

PEDAGOGICAL SUPPORT FOR THE DEVELOPMENT OF THE INTELLECTUAL- CREATIVE POTENTIAL OF YOUNGER SCHOOL CHILDREN

Tatyana Olegovna Bondareva* Natalya Nikolaevna Khan* Assemqul Aleksandrovna Moldazhanova** Gulzira Olzhabekovna Abdullayeva*** and Lyazzat Serikovna Shaimenova****

Abstract: The problems of pedagogical support for the development of the intellectual-creative potential of younger schoolchildren are actualized in the article; in this regard, the stages of pedagogical support for the development of the intellectual-creative potential of younger schoolchildren (diagnostic, search, agreement-based, and activity stages) are presented. Such basic concepts as the intellectual potential, creative potential, intellectual-creative potential, and intellectual-creative potential of younger schoolchildren are clarified. The essence of the intellectual-creative potential as an integrative feature of a person is specified. A brief description of the primary school age is given. The psychological features of intellectual-creative potentials are revealed. The authors have defined the content of pedagogical support for the development of the intellectual-creative potential of younger schoolchildren, which is carried out in stages: diagnostic, search, agreement-based, activity and reflexive stages.

Keywords: Intellectual potential, creative potential, intellectual-creative potential, intellectual-creative potential of younger schoolchildren, pedagogical support, pedagogical support for the development of the intellectual-creative potential of younger schoolchildren.

INTRODUCTION

An important reserve of scientific and technical progress of the country includes the high intellectual-creative and personal potentials, without which intensive economic, social and cultural changes of modern society, discoveries in different fields of science, culture, art and education are impossible.

At the present stage of the development of our society, the psychological study and timely identification of children, who outgrow their peers and have signs of outstanding intelligence and creativity, is an urgent task of educational institutions and a significant problem of research in cognitive and age-related psychology.

* Kazakh National Pedagogical University named after Abai, Kazakhstan, 050010, Almaty, Dostyk Ave. 13

** Ministry of Education and Science of the Republic of Kazakhstan Kazakhstan, 010000, Astana, Orynbor St. 8, House of the Ministries, 11th entrance

*** Kazakh National Pedagogical University named after Abai, Kazakhstan, 050010, Almaty, Dostyk Ave. 13

**** Arkalyk State Pedagogical Institute named after Y.Altynsarin Kazakhstan, 110300, Arkalyk, Auelbekova str.17

In the conditions of modern Kazakhstan at the stage of primary education, the problem of the future teacher's readiness to develop the intellectual-creative potential of younger schoolchildren becomes more acute and significant. The reason of it lies, first, in connection with the need for serious restructuring and rethinking the essence of the teacher's professional training; second, in the transition to a humanistic education paradigm that actualizes the construction of pedagogical systems, creating the necessary prerequisites for the empowerment and development of the intellectual-creative potential of each child. This objectively requires filling the content of pedagogical education with the humanistic values of the development of the intellectual-creative individuality of a child and technologies of its development.

It is not enough to know and introduce a school subject well, it is necessary to create such psychological and pedagogical conditions, give pedagogical support, which would make it possible to fully empower and develop the intellectual-creative potential of younger schoolchildren, to have a background in modern methods, techniques and technologies of the development of the intellectual-creative potential of younger schoolchildren.

In the psychological and pedagogical literature there are a number of studies of various directions on the problem of intelligence, creativity and intellectual-creative potential. The study of scientific sources showed that most researchers, including J. Guilford (Guilford & Hoepfner 1971), define the intellectual potential as a multi-level system of cognitive capabilities and human forces.

In turn, many major teachers, including Leites N.S., define another interesting phenomenon as follows: a creative potential is an integrative feature of a person (Leites 2003). Its essence consists in determining the nature of creativity, giftedness as a universal prerequisite for the development of personal creative potential. H.J. Eysenck and other researchers define creative abilities as the maximum expression of abilities (Eysenck 1995). R. Sternberg and the others in their works considered the interrelation between the levels of development of intelligence and creative abilities (Sternberg 1996).

The study of the references allows making a conclusion on the relevance of the development of the intellectual, creative, viable personality. Understanding the value of humanistic ideas in pedagogical science focuses our attention on the timely intellectual-creative development of children for further effective activity. The creation of pedagogical conditions for the development of directions of the intellectual-creative activity corresponding to individual and common interests provides the possibility of such significant development.

The questionnaire survey and interviewing have been conducted in order to determine a general idea of the degree of formation of the skills necessary for the organization of work on developing the intellectual-creative potential of younger schoolchildren in a school teacher and a pedagogical university student.

Questionnaire and interview results showed that most of them (86%) do not know the essence and structure of the intellectual-creative potential of younger school children, have poor knowledge of the way to develop it, have difficulty in diagnosing the phenomenon, assessing the results of creative achievements, the level of development of the intellectual-creative potential. Only a third of the primary school teachers interviewed can select the content of the educational material, create the atmosphere of interest in the performance of tasks, taking into account students' personal needs.

Such state of affairs is caused by the inadequate training of teachers for the corresponding type of activity in a higher educational institution. In connection with these circumstances, the problem of future teachers' training for the work on the development of the intellectual-creative potential of younger schoolchildren has become particularly relevant.

In modern science there is a discrepancy among the components of the concept of the intellectual-creative potential of younger schoolchildren. The analysis of psychological and educational literature on the problem of the intellectual-creative potential allowed us to share the author's understanding: we define the intellectual potential as a potential ability to use the system of individual-psychological (primarily mental) resources, as well as personal resources (knowledge, skills, beliefs, orientation, etc.), which ensures the actualization of the "innate" and "acquired" personal empowerment in a particular activity that encourages self-fulfillment and self-development.

The creative potential is understood as a dynamic integrative personal feature (in the aggregate of personal abilities, knowledge, skills, beliefs, attitudes, and orientation) that leads a person to the self-determination, self-management and creative self-expression.

The intellectual-creative potential is understood as an integrative ability of a person, the use of individual and personal resources, the actualization of one's own thinking abilities, life experience, knowledge, skills, orientation, promoting personal self-improvement and creative self-expression. The main signs of the intellectual-creative potential are as follows: early evidence of potential abilities, the rapid rate of knowledge acquisition, the formation of skills and abilities in a particular activity, inclination and interest in this activity, the ability to solve complex real life situations, elements of originality, self-improvement, creativity in the activity, and creative self-expression.

Systemic understanding of the world begins to form at the primary school age. Chronologically, the primary school age lasts for a period from 6 to 11 years old. According to the periodization of D.B. Elkonin, the development of higher mental functions and the formation of personality of younger schoolchildren as a whole take place under the influence of the main activity – educational activity. The

educational activity has a decisive influence on the development of a child. This is primarily manifested in the fact that a pupil begins to acquire scientific theoretical knowledge, the basis of theoretical thinking is formed and the personal creative level of practical actions is changing (Elkonin 1995). The entire system of pupils' relations with reality is restructured, the educational activity and learning motives are formed, new knowledge and skills are acquired, the intensive intellectual development takes place, all mental processes are intellectualized, the child comprehends his/her own changes, which affects the formation of his/her personality.

The approach of L.S. Vygotsky is of particular interest in the investigation of age peculiarities of younger schoolchildren – he introduced a concept of a “social development situation” (Vygotsky 1997), which characterizes a unique, age-specific, one and only relationship between a child and the environment at the beginning of each age period.

Thus, this relationship leads to a new structure of consciousness, defines new perception of both the external reality and the inner life of a child.

Relying on the idea of L.S. Vygotsky of “sensitive periods” in the personal development, N.S. Leites indicates the need for the sufficiently complete identification and development of age peculiarities of younger schoolchildren: “... in a rapid pace of development, it is very important that the age merits of each childhood period are fully manifested and thus contribute to the personal development” (Leites 1969).

The analysis of psychological and educational literature on the problems of the development of younger schoolchildren (works of L.I. Bozhovich et al. 1986) allows identifying a number of age peculiarities that are important for the development of the intellectual-creative potential of younger schoolchildren.

Let us consider the features of the intellectual potential of younger schoolchildren. It is known that significant changes in the intellectual development of a child appear exactly at the primary school age, when the educational activity aimed at assimilating systems of concepts in various school subjects is a leading activity of a child. These changes are expressed in deeper knowledge of properties of objects, in the formation of necessary skills and abilities. Skills and abilities as ways of actions are always included in specific activities.

When children go to primary school, they have specific, visual thinking. The younger children are, the more their visually perceived features are reflected in their ideas about the world, and the thinking is subject to the “logic” of perception, in which it is included. The development of visual thinking in preschool age involves the improvement of the structure of separate images that provide a generalized reflection of objects and phenomena, as well as the adequate reproduction of their diverse sides. However, the latter appear rather not in logical, but in real, actual

connections with each other. A pupil gradually learns to arbitrarily actualize the images and operate with them. The nature and methods of operation are getting more complicated with age and the number of transformations of the figurative material gradually increases. Visual-figurative thinking forms the basis of the cognitive activity of a pupil.

According to the studies of psychologists (L.I. Bozhovich et al. 1986), younger schoolchildren do not distinguish essential and non-essential features and tend to equally memorize them both. Therefore, a new concept is little associated with another concept upon its semantic relation. The essential and non-essential features are forgotten equally easily. Distraction from the unessential is sometimes more difficult than identifying the essential. These features of mental activity create unfavorable conditions for the acquisition of knowledge that becomes superficial, fragmented and sometimes erroneous.

Another peculiarity of children's thinking is the inability to consider an object or a situation from different sides, operate simultaneously with all the data necessary for solving problems and simultaneously fulfill all the required rules and actions. A psychologist S.M. Bondarenko revealed that this "one-lineness" of thinking clearly manifests itself in such complex activity as the establishment of cause-effect relationships.

Sometimes when solving learning tasks a pupil is required to see something in his/her own way, in a new way, from the other side, by refusing to focus on usual properties and including the object under consideration into unusual links and relations. This happens when solving tasks for ingenuity, when a pupil is required both to use the last acquired knowledge and correlate it with the knowledge that has already been learned.

Speaking about the thinking of younger schoolchildren, it is necessary to note those operations that they use in their educational and cognitive activities. Most of the intelligence and mental development tests are aimed at diagnosing such operations as:

Classification (referring single objects to a certain kind) takes a primary place in the educational activity of younger schoolchildren, when a child receives much knowledge about the objects and phenomena of the surrounding environment; this is also an "ability to put the acquired knowledge in a specific order, to bring them into the system" (Rogers 1990).

Inferences by analogy also play a major role in the educational activity, since, by using the analogy, pupils form evidence and explanations. With the help of such inferences, pupils get knowledge of natural science, geography, arithmetic and other subjects.

Generalization contributes to the depth of understanding of knowledge, requiring the identification and generalization of the essential in cognizable objects and the distraction from the secondary. The ability to generalize allows a pupil to successfully group the educational material and ensures the consistency and validity of his/her reasoning.

The peculiarity of the development of basic mental operations in primary school age was studied in a number of works by psychologists (A.A. Lyublinskaya et al., 1977).

As noted by L.S. Vygotsky, the prevalence of thinking not in concepts, but in complexes is a distinctive feature of thinking of younger schoolchildren (Kholodnaya, 2002). Complex thinking is characterized by the fact that the unification of objects is carried out on the basis of objective connections between them, which are opened to the subject in his/her immediate experience.

Thus, we can draw a conclusion on the following trends characterizing the features of the intellectual potential of younger schoolchildren. At primary school age there is a process of intensive intellectual development. Acquiring scientific theoretical knowledge, the basis of theoretical thinking is formed; the personal creative level of practical actions is changed.

A pupil masters the system of actions (operations) necessary for the successful cognitive activity. The acquisition of the educational material takes place with due regard for the accumulated knowledge of the surrounding reality, which is the basis for the construction of the vision of the world. The skills, including from solving the system of learning tasks to the orientation in problematic real life situations, are formed.

The cognition of deep properties of various objects contributes to the formation of skills and abilities, which are included in specific activities as ways of action. In addition, the development of intelligence leads to a qualitative reorganization of perception and memory, their transformation into regulated, arbitrary processes.

Younger schoolchildren use mental operations in their educational and cognitive activities: classifications (obtaining knowledge about objects and phenomena of the environment); generalizations (the ability to group the obtained knowledge, ensuring consistency and validity); inferences (the ability to construct evidence and explanations).

A younger pupil in his/her development, first of all, analyses a particular subject or phenomenon, then proceeds to the analysis of links and relations between objects and phenomena, the knowledge of which is further used in his/her own immediate experience. All this contributes to the formation of the necessary prerequisite for understanding by a younger pupil of the environmental phenomena, the solution of mental tasks and problem situations.

Let us turn to the consideration of features of the creative potential of younger schoolchildren. L.S. Vygotsky (Vygotsky, L.S. (1997) in his works gives a theoretical justification for the existence of children's creativity: "Creativity occurs where a person imagines, combines, changes and creates something new, no matter how small this new in comparison with the creation of geniuses". Creativity is a norm of child development (Bogoyavlenskaya 2002), which is especially characteristic of primary school age, when there occurs an inner gravitation towards creative implementation, an internal tendency towards productivity.

The creativity of a pupil is such a kind of his/her activity, which is aimed at the creation of qualitatively new values of social significance, i.e. important for the formation of the personality as a social subject. In this regard, it should be noted that the creativity of a pupil is subjectively new, although the objective novelty of the result is not excluded; a pupil discovers something new primarily for him/herself in the process of cognizing the world around him/her. This is confirmed by the studies of Y.N. Kulyutkin and G.S. Sukhobskaya (1981), who note that when solving problems at school a pupil does not receive in the finished form the laws, rules, principles that make up the main heritage of mankind, but discovers them "for him-/herself", thereby becoming involved in the creative process of discovering something new.

The learning process is the main tool for the formation and development of creativity in students. The creative potential promotes the self-assertion of a person, leads to the personal empowerment. As for the learning process, creativity is considered as a form of activity aimed at creating qualitatively new values of social importance (A.M. Matyushkin et al. 1989).

It should be noted that the need for creative self-expression is formed firstly in the process of school education (Matyushkin 1989).

The cognitive activity is of great importance in addressing the issue of features of the creative potential of younger schoolchildren. V.I. Andreev studied creativity in the cognitive activity (Andreev 1988). The cognitive activity of younger schoolchildren as a kind of creativity has a number of features, which is explained by age-related psychological peculiarities of development. For the successful development of the cognitive and, accordingly, creative activity, it is necessary to know the peculiarities of the development of such cognitive processes in younger schoolchildren as perception, memory, thinking, attention, imagination. The development of these mental processes ensures successful mastery of educational activity (L.S. Vygotsky et al. 1997).

The perception of younger schoolchildren is mostly arbitrary. Pupils already know how to control their perception; they can independently analyze an object or phenomenon. Gradually, in the process of learning, perception is significantly

developed. Pupils master the technique of perception, learn to look and listen, highlight the main, the essential, notice many details in an object. Thus, perception becomes dissociated and turns into a purposeful, controlled, conscious process.

The emotional factor plays an important role in the process of memorization in primary school age. According to psychologists and teachers, by the third grade arbitrary memorization becomes more efficient and non-arbitrary memorization becomes more meaningful. In contrast to preschool children, younger schoolchildren more often resort to visual-figurative and logical ways of thinking, which is associated with the widening of the scope of knowledge and ways of its processing. However, in the educational process it is not so much the scope of this knowledge that is important, but its quality and the child's ability to use this knowledge in the inner side, in mind. The primary school age is the most sensitive period exactly as for the development of visual-figurative and abstract-logical forms of thinking, which play a major role in any creative activity of a person, in the improvement of his/her creative abilities. The creative thinking of schoolchildren is characterized by the fact that they are often not critical of their product; their intent is not directed and therefore subjective.

The visual-figurative nature of the mental activity leads to the fact that students focus their attention on separate, noticeable objects or their features. The attention of a younger pupil is characterized by the instability and slight distraction. The instability of attention is due to the fact that a younger pupil's excitation dominates over the inhibition. The interests and needs of pupils have a major impact on the attention, and it is closely related to the emotions and feelings of children. All that causes strong emotions and entertains children, naturally attracts their attention. Pupils are particularly attentive in the creative activity, since thinking, feelings and will are incorporated in this process.

According to L.S. Vygotsky, the imagination plays a major role in the development of the creative activity (Vygotsky 1997). Focusing on specific objects is a characteristic feature of the imagination of younger schoolchildren. Thus, children use toys, household utensils and other things in the game, since it is difficult for them to create something new without such things. Similarly, when reading and telling, a child relies on a picture, on a specific image. Without this, a pupil cannot resolve and depict the situation described. At the same time, based on the available information and with the help of a teacher or independently, a child can come up with an original solution to a particular problem. In this case, we are dealing with a creative process based on a guess, independent thinking of a pupil. The psychological mechanism of activity is important, in the process of which the ability to solve non-template, non-standard problems is formed.

Knowledge is the basis for the development of the creative potential of younger schoolchildren. As noted by teachers (Sh.A. Amonashvili et al.), the creative activity cannot go beyond the knowledge available to the students(2001). Primary school students should be led to the creativity gradually, relying on the available knowledge, skills and abilities. The development of the creative potential of a younger pupil is impossible if the child does not master the reproductive activity successfully. The learning process of younger schoolchildren is primarily based on the reproductive activity. First, a pupil imitates, reproduces actions under the guidance of a teacher. This imitation is manifested in copying the perceived material, for example, when retelling the text a child tries to verbally reproduce the story. However, successful mastery of the reproductive activity does not guarantee the creative development. A child can have a large amount of knowledge, but, at the same time, he/she does not show creative efforts. The reproductive activity of a younger pupil is the basis for the development of the partial-search and creative activities.

The acquisition of knowledge in younger schoolchildren is the most efficient in the process of the joint cognitive activity, which has a stimulating effect on the development of independent, research, creative activities.

The joint cognitive activity under the guidance of a teacher allows solving more difficult cognitive tasks, showing creative personal qualities. Studies indicate that in cooperation, with the help of a teacher, a child can do more, solving more difficult tasks than independently. Initially, in primary school co-separation activities are organized, characterized by a balance of teacher and pupil's efforts, in which the teacher's help is gradually reduced to a minimum. In the learning process, younger schoolchildren are involved in various activities. The following activities of younger schoolchildren are distinguished: cognitive, construction, communication, play, artistic, social activities, etc. Each of these activities has the potential for the development of creativity, since it is aimed at self-improvement and self-expression.

Thus, the creative potential lies in the following:

1. Independent transfer of knowledge and skills to a new situation; a vision of a problem in a familiar situation;
2. A vision of the structure of an object and its new functions, independent combination of known methods of activity into a new one;
3. Finding various ways to solve a problem and alternative evidence, constructing a fundamentally new solution to the problem (L.S. Vygotsky et al., 1997).

Analyzing the above approaches to the creativity of younger schoolchildren, we can single out common features that are noted by the majority of authors – creativity is a kind of activity, in which a person creates something new aimed at creating qualitatively new values of public significance that promotes the self-assertion of a person and development of personal potential.

Thus, the analysis of psychological and pedagogical literature showed that the development of the intellectual and creative potential of younger schoolchildren should include the development of personal qualities that ensure the productive formation of intellectual and creative activities of students; the development of cognitive processes; the formation of the reproductive activity and the development of partial-search and creative activities on its basis. Naturally, even in the purposeful organization of education, the development of the intellectual-creative potential cannot be the same among all students.

METHODS

The development of the intellectual-creative potential causes a positive change in the personality of younger schoolchildren, the ability to adapt to the surrounding world, the acquisition and use of knowledge and experience, the ability to solve both educational and real life tasks.

The purpose of the process of developing the intellectual-creative potential of younger schoolchildren is to create the prerequisites for motivating a person to self-improvement and creative self-expression.

Thus, the intellectual-creative potential of a younger pupil is understood as an integrative ability of a person to use individual and personal resources, knowledge, skills, abilities, beliefs, orientation, determining the need, willingness and opportunity for the self-improvement and creative self-expression.

The intellectual-creative potential includes a complex of intellectual-creative abilities, which are manifested and developing in the productive activity, as well as a complex of new mental formations of a person that are formed during his/her age maturation. Accordingly, in the process of the intellectual-creative activity, intellectual-creative abilities become relevant and are implemented – person's mental characteristics to be developed, on which depends the willingness to be engaged in the intellectual-creative activity. They include divergent thinking (fluency, originality, accuracy and flexibility), imagination, as well as independence, motivation of various stages of development of the intellectual-creative potential. This component composition determines the content of the intellectual-creative potential.

Features of the intellectual-creative potential cover two aspects of behavior of a child with a high level of the intellectual-creative potential development: instrumental and motivational aspects. An instrumental aspect characterizes the methods of the child's activity. A motivational aspect characterizes the child's attitude to a certain side of reality, as well as to his/her activities. Intellectual-creative children differ from their peers by high curiosity, research activity, larger vocabulary, increased attention concentrating, the ability to solve complex real life problems, the ability to track cause-effect relationships and draw appropriate conclusions, creative self-expression.

A child with the intellectual-creative potential has features that distinguish him/her, in some way raise him/her above the children of general level. This is primarily an increased tendency to knowledge acquisition, intellectual-creative manifestations and unusual achievements in some kinds of activity. Children with a high level of the intellectual-creative potential are distinguished by the cognitive need (curiosity). The higher the level of development of the intellectual-creative potential of a child is, the more pronounced is his/her desire to cognize the new, the unknown, a child searches for new information, new knowledge, constantly asks many questions, seeks the solution of complex real life problems, is always engaged in research and creative activities, self-fulfillment (the desire to explore, design). Intellectual-creative children show the ability to identify and raise problems. Such children are characterized by the ability to predict, the ability to present the result before the task is actually solved, to predict possible consequences of the action prior to its performance. Intellectual-creative children can make an assessment, which, as a result of critical thinking, involves a rational approach both to their own thoughts and actions and the actions of others, provides opportunities for self-sufficiency, self-control, self-confidence, confidence in their abilities and decisions. All this creates the ground for unconformity, independence, involves the ability to objectively characterize solutions to problematic tasks, people's actions, events and phenomena.

Primary school age is a period of the formation of personal abilities and major integrative processes in the psyche. The level and breadth of integration characterize the formation and maturity of the phenomenon—the intellectual-creative potential. Primary school age is sensitive for the development of the intellectual-creative potential.

According to D.B. Bogoyavlenskaya, the stages of the creative process are as follows: preparation (analysis of the problem), frustration (emergence of a barrier to solving the problem), incubation (work on the problem at the subconscious level), insight (unexpected clarification of the problem solution), development (verifying the validity of the solution) and assessment of a creative product. As for the learning process, it is important to take into account the subjective novelty of the product, *i.e.* the new for students, but not for society (Bogoyavlenskaya 2002).

The success of the development of the intellectual-creative potential depends on the appropriate conditions in the educational institution. In our opinion, for the development of the intellectual-creative potential of younger schoolchildren, it is necessary to provide them with pedagogical support in the educational process at school.

Pedagogical support for the development of the intellectual-creative potential of a younger pupil involves the careful study and development of those specific and distinctive qualities inherent to this child and developed in his/her personal

experience. The content of pedagogical support for the development of the intellectual-creative potential of younger schoolchildren includes consistently implemented stages: diagnostic, search, agreement-based, activity and reflexive stages.

RESULTS

Pedagogical support involves the use of special methods in the development of the intellectual-creative potential of younger schoolchildren. When choosing methods, it is recommended to determine in advance: what stage of the development of the intellectual-creative potential you are dealing with; in what form of manifestation you expect to see the intellectual-creative potential (explicit, age, hidden forms); what work targets are in priority: learning, developing (development of already high levels of the intellectual-creative potential or the insufficiently developed intellectual-creative potential), a type of educational institution and working conditions.

When implementing the stages of pedagogical support of the intellectual-creative potential of younger schoolchildren, it is advisable to take into account the following principles:

1. A principle of developing and training education;
2. A principle of individualization and differentiation of education;
3. A principle of age opportunities.

At the first stage (a diagnostic stage) of pedagogical support, it is necessary to diagnose the intellectual-creative potential of younger schoolchildren by using the following techniques: psycho diagnostics of creative thinking, creative tests (E. Tunik), diagnostics of verbal creativity (adaptation of S. Mednik's test), diagnosis of non-verbal creativity (a variant of Torrance test), modified Williams' creativity tests (CAP), a technique of Wartega's "Circles", a verbal test "Unusual Uses" (K.A. Heller) (Raygorodsky 2001). These techniques are aimed at studying the divergent productivity by using the figurative, symbolic and semantic material. Tests assess the following factors of divergent thinking: fluency, flexibility, originality and degree of development; and determine how curious, imaginative, able to understand complex ideas and take risks children think they are. These tests allow selection of younger schoolchildren with the developed intellectual-creative potential.

At the second stage of pedagogical support (a search stage), a teacher determines the ways of personal development of students, selects techniques for the development of the intellectual-creative potential in humanities. In order to develop the intellectual-creative potential of younger schoolchildren, a program for developing the intellectual-creative potential of younger school children "Smart Boys and Girls" is used. The purpose of the program is to develop the intellectual-creative potential of younger schoolchildren, who strive for self-improvement

and creative self-expression. The program covers the entire pedagogical process, integrating classes and extracurricular activities, involves the interaction with the family. The program provides for the development of convergent thinking, the development of perception, memory, imagination, etc.

At the agreement-based stage of pedagogical support, a teacher tells the children about the upcoming work on developing their intellectual-creative potential, introduces parents to the results of the conducted diagnostics, introduces a program for the development of the intellectual-creative potential and asks parents to continue the work on developing the intellectual-creative potential of younger schoolchildren.

At the activity stage of pedagogical support, a teacher gives lessons using tasks that initiate the development of the intellectual-creative potential and implements the development program in extracurricular activities.

In modern practice of teaching younger schoolchildren, composing riddles is recommended to be used for the development of the intellectual-creative potential. The purposeful and systematic work on the use of riddles in education has a positive impact on the development of the intellectual-creative potential of younger schoolchildren. In art lessons, a technique of "Magic Blots" was used and more complicated tasks were given to children, who quickly coped with the tasks and showed interest, for example, they were asked to make up a fairy tale or a story about those objects that they saw in the blot.

In lessons "The World around Us", games were used to develop the intellectual-creative potential, in particular, a game on functions of objects. Upon request children were given individual tasks for the development of literary abilities and creative imagination.

Lessons with the use of tasks for the development of the intellectual-creative potential evoked emotional response in children; we have always tried to commend children and find positive moments in their work.

The work conducted at lessons continued at the extracurricular lesson. For the development of divergent thinking, we used such tasks as "Searching for Opposite Objects", "Making up Sentences", "List of All Possible Causes". When performing tasks the students were asked to name as many other objects opposing the given one as possible, to make up sentences that would include the given three (or more) words, and say all possible causes of an unusual situation.

After each lesson, it is necessary to carry out reflection; for example, the students were asked to continue the phrase "As for me, the most important thing in performing this task was ... because ..." or "What were the expectations of this task? Were the expectations entirely met? What did I learn? Were the expectations met? What did I learn? In the future I would prefer to do this ... (how?)". Children expressed their attitude on the lesson with the colors of the rainbow.

Thus, the observation of the educational process, in which the stages of pedagogical support were implemented, the analysis of creative works, observation of students in extracurricular activities make it possible to notice that students show the features of the intellectual-creative potential – inquisitiveness and curiosity, they demonstrate high performance. Children’s attention concentration and imagination have increased, younger schoolchildren offered many solutions to the same problem, showed the ability to deal with the same thing for a long time, the ingenuity in using materials and ideas, the ability to produce original ideas or find an original result, tendency to completeness and accuracy during arts and crafts lessons and games.

In the purposeful systemic implementation of the stages of pedagogical support, the intellectual-creative potential of younger schoolchildren is developed in the most successful way.

CONCLUSION

This is a review article. It is further planned to conduct research on the problem of the psychological and pedagogical readiness of a future teacher for the development of the intellectual-creative potential of adolescents for carrying out the ascertaining experiment.

References

- Andreev, V.I. (1988). *Dialektika vospitaniya i samovospitaniya tvorcheskoi lichnosti: osnovy pedagogiki tvorchestva* [Dialectics of Upbringing and Self-Education of a Creative Personality: Fundamentals of Creative Pedagogy]. Kazan: Publishing house of Kazan University, pp. 238.
- Amonashvili, Sh.A. (2001). *Razmyshleniya o gumannoi pedagogike* [Reflections on Humane Pedagogy]. Moscow: Publishing House of Shalva Amonashvili, pp. 53.
- Bogoyavlenskaya, D.B. (2002). *Psikhologiya tvorcheskikh sposobnostei ucheb.posobie dlya studentov vysshikh uchebnykh zavedenii* [Psychology of Creative Abilities. Tutorial for Students of Higher School]. Moscow: Akademiya, pp. 230
- Bogoyavlenskaya, D.B. (2002). *Psikhologiya tvorcheskikh sposobnostei* [Psychology of Creative Abilities]. Moscow: Akademiya, pp. 320.
- Bozhovich, L.I. (1986). *Lichnost i ee formirovanie v detskom vozraste* [Personality and Its Formation in Childhood]. Moscow: Prosveshcheniye, pp. 464.
- Elkonin, D.B. (1995). *Izbrannye psikhologicheskie Trudy* [Selected Psychological Works]. Moscow: Mezhdunarodnaya pedagogicheskaya akademiya, pp. 224.
- Eysenck, G.J. (1995). *Uznai svoi sobstvennyi koeffitsient intellekta* [Find out Your Own Intelligence Factor]. Moscow: Publishing house “E”, pp. 53
- Guilford, J.P., & Hoepfner, R. (1971). *The Analysis of Intelligence*. New York: McGraw-Hill, pp. 90
- Kholodnaya, M.A. (2002). *Psikhologiya intellekta. Paradoksy issledovaniya* [Psychology of Intelligence. Research Paradoxes] (2nd ed.). St. Petersburg: Piter, pp. 245.

- Kulyutkin, Yu.N., & Sukhobskaya, G.S. (1981). *Individualnye razlichiya v myslitelnoi deyatel'nosti vzroslykh uchashchikhsya* [Individual Differences in the Thinking Activity of Adult Students]. Moscow: Pedagogika, pp. 111.
- Leites, N.S. (2003). O priznakakh detskoj odarennosti [On Signs of Children's Giftedness]. *Voprosy psikhologii*, 4, 13-19.
- Leites, N.S. (1969). Problema obshchikh sposobnostei v vozrastnom aspekte [The Problem of General Abilities in the Age Aspect]. *Voprosy psikhologii*, 2, 15-23.
- Lyublinskaya, A.A. (1977). *Uchitel'yu o psikhologii mladshogo shkol'nika* [Teacher's Manual on the Psychology of Younger Schoolchildren]. Moscow: Prosveshcheniye, pp. 224.
- Matyushkin, A.M. (1989). Kontseptsiya tvorcheskoj odarennosti [The Concept of Creative Giftedness]. *Voprosy psikhologii*, 6, 29-33.
- Raygorodsky, D.Y. (2001). *Prakticheskaya psikhodiagnostika. Metodiki i testy. Uchebnoe posobie* [Practical Psychodiagnostics. Methods and Tests. Tutorial]. Samara: Bakhrakh-M, pp. 13.
- Rogers, K. (1990). Neskolko vazhnykh otkrytii [A Few Important Discoveries]. *Vestnik MGU, seriya 14, Psikhologiya*, 2, 58-65.
- Sternberg, R.D. (1996). Triarkhicheskaya teoriya intellekta [Triarchic Theory of Intelligence]. *Inostrannaya psikhologiya*, 6, 54-61.
- Vygotsky, L.S. (1997). *Voobrazhenie i tvorchestvo v detskom vozraste* [Imagination and Creativity in Childhood]. Saint Petersburg: Soyuz, pp. 96
- Vygotsky, L.S. (1997). *Voobrazhenie i tvorchestvo v detskom vozraste* [Imagination and Creativity in Childhood]. St. Petersburg: Souyz, pp. 96.

