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. Gilford 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 tot 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

Radchenko N.N.

East-Kazakhstan state university named S. Amanzholov, e-mail: radchenkon76@inbox.ru

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

education regulatory regulate the amount of time of classes conducted in an interactive way. In this regard, the use of interactive and information technology in training primary education relevant in the present.

High school teacher should know and understand the basic directions and trends in interactive technologies, techniques, methods and technologies of training with the extensive use of new interactive information and communication technologies. The use of interactive technologies in the educational process radically changes the nature of the learning process of students: students increases perception of materials disciplines, improve learning outcomes due to the higher degree of learning.

The term «interactive technology» can be considered in two senses: technology, built on the interaction with a computer and using a computer and organized direct interaction between students and the instructor without a computer.

Interactive teaching methods – is ways to improve learning and cognitive activity of students, encouraging them to highly active thinking and practice in the process of mastering the material, when it is in not only the teacher but also the students. Stimulated the interest of students in the acquisition of knowledge, creative approach to learning, active perception and assimilation of information, development of skills and abilities of professional activity. Educational games are high among modern psychological and educational technology in the development of students the fundamental psychological and pedagogical disciplines. They are a powerful technologies, which are used both in training and in many areas of practice. Games help enhance the learning process, the awakening of creativity, allow us to find solutions to problems that occur often in life, to create an open atmosphere of communication. Based on the methods, goals and features of educational games are several varieties. Simulations are used in vocational training in the formation of certain skills. In the story-based role-playing games is a specific situation – school, life, business, or other. The main difference of innovative games from other types is that they are mobile and structure of the game in several developing teaching-spaces (using software). These games are intended to provide a qualitatively new knowledge using the latest teaching and information technology.

For the preparation of the business game can use all teaching methods: explanatory and illustrative, reproductive, problem description, partial search, research. It should also keep the methodological requirements – the game should be a logical continuation and completion of specific theoretical topics (section) discipline, practical complement of the discipline as a whole. Needed as close to real professional conditions and an atmosphere of search and ease, careful preparation of educational and training material. Important explicit tasks, conditions and rules of the game and to identify possible solutions to this problem, the presence of the necessary equipment.

In addition, we in the preparation of primary school teachers, the following methods and techniques:

– for interactive lectures, namely the use of the «question-answer» while working with the students during lectures, conducting short presentations prepared by the students, which would disclose one of the issues raised in this thread, testing,

– introduction in practical lessons such forms of work as a «round table», «shop», where students in the discussion to solve important problems of specialization based on their own separate developments, holding debates, discussions and analysis of teaching situations;

– transform students' independent work, the performance of individual research assignments as a compulsory part of the study of a particular subject;

– use in class presentations, publications, websites, prepared by students according to BAT;

– use in the educational process of higher education and the role of business games, case method, «brainstorming» that promote activity, creativity, and creativity of the teacher;

– master classes, training sessions, contributing to the formation of professional competence of primary school teachers;

– widespread use of multimedia in lectures and workshops, and various types of electronic reference lecture notes, provide students with educational information on electronic media, Internet search, and the like;

– use of elements of imitation, reflection, relaxation, in separate workshops;

– new approaches to monitoring and evaluation of student achievement that provide objectivity and reliability.

In the process of training primary school teachers are: enhancing students' cognitive activity, motivating and stimulating future professionals teaching areas to the learning activities, modeling of future specialist professional skills, the ability to develop their personal and professional qualities, providing opportunities for lifelong learning, the formation of occupational mobility, competence and competitiveness primary school teachers in the labor market.

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