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PEDAGOGICAL CONDITIONS OF FUTURE PRESCHOOL TEACHERS' INTELLECTUAL DEVELOPMENT

The paper aims to present and experimentally verify pedagogical conditions of the intellectual development of future preschool teachers in the process of professional training at a pedagogical university. The following pedagogical conditions have been selected: stimulation of intellectual activity of students during lessons; activation of independent cognitive activity of students in extra-curricular time; provision of systematic pedagogical quality control of pedagogical knowledge using modern methods of rating assessment; developing students' stable cognitive motivation. The study involved 72 students (32 full-time students and 40 part-time students) of the second and third years of study majoring in Preschool Education. The comparative analysis of the results of the examination of the levels of intellectual development of students in experimental and control groups (both full-time and part-time ones) has proved the effectiveness of the suggested pedagogical conditions of intellectual development of future preschool teachers in the process of professional training at a pedagogical university.

Keywords: *future educators; professional training; intellectual development; criteria, indicators and levels of intellectual development; pedagogical conditions.*

Introduction

In the information and technological society of the XXI century, the level of erudition of the nation, the ability to make maximum use of its intellectual potential, and create new advanced technologies are considered to be a determinant for its development. Under conditions of reforming the system of higher education, the introduction of the provisions of the new Law of Ukraine "On Higher Education" into the activity of institutions of higher education, the issue of ensuring a high level of intellectual development of student youth is becoming especially relevant.

It is important to develop future specialists' ability to make non-standard decisions, to clearly identify main ideas, to express original thoughts, and to develop sensitivity to the new and unusual (Lystopad, Mardarova, Kuk, 2017).

Increasing the efficiency of intellectual development of future professionals is currently the most urgent task of higher education. After all, a high level of intellectual development is extremely necessary for future specialists, including preschool teachers, for the sake of success in learning, self-confidence, and in the future – for the use of modern technologies of intellectual development of their students – preschoolers, for professional development and further growth. A highly skilled educator is, first of all, an erudite, intellectually developed personality capable of creative professional activity.

There are different views of scientists regarding the definition of "intelligence" concept. In particular, researchers interpret it as follows:

- intelligence is a form of individual mental experience organization as existing mental structures, mental reflection space generated by them and mental representations of what is happening built within this space (Kholodnaya, 2002);

- intelligence is a holistic integrated psychic phenomenon, which provides generation, construction and reorganization of personal mental models of the world (Smulson, 2002).

In our opinion, the most successful definition of the concept is the one suggested by T. I. Kovtun, according to which "intelligence is a general ability for cognition and problem solving, a holistic integrative phenomenon, in which thinking as a system generating the core combines separate cognitive processes (memory, sensation, perception, imagination, speech, etc.) into an open synergistic system that ensures the ability of a person to carry out purposeful activities (Kovtun, 2015).

She considers "intellectual development of the student's personality" as a qualitative self-change, the functional and structural integration of cognitive and personality traits of a person contributing to the formation of his/her intellectual and creative potential, the development of scientific outlook, the culture of mental work, and ensures the ability of a person for cognition and solution of problems (Kovtun, 2015).

M. L. Smulson believes that intellectual development takes place when there are functional and structural coalitions of intelligence, amplification and transformation of mental models of the world, qualitative changes in the content and intellectual actions, and interpretative and reinterpretative capabilities of the subject are intensified (Smulson, 2013).

Realizing the importance of intellectual development of future specialists as one of the main tasks of a pedagogical university, we believe it is necessary to select pedagogical conditions which are the most optimal for effective intellectual development of students.

Pedagogical conditions are factors influencing the efficiency of mastering knowledge by students, the development of their cognitive skills (Bondar, 2007).

Pedagogical conditions are those factors that stimulate cognitive activity of students, revealing their potential capabilities. This is a set of forms, methods, pedagogical techniques, aimed at the formation of intellectual culture of future professionals (Danylko, 2010).

We consider pedagogical conditions of effective intellectual development of future preschool teachers as specially created circumstances that have positive impact on the intellectual development of students, help them to acquire necessary knowledge, form appropriate intellectual skills and professionally important qualities.

The researchers distinguish the following pedagogical conditions for the intellectual development of students majoring in different fields:

- problematic situations, situations of success at classes simulating professional activity, pedagogical conditions of forming intellectual skills of future engineers; use of a person-centered approach in the formulation of tasks; application of the system of special exercises for the formation of intellectual abilities (Shcherbina, 2005);

- intellectual development of students of agricultural and technical colleges can be provided by the following pedagogical conditions: the application of problem-developing learning technology in the mastery of all units of educational disciplines by students; involvement of students in individual and group forms of intellectual activity; organization of intellectual development of students on the basis of scientifically substantiated methodical recommendations of purposeful formation of cognitive abilities, intellectual culture by means of basic and additional forms of organization of training (Kovtun, 2015);

- the formation of the intellectual culture of future economists will be effective under the following conditions: making students motivated in intellectual activity; solving non-standard creative tasks and problem situations; self-study organization; conducting intellectual games and competitions aimed at the development of intellectual culture (Bondar, 2011);

- O. V. Bakhtina outlines the following pedagogical conditions for the intellectual development of future primary school teachers: the implementation of a person-centered approach to the organization of educational and extracurricular activities of students; subject-subjective

interaction of teachers and students; taking into account the priority of the development of a certain type of intelligence at each age stage; development and implementation of the student's intellectual development model; integration of the traditional content of teaching and innovative forms of organization of the educational process for the development of students' intelligence; combination of collective, team and individual forms of the educational process organization; monitoring the development of intelligence in the learning process; stimulating the development of students' intelligence (Bakhtyna, 2007);

- H. A. Sylenok offers the following pedagogical conditions for the development of the intellectual skills of students-agricarians: developing students' intellectual skills in accordance with the components of their structure; observance of each stage of the intellectual skills formation (Sylenok, 2017).

The following pedagogical conditions for the formation of intellectual culture in future teachers of physics and mathematics, identified by O. H. Danylko, are worth consideration: pedagogical stimulation of professional development of students; focusing the educational process on activating the creative activity of future teachers; use of information and communication tools as one of the ways to intensify learning; optimization of teaching psycho-pedagogical disciplines on the basis of problem and developing learning (Danylko, 2010).

The analysis of psychological and pedagogical literature shows that in recent years, considerable attention has been paid to the problem of intellectual development of students, including pedagogical conditions of intellectual development of future specialists in different fields of training. Despite its relevance, the issues of intellectual development of future preschool teachers, in particular – pedagogical conditions of their intellectual development – have not been properly investigated.

Aim and Tasks

The paper aims to present and experimentally verify pedagogical conditions of the intellectual development of future preschool teachers in the process of professional training at a pedagogical university.

Objectives of the research are as follows: 1) to determine pedagogical conditions of intellectual development of future preschool teachers in the process of professional training at a pedagogical university;

2) to determine criteria and indicators of intellectual development of future preschool teachers in the process of professional training at a pedagogical university;

3) to characterize levels of intellectual development of future educators in the process of professional training at a pedagogical university.

4) experimentally check the effectiveness of the proposed pedagogical conditions.

Research Methods

We believe that the effective intellectual development of future educators will be facilitated by such pedagogical conditions as stimulation of intellectual activity of students during lessons; activation of independent cogni-

tive activity of students in extra-curricular time (self-study); provision of systematic pedagogical quality control of pedagogical knowledge using modern methods of rating assessment; developing stable cognitive motivation of students.

The following methods and techniques were used in the research: The Intelligence Structure Test by R. Amthauer, J. Raven's Progressive Matrices Scale, as well as methods of mathematical statistics.

For experimental verification of pedagogical conditions of intellectual development of future educators, we conducted an experimental research on the basis of the Faculty of Preschool Pedagogy and Psychology of Ushynsky University (Odessa, Ukraine). The study involved 72 students (32 full-time and 40 part-time students) of the second and third years of study majoring in Preschool Education.

In order to assess the level of the respondents' intellectual development, a summative assessment was conducted. At this stage of research, we have identified the following criteria and indicators of intellectual development of students:

a) a cognitive criterion with indicators (maturity of different forms of thinking, dynamism, profoundness, flexibility of thinking, the degree of mental functions maturity (memory, attention, imagination), the breadth of mental outlook, the volume of profession-related knowledge, their completeness, systematicity);

b) an activity criterion with indicators (intellectual operations skills (analysis, synthesis, comparison, generalization, specification, etc.); ability to prove one's opinion; ability to work with educational and scientific-methodical literature; ability to independently conduct a pedagogical experiment and receive new knowledge, skills of creative problems solution, ability to plan one's work and reflect);

c) a motivational criterion with indicators (need to gain knowledge, interest in studying pedagogical disciplines, desire to be engaged in intellectual self-development, interest in research activities, aspiration for intellectual self-improvement).

Each indicator was evaluated according to a 3-point system: 3 points - the indicator is shown in full, 2 points - the indicator is shown incompletely, 1-0 points - the indicator is weak or is not manifested at all. To assess the indicators of intellectual development, the 48-point grading scale was applied: the students with a high level of intellectual development received from 48 to 33 points; the students with an average level of intellectual development received from 32 to 17 points; the students with a low level of intellectual development received from 16 to 1 points. The following levels of intellectual development of future preschool teachers were distinguished:

- the students with a high level of intellectual development have mature forms of thinking (logical, critical, creative); have dynamic, profound, flexible thinking; sufficiently developed memory, attention, imagination; have profound knowledge in various fields, including

those profession-related. Such students correctly perform all intellectual operations, can defend their points of view; can work with educational and scientific-methodical literature; independently carry out a pedagogical experiment and receive new knowledge; plan their work, perform reflection and solve problems in a creative way. They have mature cognitive motives (the need for gaining knowledge, interest in learning pedagogical disciplines, the desire to be engaged in intellectual self-development, etc.).

- the students with an average level of intellectual development have incompletely mature critical thinking; dynamic and profound but not flexible thinking; sufficiently developed memory, imagination, to a lesser extent – attention; sufficient knowledge in various fields, including professionally relevant knowledge. Such students correctly perform all intellectual operations, but with improper sequence of their execution; they are not always able to defend their points of view; they can work with educational and scientific-methodical literature; independently conduct a pedagogical experiment, but need teacher's help when developing its program; can plan their work and solve problems in a creative way though without reflection. They have unstable cognitive motives (they are focused on the prestige of a diploma about higher education, etc.).

- the students with a low level of intellectual development have immature creative and critical thinking; poorly developed mental functions; immature memory, attention, imagination; they have only general ideas of different branches of knowledge; professionally relevant knowledge is incomplete, unsystematic. Such students perform only certain intellectual operations with chaotic sequence; cannot defend their points of view; can work only with educational literature; cannot conduct a pedagogical experiment independently; cannot plan their work and make reflection; have no idea of solving problems in a creative way. They have immature cognitive motives (satisfaction of material interest, for example, receiving scholarship, the desire to self-assert, etc.).

The examination of the distinguished indicators was carried out with the help of the following techniques: the degree of the manifestation of the cognitive criterion indicators was determined with the help of The Intelligence Structure Test by R. Amthauer and J. Raven's Progressive Matrices Scale, as well as selected pedagogical tasks, crossword puzzles for the interpretation of pedagogical concepts, analysis pedagogical situations, business games, etc.

The degree of manifestation of the indicators of the activity criterion was evaluated by means of monitoring the progress of students' intellectual activity, the methods of "Isolation of Essential Signs", "Complex Analogies", as well as selected diagnostic pedagogical tasks ("Prove that preschool pedagogy is a science", "Similar and different in the views M. Montessori and F. Froebel", "Do you agree with the statement that heredity is the main factor in the formation of a personality?", to select and

analyze the psychological and pedagogical literature to a certain topic, to develop a program of a pedagogical experiment, to conduct a certain stage of the experiment with the processing of the results obtained, etc.).

The degree of manifestation of the indicators of the motivational criterion was assessed using the “Tables of Motivational Choices”. The respondents assessed motives for their intellectual activity by the degree of their importance for themselves according to the 11-point scale (from 1 point to 11 points): 1) interest in the study of pedagogical disciplines; 2) the desire for self-assertion, competitiveness; 3) sense of duty; 4) personal interest (prestige of the diploma of higher education); 5) striving for intellectual self-improvement; 6) material interest (obtaining scholarship); 7) interest in research activities; 8) desire for approval; 9) desire to pass an exam without attending it; 10) desire to be engaged in intellectual self-development; 11) internal need for gaining knowledge. The domination of motives #1, 5, 7, 10, and 11 means steady cognitive need of the student. The domination of motives # 3, 4, 9 shows an unstable cognitive need of the student. Domination of motives # 2, 6, 8 shows related and secondary interests.

Research Results

The data obtained show that among full-time students, 12.5% of the experimental group respondents (EG - group 1 of the second year of study) and 18.75% of the control group ones (CG - group 2 of the second year of study) demonstrated the high level of intellectual development. The average level of intellectual development was found in 43.75% of EG students and 50% of CG ones. The low level was peculiar for 43.75% of EG respondents and 31.25% of CG ones. Concerning part-times students, 20% of EG respondents (group 2 of the second year of study) and 25% of CG respondents (group 1 of the second year of study) had the high level of intellectual development. The average level of intellectual development was characteristic of 30% of EG students and 35% of CG students. The low level of intellectual development was peculiar for 50% of EG students and 40% of CG ones.

At the formative stage of the research in experimental groups (group 1 of the second year of full-time study, group 2 of the second year of part-time study), the suggested pedagogical conditions of intellectual development of future preschool teachers in the process of professional training were implemented:

- stimulation of intellectual activity of students during lessons (lectures, seminars, practicals) in the process of studying pedagogical disciplines “Preschool Pedagogy”, “Fundamentals of Scientific Research”, “History of Preschool Pedagogy” was carried out through the use of such interactive forms and methods of teaching: lecture-conversation – dialogue with the audience, lecture-analysis of a particular situation, lecture-pre-conference, lecture with pre-planned mistakes; intellectual warm-ups, brain attack, method “635”, blitz games (“What do I know about intellectual development of a child?”, etc.),

- business games (“Organization of theatrical games with preschoolers”, etc.); method of “action maze”, round table; seminars-discussions on the basis of comparative-pedagogical knowledge (“Comparative analysis of pedagogical views of A. S. Makarenko and V. O. Sukhomlynsky”, etc.);

- activation of independent cognitive activity of students outside the classroom was carried out through the inclusion of interesting, profession-related creative tasks into self-study activities (making up a fairy tale about preschool pedagogy; poems, where every first letter of each row makes a pedagogical concept, crossword puzzles, rebuses, presentation of pedagogical science structure in the form of a picture, etc.).

Such tasks were fulfilled by students with pleasure, stimulated their intellectual activity. During the course of pedagogical internship, future preschool teachers learned to plan and organize their work, make important decisions, and carry out reflections. Such a form of work as “Pedagogical treasury” (collection of interesting materials on the organization of pedagogical process in a modern preschool institution) was proposed. During the research work the respondents were offered the following research tasks: to find scientific literature on the proposed topic, to choose methods for examining the investigated ability, the psychological state of a child, to determine the criteria and indicators of children’s development, to characterize the levels; to develop a program of experimental study, to hold the preliminary stage of the experiment with the processing of its results, etc. The results of these tasks were executed in the form of reports, abstracts, training projects;

- providing systematic pedagogical quality control of pedagogical knowledge with the use of modern methods of rating assessment (testing with different types of test tasks, modular control papers with tasks of various levels of complexity, etc.) (Kudriavtseva, 2017). We believe that systematic quality control of knowledge helps students to critically evaluate their achievements, properly organize their self-study. Pedagogical control of the results of students’ self-study stimulated the motivational basis of intellectual activity, contributed to raising the level of intellectual development of each student.

- ensuring a stable cognitive motivation in students took place during the creation of a supportive psychological atmosphere in the organization of the learning process (emotionality, curiosity in teaching pedagogical disciplines, awareness of the immediate and ultimate goals of learning, intellectual development, inclusion of students in individual and collective forms of activity, the use of interactive teaching methods, non-traditional methodical techniques, involvement of students in the assessment of knowledge and the formation of adequate self-esteem, cooperation of teachers and students, encouraging skillful use of the intellectual activity of students, providing an atmosphere of creative training, curiosity and cognitive psychological climate in the academic group). We offered students to perform such creative tasks, which were inter-

esting for them, disclosed them as future creative professionals, stimulated the aspiration for intellectual self-improvement. The students' desire to be engaged in intellectual self-development, systematic work will contribute to success in mastering pedagogical disciplines, and in the future - the success of future professionals in their work.

To verify the effectiveness of the pedagogical conditions introduced, we conducted the reassessment in the experimental and control groups using the same tools.

The following results were obtained in the experimental groups: 37.5% of full-time students had the high level, 50% of the students had the average level, and only 12.5% of the students had the low level of intellectual development. Concerning part-time students, 45% of the respondents had a high level of intellectual development, the average level - 40% of the students, and only 15% had the low level.

The control groups students had insufficient positive changes: the number of the respondents with a high level of intellectual development remained unchanged, namely, 18.75% of full-time students, and 25% of part-time ones. The average level of intellectual development was found in 56.25% of full-time students and 45% of part-times ones. The low level decreased from 31.25% to 25% in full-time students and from 40% to 30% in part-time ones.

Conclusions

Thus, the following pedagogical conditions of intellectual development of students were selected: stimulation of intellectual activity of students during lessons; activation of independent cognitive activity of students in extra-curricular time; provision of systematic pedagogical quality control of knowledge with the use of modern

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methods of rating assessment; providing students' stable cognitive motivation.

The following criteria and indicators of intellectual development of students were identified:

- the cognitive criterion with indicators (maturity of different forms of thinking, dynamism, depth, flexibility of thinking, the degree of mental functions maturity (memory, attention, imagination), the breadth of mental outlook, volume of professionally relevant knowledge, their completeness, systematicity);
- the activity criterion with indicators (intellectual operations skills (analysis, synthesis, comparison, generalization, specification, etc.); ability to defend one's points of view; ability to work with educational and scientific-methodical literature; ability to independently conduct a pedagogical experiment and receive new knowledge, skills of solving problems in a creative way, ability to plan one's work and carry out reflection);
- the motivational criterion with indicators (need for gaining knowledge, interest in studying pedagogical disciplines, desire to be engaged in intellectual self-development, interest in research activities, aspiration for intellectual self-improvement).

The high, middle and low levels of intellectual development of students were highlighted and characterized.

The comparative analysis of the results of the examination of the levels of intellectual development of students in experimental and control groups (both full-time and part-time ones) proved the effectiveness of the suggested pedagogical conditions of intellectual development of future preschool teachers in the process of professional training at a pedagogical university.

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ПЕДАГОГІЧНІ УМОВИ ІНТЕЛЕКТУАЛЬНОГО РОЗВИТКУ МАЙБУТНІХ ВИХОВАТЕЛІВ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

В умовах реформування системи вищої освіти, впровадження у діяльність вищих навчальних закладів положень нового Закону України «Про вищу освіту», особливої актуальності набуває проблема забезпечення високого рівня інтелектуального розвитку студентів, який є необхідним для майбутніх фахівців, в тому числі вихователів дошкільних навчальних закладів. Мета статті – на основі теоретичного осмислення досліджуваної проблеми визначити та експериментально перевірити педагогічні умови інтелектуального розвитку майбутніх вихователів у процесі професійної підготовки у педагогічному університеті. Описано етапи експериментального дослідження (констатувальний, формувальний, контрольний), сутність якого полягала у вивченні рівня інтелектуального розвитку майбутніх вихователів, розробці педагогічних умов для підвищення ефективності його розвитку. Було визначено критерії і показники інтелектуального розвитку майбутніх вихователів: когнітивний, діяльнісний, мотиваційний; схарактеризовано рівні інтелектуального розвитку майбутніх вихователів: високий, середній, низький. Було запропоновано діагностувальну методiku для визначення ступеню прояву показників, розроблено систему їх оцінювання; представлено узагальнені результати констатувального експерименту за описаними рівнями. З метою підвищення рівня інтелектуального розвитку майбутніх вихователів експериментальних груп на формуальному етапі були реалізовані педагогічні умови інтелектуального розвитку: стимулювання інтелектуальної активності студентів під час аудиторних занять; активізація самостійної пізнавальної діяльності студентів у позааудиторний час; забезпечення систематичного педагогічного контролю якості педагогічних знань із застосуванням сучасних методів рейтингового оцінювання; забезпечення стійкої пізнавальної мотивації у студентів. Для перевірки ефективності впроваджених педагогічних умов інтелектуального розвитку був проведений контрольний етап експерименту зі студентами як експериментальних, так і контрольних груп. На цьому етапі дослідження використовувалась та ж діагностувальна методика, що і на констатувальному етапі. Представлено результати контрольного експерименту, які доводять ефективність запропонованих педагогічних умов інтелектуального розвитку майбутніх вихователів. Перспективу подальшого вивчення проблеми вбачаємо у розробці педагогічних умов готовності майбутніх вихователів до інтелектуального розвитку дошкільників.

Ключові слова: майбутні вихователі, професійна підготовка, інтелектуальний розвиток, критерії, показники і рівні інтелектуального розвитку, педагогічні умови.

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