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S. K. Berdibayeva¹, A. S. Syrgakbayeva¹, A. S. Madiyarova¹, Sh. A. Amirbekov²,
A. Sh. Alimzhanova², Y. S. Onalbekov¹, S. K. Berdibayev³, Konrad Reschke⁴

¹Al-Farabi Kazakh National University, Almaty, Kazakhstan;

²T. Zhurgenov Kazakh National Academy of Arts, Almaty, Kazakhstan;

³L. N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan;

⁴Leipzig University, Germany.

E-mail: berdibayeva.svetal@mail.ru, akmaral.s.pro@gmail.com,

nurdana06@mail.ru, ernar_onalbek@mail.ru, kaz.nai@mail.ru,

asha.001@mail.ru, catok-s67@mail.ru, konrad.reschke@web.de

RESEARCH OF INFLUENCE OF ETHNOPSYCHOLOGICAL CONCEPTS ON INTELLECTUAL DEVELOPMENT

Abstract. Intellect and ethnic values are formulated as adaptation to the environment. Intellectual development and ethnic views of children are closely interconnected, and this conclusion is mathematically proven in our experimental section.

Intellectual indicators, based on development of ethnocultural values, are the basis of our research.

As a result of studying the interrelations of intellectual development and ethnic views in children, it was shown that there are differences in motivation of behavior and human actions based on ethnocultural features.

The purpose of the research: study of the relationship between intellectual development and ethnic views and their impact on the personal development of children.

Research hypothesis: Ethnopsychological ideas have a positive effect on intellectual development.

During the study, it was revealed that ethnic views of subjects of different ethnic groups positively influences the development of both intellectual and personal development of children.

In the psychological science of Kazakhstan for the first time it has been determined that the interrelation of intellectual development and ethnic views positively affects the development of personality.

Ethnocultural values are very close to ethnic consciousness and can be the basis of intellectual development.

At the present stage of modern ethnic revival, special attention is paid to ethnicity. It was revealed that at an early age, respect for its features, knowledge of other ethnocultural values of people are the basis for intellectual and personal development.

Key words: ethno psychology; intellectual development; interrelation of ethnic views and intellectual development; influence of ethno psychological views on intellectual development, ethnic values.

Introduction. Intellect and ethnic values are formulated as adaptation to the environment. Intellectual development and ethnic views of children are closely interconnected, and this conclusion is mathematically proven in our experimental section.

Understanding the nature of ethnicity through the development of ethnic consciousness through the culture, language, folklore, music, art, traditions of ethnic groups affects the intellectual development of children.

The study of the intellectual mentality in Kazakh psychology based on historical ethno psychological aspects originates from M.M. Mukanov's research (Mukanov, 1975, 1980) [1,2]. In the works of Kazakhstan scientists, such as S. Nurgaliyev (Mukanov& Nurgaliyev, 1978; Nurgaliyev 1983) [3,4], S.M. Dzhakupov (Dzhakupov, 2002) [5], V.K. Shabel'nikov (Shabel'nikov, 1994) [6], S.K. Berdibayeva (Berdibayeva, 2012) [7], the ethnic features in the structure of personality were investigated. In addition, it may be noted the research of S.K. Berdibayeva, where the ethnopsychological features of creative activity related to the intellect were studied (Berdibayeva, 2012) [7].

The thinking of junior schoolchildren was studied in 60-80 years of the twentieth century by the Soviet psychologists as Z.I. Kalmykova (Kalmykova, 1981) [8], N.A. Menchinskaya (Menchinskaya, 1989) [9], A.L. Wenger (Wenger, 1969) [10], A.Z. Zak (Zack, 1992) [11].

In the studies of J. Piaget, the development of intellect was considered as a continuous process (Piaget, 1969) [12].

Thus, intellectual development and ethno psychological concepts are differentiated in the process of person's adaptation to the environment and depend on the environment.

Methods. Subjects. We decided to investigate children of primary school age that this age is a period of intense organizational intellectual development and the formation of ethnic views.

The study was in the form of comparison of intellectual indicators and ethnic views of children of I and III grades, and influence of ethnic views on intellectual development were examined in general terms for different ethnic groups (Russian, Kazakh).

The study was carried out in Kyzylorda city among the children of I and III grades in the Kabylov Kazakh secondary school № 12 (N = 60), the Nurseitov Kazakh-Russian school № 233 (N = 60), the gymnasium school № 3 (N = 60). The total number of respondents: N = 180.

The methods were adapted taking into account the psychological features of children of primary school age.

1. Methods for determining person's intellectual development:

– J. Raven's "Gradual Complication Test" for determining the peculiarities of the logical formation of thinking operations in children of I and III grades;

– "Classification" technique for determining the features of generalization based on the analysis of functional relationships in the real world in children of primary school age.

2. The method of M. Kuhn and T. McPartland "Who am I?" was used for determining the attitude of a person to an ethnos.

3. The questionnaire method was used for determining the ethnic views.

4. Methods of mathematical and statistical processing of the received data. Pearson's tetra choric correlation coefficient was used for dichotomist data to determine the relationship between intellectual development and ethnic views.

Our study consisted of 3 experiments. The purpose of the first experiment was to study the peculiarities of intellectual development of primary school children. Two methods have been used for this purpose, and this experiment was carried out in two stages. At the first stage the peculiarities of intellectual development of children were studied. At this stage, the first method was J. Raven's "Gradual Complication Test". It is useful for measuring the non-verbal capacity of intellect. Here we used J. Raven's technique "Patch the mat" in a modified form for carrying out work with suitable patches for children of primary school age.

At the second stage there were two variants of "Classification" technique, which determine children's vocabulary and logic. The "Classification" technique focuses on the study of children's thinking. The purpose of the method "Who am I" is to determine the attitude of young children to their nationality.

At the second stage the questionnaire was used to determine the development of ethno psychological concepts. The questionnaire consisted of questions related to the traditions, customs, proverbs and sayings of the ethnic groups (Kazakh, Russian children). The questionnaire provided us with an understanding of the extent to which ethnic views of children were formed. After that, mathematical and statistical relationships between intellectual development and ethnic views were determined.

Tasks. The well-known J. Raven's technique for study of logical thinking "Gradual Complication Test" is intended to measure the non-verbal capabilities of intellect (Court & Raven, 1995) [13].

During the study of primary school children, we have made important changes to the method. We called the task "Patch the mat". Before showing the table, the child will be shown a mat in a picture, as well as pieces of cloth. The task is to find the most suitable part from all the proposed pieces that could patch up a hole in the mat.

In our research, various test variants were used. Children are given three series A, B, C with different levels of difficulty. Difficulties are complicated from group A to group B and from group B to group C. Each set contains 12 matrices, depending on the level of complexity.

At the next stage of mathematical processing, the correct score is calculated. The second experiment was divided into two stages. At the first stage, we carried out the methods for studying the "Ethnic-I" and

ethnic tolerance of children. The study used the method "Who am I?", proposed by M. Kuhn and T. Mc Partland.

Participants were asked "Who am I?", so we were able to study their attitude to their ethnicity. That is, the levels of "Ethnic-I" and ethnic tolerance were revealed [14]. The degree of visibility of Ethnic-I, ethnic tolerance in combination with all, includes ethnic views that form the ethnic world of children. Method of study of Ethnic-I test (20 statements) by M. Kuhn and T. Mc Partland.

In our study, we decided to take 10 statements, modifying the test with taking into account the peculiarities of children of primary school age and the lack of formation of ethnic consciousness at a sufficient level.

One of the most important issues is the study of visibility of Ethnic-I, based on person's identification on empirical ethno psychological and ethno social levels. The participants were given the following instructions: answer 10 statements "Who am I?" Since the question is exclusively for you, you must answer for yourself, not for others. Participants are given about 12 minutes to express their opinion. In this method, we divided the questions that reveal the degree of visibility of Ethnic-I, which determines one's nationality "I-Kazakh" ("I-Russian").

On this basis, we can find out how important is an ethnic status for the respondent and to which place of 10 statements he will put his status (1-5 is a high accentuation of ethnic status, 6-8 is the average accentuation of ethnic status, if ethnic status is shown from 9-10, 1 point is given when performing digital mathematical processing of the results).

Taking into account the age characteristics of the participants, the second part of test "Who am I?" was not performed.

The following are the results obtained by diagnostic tests and methods of quantitative treatments:

If the participant will answer the question "Who am I?" as "I am Kazakh", "I am Russian" in the interval from №1 to №5 out of 10, then it means that he puts his ethnos higher. And if he does not write even one question out of ten, it means that it does not matter for him to which nationality he belongs.

Quantitative processing of the results obtained during the study: The first ethno psychological index (10 opinions), i.e. (№1), is that if the participant points out the opinion "I am Kazakh" in one of the opinions, the position in which he puts it will be determined.

For example, if the opinion of the participant "I'm Kazakh" is on the 2nd place among 10 opinions, then $x = 2$, where x is the order of 10 opinions. Thus, if $x = 2$, then $a = 2$ or the ethno psychological index of the position "I – Kazakh" or the indicator "a" or № 1 is 9. The reason is that we have $N = 10$.

Similarly, the results of other ethno psychological indicators processed identically: 3; 4; ... 10.

This stage of experiment has a special significance in addressing the issue of ethno psychological aspects of intellect.

Knowledge of the person in the ethnic world, especially the identification of ethno psychological concepts of primary school children, increases the value of our work.

The table 1 presents empirical data on ethno psychological features.

Table 1 – Empirical indicators of ethnopsychological features

Constructs	Empirical Indicators	Units of Measurement	Notes
Study of "Ethnic-I"	1. 10 opinions (M. Kuhn's method) – I-Kazakh (I-Russian)	1-10 points	The statements were made I-Kazakh (I-Russian)
<i>Note.</i> Not all participants were involved in this ethno psychological research, only those who showed high intellectual development.			

Results. Let's analyze the results of the first experiment, obtained on the basis of J. Raven's technique. The execution of tasks by J. Raven's technique led to a positive emotional relationship in children of I-III grades. Some children asked for another task. During the tasks, it was noted that not all children were able to find effective ways to complete the task.

For example, they could not find the pattern of drawing, could not use this pattern in the little cards.

Thus, table 2 shows the results of performance of tasks for children of I-III grades.

As can be seen from table 2, 35.1 % of the I grade children and 22.1 % of the III grade children have shown low levels.

The average level of logical development of thinking was 45.3 % for the I grade and 45 % for the children of the III grade. This justifies the average index of intellectual development.

The percentage of children who show high rates is minimal. Among the I grade – 19.6 and 32.9 % in the III grade. Of these, 9 points were shown only by children of the III grade – 10.8 %.

They demonstrated the ability to identify horizontal and vertical transformation of figures in J. Raven's technique. In the next stage, we show the results of tasks performed by the Russian children participating in the experiment.

It allowed us to determine the specifics of performing tasks by representatives of various ethnic groups.

In table 3 we analyzed the index of intellect of children in the Russian group, 34.3 % of the I grade children and 20.5 % of the III grade children showed low levels.

The average level of logical formation of children's thinking in the Russian group was 46 % for the I grade and 44.8 % for the children of the III grade. A high level – 19.7 % of children of the I grade, 34.7 % of children of the III grade.

In both groups there was a small percentage of the highest 9 points. The main difficulties in performing tasks using J. Raven's method were to find an analogy between pair figures on the basis of part differentiation.

It is well known that the successful completion of this task is possible with differentiation of the child's perception and with the full development of attention.

As indicated in tables 2-4, the percentage of children with high rates is minimal. Among the I grade children of two groups (Kazakh, Russian) – 19.6 and 33.8 % among the III grade. Of these, 11.3 % of children showed 9 points. They demonstrated the ability to identify horizontal and vertical transformation of forms, which are the most complex of the 36 tasks in J. Raven's technique.

Analyzing the results of J. Raven's method, we came to conclusion that:

I. Depending on the logic of cognitive ability, three groups of children of I and III grades were identified.

1. A low level is characterized by the ability to identify the same and different, identical and unusual forms, as well as the ability to identify figures in the reception field and in other objects.

2. On the average level of logical thinking, children compare similar changes in patterns that establish the logic of their thinking. However, this logic does not apply to the child's ability, but it is used in performing complex types of tasks.

3. A high level is characterized by the ability to distinguish between integral components and symbols, including the skills that are encountered on the first two levels.

II. The main difficulties in performing the tasks of J. Raven's method are typical for many children, which are connected with the search for analogies between pair figures, based on the differentiation of details.

This can be explained by the fact that the differentiation of attention and perception from the point of view of logical thinking is not sufficiently developed.

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This can be explained by the fact that the differentiation of attention and perception from the point of view of logical thinking is not sufficiently developed. This led to difficulties that arise in the performance of tasks.

Table 2 – The results of performance of tasks by the Kazakh group children of I and III grades by J. Raven's method – (%), (N = 120)

Level	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
I grade	2,8	19,2	13,1	22,7	9,0	13,6	–	19,6	–
III grade	–	7,2	14,9	10,5	16,5	18,0	11,7	10,4	10,8

Table 3 – The results of performance of tasks by the Russian group children of I and III grades by J. Raven's method – (%), (N = 60)

Level	Low			Medium			High		
	1	2	3	4	5	6	7	8	9
I grade	2,4	19	12,9	22,9	9,3	13,8	–	19,7	–
III grade	–	6,2	14,3	11,5	16,1	17,2	12	10,8	11,9

Table 4 – The results of performance of tasks by Kazakh and Russian groups children of I and III grades by J. Raven's method – (%), (N=120)

Level	Kazakh group			Russian group		
	Low	Medium	High	Low	Medium	High
I grade	35,1	45,3	19,6	34,3	46	19,7
III grade	22,1	45	32,9	20,5	44,8	34,7

III. J. Raven's method showed that the level of intellectual development in accordance with ethnicity is insignificant, since it allows us to identify non-verbal intellect. And this is similar to the role of ethnocultural values in personal development. The second experiment. Analyzing and processing the data at the sample size – 120 children (60 in Russian group, 60 in Kazakh group).

Ethno psychological indicators include five variables for measuring Ethnic-I and ethnic tolerance. If we give a brief overview of some results of diagnostic tests for children, we will see the following features:

1. Russian children (60 participants) showed the highest level in the question "Who am I?" – 22 respondents (37 %); neutral level – 21 respondents (34 %); the average level – 17 participants (29 %) (see figure 1).

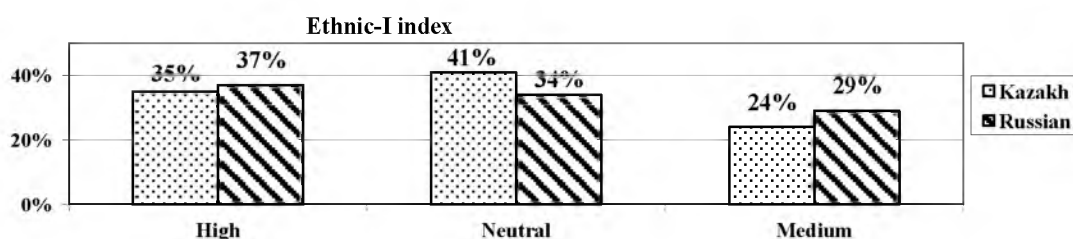
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Thus, based on the results of the above indicators, it can be said that children of primary school did not have negative opinions about other people. When it comes to them, national separation is less important.

In addition, since our state is independent and of a polytechnic nature, it does not adversely affect the development of children's mental health. Merging with the Russian people from Soviet times for several years has become a testament to ethnic tolerance.



Ethnic-Indexing children of primary school (Kazakh, Russian groups)

At the second stage of the second experiment, mutual influence of ethnic views and intellectual development was determined by questionnaires developed by us. A special idea of this research is that more developed ethnic views of children are associated with higher intellect.

In table 6 we present the comparative indicators of formation of Ethnic-I and intellect, which is the basis of our research.

As shown in table 6, in comparison with the Russian group, the Kazakh children are more tolerant and have higher intellect. And in the Russian group of children, Ethnic-I is more developed.

Thus, we see significant ethnic differences between the intellectual and personal qualities of respondents.

If we justify these differences, we can say that the Kazakh ethnos is a titular nation in Kazakhstan, therefore their sense of tolerance prevails.

Because they feel that they live in their country at a high level. In this regard, children also have a high intellectual level

Meanwhile, in the Russian group, a strong sense of their own "Ethnic-I" is explained by the fact that they put their nation above all else and that all the representatives of ethnic views in the Kazakh and Russian groups has no significant difference.

In addition, comparing the average arithmetic values of levels of intellect and children in Kazakh and Russian groups, we note that in both ethnic groups a high levels of intellect and ethnic views are among tolerant pupils.

Intolerant respondents showed lower than average intelligence.

It confirms the basic assumption of our research and confirms the dependence of intellectual development and ethnic views of primary school children on their ethnic values.

Table 5 – The results of the diagnostics of the value sphere of different age groups of the titular ethnos of Kazakhstan by the Schwartz method (average points / U-criterion of Mann Whitney)

Index	Kazakh children	Russian children
High intellect	47,4 %	46,6 %
Ethnic views	31,8 %	35,7 %
Ethnic-I	45 %	55 %

We present the following conclusions:

1. Ethnic-I is directly correlated with the self-determination of school-age children.
2. Ethnic-I in children is determined by obvious ethnic tolerance and ethnic stereotypes.
3. High ethnic tolerance and ethnic index have a positive effect on intellectual and personal development.
4. It was revealed that the understanding of different ethnic groups (Russian, Kazakh) about their ethnicity has a positive effect on the development of intellect and personal development.

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2. Ethnic-I in children is determined by obvious ethnic tolerance and ethnic stereotypes.
3. High ethnic tolerance and ethnic index have a positive effect on intellectual and personal development.

According to the results of the study, the influence of ethnic views on the development of intellect was mathematically justified by Pearson's tetra choric correlation coefficient.

Using Pearson's correlation coefficient, we have the following results:

In the group №1 $R = -0,74$.

In the group №2 $R = 0,14$.

Thus, intellectual development is closely related ethnic views.

In the second phase of the third experiment, the effects of ethno-psychological insights on intellectual development were identified through a questionnaire we created.

The idea of this study is to show that the higher the ethno-psychological understanding of children, the higher their mental performance.

In the study we asked 15 children of Kazakh language and ethnicity, 5 questions with representatives of other nationalities (Kazakh, Russian).

The table size for significance level U_{kr} is as follows:

114 ($p \leq 0,01$).

138 ($p \leq 0,05$).

Table 6 – Reliability of features of development of ethno psychological concepts in two groups

Ethnopsychological concepts Kazakh-Russian	Ethnopsychological concepts Russian-Kazakh
Positive $U_{\text{эмп}} = 58,9$ ($p \leq 0,05$)	Positive $U_{\text{эмп}} = 57,9$ ($p \leq 0,01$)

By comparing U_{mp} and U_{cr} , we determined the level of ethnicity formation in children.

Conclusion. Thus, based on the results of the study, we came to the following conclusion:

1. At the level of formation of classification thinking, five groups of children of I and III grades were identified.

– Children who have shown very low and low results, classify distributions based on external forms or functional relationships, rather than on the important attributes.

– At the average level, a child can perform tasks, his initial decision is not based on an important attribute, but after experimenter's help he performs the task correctly. On the second type of classification the child identifies and applies the important features of things, but the functional relationships between the things are not always taken into account.

– High and very high classification thinking are characterized by easy and quick understanding of the principles of classification cards in groups. When performing tasks, children rely on basic functions and important attributes of things.

– The difficulties of primary school children in the performance of tasks are directly related to the absence of the main external signs of features of classification of cards. This problem is correctly solved with the help of teachers.

– Errors of children of the I grade are characterized by complexity of transition from one type of classification to another, that is, from the principle of generalization to the principle of functional communication.

The intellectual development of person is positively influenced by formation of ethnic views (ethnocultural values).

3. High level of tolerance has a positive impact on the intellectual development of the individual.

4. A mathematical and statistical justification of the relationship between intellectual development and ethnic views is established.

At present, radical social transformations require a psychologically new character of structure of personality. Intellect develops in the social environment in which a person lives [15].

Ethnic values have a positive impact on intellectual development. It is also believed that ethnic views, formed in every nation, has a positive impact on in intellectual development. Influence of ethno psychological notions on intellectual development is revealed.

**С. Қ. Бердібаева¹, А. С. Сырғақбаева¹, А. С. Мадиярова¹, Ш. А. Амирбеков²,
А. Ш. Алимжанова², Е. С. Оналбеков¹, С. Қ. Бердібаев³, Конрад Решке⁴**

¹әл-Фараби атындағы Қазақ Ұлттық Университеті, Алматы, Қазақстан;

²Т. Жүргенов атындағы Қазақ Ұлттық Өнер Академиясы, Алматы, Қазақстан;

³Л. Н. Гумилев атындағы Евразия Ұлттық Университеті, Нұрсұлтан, Қазақстан;

⁴Лейпциг Университеті, Лейпциг, Германия

ИНТЕЛЛЕКТУАЛДЫ ДАМУҒА ЭТНОПСИХОЛОГИЯЛЫҚ ТҮСІНІКТЕРДІҢ ӘСЕРІН ЗЕРТТЕУ

Аннотация. Қазіргі таңда қоғам талаптарының бірі – жан-жақты үйлесімді дамыған тұлғаны қалыптастыру. Еліміздегі түбегейлі өзгерістер тұлға құрылымына психологиялық тұрғыдан жаңа сипатта қарауды қажет етеді.

Интеллекттің дамуы мен этнопсихологиялық түсініктердің өзара байланысын зерттеу бүгінгі таңдағы этнопсихология ғылымының басты мәселелері қатарынан орын алады.

Интеллекттік әлеует – тұлғаның, кез-келген іс-әрекетті нәтижелі орындауының басты шарттарының бірі. Интеллект деңгейі – тұлғаның жинақтаған білімдерінің, тәжірибесінің негізінде қаланатын күрделі құрылым екені анық. Бертін келе интеллект мәдениеті тұлғаның даму деңгейіне әсер етеді деген көзқарастар туындады (А.Р. Лурия). Осы орайда, интеллект тұлғаның тұстамай даму деңгейіне әсер ететіндіктен, оны этнопсихологиялық ерекшеліктермен өзара байланыста зерттеу қажеттігі айқын көрінеді.

Тұлғаның интеллекттік дамуы мәселесі көптеген ғылыми-психологиялық зерттеулерге негіз болды. Шетелдік зерттеулерде, атап айтқанда, К. Спирменнің интеллектінің екі факторлы теориясы, Р.Б. Кеттелдің және Дж. Равеннің интеллектінің факторлық талдауы, Дж. Гилфордтың интеллектінің құрылымдық моделі, Р. Стернбергтің эмпирикалық зерттеулерінде тұлға интеллектісінің дамуы қарастырылды.

Ж. Пиаженің интеллектіні ассимиляция және аккомодация процесінің бірлігін білдіретін ағзаның ортаға бейімделуінің формасы ретінде тұжырымдауы кең қарастырылған.

Интеллектіні этнопсихологиялық аспектіде зерттеу – жаңа бағыттардың бірі, интеллекттік іс-әрекет құрылымдары және оның этностық тұрғыдан талдануы, интеллект және этностылық болып табылады.

Ұлттық тілді, салт-дәстүрді, ұлттық мәдениетті қалыптастырудың негізі болып табылатын этностық сана-сезімдердің даму ерекшеліктері – негізгі сұрақтардың бірі. Этнопсихологияда интеллектіні зерттеуде этносаралық мәдени байланыстар балалардың тұлғалық дамуына белсенді түрде әсер етеді.

Зерттеуде әртүрлі этносты құрайтын сыналушылардың интеллектісінің дамуына этнопсихологиялық түсініктердің әсері болатыны эксперимент барысында анықталды.

Қазақстан психология ғылымында алғаш рет тұлғаның интеллекттік дамуына этнопсихологиялық түсініктердің жағымды әсері анықталды. «Этностық Меннің» көріну деңгейі этностық түсініктердің қалыптасу сипатымен байланысты болатыны зерттелді.

Тұлға интеллектісінің дамуына этнопсихологиялық түсініктердің (этномәдени құндылықтар) қалыптасқан деңгейі жағымды әсер етеді. Өзіне деген сенімділігі артқан сайын, интеллекттік даму құрылымының күрделі жүйесімен байланысты интеллекттік даму соғұрлым жоғарылайды екен.

Зерттеу барысында алынған нәтижелер интеллектінің дамуына этнопсихологиялық түсініктердің әсері жайлы қазіргі жаңа психологияда анықталып жатқан ғылыми білімдерді толықтырады. Сонымен қатар интеллекттік даму көрсеткіштері этнопсихологиялық аспектіде қарастырылды. Тұлға интеллектісінің дамуына қалыптасқан этнопсихологиялық түсініктер жағымды әсер бере алады.

Түйін сөздер: этнопсихология, интеллекттік даму, этностық түсініктер мен интеллекттік дамудың өзара байланысы, интеллекттік дамуға этнопсихологиялық түсініктердің позитивті әсері, этностық құндылықтар.

С. К. Бердибаева¹, А. С. Сыргакбаева¹, А. С. Мадиярова¹, Ш. А. Амирбеков²,
А. Ш. Алимжанова², Е. С. Оналбеков¹, С. К. Бердибаев³, Конрад Решке⁴

¹Казахский национальный университет им. аль-Фараби, Алматы, Казахстан;

²Казахская национальная академия искусств им. Т. Жургенова, Алматы, Казахстан;

³Евразийский национальный университет имени Л.Н. Гумилева, Нур-Султан, Казахстан;

⁴Лейпцигский университет, Лейпциг, Германия

ИССЛЕДОВАНИЕ ВЛИЯНИЯ ЭТНОПСИХОЛОГИЧЕСКИХ ПРЕДСТАВЛЕНИЙ НА ИНТЕЛЛЕКТУАЛЬНОЕ РАЗВИТИЕ

Аннотация. Сегодня одним из требований общества является формирование гармонично развитой личности. Радикальные изменения в нашей стране требуют нового, психологического нового подхода в структуре личности.

Изучение взаимосвязи между интеллектуальным развитием и этнопсихологическим пониманием является сегодня одним из ключевых вопросов в этнопсихологической науке.

Интеллектуальный потенциал является одним из главных условий успешного выполнения любой деятельности. Понятно, что уровень интеллекта представляет собой сложную структуру, основанную на знаниях и опыте, полученных человеком. Выяснилось, что культура интеллекта влияет на уровень развития личности (А.Р. Лурия). Ввиду того, что интеллект влияет на уровень развития личности в целом становится очевидной необходимостью его изучения с учетом этнопсихологических особенностей.

Проблема развития личности легла в основу многих научных и психологических исследований. В зарубежных исследованиях развитие интеллекта личности рассматривают: двухфакторная теория интеллекта Спирмена, факторный анализ интеллекта Р.Б. Кеттелла и Дж. Равена, структурная модель интеллекта Дж. Гильфорда, эмпирическое исследование Р. Стернберга. Особенно широко рассматривается концепция Ж. Пиаже, рассматривающая интеллект как форму адаптации организма к окружающей среде, которая представляет собой единство процесса ассимиляции и акклиматизации.

Одним из новых направлений в изучении интеллекта в этнопсихологических аспектах является структура интеллектуальной деятельности и ее этнический анализ, интеллект и этничность. Одним из ключевых вопросов являются особенности развития этнического самосознания, которое является основой формирования обычаев, традиций и национальной культуры. В исследованиях интеллекта в этнопсихологии межэтнические культурные связи активно влияют на развитие личности детей.

В ходе эксперимента выяснилось, что установлено влияние этнопсихологических представлений на интеллектуальное развитие испытуемых разных национальностей. Впервые в психологии Казахстана выявлено положительное влияние этнопсихологического представления на интеллектуальное развитие личности.

Было изучено, что уровень выражения "Этническое-Я" связано с характером формирования этнических представлений. На интеллектуальное развитие личности оказывают позитивные влияния сформированность этнопсихологических представлений (этнокультурных ценностей). Чем выше уверенность в себе, тем выше интеллектуальное развитие личности в связи со сложным системным характером структуры интеллектуального развития.

Полученные в ходе исследования данные дополнили имеющиеся в современной психологической науке знания о влиянии этнопсихологических представлений на интеллектуальное развитие. Наряду с этим показатели интеллектуального развития рассматриваются в этнопсихологическом аспекте. На интеллектуальное развитие личности оказывают позитивные влияния сформированность этнопсихологических представлений (этнокультурных ценностей).

Ключевые слова: этнопсихология, интеллектуальное развитие, взаимосвязь этнических представлений и интеллектуального развития, позитивное влияние этнопсихологических представлений на интеллектуальное развитие, этнические ценности.

Information about authors:

Berdibayeva S.K., Doctor of Psychological Science, Professor, Department of Philosophy and Political Science, Al-Farabi Kazakh National University, Almaty, Kazakhstan; berdibayeva.svetal@mail.ru; <https://orcid.org/0000-0001-6716-3080>

Syrgakbayeva A.S., Doctor of Philosophical Science, Professor, Department of Philosophy and Political Science, Al-Farabi Kazakh National University, Almaty, Kazakhstan; akmaral.s.pro@gmail.com; <https://orcid.org/0000-0001-8075-1418>

Madiyarova A.S., Candidate of Law Science, Associate professor, Department of Customs, Financial and Environmental Law at the Faculty of Law Al-Farabi Kazakh National University, Almaty, Kazakhstan; nurdana06@mail.ru; <https://orcid.org/0000-0002-2006-5325>

Amirbekov Sh.A., Doctor of Political Sciences, Professor. Vice-rector for academic, educational and methodical work, T. Zhurgenov Kazakh National Academy of Arts, Almaty, Kazakhstan; kaz.nai@mail.ru; <https://orcid.org/0000-0001-6360-7510>

Alimzhanova A.Sh., Candidate of Philosophical Science, Associate professor, Head of the History of Kazakhstan and social sciences department of T. Zhurgenov Kazakh National Academy of Arts, Almaty, Kazakhstan; asha.001@mail.ru; <https://orcid.org/0000-0002-3293-4495>

Onalbekov Y.S., Candidate of pedagogical science, Associate professor, Al-Farabi Kazakh National University, Almaty, Kazakhstan; ernar_onalbek@mail.ru; <https://orcid.org/0000-0001-7836-3723>

Berdibayev S.K., Lecturer, L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan; catoks67@mail.ru; <https://orcid.org/0000-0002-2180-1486>

Konrad Reschke, Doctor of Psychological Science, Professor University Leipzig, Germany; konrad.reschke@web.de; <https://orcid.org/0000-0003-4635-3007>

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