

Scenarios of Interconnection Between Academic Achievements and Intellectual-Cognitive Development of Students

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The article presents theoretical analysis of the problem regarding descriptors of students' academic achievements. It views scientific approaches based on intellect and competences. The study points out that the opposition between competences and intellect leads to their inclusion into the structure of cognitive abilities. Implementation of psychodiagnostic methods (for intellect diagnostics: Raven Progressive Matrices and A.P. Lobanov's "Principal Method for Grouping"; cognitive style diagnostics: Thurstone's hidden figures test and picture memory test; competences diagnostics: "Competences evaluation questionnaire"; professional integrity: N.V. Matyash and E.M. Feshchenko's "Professional integrity of psychology teachers" questionnaire) on the sample consisting of 58 third-year students aged 20-25 allowed to find out that there are two possible scenarios of interconnection between academic progress and intellectual-cognitive development and competences. The applied aspect of the problem under study can be implemented in the practice of higher education modernization and monitoring of educational psychological support.

Keywords: educational process; intellectual and cognitive development; intellect; competences; professional integrity; academic achievements.