МРНТИ 14.07.09 https://doi.org/10.51889/2959-5762.2023.79.3.031

Sakhipova G., [1] Zhazykova M.,[1] Zhusupova Zh. [1]*

[1] K.Zhubanov Aktobe Regional Universities,
Aktobe, Kazakhstan

SCIENTIFIC AND PEDAGOGICAL CONDITIONS OF INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS

Abstract

The article discusses the scientific and pedagogical conditions of intellectual development of primary school students. At the present stage, the leading goal of primary education, as well as society, is considered to be the upbringing of an undoubtedly intellectual, intelligent personality. Education, first of all, should be aimed at the formation of intellectual and spiritual capabilities of the student, as well as his socialization.

The question of the development and organization of mental activity of primary school students is one of the leading tasks of today's education. Intellectual activity is a leading requirement in the development of primary school students of the need and involvement in cognition, mastering the skills of intellectualization, the ability to independently make decisions in the performance of tasks, to ensure the depth and strength of the knowledge gained.

Modern conditions today call for focusing the education and upbringing of elementary school students on the formation of the student's intellectualization as the foundation of personal development, because during the initial training period, primary learning skills are formed, which subsequently become the basic conditions of continuing education.

Keywords: intellectual development, intelligence, intellectual personality, mental activity, conditions, primary education, self-esteem, independent work.

Г.К. Сахипова[1] М.К. Жазықова[1], Ж.А. Жүсіпова[1]*
[1] Қ.Жұбанов атындағы Ақтөбе облыстық университеті,
Ақтөбе, Қазақстан.

БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ЗИЯТКЕРЛІК ДАМУЫНЫҢ ҒЫЛЫМИ-ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

Аңдатпа

Мақалада бастауыш сынып оқушыларының интеллектуалды дамуының ғылыми-педагогикалық шарттары қарастырылады. Қазіргі кезеңде бастауыш білім берудің, сондай-ақ қоғамның жетекші мақсаты сөзсіз интеллектуалды, интеллектуалды тұлғаны тәрбиелеу болып саналады. Оқыту, ең алдымен, оқушының интеллектуалды және рухани мүмкіндіктерін қалыптастыруға, сондай-ақ оны әлеуметтендіруге бағытталуы керек.

Бастауыш сынып оқушыларының психикалық белсенділігін дамыту және ұйымдастыру мәселесі бүгінгі білім берудің жетекші міндеттерінің бірі болып табылады. Интеллектуалдық белсенділік бастауыш сынып оқушыларының білімге деген қажеттілігі мен қатысуын дамытудағы, интеллектуализация дағдыларын игерудегі, қойылған міндеттерді орындауда өз бетінше шешім қабылдай білудегі, алған білімнің тереңдігі мен беріктігін қамтамасыз етудегі жетекші талап ретінде көрінеді.

Қазіргі заманғы жағдайлар бастауыш сынып оқушыларын оқыту мен тәрбиелеуді жеке дамудың негізі ретінде оқушының интеллектуализациясын қалыптастыруға бағыттауға

шақырады, өйткені бастапқы оқыту кезеңінде оқытудың негізгі дағдылары қалыптасады, олар кейіннен үздіксіз білім берудің негізгі шарттарына айналады.

Түйін сөздер*:* интеллектуалды даму, интеллект, интеллектуалды тұлға, психикалық белсенділік, жағдайлар, бастауыш білім, Өзін-өзі бағалау, өзіндік жұмыс.

Сахипова Г.К., [1]* *Жазыкова М.К.,* [1] *Жусупова Ж.А.* [1]
[1] *Актюбинский Региональный университет им.К.Жубанова,*
г. Актобе, Казахстан

НАУЧНО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ИНТЕЛЛЕКТУАЛЬНОГО РАЗВИТИЯ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

В статье рассматриваются научно-педагогические условия интеллектуального развития учащихся начальных классов**.** На современном этапе ведущей целью начального образования, а также социума считается воспитание несомненно интеллектуальной, интеллигентной личности. Обучение, в первую очередь должно быть нацелено на формирование интелектуальных и духовных возможностей школьника, а также его социализацию.

Вопрос о развитии и организации ментальной активности учащихся начальных классов – является одной из ведущих задач сегодняшнего образования. Интеллектуальная активность представляет собой как ведущее требование в развитии у учащихся начальных классов необходимости и вовлеченности в познании, овладения навыками интеллектуализации, умение самостоятельно принимать решение в выполнения поставленных задач, обеспечить глубину и прочность полученных знаний.

Современные условия на сегодняшний день призывают ориентировать обучение и воспитание учащихся младших классов на формирование интеллектуализации ученика как фундамент личностного развития, потому как в период начального обучения формируются первостепенные навыки обучения, которые в последующем становиться базовыми условиями непрерывного образования.

Ключевые слова: интеллектуальное развитие, интеллект, интеллектуальная личность, ментальная активность, условия, начальное образование, самооценка, самостоятельная работа.

Main provisions. Based on this problem, we can consider the essential guidelines of historical analysis in this way:

– the problem of the origin of intellectual activity has been considered in the history of the humanities for a long time and in various aspects;

– we fully consider the validity of various positions on the origin of human intellectual activity (I. Kant, B.F. Lomov, K.Marx, S.L. Rubinstein, M.N. Skatkin, G.P. Shchedrovitsky and others.), we believe that the most necessary characteristic qualities of the intellectual process and mental activity are the basic components of a) stimulus and motivation to learn (motivation), b) satisfaction from creativity and cognition.

Unfortunately, not always, the actions of the student, formally related to learning and the search for new knowledge, confirms the highest point of intelligence. For example, we consider it incommensurable to say that the level of intellectual activity is equal to the number of visits to libraries or the time spent on homework.

Cognition and curiosity, manifested in the process of motivating a person (especially in children of primary school age), the search for new knowledge, unusual, of course, requiring a lot of work and effort to memorize the acquired knowledge for a long time; it is necessary that there is a sense

of empirical search, even in a situation where the solution of already known problems is familiar to us.

Among other things, if the tasks do not cause a sense of difficulty, it is considered a simple interpretation or explanation, an individual case for the use of already acquired skills, knowledge and skills - these requirements have no direct relation to intellectual and mental activity.

Based on this, the leading functionals of the intellectual and mental activity of mankind are:

– profoundly expressed, in comparison with the average indicators of dissatisfaction with the stereotypical (to use the term D.N. Uznadze intra-establishment) values of everyday life. In other words, conditionally, a person, or a junior high student, who is sufficiently satisfied with his own life, in the process of achieving the highest degree of intellectual and mental activity will not be justified by internal motivation;

– cognitive ability (mental activity) is a form of the existence of doubts, which often reproduce the eternal question about the possibilities of the ultimate causes of investigative relationships in the foreseeable world around;

– not every process of a student's work can be applied to the desire and willingness to learn new things. Apparently, mental and mental activities are peculiar and specific not to every student, the desire for intellectual search for new knowledge, and the desire to learn new thinking and becoming better. Of course, the list of such requirements of mental and cognitive activity can be expanded.

Introduction. The the term intellectual activity occupied one of the leading places at the stage of the emergence and formation of philosophy as a science. A significant part of the scientific literature on this fact is indefinitely lost, to a greater extent equal influences in the descriptions of the pre-philosophy of Ancient Babylon, and the general Sumerian-Akkadian cultures of ancient Egypt. There is even more initial data on about several dozen philosophical and humanitarian schools of India and Ancient China.

A thorough review and study of the literature of that era, of course, go a little beyond the scope of the subject field of research. We just want to note the essential points regarding our research.

First of all, it is an attempt to mentally imagine cognitive activity as something artificially formed and suitable only for a kind of spiritual elite.

Secondly, it is an attempt to mentally imagine cognitive activity as some kind of outright evil that prevents a person's craving for knowledge, for the state of a closely thinking sage, from which flowers seem to "grow".

And of course, thirdly, there is a weaker, but very unusual practice of identifying alienated forms of intellectual activity, for example, in the laws and requirements themselves (ancient Chinese Legist schools), directly during the development of linguistic abstractions (Fa-jia schools). Several examples can be given in the formation of these methods.

An important and basic intellectual, moral and ethical resource, throughout all centuries focused on the Chinese-Confucian civilization, is the works of Confucius. Intellectual activity is an "increase and expansion of the soul", not a search for truth.

In Taoism, "tao" is a single objective law of subordination of the world. Following this law, an individual will not be able to alter the natural course of things, and a person may not apply labor to it, because awareness of everything lies in his own natural rhythm. A person should simply observe the natural process of phenomena in order to comprehend the "tao" - the highest level of knowledge.

If you plunge into ancient Indian philosophy, then cognition is an analysis of what is happening in people's minds, which results in interaction with Buddhism (the world of objects). The philosophy of Buddhism interprets that intellectual activity is the most significant at the stage of self-improvement of a person at the moment when he passes the "eightfold path" [3]. Humanity, which is moving along the eightfold path, can stop if it has violated one of the vital and moral foundations, that is, it has not reached that very nirvana, the so-called highest stage of knowledge.

Proceeding from this, significant tasks and questions were put forward in the days of pre-philosophy, which are still the most significant and profound today.

In antiquity, the main problems of intellectual activity as a way of socialization were defined differently. Referring to historiography, antiquity originates from the time of Homer up to the V century AD, which gives us almost an example of an encyclopedia of the very problems that interest us. Here are some examples.

Socrates interprets cognitive activity as a culture of doubt, as a sincere passion for creative and scientific research. The philosopher argued that the main criteria for cognition are the ability to reason, of course, philosophical literacy.

Pythagoras, on the other hand, believed that cognitive activity is something "sympathetic and passionate contemplation," while intellectual contemplation is what we turn to in mathematical and logical cognition". Cognitive ability takes place throughout life, throughout all forms of rebirth. Just like Socrates, the philosopher believed that the fate of society has an uninterrupted connection with education and upbringing. Analyzing the works of Pythagoras, we came to the conclusion that a person's socialization occurs when he can distinguish himself from a group of other people, as well as when it comes to understanding that it will be useful and important for him based on the experience of being others. Based on this theory, Pythagoras focused on creative and intellectual knowledge in the methodology of teaching children.

The problems of forming the intellectual development of elementary school students, as the study shows, have taken place among teachers and thinkers since antiquity. The educational reality insists from day to day that if the student expresses his interests and involvement in the learning process, the formation of new knowledge will have a more effective result. This phenomenon is fixed in the pedagogical paradigm as the concept of "initiative and independence in primary school students"[2]. The conditions for the implementation of basic educational concepts are formed in accordance with the meaning of the concept of "intellectual development". According to the meaning of the concept of "intellectual development", we will highlight a number of areas. According to scientists, intellectual development and cognitive activity are the natural desire of primary school students to form new knowledge.

Everyone knows that everyone strives for something new and unexplored. The child, being born, already shows knowledge of the new. For example, D. Locke in his works "Thoughts on Education" proves the hypothesis of the unity of physical and spiritual development with the well-known theory "A healthy mind in a healthy body"[6]. The author claims that with a strong body, it is easier to move towards a given goal. If we draw a parallel between physical and spiritual development, then we can find the basic pedagogical conditions for intellectual development. In particular, in order to maintain interest in lessons, it is important to stop classes before the child is tired, especially when the child is anticipating the expectations of the first lesson. Then, it is possible to single out a pedagogical tool as the regulation of the workload and regulation, taking into account the fatigue of the student.

Based on this, we can say that the physiological attraction to comprehension is formed in the educational process in the case of its settlement in conjunction with the teacher and the school in such a way that different areas of the psyche participate in them, similar to other areas of his life, for example, during conversations, games, family time or during meetings with friends. One more popular point of view can be distinguished: intellectual development is considered as an activity feature of a junior student, his perseverance and concentration. Domestic teachers have devoted many works devoted to the problems of Many works of domestic teachers to the problem of activating the learning process. Investigating the problems of activation of thinking in younger schoolchildren, scientists P.N. Gruzdev and S.N. Ganelin, R.G. Lamberg, analyzed the difficulties of individual activity of children in the learning processes, and came to the statement that independent activity is the highest level of intellectual activity.

T.I. Shamov said: " We do not reduce cognitive activity to a simple strain of the intellectual and physical forces of the student, but consider it as a quality of personality activity, which is manifested in the student's attitude to the content and process of activity, in his desire to effectively master knowledge and methods of activity in optimal time, in mobilizing moral and volitional efforts to achieve educational and cognitive goals".

G.I. Shchukina defines intellectual development as a quality of personality, including the student's interest and desire for learning, expressing intellectual reflection in the learning process. If the student's desire for knowledge manifests itself in a stable way, then intellectual activity is formed as a quality of the student's personality. This is a structure of personal quality, where needs and interests denote a meaningful characteristic, and the will represents the form.

E.A. Krasnovsky, on the other hand, believes that the intellectual development of a student is when absolutely all sides of a student's personality manifest themselves, this is both the need and the desire to comprehend something new, achieving goals, enjoying new knowledge, readiness to solve problems, the ability to gradually complicate the tasks underlying the principles of the learning process"[2].

The works that were reflected in the pedagogical literature made a significant contribution to the formation of the paradigm of intellectual development: they contained original ideas, theoretical generalizations, practical recommendations.

Pedagogical practice implies the study of an effective way to improve the quality of mastering educational materials. The increase in efficiency and productivity in the student's studies does not reduce the problem of such a social quality as intellectual development. The formation of intellectual activity, especially among elementary school students, obviously affects the formation of a child's personality. Thus, in our opinion, the purposefulness of pedagogical activity in the formation of the intellectual development of primary school students is required.

Having analyzed the literature on the problems of the formation of intellectual development of younger schoolchildren, it has shown that scientists, teachers and philosophers explain this term in different ways. One compares activity with activity, the second argue that activity is the result of activity, someone believes that activity is something more than activity.

The problems of activity are studied from a variety of sides: from biological, psychological, pedagogical, sociological, etc.

In particular, in biology, biologists consider the adaptation of organisms to the surrounding world, the impact on an external stimulus, which is a form of manifestation of activity. Natural activity is characteristic of humanity as heredity, providing adaptation to the environment. I would like to draw attention to the fact that an important component common to any research is the presence of several factors in the process of forming intellectual activity. Among them is the internal factor, i.e. the subjective characteristic of cognitive action. The carrier of intellectual activity is an integral subject of cognition - a person.

Some scientists define the process of intellectual activity of younger schoolchildren as a purposeful activity focused on the formation of subjective characteristics in educational and intellectual work. The concept of "development" is generally recognized in pedagogy and psychology. D.B. Elkonin notes: "development is characterized primarily by qualitative changes in mental functions, the emergence of certain neoplasms in it. Development consists in qualitative transformations of various system processes, which leads to the emergence of separate structures, when some of them lag behind, others get ahead of themselves". The basis for the development of intellectual activity is an integral act of intellectual activity - an educational and cognitive task. According to D.B. Elkonin's theory, the development of intellectual activity is carried out by accumulating positive educational and cognitive experience.

Scientists, depending on the nature of the intellectual activity of the subject , determine such levels of activity:

– Reproductive and imitative activity, through which the experience of activity is accumulated through the experience of another;

– Search and executive activity is a higher level, because there is a greater degree of independence. At this level, it is necessary to understand the task and find the means to accomplish it;

– Creative activity is a high level, since the task itself can be set by a student, and new, unconventional, original ways of solving it are chosen.

Having analyzed the psychological and pedagogical literature, we have identified the following conditions for the effective formation of the intellectual development of younger schoolchildren in the learning process and, in particular, in English lessons.

In identifying pedagogical conditions, we rely on the significant studies of E.D. Kondrakova, O.M. Lugova, I.P. Sergeeva, A.M. Khalilov, I.H. Khachirova, Z.M. Chomaeva, O.M. Shkuropatova, I.R. Schneider, etc.

We highlight the purposefulness of cultural development activities, the introduction of a person to various values of the culture of an ethnic group [1], the integrity of the cognitive process, its technological effectiveness, the cultural value of the content of educational material [6], a personality-oriented approach, the activity of the educator [3], reliance on humanistic and volitional qualities of the individual, the use of interdisciplinary connections [4], the creation of an internal favorable socio-psychological sphere, reliance on the personal life experience of students, the formation of an individual style of cognitive activity [2], organizational and practical conditions, psychological and pedagogical [8], improvement of forms, methods and means of teaching, increasing independence, formation of creative abilities, value attitude to knowledge [7], strengthening the practical orientation of educational material, the level of difficulty of cognitive activity, independent work [5].

The analysis of the listed conditions indicates their diversity, and requires information in a certain system and, since they are heterogeneous, focusing on those of them that are significant for the formation of the culture of intellectual work of younger schoolchildren.

Among the conditions, we would like to highlight – interest in the material being studied, its emotional orientation, consideration of the modernization of the content of education, the personality-oriented nature of teaching methods and tools, the systematic organization of training, reliance on the levels of organizational training of younger schoolchildren, taking into account the specifics of the subject. As well as the creation of a developing environment, the gradual complication of loads and the dosage of homework, the use of individualized tasks, reliance on the independence of children when performing tasks.

The study of the essential characteristics, psychological and pedagogical mechanisms of the humanistic paradigm of education, experience and research results allow us to consider in more detail the pedagogical conditions that contribute to the formation of a culture of intellectual work of younger schoolchildren and include:

– humane subject-subject relations "student – teacher", based on the provisions of personality-oriented pedagogy, manifested in the emotional component of their interaction and forming the basis of positive motivation of younger schoolchildren to form a culture of intellectual work;

– providing the "right to make a mistake"; creating a situation of success at all stages of educational activity: self-confidence, conviction in the correctness of their actions, and not the fear of presenting the work done, fear of failure, expectation of criticism and condemnation of their actions;

– the teacher's possession of a system of knowledge about the age characteristics of younger schoolchildren, allowing the latter to master knowledge, skills and abilities at a high level, to form a positive attitude to mental work;

– determination of the role of generalized skills and their significance for the organization and self-organization of intellectual work; reliance on independent acquisition of knowledge based on the active participation of the younger student in the learning process;

– specially organized training of younger schoolchildren in order to successfully assimilate knowledge about the culture of intellectual work, the formation of a system of skills and abilities underlying the components of the culture of intellectual work;

– reliance on the value potential of the content of education, the use of the national cultural heritage as an effective means of contributing to the self-determination of the younger student's personality in the system of humanistic values;

– the inclusion of personal experience in the learning process, introducing younger students to the reflection of the results of their mental work.

It should be noted that the satisfied need causes positive emotions in younger schoolchildren, which in turn causes new motivational states – desires and aspirations to experience joy, pride, and a sense of their great capabilities again. Active educational activity cannot take place without a favorable emotional atmosphere. The state of anxiety, fear, anxiety depress, do not contribute to positive motivational states and negatively affect the educational activity of a younger student and its results.

The volitional sphere also has a certain significance. On the one hand, educational mental work requires younger schoolchildren to show strong-willed efforts when difficulties arise and they need to be overcome, and on the other hand, they contribute to the development of the volitional sphere when difficulties are overcome.

Among the listed conditions, it is necessary to focus on the independent work of younger schoolchildren. In the process of learning, it is necessary not only to equip the younger student with knowledge of the subject, but also to teach them to acquire this knowledge independently. Performing independent work requires younger students to strain their mental abilities, the ability to plan their actions, show creative initiative, i.e. knowledge of the culture of intellectual work. We believe that the independent work of younger schoolchildren is, first of all, the performance of tasks by students without any help, but under the supervision of a teacher. Properly organized independent work in primary school, from the standpoint of the culture of intellectual work, allows you to solve the following tasks when teaching various academic subjects:

– to develop the skills and abilities required by the program in accordance with the target setting of the school in younger students;

– to increase awareness and strength of knowledge acquisition;

– to teach younger students to use the acquired knowledge, skills and abilities in life and household spheres;

– to develop younger students' cognitive abilities;

– to instill in younger schoolchildren the basics of the culture of mental and physical labor, to teach them the basics of working independently, productively and with interest to approach the achievement of the goal;

– to prepare younger schoolchildren so that they can effectively engage in self-educational activities in the future.

If younger schoolchildren have difficulties in mastering the proposed material, then they are usually accused of laziness, inattention, etc. As our analysis of the experience of teachers shows, in this case, we should talk about the low professional level of the teacher. When teaching, it is the teacher who determines the amount of knowledge received by a younger student, their systematization and consolidation into long-term memory. In addition, every teacher should skillfully use the necessary set of techniques and methods.

Introduction. Modern social relations in the modern world, new requirements for the educational and educational process are spelled out in the document "On approval of state mandatory standards of education at all levels of education" dated October 31, 2018 # 604.

Registered with the Ministry of Justice of the Republic of Kazakhstan on November 1, 2018 # 17669. The standard is aimed at the formation of individual traits of elementary school students: active and interested in learning about the world, having a desire to learn, a student who is aware of the importance of education, as well as self-education for life, ready to use all the knowledge gained in practice. These features place high demands on the student: to be able to navigate independently in changing situations, the ability to make a forecast, analyze undesirable events, it is advisable to model behavioral styles. To fulfill these requirements, it is necessary to have special personal qualities that are formed throughout life and are the basis of the desire for active self-realization of the individual and cognition.

The study of pedagogical, philosophical and psychological literature suggests the presence of extensive explanations such as "activity" and "intellectual or mental activity".

The current concepts of the essence of intellectual and mental activities are largely different in adults, and are not at all controversially interconnected with formally similar moments of previous schools, as well as trends in the history of pedagogical sciences. Of course, we cannot say unequivocally that the recommendations of Plato and Aristotle, famous medieval thinkers, teachers and philosophers in improving the methods and consistency of scientific knowledge are directly related to the problem of the formation of intellectual activity of elementary school students. And at the same time, without a description of such problems, historically comparative analysis would be incomplete in advance. The ability to trace in the history of pedagogical thoughts only the problem of intellectual or mental activity of elementary school students is impossible in advance due to the already generally recognized inaccuracies of the concepts of intelligence, mentality, cognition, activity.

Materials and methods of research. The difficulty of studying thinking lies in the fact that the object of cognition here is the very process by which cognition is carried out. The thinking process starts only if a task is set to solve a practical or theoretical problem, as well as if there is a motivational component that makes the task relevant and its solution necessary. In primary school age, thinking processes are actively developing and changing, on which the development of all other mental functions gradually begins to depend. The process of transition from visual-figurative to verbal-logical thinking is coming to an end; the younger student still makes mistakes in reasoning, but logically correct reasoning can already be identified. Gradually, thinking acquires an abstract and generalized character. V.V. Davydov and D.B. Elkonin proved that it is possible for younger schoolchildren to form theoretical thinking already in elementary school under the guidance of a teacher. Scientists note that theoretical thinking allows a junior student to solve a variety of tasks, relying not on external signs and connections of objects, but on their internal properties and relationships. V.A. Sinchugov writes that a modern junior student already in the 1-2 grade demonstrates the main signs of verbal and logical thinking, and in 3-4-In grades x, there are signs of conceptual thinking [2]. A.V. Beloshistaya and V.V. Levitas, developing a system of tasks for the development of logical thinking of younger schoolchildren, emphasize the need to take into account their dominant visual–imaginative thinking. They note that the content and form of tasks should correspond to the peculiarities of perception and the type of thinking of an elementary school student, since verbal-logical thinking is implemented and develops in close connection with subject-practical activities [3]. If it is difficult for a child to cope with solving a problem mentally, he can solve it with the help of objective or imaginative activity. In the future, this contributes to an easy transition to internal mental activity and mastery of theoretical concepts.

Modern schools are equipped with the necessary equipment for a variety of work with information, computers, projectors, smart boards and other modern tools appear in classrooms. Children easily master the computer, even as preschoolers. Doing this kind of work develops thinking well and allows you to work freely with modern information resources, as well as increases cognitive activity. At the same time, it should be remembered that the change in the quality of thinking of younger schoolchildren is of an individual nature and the learning strategies used have a

different impact on students in terms of effectiveness. Therefore, it is important to pay more attention to the development of intellectual and creative abilities of each child.

We believe that the use of personality-oriented technologies will help to cope with this task. It is the personality-oriented approach that allows you to choose such methods and means of teaching that would meet the individual characteristics of each student: the teacher at the same time organizes the activities of children differently, using various teaching resources, rebuilds the essence of education, and students actively accumulate their own positive personal experience. Yakimanskaya notes that the technologies of individually-oriented learning enable the teacher to determine the inclinations and interests of children and select educational material in accordance with them: the ability of students to choose educational tasks and forms of work contributes to the development of independence in finding ways to solve these tasks and helps them plan their activities; the teacher encourages children in their independent evaluation of the results of their work and correction of mistakes [4].

The sample set of the study was made up of students of the 3rd grade of KSU Comprehensive Secondary school-gymnasium #21 named after Al-Farabi. Aktobe. The sample included 30 people (age 8-9 years).

The following assumptions were made as the hypothesis of our study.

1. There is a connection between personal self-esteem and the level of intellectual development of I in younger schoolchildren.

2. Scientific and methodological conditions of intellectual development in younger schoolchildren will be effective under the following conditions:

1) the inclusion of individually-oriented work technologies for the development of skills of independent activity of younger schoolchildren;

2) formation of adequate self-esteem of children;

3) interaction of all subjects of the educational process (teacher, students, school psychologist to support the intellectual development of schoolchildren.

At the ascertaining stage of the study, we used the testing method. The diagnostic package consisted of the following methods:

1. the Dembo-Rubinstein method for identifying the self-esteem of younger schoolchildren;

2. methodology "Definition of concepts, clarification of causes, identification of similarities and differences in objects";

3. The Rubik's Cube technique for identifying the level of development of visual-effective thinking in a group of students;

4. The technique of "Raven's color progressive matrices" to identify the development of visual-imaginative thinking in students.

Research result. During the diagnostics of younger schoolchildren, problems with the development of visual-effective thinking, verbal-logical intellectual development, visual-imaginative thinking, self-esteem were identified. According to the results of the methodology "Definition of concepts, clarification of causes, identification of similarities and differences in objects", 30% of students with an average level of verbal and logical intelligence were identified. It was decided to include in the program methodological support of game and training sessions aimed at the development of verbal and logical thinking.

Based on the results of the Rubik's Cube methodology, we concluded that 10% of students have an average level of development of visual-effective thinking, on the basis of which it was decided to include exercises aimed at the development of visual-effective thinking in the correctional and developmental work.

According to the results of the "Raven's Color Progressive Matrices" methodology, 3 levels of success in solving matrix tasks were revealed, the results were not bad, but 6.6% of children had difficulties, so we include in the program classes on the development of visual-imaginative

thinking, namely classes aimed at creativity and imagination, which will help students and develop thinking, and succeed in your studies.

The data of the Dembo-Rubinstein methodology on the level of development of self-esteem of personal characteristics, which affects the successful learning of a child, allowed us to identify children (16.67%) who need support and work to increase the level of self-esteem, assistance in socialization in the school team. Based on the results of the testing, it was decided to include training exercises in the program aimed at rallying the team of students, developing the adequacy of self-esteem.

When analyzing the diagnostic results, we compared data on the level of development of self-esteem of personal characteristics and the level of development of all three types of thinking (verbal-logical, visual-effective, visual-figurative). To do this, a correlation analysis was performed using the Pearson criterion. For verbal-logical thinking, the Pearson correlation coefficient is 0.7344, on the Cheddock scale it is in the range from 0.7 to 0.9, which indicates a high strength of connection. For visually effective thinking, the Pearson correlation coefficient is 0.6369, on the Cheddock scale it is in the range from 0.5 to 0.7, which indicates the average strength of the connection. For visual-imaginative thinking, the Pearson correlation coefficient is 0.6124, on the Cheddock scale it is in the range from 0.5 to 0.7, which also indicates the average strength of the connection.

Positive values indicate that there is a relationship between the level of development of self-esteem of personal characteristics and the level of development of thinking. The greatest deviations were found with underestimated and overestimated self-esteem. A child with low self-esteem faces a number of unpleasant factors, such as: emotional experiences; the worst adaptation of schoolchildren with low self-esteem to stressful situations; self-doubt; inability to adequately assess their capabilities. Overestimated personal self-esteem manifests itself in a violation of the allocation of cause-and-effect relationships both in interpersonal interaction and in educational activities. Correlation analysis of diagnostic connections showed that the closer personal self-esteem is to the norm, the higher the level of thinking development.

Thus, during the comparative analysis, the hypothesis was confirmed that the level of personal self-esteem affects the development of thinking of younger schoolchildren. We attribute this to the fact that in the process of becoming an adequate self-esteem, a child learns to see cause-and-effect relationships between his actions and their results, to identify and compare influencing factors, which ultimately affects the development of mental activity. That is why, in the process of interaction between teachers and students at the primary level, we recommend using game methods not only for the development of thinking, but also for correcting inadequate self-esteem in younger schoolchildren [5].

Discussion. Based on the diagnostic results, taking into account the requirements of the school curriculum and the results of the study of the problems of thinking development of such scientists and practical teachers as S.B. Kalashnikova, M.P. Sukhloev, I.V. Pshenichnova [6, 7], a program of psychological and pedagogical support for the development of thinking of younger schoolchildren was compiled and implemented.

The purpose of the program: to create conditions for improving the level of intellectual development of students and the formation of their adequate self-esteem.

The objectives of the program are aimed at: stimulating the development of logical thinking, helping children develop and strengthen their self-esteem and self-identity, as well as helping to meet the need for emotional contact of children with peers and adults.

The program of psychological and pedagogical support for the intellectual development of younger schoolchildren included four directions.

1. Diagnostic direction: group and individual diagnostics of program participants; tracking the dynamics of thinking development at the end of the year; identifying the causes of learning difficulties; studying the motivational sphere.

2. Correctional and developmental direction:

1) organization of classes, conversations, games aimed at developing thinking, raising self-esteem; stimulating motivation for learning and socialization; conducting lectures and conversations with parents and a teacher;

2) attending lessons, observing the learning process, identifying problematic situations in the interaction of participants in the educational process;

3. Consulting direction: individual consultations of teachers, students, parents or persons replacing them, administrative staff of the gymnasium.

4. Preventive direction: preservation and strengthening of psychological health of students in the process of education and upbringing; creation of situations in which students could perform tasks in a group, collectively, to unite the class and develop children's confidence; creation of pedagogical situations that would include elements of individually-oriented learning.

The inclusion of individually-oriented technologies in the work with children stimulated the development of individual cognitive abilities of children based on their experience. Relying on positive experience made it possible to analyze ourselves, listen to our peers, reflect on the fact that everyone has their own talents and abilities that make us special, unlike others. The use of game and training exercises encouraged to come up with a competent text, reflect, compare, generalize, fight with their fears before the performance, analyze themselves. Gradually, interest in oral reflections, collective tasks increased, as a result of which there was a positive shift in the development of verbal-logical and visual-imaginative thinking, self-esteem of children. To determine the effectiveness of psychological and pedagogical work, we used the criterion evaluation system proposed by M.I. Kovel [8]: we taught children to independently record the results of their work, taking into account the number and difficulty of tasks performed, plan their activity, thereby creating conditions for the formation of adequate self-esteem.

The activation of independent activity of students through individually-oriented training was carried out during regular and after-school hours. The teacher was given recommendations on the implementation of individually-oriented training during the scheduled hours. The teacher conducted a dialogue with the students in all the lessons, pushing them to think. The teacher and the student, expressing their thoughts, acted as equal partners with different experience and knowledge. The children were not afraid to express their own opinions, since none of them was erroneous within the framework of individually-oriented learning. All the answers and arguments made by the children were discussed gently in the form of an equal dialogue. Then, summarizing the answers of all students, the teacher identified the most appropriate goals, objectives and topic of the lesson.

The interaction of the subjects of the educational process took place within the framework of cooperation in the implementation of all areas of the support program. The participants were united by the desire for a common goal, trusting relationships between subjects, and interest in joint activities. The work of the teacher-psychologist on interaction with parents was accompanied by a questionnaire of parents, counseling of students' families. Information and educational and developmental work were carried out through thematic presentations aimed at improving the competence of parents in the field of cognitive development of younger schoolchildren.

As criteria for the effectiveness of the program of psychological and pedagogical support for the development of thinking of younger schoolchildren, we have identified:

– pedagogical effectiveness, which we correlate with the provisions of the State mandatory Standard of Primary Education of the Republic of Kazakhstan dated August 3, 2022 # 348 on the formation of personal characteristics of the student:

– willingness to act independently, the ability to organize their own activities;

– the ability to justify your position, express your opinion;

– ability to control and self-control;

– activity and interest in the knowledge of the surrounding world;

– subjective feeling of comfort and confidence in yourself and in your actions;

– satisfaction with relationships with classmates and the teacher, the ability to cooperate.

To establish the nature of the changes that have occurred following the results of the implementation of scientific and pedagogical conditions for the intellectual development of primary school students, a control diagnosis was carried out. The Student's t-test was used to assess shifts in the values of indicators of thinking development and personal self-esteem. Comparison of the data of primary and repeated diagnostics by the methods of "Dembo-Rubinstein", "Definition of concepts, clarification of causes, identification of similarities and differences in objects", "Raven's color progressive matrices" showed that the empirical values of t obtained are in the zone of significance. The value of t obtained by comparing the data of the Rubik's Cube technique is in the uncertainty zone (2.04). Thus, the recorded positive changes indicate the effectiveness of the implemented program of psychological and pedagogical support for the development of thinking of younger schoolchildren.

Conclusion. Based on the results of the study and the implementation of the program, we have made the following conclusions:

1. The conditions and level of personal self-esteem affect the development of thinking of younger schoolchildren. Therefore, in the arsenal of methods of work of primary school teachers, there must be exercises that contribute to the correction of inadequate self-esteem in younger schoolchildren.

2. Stimulating the skills of independent activity and the formation of an adequate personality of children are scientific and pedagogical conditions for the effective development of intellectual abilities of primary school children, since they contribute to the development of the ability to think independently and critically, research and creative skills in the development of educational material. Children learn to independently compare the studied material, identify patterns, generalize, and then apply their knowledge in practice.

3. The intellectual development of children of primary school age has a positive dynamics. The organization of joint purposeful work of participants in the educational process (psychologist, class teacher, teachers) is a supportive condition for the successful intellectual development of schoolchildren in the educational process.

Thus, based on the conducted research, we define intellectual development for ourselves as a changing personality trait, which means a deep conviction of the student in the need for cognition, creative assimilation of the system of scientific knowledge, which finds expression in awareness of the purpose of activity, readiness for energetic actions and directly in the intellectual activity itself.

References

1.Vinogradova N.F., Rydze O.A. Research And Exploratory Activities For The Intellectual Development Of Primary School Students. European Proceedings of Educational Sciences European Publisher.UK, 2020.- 68 p. https://doi.org/10.15405/epes.20121.8

2.Акбарова З.Методологические основы формирования социокультурной компетентности у студентов высших учебных заведений.// Молодой ученый 2020-№ 11, 164 с.

3.Dalimonte-Merckling, D. Parenting Styles and Their Effects. Encyclopedia of Infant and Early Childhood Development. 2020, 476 p.

4.Goleman D. Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books./1997- 352 p.

5.Porges S.W., Furman S.A. The early development of the autonomic nervous system provides a neural platform for social behaviour: a polyvagal perspective. Infant Child Dev. 20. 2011, - 112p.

6.Халілов А.М. Педагогічні умови формування здоровьязберігаючих технологій освіти. Дисертація. / Украина, 2004, 62 п. https://doi.org/10.25128/2415-3605.20.2.7

7.Khachirova I.H. Pedagogical conditions for stimulating students\' independent work 2001, 22p.

8.Hazratova N.A., Nurullayev, F. G. Pedagogical Conditions for the Development of National Thinking of Primary School Students. Pioneer: Journal of Advanced Research and Scientific Progress Volume: 02. 2023, 55p. https://innosci.org/jarsp/article/view/1124/975

9.Vasianovych H., Mushketa, R. Methodological problems of modern pedagogy. Journal of Vasyl Stefanyk Precarpathian National University Vol. 4, No. 1, 2017, 11p.

10.Юмашина Ю.Ю. Развитие интеллектуально-творческих способностей как педагогический феномен.// Вестник Самарского государственного технического университета. Серия: психолого-педагогические науки Том. 18. 2021, 119 с.https://doi.org/10.17673/vsgtu-pps.2021.4.9

11.Valovikova L., Trnikova J., Sollarova E. Stimulation and Development of Intellectual Abilities in Preschool-Age Children Educ. Sci. 2020, 10-43p. https://doi.org/10.3390/educsci10020043

12.Wang Z., Wang L., Cognitive Development: Child Education. In: James D.Wright (editor-in-chief), International Encyclopedia of the Social & BehavioralSciences, 2nd edition, Vol 4. Oxford: Elsevier.

13.Funk H. Children's literature: An integral facet of the elementarv school curriculum. 1992, 40p.

14.Namita Ranganathan. The Primary School Child Development and Education. Orient Longman Private Limited.

References

1.Vinogradova N.F., Rydze O.A. Research And Exploratory Activities For The Intellectual Development Of Primary School Students. European Proceedings of Educational Sciences European Publisher.UK, 2020.- 68 p. https://doi.org/10.15405/epes.20121.8

2.Akbarova Z. Metodologicheskie osnovy formirovaniya sociokul'turnoj kompetentnosti u studentov vysshih uchebnyh zavedenij. Molodoj uchenyj 2020- № 11. 164 p.

3.Dalimonte-Merckling, D. Parenting Styles and Their Effects. Encyclopedia of Infant and Early Childhood Development. 2020, 476 p.

4.Goleman D. Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books./1997- 352 p.

5.Porges S.W., Furman S.A. The early development of the autonomic nervous system provides a neural platform for social behaviour: a polyvagal perspective. Infant Child Dev. 20. 2011, - 112p.

6.Halilov A.M. Pedagogichni umovi formuvannya zdorov\'yazberigayuchih tekhnologij osviti. Disertaciya. / Ukraina, 2004, 62 p. https://doi.org/10.25128/2415-3605.20.2.7

7.Khachirova I.H. Pedagogical conditions for stimulating students\' independent work 2001, 22p.

8.Hazratova N.A., Nurullayev, F. G. Pedagogical Conditions for the Development of National Thinking of Primary School Students. Pioneer: Journal of Advanced Research and Scientific Progress Volume: 02. 2023, 55p. https://innosci.org/jarsp/article/view/1124/975

9.Vasianovych H., Mushketa, R. Methodological problems of modern pedagogy. Journal of Vasyl Stefanyk Precarpathian National University Vol. 4, No. 1, 2017, 11p.

10.Yumashina Yu.Yu. Razvitie intellektual'no-tvorcheskih sposobnostej kak pedagogicheskij fenomen. Vestnik samarskogo gosudarstvennogo tekhnicheskogo universiteta. Seriya: psihologo-pedagogicheskie nauki Tom. 18. 2021, 119 s. https://doi.org/10.17673/vsgtu-pps.2021.4.9

11.Valovikova L., Trnikova J., Sollarova E. Stimulation and Development of Intellectual Abilities in Preschool-Age Children Educ. Sci. 2020, 10-43p. https://doi.org/10.3390/educsci10020043

12.Wang Z., Wang L., Cognitive Development: Child Education. In: James D.Wright (editor-in-chief), International Encyclopedia of the Social & BehavioralSciences, 2nd edition, Vol 4. Oxford: Elsevier.

13.Funk H. Children's literature: An integral facet of the elementarv school curriculum. 1992, 40p.

14.Namita Ranganathan. The Primary School Child Development and Education. Orient Longman Private Limited.