

ализации основных направлений программы саморазвития как педагога-исследователя;

-формирование и презентация портфолио достижений в научно-исследовательской деятельности за текущий учебный год.

Особое внимание руководителю СНО необходимо уделить целенаправленной и системной работе студента по проведению рефлексии, которая выступая итоговым и важным этапом саморазвития, должна заключаться в соотношении поставленных целей с полученными результатами, выявлении личностных изменений в научно-исследовательской деятельности, определении эффективности спроектированных самовоздействий, выявлении причин успехов и неудач, поиске путей преодоления затруднений.

Выводы исследования и перспективы дальнейших изысканий данного направления. Таким образом, подводя итог, следует отметить, что процессу организации научно-исследовательской работы в высшем учебном заведении необходимо уделять особое внимание, так как эффективность данного вида деятельности определяет уровень сформированности методологической культуры студента.

В связи с этим, представляется разумным привести мнение С.Л.Рубинштейна, который писал: «Субъект в своих деяниях, в актах творческой самодетельности не только обнаруживается и проявляется, он в них создается и определяется. Поэтому тем, что он делает, можно определять то, что он есть; направлением его деятельности можно определять и формулировать его самого» [13, с.106]. Из сказанного можно сделать вывод об огромной роли деятельности, в том числе и научно-исследовательской в формировании личности обучаемых.

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RESEARCH WORK OF STUDENTS IN THE PEDAGOGICAL PROCESS HIGHER EDUCATIONAL INSTITUTION

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Annotation: contents and structure of this article reflects the process of the organization of research work in high school, focused on development of methodological culture of the student.

Keywords: scientific-research work, the methodological culture, competence, reflection, students scientific society.

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ПРОБЛЕМЫ ИНДИВИДУАЛЬНОЙ МОТИВАЦИИ

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Аннотация: Понятие о мотивации всегда было значимо, особенно для специалистов в сфере образования; в частности, была выявлена особая роль здесь мотивационных закономерностей. Исторический процесс формирования концепции мотивации, в том числе психолого-педагогической, есть также основа анализа проблемы индивидуальных мотиваций.

Ключевые слова: мотивация, цели, познавательные принципы, различные мотивы.

Introduction: Motivation is an intrinsic phenomenon that is affected by four factors: Situation (environment and external stimulus), Temperament (state and organism internal state), Goal (purpose of behavior and attitude) and Tool (tools to reach the target). People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their job until they gain enough success in learning and academic achievement [13: p.66].

Hence, can be said motivation shows reasons for their behaviors and indicate why they act in a certain way. Motivated behavior is an energetic, oriented and continued behavior [15: p.45].

From educational point of view, motivation is a polyhedral structure which is associated with learning and academic achievement [13: p.67]. There are several interpretations and differences from motivation. In the field of education, motivation is three dimensional phenomenon that include beliefs about one's ability to perform the desired activity, reasons or purpose for doing that activity and emotional reactions associated with the activity [7: p.426]

Definitions of Motivation: The term of motivation derives from the Latin root which means Stimulate. Motivation is behavior; it isn't a thing or special event that can be observed directly. It is a compound which describes specific behaviors. Two aspects of the behavior described by the concept of motivation which consists justify the behavior or purpose of a behavior and appropriate consuming energy. In the other word, when behavior is motivated to get a particular purpose, or when severity and incidence level of energy is different from previous situation. Thus, the term of motivation refers to two different problems. First, what does make a man activate? Then, what does dominate a form of some activities to the others?

Sometimes we meet some people who say: "there is no motivation!" or "I am not motivating enough to do anything!" Term of motive is known as a force within individuals that lead them to a target.

"Motivation" refers to a process or a circulation which help us for motivate ng others. So, there is a potential motivation inside of men which others have raised it [59: p.1].

Definition 1: motivation is the following of factors or a position which compel an individual to carry out specific actions in an organization.

Definition 2: by assumptions, motivation usually means that thing which makes energy and leads it to stable behavior. In a short word, it is a degree and tensional behaviors which happen in behavioral status of a person.

Definition 3: motivation is a process that starts with a requirement or a physiological or psychological deficiency and the cause of activation of a behavior either to a target or encourager.

Definition 4: motivation is a set of processes that the reason of stimulate, orientation and maintaining human behavior towards achieving a goal.

Psychologists examine motivation from two sets, intensity and direction. In other word, motivation is a set of forces that cause people to be engaged in a particular behavior no other behaviors [same].

Definition 5: motivation in the concept of interest and tends to feel more committed to work. Motivation is assumed that the selections can be influenced by human or other living organisms.

Differences between goal and motivation:

Motivation and need are an inner state of person while the targets are outside of individual and sometimes they are remembered as expected rewards. Motivation and need are important to create a situation to satisfy individual. Motivations and goals have interaction on each other if the motivation is high in individual, the long-term goals will be chosen and if the value is too high, the level of motivation will be increased in the person or if need like extreme hunger can satisfy person for eating bread but in the other times it can be different [11: p. 24].

Motivation has four main components or main stages:

1- Previous position that may be a requirement or incentive. The first is lack or shortage such as needed of food. The second is for something that can make live organism active either inside or outside.

2- Motivation or drive.

3- Instrumental behavior; is the specific activity of the live organism which tries to reduce motivation.

4- Reduction of drive; that is the goal to achieve something like food. It can quench motivation for a long or temporary period.

In fact, can be argued that motivations are periodic and whenever a stimulus or a particular need increase again, this process repeat again [14: p. 26]. The main parts of making a general pattern of motivation are including: 1- needs or expectations 2- behaviors 3- goals 4- type of feedback.

The basic principle of motivation is based on ability and motivation. According to this principle any task cannot be performed successfully unless the person, who has chosen to do it, has enough ability to act. But to achieve a high level

of performance should also be eager to such a high level of performance. When managers talk about motivation, their purpose is that what factor motivating, behavior in the person, how the behavior can be stabled? Motivation process begins with the determination of the goal forces. Personal needs are lacks that in a certain time individual grapple with them which these deficiencies may be psychological, such as necessity of recognize by the others or social needs like necessity of finding friends. Needs can be empowered by factors that person will be more influenced by motivational efforts because It creates stress that the person is willing to reduce its [same].

Possibility, reflect the perceived limitations of environment and the amount of achievable goals that can satisfy certain requirements which specified by individual [15: p. 155]. Motivation is oriented goal. Motivation has an individual conclusion which person wants to achieve it. The goals' of stuffs can be seen as forces which can attract people. In addition, achieving the desired objectives may be reduced shortages [3: p. 121].

Individual and team motivation doesn't occur in an isolate situation from organizational context. It depends to some external and internal factors which are associated with the organization. For example, motivation depends to mission, goals, culture, history and values of the organization [15: p. 141]. Achieve to high levels of motivation cannot be fertilized unless stuffs accept that administrator's expectations are realistic and accessible. If subordinates are encouraged to strive for unreachable goals, finally abandoned the effort and results are in a lower level of their ability. Mac Klind and Atkinson's investigations have shown that the degree of motivation and effort goes up until possibility of success come to 50 percent then began to decrease even if the possibility of success increases continuously [15: p. 153].

Process of motivation:

Although the general model of motivation process is very simple and straightforward but in real situation this process is less clear. One of complexes of motivation process is that motives can be understood but cannot be seen so when we see people who work a lot, we don't really know that is for more income or they simply enjoy their work. In fact, there are at least five factors for realization of difficulty behaviors of external motivations:

1. Any simple work or effort may be represented various motives.

2. Other motives may be faced in the form of disguise.

3. Several motives may appear with tasks and actions.

4. Similar motives may be expressed by different behaviors.

5. Personal and cultural factors may decrease significantly the way of representation of some of motivations [13: p. 11].

Another complication is the process of effective motivation that achieve to goal have been impressed subsequent motives and behaviors. With satisfaction of certain motives such as hunger, thirst, sexual desire and personal success, these motives are usually decrease considerably and other incentives come as the primary motivating factors. However, to achieve some specific goal may be increased or intensified in some other targets [13: p. 12].

Another reason for complexity of motivation is because of the dynamic nature of needs. Anyone in anytime have many needs, wishes and expectations that these factors are not only changed rather they are collided with each other. Also, there are significant differences in the ways which different people choosing given motives within other motives. Another factor is the complexity force of each individual in pursuit of motives [3: p. 121]. Finally, we must understand several basic assumptions when discuss about the theories of motivation and methods which managers create motivation between their stuffs:

1. Motivation is a good thing, have you ever heard that anyone praised something which didn't create any motivation?

2. Motivation is one of the few factors that play a role in

the individual performance. Some important factors such as the ability, resources and conditions that a person must do them.

3. Motivation hasn't rich sources and resources should be prepared new motivations how often. Based on this assumption motivation can exit with over time. Theories of motivation, methods and motivation processes are dealing with a process that never ends if will not reach the end.

4. Motivation is the tool which the manager can be set working relationships within the organization if the manager knows what causes make their employees motivate. It can be included job-related rewards that lead to "stimulate" between the employees [4: p. 79].

Classification of motivations:

If the motivations are classified according to the "motives" or a tangible goal that people work for reaching them, this can be classified motivation into three groups: physical, social and mental.

Psychological motivations:

Psychological motivations refer to group of motivations which related to satisfy individual's biological requirements such as hunger, thirst and etc. in the occupational environments employees need to basic requirements like safety and proper food. It is said that the effect of motivations on individual's behavior has an inverse relation with satisfaction of those needs. When the employees of organizations are busy for preparing their basic requirements, they have less opportunity for addressing the needs are far more important and therefore, they are less innovative and less able to complete their tasks [12: p. 400].

Social motivation:

Social motivations refer to set of motivations that satisfy their need to cooperate or accept individual by other people. With this definition, acceptance of an employee by other colleagues and as a member of their society he/she satisfy his/her social motivations. Having good partners and desirable, friendly manager, polite and kind and eligible occupational positions are satisfying the social needs of people in the workplace. There are two factors about the effect of social motivations on employees' behaviors, the level of satisfaction that employees feel in their workplace and level of their wishes for choosing their goals in life and doing daily activities can have many differences. Level of Individuals wishes change at the different times according to their failure to achieve their goals and influenced by their attitude toward their situation in future and estimation about their position in the group which they belong to it [12: p. 401].

Educational motivations:

Education is one of the fundamental pillars and important for achieving to the social, cultural, political and economic development. If training programs of human resources don't be tailored to the health and remedy needs, they will not be able to fulfill community health that people have a socially and economically productive life and having motivation for learning this manpower is very important. Motivation is an internal factor that make individual active and it is derived from a personal needs because learning is a change in behaviors therefore is important understanding of learners' talents, motivations, interests and abilities.

In addition, "Benjamin Bloom" (1971) believes in that other factors such as the passage of time and environmental conditions have been affected on learning [8: p. 67]. Simply due to lack of learning motivation cannot be stopped the learning process of learners, they can be motivated during teaching and studying [8: p 71].

The study confirmed the association between educational motivations with various factors. "Lyndal Graham" found a positive relation between motivational theory of expectation and satisfaction with success in students [6: p. 70]. Also Miskel and cooperation were observed a relation between motivation force, satisfaction and job performance of teachers. The reason of attending of quarter of students to university is directly related to their current situation or future

employment status and 9 percent is expressed for developing or improving social interaction and personal relations [2: pp. 123-139]. Similarly, there is a critical situation between study habits and academic motivations. Especially, there is significant correlation between self-esteem and self-reliance with a correlation coefficient of 0.34 announced [5: pp.104-105].

Jamshidi also made it clear that goal orientation, tendency to development, work, obligation and social assistance could be very high motivated, and competitiveness and financial rewards have been too low to be motivational. Seeking power and fame seekers did not earn the minimum score, it means, there is no relation between them and academic motivations [17: p.7]. Standage and colleagues' study reported a significant relation between training purposes and different dimensions of academic motivation among 318 student [$P= 0.001$] in Arizona of the United States of America. If we knew which factors increase or decrease the motivation, we were largely able to predict human behavior [17: p. 8].

Having the motivation to do whatever is needed by humans and human intentional activity does not occur without cause. Among these activities, learning motivation is the main thoroughfare. Since, humans cannot be motivated by different factors such as environmental situation, embracing the benefits of learning, costs and benefits of learning and other relative properties and how this relationship can vary in different communities and groups and recognize motivation in learners and also, the degree of its association with various factors related to motivation and learning is one way of knowing.

Motivation is a hypothetical variable that educational psychologist inference it by observing students' behaviors in academic environments or their grades [7: p. 4]. Motivation means "desire or passion to succeed and participate in activities that success at them depends on individual effort and ability" [1: p. 122].

Piaget one of the proponents of evolutionary psychology believes in that changes in cognitive development does occur gradually and not suddenly. Optic [1984] also believes that the beliefs, values and emotions associated with the development, are affected by developmental changes. Duties have a remarkable role on children in the early childhood ages and they are also believed to have a high potential relatively but in later stages, they get through their belief in capabilities with comparing themselves with peers, teachers and parents [7: p. 5].

This cognitive component is influenced by various factors including environmental stimulus, personal orientation and others. Progress motivation is primarily influenced by individual experiences in the family but then students will gain experience for several years in school. Success and Motivation influence on each other, thus, power in one can make strength another [2: p. 13].

Although school curricula have already been developed by the Ministry of Education and educational policies are set daily by the teachers but there is a significant role for students' motivation to learn lessons.

Motivation in theory of self-determination:

In "Self-determination theory", it is assumed that humans have an innate desire from birth for stimulation and learning. Innate desire to learn is supported by environment, those intrinsic attractions and natural are inner motivations that depend on satisfaction of three psychological parameters [5: p. 47]. Many theorists [5: same page, 21: p 1006] believe in that satisfaction of these three parameters to create a warm and friendly interaction with their environment and have a mental "well-being", are include: 1) Feelings of competency, it means that the efficiency and effectiveness in carrying out a task or activity. 2) Sense of autonomy, it means that the feeling of having control over their behavior and consequences. 3) Sense of belonging, a feeling of love and acceptance of others [4, 5]. If people be able to satisfy these basic needs, they can create sense of confident and

self-esteem and try to work in a better mental well-being. But prohibition and non-satisfaction of these three essential needs, individuals will have fragile emotions, negative, strange and critical senses [1: p. 117].

External motivation generally refers to a motivation that force people to do a task because of reward and external reinforcement. In other words, external motivation is doing some jobs which help us to achieve to our goals. When people are motivated by external factors for achieving something, they usually use all their potentials. Component of "external motivation" in the theory of Self-determination is divided into four factors from the highest level of self-determination [coherent regulation] to the lowest level of autonomy [external regulation] [1: p. 117].

"No motivation" individuals, are people who don't have any motivation neither internal satisfaction and valuable nor external stimulus and as a result avoid carrying out activities. No motivation concept is somewhat similar to the concept of "learned helplessness". When people are in a situation that feel their works are out of control and under the control of external forces, they can't be motivate by either inside or outside and they choose avoid from it [1: p. 115].

Overall, the results of most studies about the relation between academic motivation and anxiety showed that internal motivation has a positive relation with mental health indicators such as confident, calm, responsible, creativity and self-success. Also, there is another positive relation between external academic motivation and no motivation with indicators of maladaptive behaviors such as dropout, anxiety, alcoholic and indifference about liability [1: p.115].

Stober and colleagues (2009) in a study examined the relationship between perfectionism of self-direct and social perfectionism with test of anxiety and academic motivation among 140 students. The results showed a positive relationship between the "perfectionism of self-direct" and "internal motivation", these two variables have an inverse relationship with anxiety test. On the other hand, external motivation, directly and indirectly by anxiety test was related positively to social perfectionism.

"Learning Strategies": In addition of motivational issues those have effect on the goals and behaviors, after the second half of the twentieth century; cognitive problems have a remarkable role on human behavior, especially in learning. One of the most effective cognitive variables which have an important role for learning is learning strategies [1: p 116].

Most studies on learning strategies show, students' academic successes increase when they use motivational beliefs and learning strategies. Wayne Stein and colleagues (2010) argued that learning strategies include activities and emotional processes, motivational, cognitive, metacognitive and behavioral have effect for better understanding, learning and integration of new knowledge. Learning strategies based on learning skills and importance of carry out of obligations divided to two groups "cognitive strategies" and "metacognitive strategies" [1: p 116].

Motivation in cognitive theory: Metacognitive strategies called to any act, thought or action that the learner will be used and they help to learner for learning, organizing and storage of knowledge and skills for operating them in the future. Cognitive strategies divided to three groups, strategies of repetition or "review", expansion or "expanse" and "organizing" [1: p 117].

Flavil's perspective about metacognition [1988] is knowledge of individual about process of thinking, learning activities and control over them. "Cognition" state of recognizing and understanding of subject, concept and action while the "metacognition" is a condition that determines how we learn and understand a concept. If "cognition" is the cause of learning, "metacognition" is cause of learning from learning process. On the other hand, metacognitive is a form of cognition that monitors cognition processes of behavior [8].

The main strategies of metacognition are included strategies of planning, strategies of monitoring and evaluation

and strategies of regulation [same].

The most general result of researches about learning strategies and anxiety showed that anxiety has salient effect on students with low level of learning skills and create interfere on the focus, attention and proper processing of information. Significantly, it impairs abilities of individuals for reminding of important information and as a pervasive factor has been affected on academic proceeds of students [2, 9]. Based on this article, purpose of the study was "survey of effect of academic motivation on anxiety statistics with learning strategies" [1: p 120].

Conclusion:

Motivational issues are important for education organizations because motivation is major factor of students' learning process. Learning is one of determination factors of development of students' personality. Interest to learn is product of some factors which are depend on personality, ability of individual, exclusivities of obligation, encouragers and other environmental factors [6: p 74]. Also, education experts have reported repeatedly that although students are very similar in terms of talent and ability to learn but they are acting differently from each other in academic development and informal activities.

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PROBLEMS OF PERSONAL MOTIVATION

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Annotation: The concept of motivation is always considered in human societies especially for researchers and experts of education. Especially, in recent decades, many theorists and researchers in Educational Psychology have been put validity and particular role for motivational and psychological patterns on educational behaviors. So, at this article, we explain historical process of concept of motivation; compare it to goal and then providing the process of social, psychological and educational motivations as a classification of motivations for to analyze the correctness of the theories about individual motivations.

Keywords: Motivation, Goal, Cognitive guidelines, Individual motivations.

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ИССЛЕДОВАНИЕ ВЗАИМОСВЯЗИ ТВОРЧЕСКОГО МЫШЛЕНИЯ И ИНТЕЛЛЕКТА МЛАДШИХ ПОДРОСТКОВ НА ВЕРБАЛЬНОМ И НЕВЕРБАЛЬНОМ УРОВНЯХ

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Аннотация: В статье представлен анализ диагностических данных подростков 5 – 6 классов, обучающихся по программам «Школы России» и «Школа 2100». Проведенное исследование направлено на выявление взаимосвязи между компонентами творческого мышления и коэффициентами интеллекта учащихся на вербальном и невербальном уровнях. Автором показано существование единой тенденции преобладания невербального коэффициента интеллекта над вербальным и одновременное преобладание невербального компонента творческого мышления над вербальным у учащихся обеих программ. Обнаружено влияние интеллектуальных факторов на преобладание невербального компонента творческого мышления над вербальным. Напротив, для преобладания вербального компонента над невербальным характерна независимость от интеллекта и программы обучения. Выявлена взаимосвязь между творческими и интеллектуальными невербальными показателями у учащихся обеих программ.

Ключевые слова: вербальный / невербальный компонент творческого мышления, вербальный / невербальный коэффициент интеллекта, преобладание компонентов творческого мышления, взаимосвязь интеллекта и творческого мышления.

Проблема дифференциации интеллектуальных и творческих способностей давно является предметом специальных исследований (Ананьев Б. Г., Богоявленская Д.Б., Дружинин В. Н., Матюшкин А. М., Рубинштейн С. Л., Теплов Б. М., Холодная М. А. и др.), однако до настоящего времени не является до конца решенной. Вопрос возрастного генезиса их взаимосвязи является особенно актуальным в связи с новыми задачами, которые стоят перед современной системой школьного образования.

Важным этапом в становлении интеллекта и творческого мышления является подростковый возраст (Богоявленская М.Е., Дружинин В.Н., Кон И.С., Крутецкий В.А., Кулюткин Ю.Н., Матюшкин А.М., Рибо Т., Торренс Е.П., Шумакова Н.Б.). Изучению соотношения интеллектуальных и творческих способностей одаренных подростков посвящено значительное количество работ (Бабаева Ю.Д., Блонский П.П., Богоявленская М.Е., Петрова С.О., Шумакова Н.Б., Щепланова Е.И., Юркевич В.С.). Гораздо меньше исследованы способности подростков, обучающихся по традиционным программам. Отдельным вопросом является изучение соотношения вербальных и невербальных творческих и интеллектуальных составляющих в подростковом возрасте. Б.Г.Ананьев, Н.А.Брегер, Н.А.Логинова [1, с. 14; 2, с. 63] считают, что преобладание невербального мышления над вербальным свидетельствует о творческой креативности, подчеркивают, что именно невербальный интеллект играет определяющую роль в общей структуре интеллекта взрослого. А.М.Прихожан [3, с.186], Н.Н.Толстых [3, с.186] указывают, что в возрасте 5- 8 лет успешность интеллектуальной деятельности обеспечивается развитием вербальных функций. В старшем возрасте невербальные функции приобретают главенствующее значение. А.Ю.Панасюк [4, с.53] намечая возрастную динамику соотношения вербального и невербального коэффициента интеллекта указывает, что по мере взросления значимость речевых характеристик в обеспечении умственного развития снижается, особенно

интенсивно это снижение происходит в возрасте 8 – 11 лет.

Поскольку соотношение показателей вербального и невербального интеллекта имеет существенное значение для характеристики мышления, мы посвятили наше исследование изучению взаимосвязи творческого мышления и интеллектуальных способностей младших подростков, обучающихся по программам «Школы России» и «Школа 2100» на вербальном и невербальном уровнях. Проверяется существование взаимосвязи между вербальным/невербальным компонентом творческого мышления и вербальным/невербальным коэффициентом интеллекта в младшем подростковом возрасте. Выдвинуто предположение, что уровень развития интеллекта (отдельно на вербальном и невербальном уровне) окажет влияние на уровень развития творческого мышления учащихся 5 – 6 классов также на вербальном и невербальном уровне.

В исследовании приняли участие 89 человек (программа «Школы России»), 152 человека (программа «Школа 2100»). Диагностика проводилась при помощи теста интеллекта Векслера WISC, вербального теста творческого мышления “Необычное использование” (И.С.Аверина, Е.И.Щепланова 1996), фигурной “формы В” теста П. Торренса (Е.И.Щепланова 1993), методов математической статистики (коэффициент корреляции Пирсона). Анализировались такие параметры как: **вербальный коэффициент** интеллекта (ВКИ) – показывает способность к анализу, синтезу, обобщению и классификации на речевом материале, **невербальный коэффициент** интеллекта (НКИ) – характеризует скорость, точность, логическое осмысление, анализ, синтез, обобщение на знакомом материале, **полный коэффициент интеллекта** (ПКИ) – суммарная оценка общего уровня интеллекта [5], **вербальная креативность** (ВК) – показатель способности к выяснению новых свойств и отношений между объектами на вербальном материале, **невербальная креативность** (НК) – показывает спо-