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## Empirical Research Of The Use Of Personality-Oriented Methods In Primary School

Beibit Ibrayev<sup>a</sup>, Manshuk Kussainova<sup>b</sup>

<sup>a</sup> Director of Mangystau power engineering college, Aktau city, 130000, the Republic of Kazakhstan

<sup>b</sup> Professor of teacher advanced training institute, Oskemen, 070004, the Republic of Kazakhstan

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### Abstract

The paper considers and analyses the influence of experimental teaching program (introducing extra curricula classes of personality-oriented teaching) on the development of intellectual abilities and creativity of primary schoolchildren (with the help of changing the indexes of their intellectual operations) with the help of the chosen methods.

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### 1. Introduction

Nowadays personality development takes the first place in pedagogical science. Many scholars conduct research on various new methods of personality development, creativity development and many other new and modern approaches. In this paper we would like to consider and analyze the influence of experimental teaching program (introducing extra curricula classes of personality-oriented teaching) on the development of intellectual abilities and creativity of primary schoolchildren (with the help of changing the indexes of their intellectual operations) with the help of the chosen methods. Selected texts allow seeing the level of the maturity of the theoretical way of problems solution, theoretic approach to problem situations, the level of the development of the ability to act mentally, also analysis and reflection (Table 1).

#### Methods brief description used in practice

A.Z. Zak method is considered to be one of the most efficient means of psychogenesis of theoretic thinking development.

The test “Qualitative evaluation of tasks solution” designed by Zak diagnoses the level of general

Corresponding Author: Beibit Ibrayev  
E-mail: [beibitibrayev@gmail.com](mailto:beibitibrayev@gmail.com)

intellectual abilities, contains information about the level of mental development of schoolchildren, their individual peculiarities of cognitive activity. To evaluate a schoolchild intellectual activity correctly it is necessary to proceed from modern data about thinking as different ways of tasks solution: the generalized and unshared.

A.Z. Zak method contains 22 logical tasks. It allows to understand the nature of difficulties, arising while educational material acquisition and to plan the ways of their elimination.

This method allows conducting the research both individually and in-group.

The method is designed that it allows diagnosing the level of the development of the following qualities and thinking operations:

- ability to act mentally (AM): tasks 1-4;
- determine structural commonality of a number of numerals, tasks (SCT): tasks 5-10;
- problem statement analysis (SA): tasks 11-16;
- reflection (R): tasks 17-18;
- Planning of the steps and stages of mental solution (P): tasks 19-22.

Qualitative evaluation of the task solution is done according to the following scheme.

Table 1. Parameters and their criteria being researched in the paper

Parameters	Criteria	Method used
Intellectual abilities	- Analysis	A.Z. Zak "Qualitative evaluation of tasks solution".
	- reflection	
	- ability to act mentally	A.G. Gaishtut "Test of Math analysis".
	- structural commonality determination	
	- planning of the steps and stages of tasks solution.	
Creativity	- non verbal creativity, as the ability to produce new original product	E.P. Torrens "Complete Figures"
	- heuristic thinking	

If the schoolchild has solved only task 1, it means that he can not mentally replace this relationship for the reverse one. If 1 and 2 are solved, consequently the schoolchild is able to act mentally, as he can replace this relationship for the reverse ones but only in the beginning of solving one type tasks. We can conclude that he has a developed analysis skills but at a minimum extent.

It is proved by the fact that he is distracted from the external similarities of tasks statement and the question with the statement of the first and second subject in the task statement. Incorrect tasks solution with meaningless words proves the fact of not enough development of conditions analysis, inability to single out structural commonality of these tasks with the preceding ones, as tasks 5, 6, 9, 10 are designed in the same way as 1, 7, 8, 3 and 4.

Incorrect solution of the tasks 11-12-13-14, 15, 16 speaks about insufficient development of analysis. If the schoolchild has written the name of only one person in the tasks 17 and 18, whose relationship directly coincides with the task question we can conclude that reflection is not developed enough with this schoolchild.

Refusal to solve or incorrect solution of the tasks 18-22 stipulates the fact of relatively low development of planning action, as while solving these tasks in particular it is necessary to plan the course and stages of one's judgment.

Successful solution of all the tasks by the schoolchild speaks about relatively high level of the maturity of intellectual abilities according to his age. Actually such A.Z. Zak method "Qualitative evaluation of tasks solution" is enough to judge the level of theoretic thinking judgment. To complete the test schoolchildren should have definite skills and abilities: analyze the task statement, plan tasks solution, conduct reflection.

This method can be used to diagnose the level of intellectual development of primary school children.

The next method that we used in our research is the Test of Math analysis, developed by A.G. Gaishtut (TMA) – diagnosis of general intellect.

Assignments included in (TMA) test satisfy the requirements for any ability tests: they are standardized, homogeneous in structure, equivalent and regular according to difficulty. Besides, they correspond to the following requirements:

- a) theoretic validity – diagnose Math ability as it is;
- b) Ecologic validity – correspond to science-practical task.

As one of the most significant requirements for the assignments was their application in school practice we

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