

**INTELLECTUAL DEVELOPMENT,
EDUCATION OF WELL-ROUNDED
PERSON**

An integral component of folk pedagogy is intellectual education which is focused on mentally development of children. It is well-known that the family education covers introducing children to the world around them, shaping their cognitive interests, intellectual skills and development of cognition.

National pedagogy pays attention to the intellectual education which is given high evaluation to the mental development and its role and importance in the life of every human being by this folk wisdom: “Knowledge and intelligence is the human treasure”.

The main purpose of intellectual education in folk pedagogy is to develop children's interest, curiosity of mind and form the basis of their cognitive interests.

Developing an understanding of the world around you is a lifetime process that begins at birth. Knowing about the regularity and predictability of the universe is important. This knowledge, called cognitive development, is learned through mental processes and sensory perceptions.

Five of the sensory modes—seeing, hearing, touching, tasting, and smelling—are required for maximum development of the mental or cognitive processes

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Jean Piaget was originally trained in the areas of biology and philosophy and considered himself a "genetic epistemologist." He was mainly interested in the biological influences on "how we come to know." He believed that what distinguishes human beings from other animals is our ability to do "abstract symbolic reasoning."

Jerome Bruner states that what determines the level of intellectual development is the extent to which the child has been given *appropriate instruction* together with practice or experience. So - the right way of presentation and the right explanation will enable a child to grasp a concept usually only understood *by an adult*. His theory stresses the role of education and the adult.

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BRUNER AGREES WITH PIAGET	BRUNER DISAGREES WITH PIAGET
Children are PRE-ADAPTED to learning	Development is a CONTINUOUS PROCESS – not a series of stages
Children have a NATURAL CURIOSITY	The development of LANGUAGE is a cause not a consequence of cognitive development
Children's COGNITIVE STRUCTURES develop over time	You can SPEED-UP cognitive development. You don't have to wait for the child to be ready
Children are ACTIVE participants in the learning process	The involvement of ADULTS and MORE KNOWLEDGEABLE PEERS makes a big difference
Cognitive development entails the acquisition of SYMBOLS	Symbolic thought does NOT REPLACE EARLIER MODES OF REPRESENTATION

For Jean Piaget, the physical environment is important and the adult role is to make sure that environment is rich and stimulating, then to occasionally ask questions that challenge children's thinking about the environment.

For Lev Vygotsky, the social environment is important and the adult role is to help children tackle challenges that are just a little beyond what they could do alone.

- Children learn through the other areas of development .

Physical development – through the senses by touching, tasting, listening and playing.

Emotionally and socially - through playing with other children and being with people.

Important tools of intellectual development are **language and communication skills**

The two main areas of intellectual development are:

Language development – helps us to organize thoughts and make sense of the world around us

Cognitive development – is about how we use our minds and organizes thinking to understand the world around us. The outcome of cognitive development is **thinking**.

The outcome of cognitive development is thinking. The intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957).

In his research on the cognitive development of children (1966), Jerome Bruner proposed three modes of representation:

- Enactive representation (action-based)
- Iconic representation (image-based)
- Symbolic representation (language-based)

People with linguistic intelligence comprehend spoken and written language in depth and express themselves effectively.

Bodily-kinesthetic intelligence, the main concern is the ability to coordinate mental and physical activities to solve problems.

Identifying patterns, classifying problems and investigating problems scientifically are characteristics of people with logical-mathematical intelligence.

Musical intelligence detect patterns in sound easily, make harmonies themselves and easily learn musical instruments. Identifying different tones, even those others cannot hear, is their ability.

Artistic expression, through images and pictures, is a characteristic of people with spatial intelligence.

Interpersonal intelligence involves the ability to understand feelings, desires, qualities and intentions of others. People with interpersonal intelligence relate and work effectively with others and are usually leaders.

Individuals with intrapersonal intelligence understand and appreciate their feelings. The individuals are mostly conservative, are self-motivated and have a high internal locus of control. Howard Gardner

The great poet of the Kazakh people Abay Kunanbayev gave a definition of the concept of a 'man' and gave specific attention to its level of formation and development. The poet in his 11th word of edification gives the following definition: "Only when a child starts to lovingly absorb science and knowledge he can be called a man." He also emphasized such human aspects or qualities as the importance of living not for yourself, but for the interests of the nation. "A man who lives for himself is like an animal grazing on his own, *but a man who lives for his nation is a real man.*"

The didactic elements of the strength of knowledge contain these aphorisms: “Study in the childhood - that carved on the stone”, “What learned in the youth - is carved on the stone”, “Take only one lesson, and repeat it thousands of times”, “Knowledge requires repetition”, “Seen with own eyes - not truth, heard clearly - not truth, only studied thoroughly - truth”.

Prominent place in the intellectual education occupies a Tale that opens wide door to the outside world, makes child to think coherently, express thoughts clearly. Tales are interesting with its content and attractive because of their figurative language, high emotional charge. The mechanism of psycho-pedagogical influence of tales on mental development of the child is bright, deep and convincing.

Along with fairy tales huge educational function in national pedagogy have **epics, dastans and legends**. N.G. Chernyshevsky referred folk epic to the brightest manifestations of people's genius, considered it as the best achievement of the national culture. “National epic - he wrote - always reflects the heroic era in the life of people, and only those peoples have the heroic epic, which were active in the struggle for national independence. Therefore, the epic always expresses the people's energy, their will to win”.

The peoples of Central Asia and Kazakhstan are the holders of the richest of the heroic epics glorifying the struggle of peoples for their independence, reflecting their customs, traditions, and to a large extent their educational culture. The legendary Kyrgyz epic “Manas” - is widely epic artistic display (five hundred thousand lines) years of people's struggle for freedom and independence. This is their dreams, ideals, customs, manners and aesthetic tastes. Each Kyrgyz family knows and is widely used episodes of “Manas”, educating the children a sense of patriotism and love for the motherland, faithfulness, truthfulness and honesty.

A remarkable epic of “Alpamysh” exists in the Uzbek, Kazakh, Karakalpak family. Epic “Alpamysh” (Uzbek version - 14,000 lines) educates patriotism, friendship and sense of loyalty in love.

Patriotism, selfless service to country and the people are at the heart of another heroic epic – “Kor-oghlu”, a widely used not only in Central Asia but also in the Middle East

Effective learning tool in folk pedagogy is addressed to the proverbs. Children hear proverbs from adults and memorize them easily.

Sayings and proverbs – national pedagogical miniature. Poetry of sayings and proverbs are tightly bound with pedagogy. Moreover, national wisdom has special pedagogy.

Sayings and proverbs – have moral-instructive character. In sayings and proverbs are synthesized the most secret thoughts of people **about person, upbringing, forming personality.**

“Look before you leap”

“Prosperity makes friends, adversity tries them”

“A friend in need a friend indeed”

“Business before pleasure”

“East or west, home is best”

“Many hands make light work”

“No pains, no gains”

“Cut your coat according to your cloth”

Working with proverbs have very beneficial effect on child development including the development of speech.

Al-Farabi described twelve qualities which need to be taught on the basis of innate abilities or formed at a young age. These were as follows:

- in a person *all organs should be without* defects, these organs should be formed and adapted to execute and complete their respective functions.
- each person should naturally understand what is said to him, and *should penetrate* the meaning of the matter;
- a person should *effectively store in his memory* without forgetting anything;
- a person should be *in possession of such an intellect and vigilance*;
- a person *should have eloquence* and be an orator, clear expressions;
- a person should have *an enormous need to assimilate art and knowledge*;
- a person should be *temperate* in consumption;
- a person should be understanding, morally consistent, should love *truth and truthful* people;
- a person's soul should naturally strive towards good deeds and be cautious of *base deeds*;
- the human nature should avoid dirham, dinar and other temptations of deceptive life, should *strive towards righteousness and love the righteous* and those who sow righteousness, he should help victims of injustice and be guided by justice, he should help those who suffer as a result of injustice, in as far as possible *doing good to all his neighbours*;
- a person should be righteous, *not exhibiting his whims* at the expense of justice;
- a person should be pitiless in regard to injustice and baseness, show *decisiveness* in the execution of set objectives, be *strong and courageous*, distance himself from cowardice and indecisiveness.

Questions and tasks for seminar

- 1) The views of people about intellectual upbringing
- 2) Describe folk means of familiarizing children to knowledge, intellectual abilities and skills: fairy tales; eposes; riddles; proverbs; tongue twisters; rhymes; puzzles etc
- 3) Disclose national knowledge about
 - folk medicine; calendar; meteorology; astrology
- 4) The significance of people's ideas and experience of mental training in modern pedagogic process
- 5) The importance of arts and crafts in child's upbringing process
- 6) Influence of the songs on the personal development.
- 7) Development of children's personality
- 8) Role of intellectual education in character building

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