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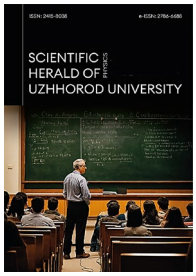

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Development of intellectual activity in the process of forming a professional personality of future philologists

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Abstract

Relevance. The relevance of the study is conditioned by the fact that the problem of improving the quality of education through the development of the intellectual activity of each student, who must constantly be in the conditions of innovative and cognitive search, and in the process of professional training must master not only professional competencies, but also learn how to creatively apply them in industrial and social practices, comes to the fore today.

Purpose. The purpose of this study is a conceptual analysis of the mental essence of the concept of "intellectual activity" in the format of a mind map and identification based on conceptual dominants that can be used to model a methodological system for the development of intellectual activity in the process of vocational training.

Methodology. The use of conventional methods and technologies has exhausted its possibilities, especially in the context of online learning. In this regard, it became necessary to revise the usual teaching methods and find more effective ones, using all the technical capabilities of the distance learning format to trigger the intellectual activity of students, in particular philologists.

Results. This paper presents the results of the study of the content and mechanisms of internal and external intellectual activity of the subject of teaching, the understanding of which would allow teachers to effectively organise the educational process.

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Conclusions. The significance of this study lies in the fact that based on the generalisation of conceptual information about the mental essence of the concept of "intellectual activity", a methodological model for the development of professional competencies of future philologists through the intensification of their intellectual activity has been developed. The scientific originality of the study is determined by the creation of a methodological model for the development of intellectual activity and its approbation in the process of creating an electronic course.

Keywords: intellectual activity; conceptual content; mental model; methodological model; educational process.

Introduction

The emergency and forced transition to distance learning in March 2020 of almost all universities in the world have put forward before the education system complex issues of organising the learning process of students in the conditions of mass application of distance learning technologies. First of all, the problems of choosing the most productive and accessible digital learning platforms for students, adapting traditional methods to their capabilities, searching for new teaching methods and monitoring the achievement of expected results have become urgent. This period has also become difficult for the system of higher and postgraduate education of the Republic of Kazakhstan (RK) due to its targeted reform to improve the quality of higher and postgraduate education in the parameters defined by the National Higher Education Qualification Framework of the Republic of Kazakhstan, certified for comparability with the European qualifications framework. In accordance with the principles of the European Higher Education Area: the principle of the development of the social dimension and the principle of lifelong learning – the effectiveness of professional training is determined not so much by the amount of knowledge acquired by students, but by the ability to apply this knowledge in educational, professional and social contexts of activity to adapt to the conditions of new situations. According to Jean Piaget the psychological and cognitive tool of human adaptation is intelligence [1]. The potential of a person who is ready and able to act expediently in changing conditions of professional and social spheres is provided by mechanisms of self-organisation and self-regulation as basic factors of intellectual activity [2; 3]. The resource of self-organisation ensures the effectiveness of learning educational material, allowing the person to "learn" [4-6]. The acquisition of professional competencies by future specialists, especially in the conditions of online learning and during the post-pandemic crisis, can be most successful through the promotion and development of the directed intellectual activity of students.

The purpose of this work is to summarize scientific information about the mental essence of intellectual activity in the format of a mind map and, on its basis, develop a methodological model for the formation of professional competencies of future competitive specialists. To test the proposed model, an electronic course was developed on the discipline "Stylistics of the Modern Russian Language" as the basic one in the educational program "Russian Language and Literature".

The object of the research is the content of the educational process that ensures the development of the intellectual activity of students as a key parameter of professional competencies of a future specialist. The subject of the research is a methodological system for organising educational activities aimed at the development of intellectual work and creative independence of students in the process of teaching philological disciplines using digital technologies.

The relevance of the study is determined by the fact that in conditions of social instability of society, it is necessary to ensure the stability and quality of the development of qualification parameters of specialists as a synthesis of their knowledge, ability to interpret, generalise, and evaluate scientific information and advanced professional experience, ability to create new intellectual products, effectively use modern technologies, and adapt digital platforms to the conditions of professional activity. The positive results of the testing of the methodological model have shown its effectiveness in the conditions of online learning. Digital technologies for offline learning, included in the methodological system as its components, would allow for more effective development of intellectual activity as a personal quality of the student, which will provide the opportunity to study throughout their life [7-9].

The purpose of this study is to summarise scientific information about the mental essence of intellectual activity in the form of a mind map and to develop a methodological model for the formation of professional competencies of future competitive specialists on its basis. To test the proposed model, an electronic course on the discipline "Stylistics of the modern Russian language" was developed as a base in the educational programme "Russian language and literature".

Materials and Methods

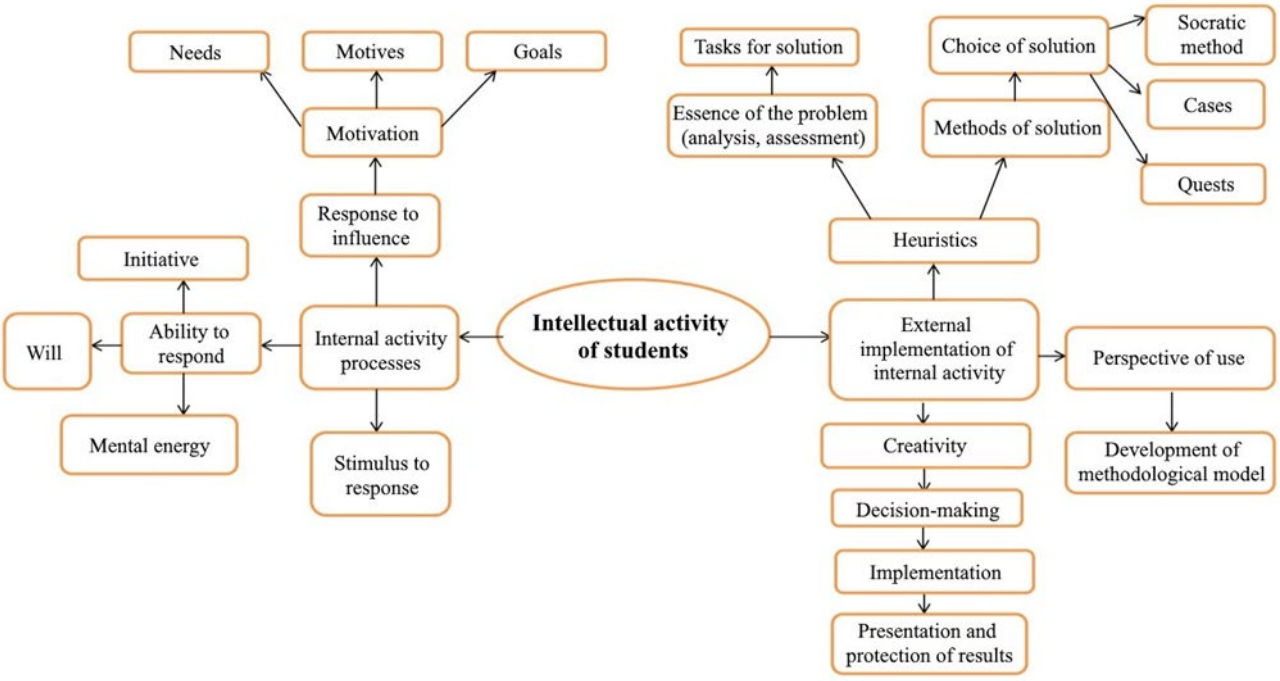
To achieve the stated goal, the authors of the article studied domestic and foreign experience in the scientific and pedagogical study of the phenomenon of intellectual activity.

The procedures of mental modelling allowed identifying both the cognitive essence of the concept of intellectual activity and developing the conceptual and procedural foundations of a methodological model for the development of the intellectual activity of students.

Scientific information was summarised by means of mental mapping. Mapping as a way of depicting the process of general system thinking using diagrams is presented in the paper by T. and B. Buzan [10]. British researchers define a mind map as a graphical expression of the process of radiant thinking. The term radiant thinking comes from the word "Radiant" – a point of the celestial sphere, from which the visible paths of bodies with equally directed velocities, for example, meteorites of the same stream, seem to originate. Similarly, radiant thinking refers to associative thought processes, the starting point or point of application of which is the central object [10]. The reaction to this object becomes the process of excitation, which spreads from one nerve cell to another, capturing all new parts of the brain, and activating various information stored in memory. The universality of this method is that it

can be used in all areas, including in the learning process. Mind maps functions in accordance with the natural structure of the brain, so it is easier to perceive and remember the information displayed on the map. This is an effective form of notes, which has a significant difference from conventional note-taking [11]. Mind maps are an effective method to be used with students in the learning process [12].

The techniques of mind mapping allowed identifying and demonstrating the conceptual essence of the phenomenon under investigation (Figure 1).



The nearest periphery of the essential characteristic of the concept of intellectual activity as a mental activity, it is represented by a process component: the processes of internal activity and the processes of external actualisation of internal activity.

Internal intellectual activity, according to the majority of Kazakh, Russian and foreign researchers, is the body's reaction to external environmental irritation. This irritation is caused by a combination of mental processes.

The study considers the nearest periphery of the processes of internal intellectual activity, depicted on the left side of the mind map. Motivation is not a single object, but rather a systematic education that includes motivational beliefs and values, needs, goals, and motives [13]. The motivation of students is their source of motivation for intellectual activity and active assimilation of the content of education, conscious, creative attitude to knowledge acquisition. Overcoming learning obstacles stimulates motivation and increases students' self-esteem [14]. The researchers (S.L. Rubinstein and J. Nutten) also considered motivation as a process of intellectual processing of needs and their implementation into plans, goals, methods of action considering environmental and personal capabilities, self-esteem, etc. Internal motivation encourages students to act to achieve their goals and make efforts to pursue them [15].

Therefore, it is true that one of the most significant conditions for obtaining the greatest return from the implementation of the educational process is a high degree of motivation of the student [16]. The educational process should proceed in such a way that the assimilation of concepts, categories, laws and methods become internally motivated, important for the student studying them, which would ensure the development of a scientific worldview that characterises the graduate as a specialist who has mastered professional knowledge [17].

Maintaining positive motivation is inextricably linked with other mental phenomena, such as initiative, will, and mental energy. According to D.B. Bogoyavlenskaya [18] intellectual initiative as a criterion of intellectual activity of a person is an externally unstimulated continuation of thinking beyond the situational assignment, since in the presence of a need for cognition, activity is not suspended when the initial task is completed. The need for cognition considers any activity as exploratory. This ensures its development, no longer by an external stimulus, but upon its own initiative [18]. The manifestation of initiative means a strong-willed effort, an active orientation of the individual to commit an action, a change in the external situation. In other words, an initiative person is able to set goals independently and organise themself so as to achieve them, has a large amount of free energy, which finds its outlet in fruitful activity.

The reason that motivates the activity is the incentive (by definition of D.N. Ushakov). A stimulus is a system-forming element of the motivational sphere of a person, an irritant that causes a reaction to external influences, thereby directing internal intellectual activity. The most important area of changing internal intellectual activity is "the transition from the processes of the adaptive plan of the subject to the processes of transformation and active construction of external environmental conditions, the desire to preserve and develop their inner certainty", the parameter by which the complication and development of the internal intellectual activity of the student is his intellectual activity associated with the waste of mental

energy and focus on a positive result, thanks to which the student can again accumulate energy for subsequent intellectual actions. Consequently, an intellectually active personality is formed and manifested in the process of activity. The last one acquires a dynamic character when a student shows a higher level of activity [19], which is characterised by a new formulation of tasks and subsequent implementation of intellectual actions.

Thus, all components of internal intellectual activity are interconnected and form a single whole in the student's mind, and their interrelation is carried out due to the purposeful internal motivation of the student to implement and transform intellectual activity. Intellectual activity, representing a complex, step-by-step, self-developing process of emergence, consolidation and transformation of the content characteristics of cognitive, motivational, emotional, regulatory and productive components, provides students with the opportunity to exercise intellectual activity [20]. An important role, in this case, is played by the teacher as the leader of the effective activity of cognition and active assimilation of the content of education by students, who is able to organise the external interaction of the participants of the teaching as a whole and teach students to focus on the internal ability to interact. To do this, it is necessary to organise the educational and cognitive activity of students in ascending complexity based on reproductive methods – the development of a stimulus and productive level of intellectual activity and productive methods – the development of heuristic and creative levels of intellectual activity. The levels of intellectual activity are the processes of external realisation of internal activity, a quantitative indicator of mental activity, displayed on the right side of the mind map, was used to extrapolate the main parameters of the mental model into the format of educational procedures, which allowed developing a conceptual basis for a methodological model for the development of professional competencies based on the promotion of intellectual activity (Figure 2).

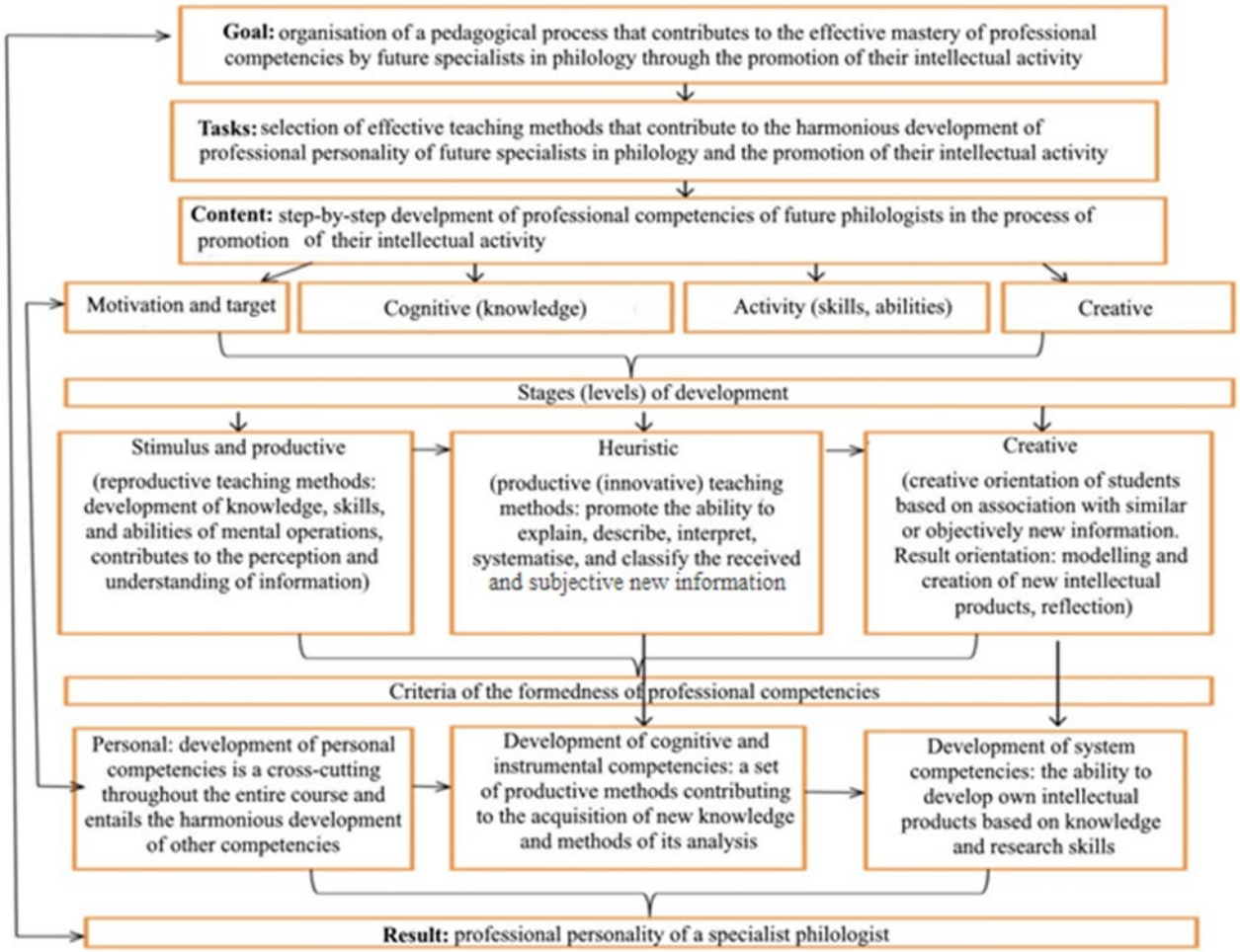


Figure 2. Methodological model of the development of professional competencies of future philologists through the promotion of intellectual activity

activity is manifested in the combination of flexibility of thinking with the interest of the subject, which generates originality.

Further, this block defines the essence and features of the process of development of professional competencies of future specialists through the gradual promotion of the intellectual activity. Assessment and forecasting of these stages is based on the levels of intellectual activity. The performance evaluation block includes criteria for the development of professional competencies in the context of the implementation of the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 "On approval of state compulsory standards of education at all levels of education" [21].

The results of mastering the curriculum according to the presented methodological model of training future philologists are determined by the competencies acquired by graduates through the development of their intellectual activity. Accordingly, there is a fundamental rethinking of the conventional means of influencing the student's personality in the educational space of the university, in which the subjective position of the future specialist forms the basis for the development of his creative and intellectual potential. In addition, the universality of this methodological model is that it can be adapted for the training of specialists of any profile.

Results and Discussion

The correctly chosen methodology for solving the problem under study – mental modelling of the cognitive essence of the key concept "intellectual activity" and the development on a conceptual basis of the mental model of the key parameters of the methodological model of the development of professional competencies – allows creating a theoretical foundation of the educational process focused on the development of intellectual activity as a personal professional quality of the future specialist. The originality of this study is ensured by the fact that a logically coherent and methodologically verified methodic model has become the basis for producing key criteria for its adaptation and testing in the process of implementing an electronic course on the discipline "Stylistics of the modern Russian language".

The practical significance of the study is conditioned by the possibility of using reproductive and productive teaching methods, including digital ones, which ensure the development of key competencies of an intellectually active person corresponding to a new educational paradigm in the process of studying an online course in the discipline "Stylistics of the modern Russian language". The combination of these methods in teaching contributes to a more effective process of assimilation of the studied material [22-24].

This online course is aimed at activating and increasing the productivity of students' intellectual activity through the creation of positive motivation for studying the discipline, visual presentation of educational information, interactivity, orientation to independent mastering of the material, integrated use of multimedia and teaching methods.

The authors used the Google Classroom platform to create an online course. This platform combines useful Google services organised specifically for teaching. In comparison with other digital platforms and their applications, the tools provided by Google are convenient because they are linked to calendars and Gmail. That is, when making an appointment or planning a joint event with students, the teacher automatically generates a link to Google Classroom. It is enough for a teacher to provide a short link to a specific topic, and students can easily download it by clicking this link in the Google application on their mobile phone or computer [25-26]. Due to the rapid exchange of information, there is a great potential for transforming the traditional presentation of educational information [27]. The rapid development of information technologies and information means of content delivery in the form of the latest models of smartphones, tablets, and similar electronic devices, encourages users to master information innovations. One of the consequences of this is the development of intellectual activity [28-30]. The advantages of using an electronic course on the discipline "Stylistics of the modern Russian language" on the Google Classroom platform are:

1. Technical capabilities of the service. The platform is based on free hosting and wiki technology, which is enough to create an effective electronic learning environment on the site.

2. Simple setup. Teachers can organise courses, invite students and other teachers. It is convenient to publish assignments, announcements and questions in the course feed [31].

3. Saving time and paper. Plan the learning process, create courses, distribute assignments, and communicate with students – all this can be done in one service [32].

4. Convenience. Students can view assignments in the course feed or calendar or on the To-Do List page. All materials are automatically added to folders on Google Disk.

5. Productive communication. In the classroom, teachers can post assignments, send out announcements, and start discussions, and students can exchange materials, add comments to the course feed and communicate by email. Information about the submitted papers is constantly updated, which allows teachers to quickly check assignments, issue grades, and add comments [33].

6. Integration with popular services. The Classroom allows working with Google Docs, Calendar, Gmail, Disk, and Forms.

7. Accessibility and security. The Classroom is a free service. There is no advertising in it, and the materials and data of the participants are not used for marketing purposes.

The considered advantages of Google allowed developing an electronic course on this platform and successfully testing a methodological model for the development of professional competencies of future philologists through the promotion of their intellectual activity.

The significance of the study is confirmed by the efficiency of the distribution of the studied material in the course "Stylistics of the modern Russian language", a large selection of digital tools used in the exchange and processing of educational data.

An online course is a universal tool for distance learning, especially in connection with the current situation in the world conditioned by the pandemic. In the current

conditions, those teachers who develop professional competence in accordance with innovative transformations will be competitive, as the importance of acquiring functional literacy, computer skills and new technologies has increased [34-36]. The use of innovative technologies allowed carrying out constructive interaction between participants in the educational process, organising interactive activities of students, and the productive studying of the discipline.

The comprehensive implementation of the results of the methodological model into the practice of teaching an online course and assessing the level of development of students' knowledge, skills, and abilities was carried out based on B. Bloom's taxonomy. This is a classic model of the development of intellectual activity of students. B. Bloom proposed six consecutive -categories or levels of learning: knowledge, understanding, application, analysis, synthesis, evaluation. And three degrees of emotional assimilation of information: perception, response, values (www.businessballs.com/bloomstaxonomyo¬flearningdo main 20.03.19). The creation of the taxonomy was conditioned by the need to accurately consolidate ¬the planned results (goals) of the educational process. Based on B. Bloom's taxonomy, qualification requirements of the European Educational Area have also been developed, characterising the achievement of a particular cycle/level of education: bachelor's, master's, doctoral studies [37]. Drawing up tasks in accordance with the levels of this tool allowed testing each stage of the methodological model and solving the following tasks:

1. Design of training tasks. A set of tasks has been developed for each topic/module. The sequence of tasks is determined by the principle of transition from simple to complex.

This stage of the course will be demonstrated with examples of tasks on the topic: Stylistic norm. The concept of stylistic errors.

Task 1. (correlated with the incentive and productive level – knowledge/understanding/application): work through paragraphs 58-63 (pp.149-170) of the electronic textbook by M.N. Kozhina, L.R. Duskayeva, V.A. Salimovskiy [38] "Stylistics of the Russian language".

Task 2. (heuristic level – analysis): give a classification of speech errors, formalise them in the form of tables, charts, diagrams.

Task 3. (heuristic level – synthesis): find non-stylistic and stylistic errors from various texts, give them an explanation.

Task 4. (correlated with the creative level – assessment): to confirm the correctness/incorrectness of the opinions on stylistic errors, analyse all the errors of one of the school essays (in writing), give an assessment, argue your position.

Tasks of this type allow the student to learn the educational material effectively and avoid gaps in knowledge. The student, first of all, should be able to reproduce the studied material: to express in their own words, explain its essence, describe, summarise scientific and factual information, demonstrate their knowledge and understanding. Possession of knowledge allows the student to apply the acquired knowledge in a studied and new (partially modified or new) situation, to build own programmes of analysis of scientific and factual material: to compare and substantiate similarities and differences, conduct scientific experiments. In other words, the student receives the necessary knowledge and methodology of working with it to ensure the ability to create their own product and evaluate their own ability to do it qualitatively, consciously, and effectively. Thus, the student learns to think critically and analyse the information of texts at a higher level, which contributes to the development of higher-order thinking [39-41].

2. Evaluation criteria. The level of knowledge quality can be assessed by the complexity of the completed task. Students are only required to have skills on which they have worked or are working by the time of the test. This approach ensures the effectiveness of the development of professional competencies of students. For this purpose, the authors of this study have developed a grading scale for each passed topic through descriptors. Further, the purpose of the evaluation tool determines its use to measure the student's achievements based on descriptors for one topic (section) and a set of topics (module), discipline as a whole.

Different methods and technologies were used in the process of evaluating student learning outcomes. However, the case study method and web-quest technology, which was used during practical classes, are very popular among students. During the final control, students present and defend their own intellectual products in the form of projects, portfolios, quests, and also have the opportunity to self-evaluate themselves, to evaluate each other's activities, and the activities of the teacher. As a result, an objective assessment is obtained, which ensures transparency of the actions of participants in the educational process.

3. Stimulation of learning. An idea is being developed for teachers to motivate students by creating situations of success at every stage of activity. The aspect of gamification of education, represented by web-quest technology, can be useful and relevant, while teachers themselves are active participants in the pedagogical process [42-44], since, using innovative teaching methods, teachers improve together with students, learn to combine different methods, build the learning process democratically.

4. Development of the portfolio database. Each portfolio contains verified information about a student learning an online course. The portfolio stores the completed course material and the evaluation of the student's performance. The portfolio is also a way of self-presentation and a self-assessment tool during the final control.

Thus, the implementation of educational activities and increasing its effectiveness through the promotion of intellectual activity of students is carried out through the use of new digital tools. The study suggests that the orientation towards achieving a specific type of learning outcome, which is proposed when learning an online course, would allow building the learning process in the bachelor's degree as a process focused on the development of the intellectual activity of students. And intellectual activity as a way of mental activity is visualised in the subject's awareness of their educational needs.

Conclusions

From the above, it follows that the consideration of theoretical and methodological problems of the development of the intellectual activity of the individual exists as a scientific problem, the solution of which lies in the plane of the educational process. Using the example of an electronic course on the discipline "Stylistics of the modern Russian language", the authors tried to demonstrate the approbation of a methodological model for the development of professional competencies of future philologists through the promotion of the intellectual activity. Studying this course, students have opened up many opportunities for self-organisation of their own intellectual activities, and tracking their progress through the creation of portfolios and intellectual products.

The Google Classroom digital platform, due to its interesting interface, contributed to the creation of conditions for motivating students and their creative self-realisation, and for operational communication and information exchange with classmates and a teacher. For the teacher, the development and implementation of an electronic course in the educational process allowed creating a single database for storing data about the student, educational material, effectively and interestingly conducting classes, evaluating the results of students' achievements. It also allows teaching students effective interaction in the process of educational activity, that is, forming the ability to purposefully master professional skills, developing the ability to communicate, finding and processing data, showing their creative potential, and, consequently, promoting the intellectual activity of students.

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None.

Conflict of Interest

None.

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Розвиток інтелектуальної активності у процесі формування професійної особистості майбутніх філологів

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Анотація

Актуальність. Актуальність дослідження обумовлена тим, що сьогодні на перший план виходить проблема підвищення якості освіти через розвиток інтелектуальної активності кожного студента, який повинен постійно перебувати в умовах інноваційно-пізнавального пошуку, а в процесі професійної підготовки повинен оволодіти не тільки професійними компетенціями, а й навчитися творчо застосовувати їх у виробничій і соціальній практиці.

Мета. Метою даного дослідження є концептуальний аналіз ментальної сутності поняття "інтелектуальна активність" у форматі ментальної карти та виявлення на основі концептуальних домінант, які можуть бути використані для моделювання методичної системи розвитку інтелектуальної активності в процесі професійної підготовки.

Методологія. Використання традиційних методів і технологій вичерпало свої можливості, особливо в умовах онлайн-навчання. У зв'язку з цим виникла необхідність переглянути звичні методи навчання та знайти більш ефективні, використовуючи всі технічні можливості дистанційного формату навчання для активізації інтелектуальної діяльності студентів, зокрема філологів.

Результати. У статті представлено результати дослідження змісту та механізмів внутрішньої та зовнішньої інтелектуальної активності суб'єкта навчання, розуміння яких дозволить викладачам ефективно організовувати навчальний процес.

Висновки. Значущість дослідження полягає в тому, що на основі узагальнення концептуальних відомостей про психологічну сутність поняття "інтелектуальна активність" розроблено методичну модель розвитку професійних компетентностей майбутніх філологів через активізацію їхньої інтелектуальної діяльності. Наукова новизна дослідження визначається створенням методичної моделі розвитку інтелектуальної активності та її апробацією у процесі створення електронного курсу.

Ключові слова: інтелектуальна активність; концептуальний зміст; ментальна модель; методична модель; навчальний процес.