

Germany is to have an integrated «one-step» training monoprogramm that exist for either one or two major areas of undergraduate, or for one main and two additional areas of the Judiciary. Such a program can be called, educational platform, which lasts from 1,5 to 2 years and promotes deep orientation and the acquisition of fundamental knowledge.

The result at the end of training is to provide a written final work (deadline to 6 months) and interdisciplinary written and oral exams. Acquired qualification matches master (Master). The average period of study at the universities of integrated training programs for 5 to 6,5 years (master's degree).

Obtained according to the traditions of the institution: legal, medical, pharmaceutical and teaching, confirmed the state inspection certificates to master academic skills are equal and form a formal prerequisite to obtaining a doctorate. In this case, when it comes to specialized higher education institutions (higher education), the average period of training in them is on integrated curriculum 4 years with a diploma of higher education, but the holders of such certificates of special higher education institutions do not have the right to receive a doctorate. These graduates are eligible for admission to the doctoral candidate's degree in eligible institutions of higher education, passing on additional educational training (including the master) university program. In education in the higher art schools and conservatories, depending on the relevant specialty and individual target setting, along with a master's degree, if any certified integrated curriculum, based on the final examinations for special and professional goals may be issued certificate. Continuity of student transition from the previous level of education diploma to follow often require entrance exams, and is determined necessarily corresponding minimum required size and content of the previously studied educational courses that form the core skills first class required to go in the second. This work was supported by the Ministry of Education and Science of Russia in the framework of the federal target program (Measure 1.5 of 17.09.2012 № 14.V 37.21.1247).

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PREPARATION TEACHERS TO DEVELOPMENT OF STUDENTS INTELLIGENT ABILITY BASED ON ICT

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It is necessary to upgrade the existing forms, methods and didactic principles of organizing training process in an institution and develop new ones in order to establish an efficient preparation of students of pedagogic institutions for developing intellectual abilities of school students via means of ICT. If a system of continuous computer-directed preparation of students for their work on developing intellectual abilities of school students that will include a concept, a model, didactic conditions, technologies of gradual preparation of students for this activity is introduced, it will increase the quality of future teachers' professional preparation, as it will provide for formation of intellectual skills among them, and they are a didactic basis of the developing intellectual abilities among school children via means of ICT.

Education reform that has been introduced to Republic Kazakhsatn during the previous decade, has revealed a number of problems in its organization, defined a necessity to train an intellectually-developed person who is able to think actively, independently solve problems that arise before him, and urges for a constant deepening and broadening of his knowledge. At the same time, outdated methodology and principles of selecting education contents are negative factors of the existing secondary school system. Informational overload leads to a decrease in motivation for training and degradation of students' health. Training is directed towards receiving formal results, but not towards development of a person [1]. Desintegration of the single system of school education, emergence of various alternative training programmes and institution types has not solved all problems of this area.

According to the law «On education» and State programme of education development in Republic Kazakhstan during the period 2011–2020, one of the prior directions is transiting towards a new national model of training and upbringing scholars, and it requires new approaches towards educational activity of pedagogues [2, 3]. Studying the problem of achieving positive results in activity of teachers and school students has shown that one of the success elements in activity of subjects of pedagogic process is implementing new pedagogic technologies, informational technologies, interactive training.

Results of questionings and interviews, carried out with graduates of pedagogic institutions and school teachers have shown that most of them (92 %) don't know the essence and structure of intellectual abilities, have few ideas on how one can develop them, suffer significant complications of methodical nature. The reason of the described situation is

an insufficient training of teachers for this type of activity within an institution. Due to the described conditions, the problem of preparing future teachers for work on developing intellectual abilities of scholars has obtained a special urgency. There are studies on psychology and pedagogy that devote to problems of developing personality of students and developing training. Thus, M.A. Kostyuk outlines: «In fact, there is only one way of influencing psychic development of students: it lies in its activity, directed by a pedagogue. Actions that are not included into this activity, leave no traces, are not apprehended by him, and have no impact on his development» [4]. E.G. Budrina suggests concentrating our attention to special features of dynamics of student's intellectual development in terms of different educational models: corrective, traditional, and enriching [5]. Theoretic foundations of solving the problem of developing intellectual skills are widely presented in a whole number of psychic-pedagogic researches. Thus, G.N. Shornikova proves that a method and style of intellectual work are necessary means of forming generalized intellectual skills that allow one to use knowledge in different situations [6]. E.L. Kabanova-Meller, N.A. Menchinskaya, N.F. Talyzina, and other researchers have established a direct dependence between the method of mastering knowledge and successfulness of their practical implementation, they have also shown that an efficiency of mastering knowledge by students depends on their level of unifying analysis, synthesis, abstraction, and generalization skill. Training a secondary school teacher occupies a special place in the whole totality of factors that define improvements in the system of continuous education in the country. A number of directions have emerged within the totality of researches on problems of training future school teachers. One of them is characterized by development of professionogram and qualification characteristics in which contents and the system of teacher's theoretical knowledge is defined as well as his pedagogic abilities and skills that are necessary for carrying out his training-educational functions. This direction is represented by I.L. Ivanova, R.L. Mittelman, V.A. Slastenin, A.L. Sherbakov, and others. Problems of general training of secondary school teachers are studied in works by L.L. Egorova, Y.L. Kulyutin, Y.L. Sukhobskaya, and others. The problem of forming personality during the process of professional training is investigated by S.L. Baranov, V.A. Slastenin, S.D. Smirnov, and others. A number of studies is devoted to didactic preparation of a teacher (O.A. Abdullina, S.L. Arkhangelskiy, V.L. Zagvyazinskiy, and others). These works reveal ways, means, and forms of education that provide for the formation of a future pedagogue's professionalism.

In order to study the problem of professional training of future teachers for their work on developing intellectual abilities of scholars results, received by M.A. Romanova should be investigated [7]. The

scientist reveals contents of training students of pedagogic departments for their work on developing intellectual skills among primary school students within the process of mastering subjects of psychologic-pedagogic circle, specific methods, variable special disciplines and pedagogic practices.

Modern period of social development is defined by a strong influence of computer technologies that penetrate all areas of human activity and provide for the distribution of informational flows within the society, thus forming global informational space. First of all, it affects education, so many dissertational researches of recent years are devoted to problems of preparing teachers for using informational-communicative technologies (ICT) in professional activity. Doctor dissertation by a well-known mathematician-methodist T. Balykbayev [8] studies theoretical- methodological basics of informational model of forming a group of students. Candidate dissertation of B.K. Tulbasova [9] is devoted to scientific foundation of didactic conditions in preparing teachers for activity with implementation of ICT within the system of refresher training. The work of G.G. Begarisheva [10] defines and explains the process of training and refreshing skills of teachers for using informational-communicative technologies in their professional activity within the system of methodical school work unification. Dissertation study by R.O. Djeranova [11] refers to scientific-theoretical grounding of didactic terms of forming computer-training skills of a future teacher. The work by N.A. Adilova investigates the problem of using innovative technologies of training in developing intellectual culture of students [12].

Thus, a great number of researches is devoted to problems of intellectual development of students, problems of professional training of future teachers for developing intellectual abilities of school students, problems of preparing teachers to use ICT within the process of secondary school education. However, analysis of the existing institutional plans and programme and our own studies show that training future teachers for work on developing intellectual abilities among school students via means of ICT remains unsatisfactory. A detailed study of this problem has allowed us to see that special researches, devoted to special features of work with students in terms of their preparation for solving problems of school children intellectual development via means of ICT, are almost non-existent.

Thus, we witness a conflict between needs of modern school where a teacher must consider special features of developing intellectual abilities of students and the necessity to prepare students for intellectual development of school students via means of ICT and insufficient presence of these problems in activity of an institution, programmes, textbooks and guides on psychological-pedagogic disciplines, and methods of teaching special disciplines in a pedagogic institution, lack of recommendations and the very methodic of preparing students

for developing intellectual abilities, and, therefore, students' disability to solve these problems. The outlined conflict that has been established between social demands and the level of teachers' readiness for meeting them has determined the selection of the research topic: «PREPARATION TEACHERS TO DEVELOPMENT OF STUDENTS INTELLENT ABILITY BASED ON ICT», it has also defined its urgency.

Realization of this research implies development of a **new conceptual approach** towards solving the problem of professional training at the stage of institution education will create new directions of professional training of pedagogic institution students that will play a significant part in improving quality of preparing future teachers in terms of informatization of education.

Research idea: it is necessary to update the existing forms of organizing training process within an institution, methods and didactic principles, and create new ones in order set up an efficient system of preparing pedagogic institution students for their professional activity on developing intellectual abilities of school students via means of ICT.

Research goal: theoretic-methodological foundation and development of a didactic scheme and technology of organizing educational process in a pedagogic institution so that future teachers are prepared for developing components of intellectual activity among students. These components are: high level of forming elementary thinking operations (analysis, synthesis, comparison, analogy, abstraction, classification, etc.), activeness and unordinary way of thinking, self-organization and purposefulness of thinking.

Research objectives:

1. Establish a condition of the problem of training future secondary school teachers for work on developing intellectual abilities of students via means of ICT.

2. Develop a concept of professional preparation of future teachers for work on developing intellectual abilities of school student with implementation of ICT.

3. Develop a theoretic model of future teachers' readiness for work on developing intellectual abilities of school students with implementation of ICT that will include motivational-need, supporting, operational-procedural, and evaluative component.

4. Reveal pedagogic conditions that provide for the efficiency of professional training of future teachers for their work on developing intellectual abilities of students via means of ICT.

5. Define and develop a didactic system of professional training of future teachers for work on developing intellectual abilities of school students with implementation of ICT.

6. Develop a technology of organizing educational process that is directed towards professional training of future teachers for developing intellectual abilities of school students via means of ICT.

Scientific novelty of the research is defined by the following aspects:

– Theoretical-methodologic basics of professional training of future teachers for their work on developing intellectual abilities of school students with implementation of ICT will be defined;

– A concept that will provide for realizing professional training of future teachers for their work on developing intellectual abilities of school students with implementation of ICT will be developed;

– A model of professional readiness of future teachers for work on developing intellectual abilities of school students with implementation of ICT will be developed;

– Pedagogic conditions that provide for the efficiency of professional training of future teachers for work on developing intellectual abilities of school students with implementation of ICT in a single pedagogic process of an institution will be revealed;

– Didactic system and contents of methodical work on professional training of future teachers for their work on developing intellectual abilities of school students with implementation of ICT will be developed;

– A new technology of gradual professional training of future teachers for using ICT will be introduced, and its efficiency will be confirmed by test-experimental method.

Applicatory significance of the research is defined by the fact that theoretical conclusions and scientific-methodological recommendations, provided by the article, can find their implementation in activity of pedagogic educational institutions on improving professional preparation of future secondary school teachers for developing intellectual abilities of school students using ICT. Realization of the results of this study will allow us to increase the quality of professional training of future teachers as it will provide for the formation of intellectual skills that are didactic basis of the development of intellectual abilities among school students via means of ICT. A new conceptual approach towards solving the problem of professional training of future teachers for their work on developing intellectual abilities of school students with implementation of ICT at the institutional stage of education that includes a concept and a model, pedagogic conditions, didactic system, technology of organizing educational process will be developed.

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A UNIVERSITY TEACHER AS A SUBJECTIVE UNIT OF PEDAGOGICAL PROCESS INFLUENCING THE QUALITY OF DIDACTIC SYSTEM

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Transformations, taking place in all the spheres of Russian Society, have raised a problem of improving and developing education. Interaction of subjects in educational process in the university plays a very important role in solving this problem, as well as competence of a teacher, affecting both educational process and its final result – the quality of education. This paper describes the problems in formation of interaction between students and teachers and charts the ways of improvement of the effectiveness of educational process.

Formation of a certain image of a teacher in student's consciousness plays a great role in solving the problem in question. The image of a teacher actively influences different aspects of interaction, and cooperation with students. The effectiveness of educational process depends on the competence of the teacher and the way students percept him. A number of researchers (P.G. Belkin, A.I. Vyrazhenskaya, P.V. Kartsev, S.V. Kondratjeva, N.V. Kuzmina etc.) point out, that in many cases social and perceptive processes are dominating in forming the interaction between the students and teachers both in educational and scientific spheres.

The analysis of literature concerning the problem of forming the image of a teacher in student's consciousness showed that this problem is insuffi-

ciently developed. In particular, some aspects remain unresolved – mechanisms of intergroup and interpersonal perception in communication, decisive effect of first impression which defines further cooperation, the role of appearance, the concepts (or stereotypes) of an ideal teacher etc.

It should be pointed out, that stereotyping plays a very important role in forming the first impression about a person. The way the students percept the teacher when they meet him first time is often based on a small quantity of information, and is under the strong influence of previous notions, attitudes, and experience the students have had. It's clear that in this situation, with a shortage of information about the personal qualities of a teacher, the student correlates the teacher's image to the classification of personalities based on his own daily interpersonal interaction. In such a situation there may be discrepancies between the real «psychological portrait» of a certain teacher and the image that a student formed in his consciousness, moreover, the subjective perception of individual characteristics of a teacher is filled in every situation differently. The more the partners are interested in communication, the less neutral their situation is. In such a case perceptual errors and mistakes concerning the choice of techniques of further interaction occur more often. In cases when students meet the teacher, whose subject does not have any test control in the near future, they «draw» his «psychological portrait» more or less precisely. If there is a credit in an easy subject (form the point of view of the students), perceptual errors, as a rule, increase. And if there is an examination, a teacher is related to the category of «sadists», «torturers», «kind simpletons», or «strict but fair».

The basic role in case of «hallo effect» belongs to a perceptual error called superiority factor, as a priori the teacher is educated better, he is frequently ascribed competence in scientific, personal and other issues, which are sometimes far beyond teaching.

Attractiveness factor is also a part of forming a first impression: attractive physical appearance, voice, manners of a teacher is perceived as more intelligent, interesting and fair, and the other way round. However, individual perception of each student, on the one hand, is stereotyped, which allows to form «public opinion» about the teacher, and on the other hand, it is personal and unique, therefore, with more or less proportion of comfort, creates peculiar percept-image.

To achieve success, a teacher must have certain professional knowledge skills and abilities:

1. To be a man of great erudition.
2. To know the subject well.
3. To be able to select educational material independently.
4. To select optional and effective means and methods of teaching.
5. To be able to create motivation.
6. To be severe on the knowledge of the students.