davydov V.V. and others.), the principles of problem-based learning, implemented in schools and universities (Brushlinskii A. Kudryavtsev T.V., Lerner I.J., Makhmutov M.I.), the principles of developmental education (Davydov V.V. and others.)

Synthesis of ideas works by Leites N.S., Teplov B.M., Krutetskaya V.A., Ignatieff E.I., Golubeva E.A., Rusalova V.M., Ravitch-Scherbo I.V., Zaporozhtsa A.V., Podyakova N.N., Brushlinskii A.V., Kudryavtseva T.V., Berlayn J., Ponomarev Ya.A. was the concept of creative talent of A.M. Matyushkin. Author considers that the psychological structure of talent equal to the basic structural elements characterizing the creativity and creative development of people. Synthetic structure creative gifts by A.M. Matyushkin, consists of the following structural components: the dominant role of cognitive motivation, research of creative activity, the original possibility of achieving non-standard solutions, predictability and anticipation, the ability to create ideal reference, providing high aesthetic, moral, and intellectual assessment [5]. The concept justifies the dominating factor in the functioning of the creative person-personal, an indicator of which are the cognitive motivation and search and research activity.

Such an understanding of creative talent close enough individual provisions E.P. Torrance saw houses the term «creativity». According to the researcher, the creativity – not special, and the total capacity, which is based on a constellation of general intelligence, personality and abilities to productive thinking. E. Torrance defines creativity in terms of characteristics of the process by which a person becomes susceptible to problems. Shortages or gaps in knowledge, to mix various information

to the disharmony of the environment. If you notice a lack of information or disharmony of its elements a person feel more tension, which causes these arch for ways to fainting. Creative solution to the problem lies in the fact that the person is trying to avoid common and obvious solutions, examines the problem of pushing a set of hypotheses, test their guess, until he finds the solution. The tension does not subside as long as the decision will not be reported to someone [6].

E. Torrens drew heavily in his work on the theory of divergent(creative) thinking J. Guilford, which determines the divergent thinking as a process of creating original and unusual ideas with a lot of variable a solution. Dzh. Guilford om introduced four properties of creative thinking: fluency – the ability to produce a large number of ideas, flexibility – the ability to use a variety of strategies to solve problems; originality – the ability to produce unusual, unconventional ideas, elaboration – the ability to elaborate the idea emerged [7]. To this list of E. Torrence adds three features: the adequacy of a resistance circuit, absurd name [7].

In the context of our research, the findings of the above works are interesting in their plane, which allows us to consider the process of mental development of the pupil as a preparation for further projection of human creativity, and not as a given level of his capabilities.

Pedagogical interpretation and pedagogical analysis of the category of «intelligence» on the deduce of its definition, such as «the ability to solve problems», «the processing of information», «the ability to learn and produce new knowledge», «the system of cognitive functions», «regulation of the factor». However, revealing the essence of one of the parties and describing only part of the whole, they do not become effective methodological «tool» for the design and implementation of specific technologies in teaching.

Long-term observations of the present research allow the author to re at intelligence as a specific form of organization of individual mental experience, which provides the efficiency of perception, understanding and explaining the situation.

In the broad sense of the word «mentality» is a kind of genetic code of the society, people, humanity, predicting the course of history [8]. In the philosophical and methodological point of view, the mentality is the form and method of reflection of what is happening, which is a reaction or reflection of consciousness, expressed in behavior. Mentality based on a system of certain philosophical principles, retaining the values that have developed in life, in the mentality of the people and (or) hailed as the norm [9].

Hence, *them ental (individual) experience is a kind of dimensionless base (kind of filter selection) of human's relationship to the world, which defines the methodology of the algorithm of his activities.*

National education is closely connected with identity, self – determination rights in respect of social communities, types of culture, values. The concept of identity is currently working in sociology, philosophy, psychology and pedagogy. Ethno sociologist emphasize that identifications the real mechanisms of self-awareness by members of some communities [10].

In our view, it is a mental experience maybe necessary parts of the whole teacher connecting formed by teaching process qualities and properties of the individual, in this case, intelligence.

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MODERN TECHNOLOGY IN THE PREPARATION OF STUDENTS IN PEDAGOGICAL INSTITUTES

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The methods of learning that promote enhanced learning and cognitive activity of students, encouraging them to highly active thinking and practice in the process of mastering the material. The author has shown the interaction teachers and students through the use of interactive methods. The practical techniques used by the teacher in training primary school teachers.

Currently, the concept of transition to tiered system of higher education involves the introduction of interactive technologies in the educational process, and contemporary state standards of higher