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**THE RELEVANCE OF PSYCHOLOGICAL AND PEDAGOGICAL
CONDITIONS FOR IMPROVING THE EFFECTIVENESS
OF THE DEVELOPMENT OF STUDENTS' INDIVIDUAL ABILITIES**

Abstract: this paper describes the relevance of the problem of insufficient elaboration of psychological, pedagogical and organizational conditions aimed at improving the effectiveness of the development of individual abilities of schoolchildren. The results of the study in primary classes with the verification of the identified conditions are presented and their positive impact on the individual development of students is shown.

Keywords: individual development, abilities, system-active approach, personality-oriented technologies.

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**АКТУАЛЬНОСТЬ ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ УСЛОВИЙ
ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ РАЗВИТИЯ
ИНДИВИДУАЛЬНЫХ СПОСОБНОСТЕЙ ОБУЧАЮЩИХСЯ**

Аннотация: в статье описывается актуальность проблемы недостаточной проработанности психолого-педагогических и организационных условий, направленных на повышение эффективности развития индивидуальных способностей школьников. Приведены результаты исследования в начальных классах с проверкой выявленных условий и показано их положительное влияние на индивидуальное развитие обучающихся.

Ключевые слова: индивидуальное развитие, способности, системно-деятельный подход, личностно-ориентированные технологии.

The question of the development of human abilities has been a mystery for teachers and psychologists of all times. Formed as a result of long discussions, two directions in the question of the true nature of abilities have led to a large number of studies, the creation of tests and diagnostic methods for identifying abilities at different stages of a human life.

In Russian psychology it is accepted that there are two psychological approaches to the development of abilities: a general psychological and a differential one. According to the first point of view, every person is capable of performing any activity and the ability itself develops in the process of this activity [3, p. 45]. With the differential psychological approach each person is individual in his abilities and the basis for their development is in person's inclinations.

Studying the question of the development of abilities in school conditions, we see it quite logical to identify the possibility or impossibility of pedagogically managing the development of pupils' abilities, to create a set of psychological and pedagogical conditions for the effective development of individual abilities of students. We chose younger schoolchildren to conduct the study because this age period is characterized by a vivid formation of interests, inclinations, intensive development and qualitative transformation of cognitive processes. An earlier analysis of existing typologies of abilities revealed a traditional and narrow division of abilities into general and special without defining them to subject areas. However, the task of identifying the subject predisposition in students prompted us to identify a certain range of abilities corresponding to dominant types of intelligence according to the most scientifically sound theory of multiple intelligence by H. Gardner [1, p. 23].

The scientist identifies nine types of intelligence and proves that the person's abilities depend on the most developed sphere of his mental perception of the world. It is necessary to emphasize the condition for the development of a certain ability precisely in the process of activity aimed at satisfying a certain need. Since a person goes through an evolutionary development from basic needs to spiritual needs, to de-

termine the level of development of each ability, we took as a basis the classical hierarchy of A. Maslow's needs, where we conditionally identified three levels: low, middle and high.

The experimental verification of the hypothesis of the study on the identification of a complex of psychological and pedagogical conditions for the effectiveness of the development of the abilities of younger schoolchildren consisted of two parts. Initially an ascertaining experiment was conducted. The study involved 230 students of junior grades of Secondary school №41 in Naberezhnye Chelny and Secondary school №16 in Chistopol.

The ascertaining experiment was carried out in two stages, where objective information was initially collected and obtained about the degree of interest of teachers in the development of individual abilities of younger schoolchildren, and the causes of difficulties encountered by teachers in the implementation of personality-oriented learning technology were determined. At this stage, the method of expert evaluation of teachers' pedagogical activity was used, monitoring the quality of pedagogical education, where the following elements were taken into account:

- the degree of awareness of primary school teachers in the assessment and development of individual abilities of younger students;
- educational, methodological and logistical support;
- technologies, forms, means and methods used in teaching;
- the degree of involvement of parents in the educational process.

At the second stage of the ascertaining experiment, the processing and systematization of the material was carried out, as a result of which the following results were determined:

- 82% of the teachers surveyed showed a clear interest in the need to develop the individual abilities of younger schoolchildren, however, 65% of them revealed insufficient competence in this matter;
- the educational, methodological and logistical support of all the studied classes is at a satisfactory level;

– among the technologies used, the most frequently used were project technology (78%), problem-based learning technology (65%), game and quest technologies (45%), technology of developmental and personality-oriented learning (31%);

– 73% of teachers surveyed stated a low degree of involvement of parents in the educational process parents themselves, to a greater extent (92%), expressed a high interest in the effective development of their children's individual abilities and are not against participating in school life.

The next block of the experiment consisted in the experimental verification of a complex of psychological and pedagogical conditions for the effectiveness of the development of the abilities of younger schoolchildren, among which were highlighted:

– adequacy and conformity of forms, means and methods of work to individual characteristics of students;

– the competence of the teaching staff in the assessment and development of the abilities of younger students;

– the use of personality-oriented and system-activity approaches as a technological basis for the development of students' abilities;

– involvement of parents in the educational process in the system of interaction «family – school».

The first part of this stage was aimed at improving the competence of teachers in the development of individual abilities of younger schoolchildren. It consisted of:

– developing a working methodology for the teacher's diagnosis of the individual characteristics of younger schoolchildren and analyzing the information collected, as well as conducting qualitative and evidence-based correlations;

– in detailing the directions of types of educational and extracurricular activities by types and levels of abilities, when included in which students will be able to develop their individual abilities more effectively;

– in drawing up a program and plan for involving parents in the educational process and their further implementation.

The second stage of the experimental test included the inclusion of students in the recommended activities according to the identified dominant abilities of students

and tracking their level of development. Thus, teachers were offered a list of various activities in which it was recommended to include students according to their most developed abilities. For each type of abilities and level, a certain range of activities was identified, which were recommended to be offered to students based on the results of diagnostics and the independent interest of children.

This activity was carried out by teachers in the third and fourth quarters of the academic year, after which it was recommended to re-diagnose with dynamics tracking. Indicators in the dominant areas of the developed abilities of younger schoolchildren remained stable, some of them have changed in the direction of increase. The conversation with the students confirmed the steady interest of the students in the proposed activity, which corresponds to their natural predisposition. This experiment proved the effectiveness of the developed methodology aimed at developing the individual abilities of younger schoolchildren and methods of involving students in a variety of activities according to their characteristics, interests and priorities.

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