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A Model of Readiness of the Future Teacher to Developing the Intellectual-creative Potential of Junior Schoolchildren

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ABSTRACT

The article considers the problems of preparing the future teacher to developing the intellectual-creative potential of junior schoolchildren. In connection with this, a model is developed of readiness of the future teacher to developing the intellectual-creative potential of junior schoolchildren. The approaches are described that are put into foundation of this model. The psychological-pedagogical conditions in the system of pedagogical education are determined which foster the process of development of the intellectual-creative potential of junior schoolchildren.

Keywords: Intellectual-creative Potential of Junior Schoolchildren, Psychological-pedagogical Conditions, Junior Schoolchildren
JEL Classifications: I20, I23

1. INTRODUCTION

Modern education is characterized by the priority of personal development of the human being. What it should be and what its result should be is a global problem of the humanity. At the national level, secondary general education is called to foster the formation of the competent person ready to efficient participation in the social, economic and political life of the Republic of Kazakhstan. The changes of socio-economic conditions require from the school the development of a new person. The documents, reflecting the content of education, clearly identify the problem of development of the intellectual and creative person as a priority problem in education.

In the conditions of modern Kazakhstan, at the stage of primary education, the problem of readiness of the future teacher to developing the intellectual-creative potential of junior schoolchildren acquires particular urgency and importance. First, it is connected with the need for major restructuring and rethinking of the essence of professional teacher training; second, with the transition to the humanistic paradigm of education, which stimulates the construction of pedagogical systems, creating the necessary prerequisites for revealing and developing the intellectual-creative potential of every child. This objectively requires filling the content of pedagogical education by humanistic values of the development of intellectual-creative individuality of the child and the technologies of its development.

To form a general understanding of the level of development of the skills of the school teachers and pedagogical university students, which are necessary to organize the work of developing the intellectual-creative potential of junior schoolchildren, there were conducted surveys and interviews. The results of the surveys and interviews have showed that the majority of them (86%) do not know the essence and structure of the intellectual-creative potential of junior schoolchildren, have a vague idea about how to develop it, experience difficulties in diagnosing the phenomenon,

evaluating the results of creative achievements, the level of development of the intellectual-creative potential. Only one-third of the surveyed primary school teachers were able to select the content of educational material, were able to create the atmosphere of interest in the performance of tasks, taking into account the personal needs of the pupil.

The reason for this situation is the insufficient training of the teachers in the higher education institutions for the corresponding activity. Due to these circumstances, the problem of training the future teachers to work for the development of intellectual-creative potential of junior pupils has acquired a special urgency.

It is not enough to know well one's educational discipline and to explain it well; one must be able to create such psychological-pedagogical conditions which would most completely foster the revealing and developing the intellectual-creative potential of junior schoolchildren. One must master modern techniques, methods and technologies for the development of intellectual-creative potential of junior pupils.

The psychological-pedagogical literature includes a number of studies devoted to various aspects of the problem of intelligence, creativity and creative activity. The study of scientific literature has showed that the majority of researchers (Binet, Stern, Spearman, Guilford, Galton, Thurstone, Gardner, Eysenck, Ananiev) understand the intellectual potential as a multi-level system of cognitive abilities and powers of the human being.

In turn, many leading pedagogues, for example, Leites, Shadrikov and others, understand creativity, another phenomenon of interest to us, as an integrative property of the person. Its essence consists in the definition of the nature of creativity and giftedness as a general prerequisite for the development of creative potential of the person. Eysenck, Wechsler, Gurevich, Raven and others consider creative abilities as the maximum expression of abilities. Others connect creativity with the artistic areas of activity. In particular, artistic creativity was considered in the works of Adamyan, Blagoev, Burov, Gachev, Kagan, Kiyashchenko, Kopnin, Leiserov and others. On the other hand, Wechsler, Weisberg, Eysenck, Theremin, Stirnberg in their works examined the relationship between the development levels of intelligence and creative abilities.

The research of the literature leads to the conclusion about the importance of development of the intellectual, creative and viable personality. Understanding of the value of humanistic ideas in pedagogical science draws our attention to the timely intellectual-creative development of children for the further productive activity. The possibility of such significant development is provided by organization of the pedagogical conditions of development of the areas of intellectual-creative activity, corresponding to the individual and common interests.

2. METHODS

2.1. The Essence of Intellectual Potential

Primary school age is characterized by intense intellectual development. In this period there takes place the development of all mental processes and the realization by the child of his/her changes, taking place in the course of educational activities.

In various psychological and pedagogical sources the concept of "intelligence" is explained in different ways.

The word intelligence comes from the Latin intellectus, which is understanding, knowledge; intellectum is reason. It is no accident that, in terms of its psychological content, the concept of "intelligence" a vaguely defined concept. A widely held view is that intelligence is something that can be measured by the intelligence tests. The concept of "intelligence" is sometimes reduced to a certain general biological function and a general factor, sometimes to the mobility of formal operations, sometimes to speech-related thinking, significations and personal meanings and, finally, to very broadly interpreted "cognition" as an attribute of consciousness and a general capacity for reflection. In the last case, intelligence is identified with the category of consciousness.

Analyzing the best known and influential factor models of intelligence, psychologist Druzhinin proposes a classification of models and suggests using it for didactic purposes (Druzhinin, 2002). The author subdivides the considered models of intelligence into the following classes: The single-level ones (spatial); the ones by Eysenck, Guilford, Cattell, Thurstone, Shadrikov; the models, proposing many primary intellectual factors, each of which can be interpreted as unknown change of the factor space.

Guilford proposed a "three-dimensional model of intelligence," in which structure there are: (1) The content (the nature of the material on the basis of which the mental operations are performed: Image, symbols [letters, numbers], words, behavior [information about personal features of people and the causes of behavior]); (2) operations (mental process: Cognition, memory, divergent thinking, convergent thinking, evaluation); (3) results (the form in which the information is created: Elements, classes, relations, systems, types of transformations and conclusions).

Thus, according to Guilford, intelligence is described in terms of integral presentation of mental processes, processed information and the obtained result of thinking. Druzhinin considers as the main merit of Guilford's model "the separation of divergent and convergent thinking. Divergent thinking is connected with generation of many solutions on the basis of definite data and, according to Guildford's hypothesis; it is the foundation of creativity" (Druzhinin, 2002). In Guildford's model, there is no explicit mention of creativity, but as divergent thinking is often associated with creativity (Pichot, 2003; Anastasi and Urbina, 2001), we can say that Guildford's model was one of the first ones that incorporated the concept of creativity (creative potential) into the structure of intelligence.

One of the most brilliant and consistent examples of one-dimensional approach to intelligence is due to outstanding psychologist Eysenck. From the perspective of Eysenck, one should distinguish three types of intelligence: The "biological," "psychometric" and "social" ones. "Biological" intelligence is

characterized by Eysenck as individual differences, based on the structure and functions of the brain (for Eysenck, this is what is responsible for heredity). "Psychometric" intelligence is reduced to cognitive capabilities, as measured by tests (IQ). The "social" one is connected with the influence of social-historical factors.

Thus, according to Eysenck, general features of intelligence are "successful solving of problems, the ability to learn, understanding of complex tasks, or just the universal cognitive ability" (Eysenck and Kemin, 2002).

Sternberg put forward a triarchic theory of intelligence, including three major aspects of intelligence: The analytical one (which relates intelligence with the inner world of the individual), the creative one (which relates it to the inner and outer worlds of the individual) and the practical one (which relates it to the outer world of the individual) (Sternberg, 1996). These aspects of intelligence are closely linked.

An analysis of the philosophical and psychological-pedagogical literature can reveal what is behind the corresponding coefficient of intellectual development; in his/her turn, the teacher needs to know that:

- Intelligence is a property of a certain mental structure, a "functional structure" of the human organism.
- Intelligence is a linear property (single-level and multi-level, multi-dimensional and one-dimensional), i.e., it can be measured.
- Manifestations and development of intelligence depend on a variety of social factors, in particular, on the cognitive experience (training and upbringing).

Intellectual potential is a kind of "anticipatory" reflection of reality, qualitatively new elements and the reserves of functions, necessary for the transition of the system of intelligence to a new level of operations. The term "potential" (from the Latin potentia: Power, ability) means resources (internal, vital), reserves, possibilities, bio-potential, charge, store (Aleksandrova, 2011).

2.2. The Essence of Creative Potential

The nature and regularities of creativity is the research subject of the scientists, the experts in different fields of science (Antsiferova, 1989; Bogoyavlenskaya, 2002). However, the content of creativity still remains insufficiently clarified and represented.

In all times, the problem of creativity has been an object of close attention of the thinkers and scientists. This problem was fruitfully developed in the framework of the philosophical-linguistic conception of unconscious creativity (Berdyaev, 1994). In these studies, the mechanism of creativity was associated with intuition, the unconscious work of thought. It was believed that it is only on the basis of self-observations that is possible to make judgement about creative process and the qualities of creator's personality.

Thus, creativity presupposes the creative personality to have original non-standard thinking. This property of personality has been independently and separately studied in the foreign and domestic literature.

Foreign researchers Guilford (1985), Maslow (1998), Niederberg (1996) consider creativity as a process of "logical development of an idea and mental images that transform reality into something new" (Niederberg, 1996).

According to the definition by Vygotsky, one should call creative such activity "that creates something new, whether it will be a thing of the external world produced by creative activity or a certain construction of mind and feelings which lives and is revealed only in the human being him/herself" (Vygotsky, 1997).

Rotenberg claims that creative activity is a vital need, without satisfaction of which productive self-development of the individual and the humanity as a whole cannot occur (Rotenberg, 1982). According to Rotenberg, "creativity is a kind of searching activity, which is understood as the activity aimed at changing the situation, or at changing the subject him/herself, his/her attitude towards the situation in the absence of definite prognosis concerning the desired results of such activity, i.e., the pragmatic uncertainty" (Rotenberg, 1982).

Newell, Shaw, Simon, analyzing the procedural side of creativity, believe that the solution of a problem can be called creative, if the novelty demands a transformation, if there is a strong motivation and stability (Newell et al., 1984).

An analysis of the philosophical and psychological-pedagogical literature allows us to consider creativity as an activity inherent in the person, the result of which being the birth of something new. With respect to the characteristic of novelty, a creative process may have objective or subjective significance. The result of creativity may consist not only in the creation of a product, but also in the development of the subject of creativity him/herself.

Guilford has expressed the concept of "creative potential" in scientific terms: "A sense of problem," "lightness, flexibility," "original thinking," "the ability of redefinition" (Druzhinin, 2002).

The creative potential of the person is the basis of the individual program of the human being, formed under the influence of a unified information flow of genetic and social programs (Druzhinin and Khazratova, 1994) in the interaction with the real environment. During a long period of human evolution, the genetic potential has remained relatively constant. A social program is a function of social environment and is created under the influence of social conditions. Now, since the social conditions are constantly changing, creative potential is also permanently developing on the basis of a social factor, undergoing qualitative leaps after certain historical intervals (Ovchinnikov, 1984).

Urazova notes that the probability of manifestation of the creative potential of the person, which is characterized as integrative wholeness of the natural and social powers of the person, fulfilling his/her subjective need for creative self-realization and self-development, depends on the personal aspiration of the human being to fully realize his/her potential; on the degree of his/her inner freedom, on the formation of the social sense (efficiency, constructiveness) (Urazova, 1998).

Thus, developing in the process of activity and being stimulated by its leading motives, the creative potential characterizes the measure of capacity of the person and manifests itself as the ability to productive change and the creation of the subjectively qualitatively new, thus defining a creative style of the activity itself.

The conducted theoretical analysis made it possible to consider creative potential as a general personal ability of the human being to create something new, which is expressed in the special features of: Thinking (criticism, flexibility, originality, consistency, curiosity); perception (impressionability, fantasy, intuition, imagination); character (the aspiration to succeed, perseverance, self-reliance, self-confidence, emotional stability, appetite for risk); individual's ability to design the ideal standards of activity based on socio-cultural and universal human values.

It is important for us to clarify the essence of the intellectual-creative potential as an integrative property of the person, because we believe that for the schoolchild, not specialized in his/her preferences, the intellectual-creative potential is important as a productive basis for the cognitive, social and other types of activities and all-round development of the personality of the pupil. This property, in spite of the fact that it is inherent in the human being, it requires for its development the creation of special conditions in the educational process.

2.3. Intellectual-creative Potential of Junior Schoolchildren

At the present stage of primary education, the problem of readiness of the future teacher to developing intellectual-creative potential of junior schoolchildren acquires particular urgency and importance. First, it is connected with the need for major restructuring and rethinking of the essence of professional teacher training; second, with the transition to the humanistic paradigm of education, which fosters the construction of pedagogical systems, creating the necessary preconditions for manifestation and development of intellectual-creative potential of every child. This objectively requires filling the content of teacher education by humanistic values of intellectual-creative individuality of the child and the technologies of his/her development. It is not sufficient to know and explain well one's discipline, one must be able to create such psychological-pedagogical conditions in which intellectual-creative potential of junior schoolchildren would be revealed and developed most fully, one should master modern techniques, methods and technologies for the development of intellectual-creative potential of junior pupils.

From the standpoint of our study, intellectual-creative potential of the junior pupil is an integrated personal potential of the child connected with the ability and willingness to independent solving intellectual and creative problems, while discovering and proving his/her own hypotheses and coming to some original, new result (solution).

The formation of intellectual-creative potential of the junior pupil is defined by us as a dynamic process of co-creative activity of the teacher and the junior pupil, aimed at realization of the subject position of the child by means of problem-solving and research.

The complexity of the problem and the established fact that the graduates have insufficient level of development of intellectual-creative potential lead to the conclusion that the training of the future teacher to developing this potential among schoolchildren should begin with the use of elements of the program of development of intellectual-creative potential in the educational process of the higher education institution, during the pedagogical practice, etc.

In this regard, in a complex set of issues of improving the professional training of future teachers, the issue of their preparation for the developing intellectual-creative potential of young schoolchildren is of major importance. In its concrete form, it requires clarification of the following circumstances.

- What knowledge, skills and personal qualities should the future teacher possess?
- How to prepare him/her for developing intellectual-creative potential of young schoolchildren?
- What are the components of readiness of the future teachers for this type of activity?
- What are the conditions and opportunities of the higher education institution with regard to training of the future teacher to the development of intellectual-creative potential in the process of teaching each educational discipline?

2.3.1. Development levels of intellectual-creative potential of young schoolchildren

An analysis of the psychological-pedagogical literature on the problem of intellectual-creative potential of young schoolchildren and the distinguished on its basis specificities of intellectual-creative activity of young schoolchildren allow us to assume the existence of three levels of intellectual-creative potential of the junior pupil: The reproductive (low), the initiative (intermediate) and the creative (high) ones.

The high (creative) level presupposes a high development level of cognitive processes, verbal imagination, creative imagination, creative thinking and a high level of autonomy in solving exercises.

The medium (initiative) level involves the developed cognitive processes, formed skills of reproducing activity, the aspiration toward independent creative activity, but a low level of mastery of the methods of solving creative problems, the exhibiting of independence only in familiar situations.

The low (reproductive) level means the developed cognitive processes, the reproductive activity at a low or medium level; the pupil has no mastery of solving creative problems, does not seek to manifest independence, in most cases the pupil follows the recommendations of the teacher. Thus, the analysis of the studied problem allows us to consider the creative activity of the young pupil as a productive activity that occurs under the influence of education and life impressions which are realized in the interests, creative abilities and ways of creative activity and in the result.

The development of intellectual-creative potential leads to a positive change in the personality of the young schoolchild, the formation of ability to adapt to the world, creatively approach solving not only educational but also life tasks.

2.3.2. Specificities of intellectual-creative potential of young schoolchildren

Summarizing the above, we identify the following special features of the intellectual-creative potential of the young schoolchild:

- Intellectual-creative potential of the young schoolchild has a subjective nature and is developing on the basis of reproducing activity.
- In the intellectual-creative activity of the young schoolchild, both the product and the ways of creating it are important.
- For the successful development of creative potential, it is necessary to form a positive motivation.
- The organization of collective cognitive activity and cooperation plays an important role in the development of creativity of the junior pupil.
- The result of the intellectual-creative activity of the junior pupil is a subjectively new product having personal significance and reflecting the individuality of the author.
- The development of intellectual-creative potential results in the personal development of the young schoolchild.
- The development of intellectual-creative potential of the young pupil directly depends on the teacher.

From the features of the intellectual-creative potential, there follow the conditions of its formation in the educational process:

1. Formation of positive motivation toward creativity.
2. Formation of successful reproductive activity and, on its basis, mastering the methods of partial search, studying and creative activity.
3. Development of cognitive processes and personality traits that contribute to the intellectual-creative work (perseverance, will and positive attitude toward the world, oneself and others).
4. Involvement into various activities, organization of educational cooperation.

Therefore, our consideration of the essence of intellectual-creative potential of the young pupil, identification of its features requires from the teacher the organization of the educational process, taking into account the above features, manifestation of personal qualities, knowledge of the theoretical foundations of the creativity theory. Therefore, the development of intellectual-creative potential of the young pupil will depend, to a greater degree, on the training of the teacher.

Our analysis shows that the conditions for the successful formation of readiness of students to develop intellectual-creative potential are:

a. Professional orientation of the activity of the future teacher in the course of his/her training.
b. A systemic-structural approach to the process of development of the structural components of intellectual-creative potential of the students and preparing them to work on the development of these components among primary schoolchildren.
c. Teacher's control of the training process.
d. Efficient way of organizing educational-cognitive and research activity of the future teacher.
e. Realization of the theoretical and practical training of students on an interdisciplinary basis.

Thus, of special significance is the process of formation of students' independence, their skills of exploration and research, ability to apply knowledge in nonstandard situations, generate new ideas and see the optimal ways of solving scientific problems.

In our study, we start from the position that one of the major preconditions of formation of readiness of the future teacher to developing intellectual-creative potential of young schoolchildren is a harmonious combination of personal and functional aspects of the teacher's activity. What we mean is the need to train the future teacher in terms of professional knowledge and skills, as well as the formation of his/her artistic personality, because the teacher can make an effective impact on the development of intellectual-creative potential of the young pupil only if he/she is a creative and intellectual person.

By professional readiness of the future teacher to developing intellectual-creative potential of young schoolchildren we understand a complex holistic formation, the core of which consists of:

- High personal significance of the humanistic idea of the child development (understanding of the importance of solving this problem, the aspiration for self-realization as a person and professional, focus on creative change in the educational activities, on the intellectual-creative transformation of the methods and techniques of training and upbringing).
- Realization of one's own intellectual-creative individuality and the development of creativity as the personality traits (creativity, originality, flexibility of thinking, readiness to generate ideas, imagination, sensitivity to the educational problems, independence, independence of judgment and evaluation, courage, determination, self-confidence, spontaneity, professional open-mindedness).
- Knowledge, skills, experience in organizing the process of intellectual-creative development of elementary school pupils (knowledge of the methods, techniques and technologies of development of intellectual-creative potential of young pupils, several kinds of activities, free and easy transition from one to others; modeling new non-standard ways of teaching activities, the conditions favorable to the development of intellectual-creative potential of young pupils, creation and implementation into pedagogical process of the author's programs of development of creativity; carrying out professional activities in the changing environment).
- The ability to form a reflective assessment of the activity (the ability to objectively assess one's state, actions, needs and feelings, the ability to analyze the difficulties in the development of intellectual-creative potential of the young schoolchild, in communication with creative children; the ability to plan one's work on the development of intellectual-creative potential of the young pupil on the basis of assessment of the achieved results).

3. RESULTS

In accordance with the content of the concepts of professional readiness, we constructed a model of readiness of the future teacher to developing intellectual-creative potential of young

schoolchildren, which includes the motivational, informative, procedural and reflective components.

In our study, we turn to the definitions of "model." A model (lat. modulus: Measure, sample) is (1) A scheme, an image or a description of a phenomenon or process in nature or society; (2) an analog of a specific portion of natural or social reality (Zagvyazinsky, 1987). In other words, a model is a mental image of an object, process or phenomenon (description, scheme, and image) which reproduces certain aspects, relationships, functions of the object of study in a certain respect.

The motivational component presupposes the presence of professional motivation, understanding the essence of the project activity, prompting young pupils to the activities connected with satisfaction of the needs of the subject.

The substantial component is the ability to plan and organize one's own professional work, interaction between the teachers and the educates, their co-operation, organization and management of the process, without which the final result cannot be achieved. In the literature this component is also called the organizational or organizational-management one.

The procedural component presupposes the use of such criteria as initiative, orderliness, self-discipline, self-control, independence, activity, productivity.

The reflective component is an expression of the student's ability to self-observation and self-evaluation of its activity, the presence of corrective activity in the process of mastering skills and project development skills for the high school.

Reflection serves as the ability of the future teachers to predict the future and adequately assess the real results of one's actions of the training, diagnostic and educational nature.

The construction of a theoretical model allows identifying, in the most general form, certain components and, bringing them into functional interaction, providing the best option for achieving the goal (Table 1).

Quantitative and qualitative aspects of readiness of the future teacher to developing intellectual-creative potential of young schoolchildren are reflected in the combination of criteria and indicators.

4. DISCUSSION AND CONCLUSION

Into the foundation of the model of readiness of the future teacher to developing the intellectual-creative potential of the young schoolchild there are laid systemic, individual-creative, personal-activity and culturological approaches (Isayev, 1993), providing the functioning of the integrated process of formation of the personality of the teacher.

From the position of systemic approach, the components of teacher education should stimulate, to the maximum extent, the manifestation of all structural components and models of readiness of the future teachers to the development of intellectual-creative potential of the young schoolchild in their unity, movement and dynamism. In the system of pedagogical process, on one hand, there are structural components, on the other, the dependent on them functional components, the corresponding knowledge and skills, acting as willingness to actions and operations. With regard to the process of formation of readiness of the primary school teacher to the studied activity, the final state is determined by the psychological and practical readiness to actions and operations performed in the practice of school education, whereas the initial stage is connected with the beginning of training for this work. The dependence between initial and final states of the process of formation of readiness is expressed by the relation between the final result and the initial one and characterizes the dynamic, pushing forward nature of the model of readiness. Therefore, to implement specific educational activities and operations on the development of intellectual-creative potential of the young schoolchild, it is important to have clear understanding of the purpose of the future activity, the presence of its target-oriented focus in the process of professional training of the future teacher.

Such integrative purpose is the inner creative potential and the tendencies to the intellectual development. Introduction of students to the development of intellectual-creative potential should be understood as a result of their education, as a process and result of personality development in the course of training and education.

Implementing of the personal-activity approach involves the development of teacher's ability to enter into active research position in relation to his/her activity and to him/herself as its subject, with the aim of critical analysis, interpretation and evaluation of its effectiveness for the development of pupil's personality. In addition, the professional preparedness is both a characteristic of the person and a characteristic of activity, therefore, its formation should be considered in a twofold context: As a creative person and as a professional, possessing a set of professionally significant skills and knowledge, experience in solving educational problems.

The culturological approach determines the content of components of the model of readiness by means of priority development of "the human study" and presupposes the creation of conditions for self-realization of the essential, intellectual-creative powers of the person in culture, harmony of the culture of knowledge and thinking, culture of creative actions, culture of feelings, communication and behavior.

The individual-creative approach is one of the methodological foundations for the construction of the model of readiness of the future teacher to the development of intellectual-creative potential of young pupils. Its essence is that it allows initiating a mechanism of general professional self-development of the individual and takes into consideration his/her motivation, dynamics in the course of professional formation.

Research shows that teacher understands the specificity of the object of pedagogical influence, often knows the methodology of

Table 1: Model of readiness of the future teacher to developing intellectual-creative potential of junior schoolchildren

Kinds of readiness of the future teacher for the professional activity	Criteria	Indicators
Motivational	The presence of positive attitude towards future profession, value-based attitude to the development of intellectual-creative potential of young schoolchildren	Positive motivation to the teaching profession Interest in the chosen profession, the desire to work with children Awareness of personal significance in the development of intellectual-creative potential The need to develop the intellectual-creative potential of young schoolchildren Understanding the necessity of readiness to developing the intellectual-creative potential of young pupils The aspiration to creativity in the profession
Content-related	Mastering the theoretical foundations of the creative activity of young schoolchildren in the integrated pedagogical process	Knowledge and understanding of the essence, laws and regularities of the integrated pedagogical process, the contradictions as the drivers of its development Knowledge of the essence of intellectual-creative potential of young pupils Knowledge of the specificities of development of the cognitive processes of young pupils; Knowledge of the forms and methods of organization of reproductive, partial search, creative and research activities Knowledge of modern learning technologies, special features of their usage in elementary school
Procedural	Mastering basic pedagogical skills of the development of intellectual-creative potential of young pupils	Ability to diagnose and correct the levels of cognitive processes of young pupils Ability to organize the intellectual-creative activity in the school and extracurricular time The ability to select and creatively transform the content of educational material, creatively resolve the pedagogical situations Ability to plan various types and kinds of classes Ability to realize the collective cognitive activity and other forms of modern technologies
Reflexive	Positive dynamics of growth in the level of formation of intellectual-creative potential of young schoolchildren	Ability to see and set a goal, which encourages to solve it by non-standard methods Ability to independently solve intellectual creative problems, while discovering and proving one's own hypotheses and arriving at some original, new result (solution) Ability to carry out search on the basis of heuristic methods and techniques of thinking: The ability to think logically and in a variative fashion Ability to expand one's horizon through curiosity, i.e., analyzing the events and phenomena Ability to find solutions on the basis of intuitive thinking mechanisms (associativity, finding analogs, probability) and reasonably justify and defend one's idea

teaching disciplines, but has not cognized him/herself as a subject of pedagogical influence and, therefore, is unable to realize him/herself. Unfortunately, so far the curricula only set the scope of knowledge, skills and abilities, are certain information systems, mandatory for learning regardless of the individuality of each student.

The developed model of readiness of the future teacher to developing intellectual-creative potential of young pupils allows selecting diagnostic tools to demonstrate the state of the ideal future teacher who is able to develop the intellectual-creative potential of the young pupil.

In accordance with the above and in accordance with the distinguished characteristics of professional readiness of the future teacher to developing intellectual-creative potential of young pupils, we have attempted to identify the psychological-pedagogical conditions ensuring the process of its formation in the system of teacher education. Among these conditions we consider the following ones:

- Updating of knowledge about the peculiarities of intellectual-creative potential, diagnostics and conditions of its development in the children of primary school age.
- Development in the future teacher of his/her own creative qualities and the value-based attitude to the study of the creative personality of the child.
- Inclusion of students into situations with multiple solutions.
- Their orientation toward special studying the intellectual-creative methods of solving educational problems, implementation of creative learning and development programs in the primary school.
- Development of the culture of reflective thinking and creative communication of the pedagogue.
- Formation in the teachers of the skills allowing realizing the process of development of intellectual-creative potential of young pupils.

This article is a review. In the future, in order to conduct an ascertaining experiment, we plan to select diagnostic tools connected with the criteria and indicators specified in the model of readiness of the future teacher to developing intellectual-creative potential of young schoolchildren.

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