Pertanika J. Soc. Sci. & Hum. 25 (S): 195 - 210 (2017)

PERTANIKA JOURNALS

SOCIAL SCIENCES & HUMANITIES

Journal homepage: http://www.pertanika.upm.edu.my/

The Social and Pedagogical Characteristics of a Future Teacher's Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild in the Heterogeneous Ethnic Environment

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ABSTRACT

This article considers the social and pedagogical characteristics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild in vocational training. The components of a future teacher's professional readiness for developing the intellectual and creative potential of a junior schoolchild are defined. The phenomenon "readiness" is considered through the main approaches of professional readiness. Conditions for a successful formation of students' readiness for developing an intellectual and creative potential are identified. The diagnostic tools of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild are presented. The fancy of any object, process or phenomenon that reproduces certain parts, connections and functions of a research object in a certain relation is defined. Training a future teacher determined by the fact that all changes that are happening in society generally and in education particularly is concentrated on a teacher who is the major figure in the social processes of the 21st century. There remain the possibility of a future integral approach that is rather fruitful in researching the

ARTICLE INFO

Article history:
Received: 20 November 2016
Accepted: 5 May 2017

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ISSN: 0128-7702

intellectual and creative potential of a junior schoolchild beyond the research focus of local domestic works.

Keywords: Creative potential, intellectual potential, junior schoolchild, readiness, readiness model

INTRODUCTION

As the importance of intellectual and creative activity, science, equipment and social interaction and humanistic and creative orientation of science and technical progress grow, the demand for training specialists to help shape the new social and economic conditions of Kazakhstan becomes louder. The people need proper guidance and leadership to adapt to living conditions in a swiftly changing times marked by a never-ending flow of information and its ensuing problems, although its benefits cannot be denied. A changing world needs a social setting peopled with individuals of a high level of intellectual and creative potential and the readiness to pursue self-development (Eggeret, 2012, pp. 23-27). The need for training is especially seen in the realm of education. Teachers need to be trained who are capable of developing the potential of every child, to make each capable of professional self-development and actualising his/her own potential. One of the chief requirements for forming a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild is the harmonious combination of a teacher's personal and functional aspects of activity. In this paper, we explore the need to train future teachers in professional knowledge, ability and creativity (Barron, 2011, p. 46; Eggeret, 2012, pp. 23-27) as teachers can make an effective impact on developing the intellectual and creative potential of junior schoolchildren only if they themselves are creative and intellectual to begin with.

We understand a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild as future teachers are trained to master special competencies in developing a junior schoolchild's ability and readiness for creating new artefacts and solving complex cogitative tasks, assimilating and using knowledge and experience, solving problems and nurturing self-determination and creative self-realisation (Bondareva, 2015).

Bondareva listed the conditions for successful formation of students' readiness for developing intellectual and creative potential as follows:

a) professionally orientated activity for a future teacher during his training (Blagg, 2013, p. 70; Cooper, 2014, p. 63);

b) a systematic and structural approach to the process of developing the structural components of students' intellectual and creative potential and preparing them for work that will nurture those components in junior schoolchildren;

c) control over the training process by the teacher (May, 2014, p. 23);

d) productive organisation of a future teacher's educational and research

activity (Pristupa, 2012);

e) theoretical and practical training of students on an interdisciplinary basis (Carroll, 2013, p. 819; Fernandez-Berroca, Brackett & Marc, 2011).

METHODS

Problem solution of readiness for developing the intellectual and creative potential of a junior schoolchild must be done in the context of the twin tasks being solved: development of a future teacher as an intellectual and creative person and as a professional who knows modern techniques of developing children intellectually and creatively and who also has creative and communicative experience in solving pedagogical problems. A future teacher's professional readiness for developing the intellectual and creative potential of a junior schoolchild is understood to be a difficult integral process in education; its core constitutes are as follows (Bondareva, 2015):

1. high personal importance to the humanistic idea of child development (teachers must realise the importance of solving problems and aspire to realise an identity as a professional and develop an orientation to creative change of pedagogical activity and intellectual and creative transformation of methods of training and the education system);
2. fulfilment of oneself as an intellectual and creative entity and developing as features of an identity one's own creativity, originality, flexibility of thinking, ease in generating ideas and cultivating a luxuriant imagination, sensitivity to pedagogical problems, independence of judgement, independence, courage, determination, self-confidence, spontaneity, professional openness to all new experience);
3. availability of knowledge, abilities, skills, experience in organising the process of development of elementary schoolchildren to develop their intellectual and creative ability (ability to master methods, techniques and techniques of developing the intellectual and creative potential of a junior schoolchild through different activities and free and easy transfer from one activity to another; modelling new non-standard pedagogical activities and conditions that are favourable for developing the intellectual and creative potential of a junior schoolchild and authoring creative programmes for the implementation of the pedagogical process and professional activity in changing conditions);
4. ability to give a reflexive assessment of own activity (ability to estimate own state, actions, needs and feelings objectively; ability to analyse difficulties in realising the development of a

junior schoolchild's intellectual and creative potential and in communicating with creative children; ability to project own work for developing the intellectual and creative potential of a junior schoolchild on the basis of such assessment).

In addition, it is impossible for a future teacher to be ready to develop the intellectual and creative potential of a junior schoolchild without developing a studying phenomenon, in particular, the stages of developing an intellectual and creative potential. Developing the intellectual and creative potential of a junior schoolchild takes time as it is a gradual process that happens in several stages. The first stage of this development is germination. At this stage the child has had touch, emotional and intellectual experience and has built the impulse for intellectual and creative potential (motivation). The second stage is imitation, when the child begins assimilating the peculiarities of intellectual and creative potential, techniques and methods of intellectual and creative activity. The third stage is intention, as the child learns how to transfer acquired connections in the new conditions and search for new relations. At this stage opportunities and the impulse to develop intellectual and creative potential appear. The fourth stage is experience transformation according to personal opportunities, features and needs of the child. The fifth and final stage is the psychological harmonisation of intellect and individualisation of creative activity.

The development of a junior schoolchild's intellectual and creative potential requires purposeful teaching and upbringing, otherwise intellectual and creative features may not develop beyond the initial level. At the germination stage when the child has touch, emotional and intellectual experience, he begins to build the impulse for intellectual and creative potential or educational motivation. Teachers need to nurture this educational motivation by guiding him and stimulating his development through intellectual and creative educational activity. At the imitation stage which follows next, the teacher must resort to using tools that prepare the child for learning in the institutionalised setting of a school. These include personality-orientated and educational techniques, games, projects, information and communication technologies and activities that teach how to solve problems and take care of one's health.

At the next stage, the intention stage, the teacher must create conditions for the pupils' self-actualisation that will develop their creativity and nurture self-reflection. Reflection is a valuable orientation, an esthetic attitude towards reality, a creative act in itself that allows the child to intentionally pinpoint impactful impressions that will further develop his learning process while enhancing it at the same time. In this way, the child is guided towards developing the personal orientation of a creator, who assumes a world perception that is different from others, which is of great importance for the formation of intellectual and creative individuality.

In the fourth stage, that of experience transformation, the compliance of individual possibilities, features and needs of a junior schoolchild are prominent. Children of a certain age have individual differences. The individuality of a child is characterised by the strength of his will, intellect, creativity and the propensities peculiar to him that guide his response to moral, social and other experience, distinguishing him from other children. In addition, his feelings, perception, thinking, memory, imagination, interests, tendencies, abilities, temperament and character are uniquely his only. These individual differences influence the development of his personality, responses and needs. These are the most important considerations for a teacher to note at this stage of experience transformation. The teacher must be ready to make partial or temporary changes to the tasks and content of teaching and educational work, varying methods and forms to cater for the unique personality of each pupil to ensure harmonious and wholesome development of each child's personality.

At the final stage of the psychological harmonisation of intellect and individualisation of creative activity, the teacher needs to nurture each junior schoolchild's intellectual and creative individuality.

Bearing in mind that teaching junior schoolchildren is a five-stage process, the teacher should develop a suitable programme that will address each stage as well as the individual needs of each junior schoolchild. This is best done based on the availability of materials and the age of the child. Such a programme should ensure the systematic and sequential acquisition of knowledge and skill and a personality-orientated approach to teaching junior schoolchildren.

The development of a child's intellectual and creative potential leads to positive change in a junior schoolchild's personality and his ability to adapt to the surrounding community. It also provides a creative approach to solve both learning and life problems (Bondareva, 2016).

In his research paper "Theory of Training a Teacher Professionally", Khmel characterised inter-conditionality and functional interaction of motivational, personal, substantial and procedural components rather fully. He wrote:

> The purpose of professional training and its result testify that each person who has mastered a profession faces three of its aspects – substantial, personal and procedural (technological) ones, i.e. in the course of this professional training, the problems dealt with defining the fact that a specialist must know according to his duties, how he will put this knowledge to use in his professional activity, what kind of qualities a person must possess so that knowledge and abilities give a maximum result are solved (1998, p. 325).

According to the concept of professional readiness, the model of a

future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild includes motivational, substantial, procedural and reflexive components. The motivational component assumes availability of professional motives, realisation of project activity and senior schoolchildren's motivation to complete the activity well enough to satisfy the requirements of the syllabus. The substantial component includes the ability to plan and organise professional activity and interaction between teachers and their pupils, their cooperation, process organisation and management. The end result cannot be achieved without these. This component is also called organisational or organiszational and administrative in the literature. The procedural component assumes using such criteria as initiative, organisation, self-discipline, self-checking, independence, activity and efficiency. These components are obligatory to ensure prevention of ethnic conflicts in a heterogeneous ethnic environment. Finally, the reflexive component is an expression of the student's ability to introspect and self-assess his performance, correcting mistakes in the course of mastering the skills taught in high school.

RESULTS

The existing system of training in higher education institutions has sufficient social and pedagogical potentialities for forming intellectual and creative teachers; however, it is not fully focused on developing the intellectual and creative potential of pupils. Therefore, in our opinion, future teachers' need special organised activity in the course of which a purposeful formation of readiness for developing the intellectual and creative potential of a junior schoolchild is carried out.

We assumed three levels of readiness available for developing the intellectual and creative potential of a junior schoolchild on the basis of the developed model. They are as follows: reproductive (low), initiative (average) and intellectual and creative (high) levels. Studying the initial state of the problem developed by us was carried out during the ascertaining experiment by comparative analysis of the ideal model of readiness for developing the intellectual and creative potential of a junior schoolchild by studying future teachers' state of readiness.

Doctoral students enrolled in the programme, Specialty 6D010200 "Pedagogics and Methods of Primary Education", conducted psychological and pedagogical diagnostics to define a general idea of teachers' formed skills, necessary for work organisation on developing the intellectual and creative potential of a junior schoolchild in Arkalyk State Pedagogical Institute named after I. Altynsarin and Pavlodar State Pedagogical Institute (Table 1, Table 2).

For measuring the levels of future teachers' readiness for developing the intellectual and creative potential of a junior schoolchild we used the following techniques: a terminal value feedback form offered by Senin; a diagnostic technique of identity orientation by Bass (a feedback

Table 1
Psychological and pedagogical diagnostics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild

Components	Criteria	Indicators	Diagnostic techniques
Motivational	Availability of a positive attitude to future profession; availability of a values attitude to the development of intellectual and creative potential of a junior schoolchild	Positive motivation towards the teaching profession	• Terminal value feedback form (Senin)
		To realise personal significance in developing an intellectual and creative potential	• "The Diagnostic Technique of Identity Orientation" by Bass (A feedback form by Smekala-Kucher); • Essay analysis: "A Teacher's Creativity"
		To realise the necessity of formed readiness for developing intellectual and creative potential of a junior schoolchild	• Professional Activity Motivation Technique (by Zamfir and modification by Rean); • Practice observation (in the classroom and out of the classroom).
Substantial	To acquire theoretical knowledge of the creative abilities of a junior schoolchild in the overall pedagogical process	To know and understand the essence and principles of the overall pedagogical process and its contradictions	• Terminology Dictation; • Cluster creation "Overall Pedagogical Process (OPP)", "Contradictions in OPP"; • Technique "Unfinished thesis", pedagogical situations
		To know the essence of a junior schoolchild's intellectual and creative potential	• Technique "Assessment and Self-Assessment Map of Skills Necessary for Developing the Intellectual and Creative Potential of a Junior Schoolchild"; • Students' learning activity analysis
Procedural	To know basic pedagogical skills as to the creative abilities of a junior schoolchild	Ability to organise intellectual and creative activity in the classroom and out of the classroom	• Training programme analysis; • "Intellectual Training Exercises"; • Creative tasks analysis
		Ability to select, to elaborate on learning material content and to solve pedagogical situations creatively	• Test and control lessons analysis; • Checking lesson plans; • Individual and group work tasks analysis; • Class activity observation

Table 2
Results of the psychological and pedagogical diagnostics of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild

No.	Methodology	Interpretation	Results
1	"The Diagnostic Technique of Identity Orientation" by B. Bass (A feedback form by Smekala-Kucher)	• An orientation of their own identity (I), i.e. an orientation of a direct remuneration irrespective of job content, a tendency to rivalry	86%
		• An orientation of communication (C), i.e. aspiration to maintaining relations with people under any conditions, an orientation of respondents' joint activity	23%
2	Methods of studying profession attraction factors	Attraction factors:	
		• Working with people	55%
		• Appropriate job competencies	55%
		Repulsion factors:	
		• Overtiredness	31%
		• Low salary	31%
		• Long working day	39%
3	Professional Activity Motivation Technique (Method by Zamfir and its modification by Rean)	• Earning money	32%
4	Needs feedback form on achievements (Orlov)	Level of needs in achievements:	
		• Lower average	46%
		• Average	32%
		• High	3%
5	Terminal values feedback form (father) (Senin)	Own prestige:	35%
		• Creativity	9%
		• Self-development	12%
		• Achievements	8%
		• Spiritual gratification	8%
6	Skills questionnaire on developing the intellectual and creative potential of a junior schoolchild	• Respondents specify the object of a teacher's activity (overall pedagogical process) correctly	32%
		• Respondents denote the terms'intelligence' and 'creativity'.	12%
		• The essence of intellectual and creative potential and peculiarities of developing the intellectual and creative potential of a junior schoolchild	8%
		• Structural components, to specify special peculiarities of intellectual and creative potential	-

form by Smekala-Kucher); motivational research of professional activity (methods by Zamfir and its modification by Rean); a technique "Assessment and Self-Assessment Map of Skills, Necessary for Developing the Intellectual and Creative Potential of a Junior Schoolchild"; an essay "A Teacher's Creativity"; terminology dictation; a training programme, "Intellectual Training Exercises"; creative tasks; practice observation (in the classroom and out of the classroom) and polling techniques (conversation and interview).

The diagnostics of readiness components for developing intellectual and creative potential were carried out among the students of specialty 5B010200 "Pedagogics and Methods of Primary Education" at Pavlodar State Pedagogical Institute (PSPI) and Arkalyk State Pedagogical Institute named after Altynsarin (ArkSPI). The experimental group included the students of Arkalyk State Pedagogical Institute named after Altynsarin.

The research was conducted from April to September, 2015. Using the developed ideal model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we assumed that most of the students would be at the low (reproductive) and average (initiative) levels. As positive motivation is based on any successful activity, we began by studying the motivational component. It is known that it is necessary to provide information about internal motivation when proper activity is of great importance to the individual.

Motivational Component Research

The study of the motivational component was carried out by means of diagnostic techniques, feedback forms, a questionnaire, conversation and observation.

Terminal value feedback form, Senin. This personal feedback form was meant for diagnosing the vital purposes (terminal values) of a person. The feedback form was based on two assumptions: Firstly, that the vital spheres presented in the lives of each person have various degrees of importance for different people to some extent, and secondly, various desires and aspirations for each person, which are one of the components for the orientation of his personality, are implemented in these vital spheres. The analysis of results of the scales of terminal values showed that most of the students (60%) chose active social contacts that speak about their aspiration to establish a favourable relationship with other people. In addition, the good result had an achievement scale of 62%, which indicates the aspiration of a person to comprehend the special and tangible results in various periods of life. The smallest results had values such as: own prestige – 12%, self-development – 24% and creativity.

The feedback form by Smekala-Kucher, an orientation questionnaire of Bass, "The Diagnostic Technique of Identity Orientation" by Bass allowed us to find out what each student aspired to and the value most important to him and if necessary, to correct his behaviour. The results were as follows: about 78% of the interrogated students chose orientation of themselves (I) i.e. orientation of direct remuneration and satisfaction irrespective of work and employees, aggression in status achievement and privacy, a tendency to rivalry, irritability, uneasiness and introversion.

The Professional Activity Motivation Technique (by Zamfir and its modification by Rean). The technique is meant for diagnosing professional activity motivation, including pedagogical motivation. The concept of internal and external motivation

is based on this technique. It is possible to speak about internal motivation if proper activity is of great importance to the individual. If aspiration to satisfy other needs, the activity (motives of social prestige, salary etc.) is based on professional activity motivation; in this case it is to speak about external motivation. External motives are differentiated on external positive and external negative ones. The results are as follows: among motives for professional activity, 79% of the respondents chose earning money, while 63% of the respondents chose satisfaction with the process and result of work.

Thus, on the basis of the developed criteria and indicators, our research into the motivational component allowed us to conclude that the students preferred to use social contacts and satisfaction of material benefits, so it was necessary to measure their motivation towards their future profession. About 77% of the students had a positive attitude towards their future profession, and 45% were going to work by profession. During the conversation, it was found that the respondents had a positive attitude towards developing the intellectual and creative potential of a junior schoolchild and considered it to be an important direction in the activity of a primary schoolteacher, but they did not feel a personal need to develop this potential.

Substantial component research. We studied the initial level of knowledge that allows for the development of the intellectual and creative potential of a junior schoolchild, the information culture of students and creative potential in revealing the signs of the substantial component. It was found that most of the students specified the object of teacher's activity (overall pedagogical process) correctly, but found it difficult to distinguish contradictions in the overall pedagogical process. The incomplete exercises technique showed that only 15% of the students could tell what intelligence and creativity were. The students' knowledge of the essence of a junior schoolchild's intellectual and creative potential and the peculiarities of his development was very low. None of the students could list the structural components and stages of development and specify the peculiarities of intellectual and creative potential.

Procedural component research. For the purpose of revealing the formed procedural component, we observed the students' learning activity and research skills. Special attention was paid to the solution of pedagogical tasks, and the results of the educational and professional practice were analysed. The students' abilities were estimated from the viewpoint of their independence, time spent on doing reproductive tasks and the optimality of the received result. It became clear that most of the students were not able to conduct research independently; they preferred to solve tasks in the traditional way and generally offered pupils reproductive tasks. Most of the students knew the theory of cooperation technology, but they did not have the ability

to organise the team cognitive activity of pupils. In addition, the students showed a low level of pedagogical reflection in analysing their own pedagogical experience.

Reflexive (resultative) component research. The study of the reflexive (resultative) component was carried out in two ways: The first was conducted by means of specially selected tasks and pedagogical situations connected with the solution of unusual and problematic situations. The second was conducted using problem situations during the pedagogical practice. The first task provided some difficulty in solving pedagogical and problematic situations, and only 15% of the students could cope with the given tasks. The future teachers did not consider all angles of the problem in solving the pedagogical situations. They mostly analysed the relations that were readily obvious, and did not see the hidden problems; therefore, they established only the external coherence of the situations. Consequently, they offered stereotypical solutions that were less effective for working with children to develop their intellectual and creative potential.

After explaining the second task in detail, most of the students solved the pedagogical and problem situations correctly. Similar tasks were explained to the junior schoolchildren, but 10% of them could not cope with these tasks. In the course of observing the students' pedagogical practice, it became clear that most of the students were not able to solve problem situations, using personal features such as self-determination and creative self-actualisation. Junior schoolchildren faced difficulties concerning their abilities to find solutions, based on the intuitive mechanisms of thinking (associativity, analogue and probability) and reason to prove and uphold their idea.

Table 3 shows the results of our research into the levels of formed motivational, substantial, procedural and reflexive (resultative) components of the students' readiness for the activities we prepared.

Table 3 shows that five students possessed the intellectual and creative level of readiness for developing the intellectual and creative potential of a junior schoolchild. Most of the students were at the reproductive (low) and initiative (average) levels of readiness for developing the intellectual and creativity of a junior schoolchild.

Table 3
Results of the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild

Levels of Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild				
No.	Students	High (Intellectual and creative)	Average (Initiative)	Low (Reproductive)
1	PSPI (70)	3%	68%	29%
2	ArkSPI (50)	1%	42%	57%

The results for the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild are given in the diagram below (Figure 1).

The results of the experiment showed that the process of training future teachers to develop the intellectual and creative potential of a junior schoolchild needs further improvement. The analysis of the results showed that the levels of the main components of readiness were different. The motivational component turned out to be the one that was most formed, while the substantial, procedural and reflexive components corresponded to the reproductive and initiative levels, in particular, the indicators that reflected knowledge about the essence of a junior schoolchild's intellectual and creative potential, ability to organise research and perform creative activity, to rework teaching material creatively and to analyse his or her own pedagogical activity.

The diagnostics characterised the initial state of future teachers' readiness for developing the intellectual and creative potential of a junior schoolchild in accordance with the levels of each component of readiness that we researched. Researching the initial state of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild showed that the majority had average (68%) and low (26%) levels. The control stage provided affirmation that special work on forming the qualities under research within the professional training of a future teacher was necessary.

Thus, based on the worked out model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we supposed that most of students would be at the low (reproductive) and average (initiative) levels. As positive motivation is the core of any successful activity, we began studying a motivational component at first. It is known that one

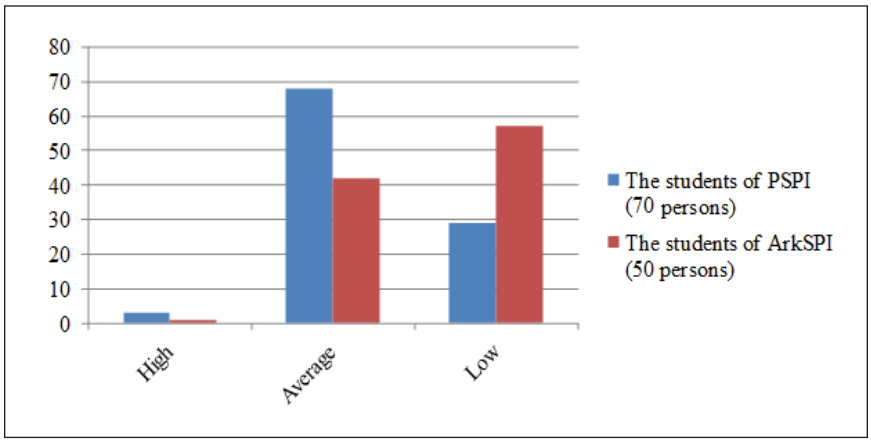

Figure 1. The results for the levels of primary school teachers' readiness for developing the intellectual and creative potential of a junior schoolchild

should provide information about the internal motivation when a person's own activity is of great importance to him. If motivation of professional activity is based on one's aspiration to satisfying others' external needs in relation to activity content (motives of social prestige, a salary etc.), one should speak about external motivation. We studied the motivational component using the methods of questioning, individual and team conversations, rating and the test "The Diagnostic Technique of Identity Orientation by Bass". The results were as follows: about 86% of the students chose orientation of themselves (I) i.e. an orientation of direct remuneration irrespective of job content and a tendency to rivalry. About 23% of the respondents chose orientation of communication (C) i.e. their aspiration to maintaining relations with people and an orientation of joint activity under any conditions.

For the purpose of improving and correcting the ideal model of a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild, we worked out the methodology of such training. The main stages of this training are as follows:

- to realise and design an integrated approach to developing the intellectual and creative potential of a junior schoolchild during an educational and extra-curricular activity;
- to gauge the level of the formed intellectual and creative potential of an educational and extra-curricular activity;
- to increase students' intellectual and creative potential through motivation;
- to create a mechanism for developing intellectual and creative potential;
- to organise the special course, "Developing the Intellectual and Creative Potential of Junior Schoolchildren";
- to plan teaching staff's consultations as to forming intellectual and creative potential through general and specialist disciplines;
- to organise the special seminar, "A Future Teacher's Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild";
- to organise and coordinate an extra-curricular activity;
- to organise and coordinate games, essay, psychological exercises and trainings, consultations;
- to improve future elementary school teachers' development of their own intellectual and creative potential.

The following results from the experimental and pedagogical work on a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild were received (Table 4).

Table 4
Results of the experimental and pedagogical work as to a future teacher's readiness for developing the intellectual and creative potential of a junior schoolchild

Levels of Readiness for Developing the Intellectual and Creative Potential of a Junior Schoolchild							
No.	Students	High (Intellectual and Creative)		Average (Initiative)		Low (Reproductive)	
		Initial Stage Results	Control Stage Results	Initial Stage Results	Control Stage Results	Initial Stage Results	Control Stage Results
1	PSPI (70)	3%	5%	68%	56%	29%	39%
2	ArkSPI (50)	1%	49%	42%	29%	57%	22%

DISCUSSION

The training of future teachers to develop intellectual and creative potential is one of the important tasks of modern higher pedagogical education. To serve society, a future teacher must show ideal behaviour as society expects a certain result from his work and assumes that he will act and behave as a conscientious citizen capable of independent thought and work.

There is no unambiguous interpretation of the concept "readiness" in psychological and pedagogical literature. Scientists treat it as a subject of activity. Other researchers consider readiness as realising a person's active need and also study it as a social fixed set characterising the public behaviour of a person (Yadov, 2013, pp. 360-375).

Our study of the problems of training teachers is directly influenced by the work of Khmel (1998, p. 325) and others. Scientists have studied and worked out the theoretical and practical bases for the formation of a teacher's identity and his professional and significant qualities. To this end, the structure of pedagogical activity and pedagogical abilities is defined.

In spite of the fact that there is a difference in interpreting the phenomenon "readiness" and its structures, it is considered a primary and indispensable condition for successful performance of any activity in research. Readiness is the form of human activity that is included in the general system of activity.

Various types of pedagogical activity serve as social objects of a teacher's readiness. They are as follows: educational work at school (Hanna, 2011), school subjects, creative and intellectual development of children, etc. Therefore, readiness is defined in many respects depending on the object of its orientation.

There are two main approaches to the problem of professional readiness: functional and personal (Carroll & McCulloch, 2014; Torrance, 2011, p. 63). In the functional approach, readiness is considered as a psychological function (Driscoll, 2014, p. 45)whose formation is considered to be necessary for achieving good results in pedagogical activity and as a psychological state of an identity that is shown at the functional level. According to the personal

approach, readiness is considered from the viewpoint of the personal premise, which provides efficiency of the pedagogical activity (Kompırović & Živković, 2012).

CONCLUSION

This is a review article. We are planning to refine upon methods of training a future teacher for developing the intellectual and creative potential of a junior schoolchild and for designing an experiment. The problem of forming future teachers' readiness for developing an intellectual and creative potential is multilateral as it combines psychological, sociological and pedagogical aspects. We can deduce the concept of professional readiness for work as a steady personal form in which the motives, values, knowledge, skills and personal qualities of a future specialist who predetermines an effective solution to intellectual and creative tasks in learning activity process are integrated from the analysis of the problems faced by a future teacher who is being professionally trained.

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