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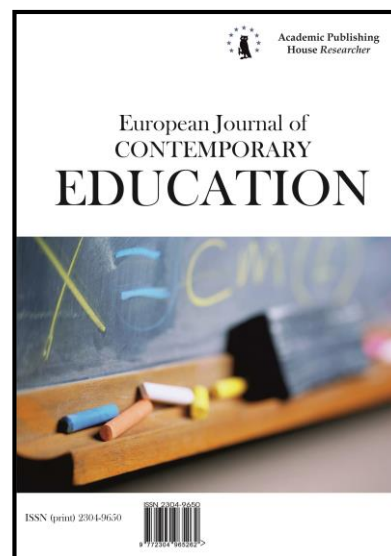
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The Formation of Elementary Schoolchildren's Cognitive needs at the Lessons of the Russian Language by Means of Subjectivization

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Abstract

The purpose of the article is to present of an innovative type of exercises in the Russian language, referred to as the complex intellectual-linguistic. The novelty of these exercises is: a) in an unusual arrangement of linguistic material which creates an educational research situation; b) in giving non-traditional tasks, aimed at simultaneously interconnected intellectual, linguistic and language development of students. The paper theoretically proves the possibility of stimulating effect of complex intellectual and language exercises on the formation of elementary schoolchildren's cognitive abilities; characterizes types of this kind of exercises, discloses the specificity of their composition and use on different stages of the lesson of the Russian language in elementary school, presents the results of their application in the educational process.

Keywords: needs, cognitive needs, cognitive interest, complex intellectual-linguistic exercises.

1. Introduction

The relevance of the problem investigated is caused by processes taking place in the public life of our country in general and in education in particular (democratization of public life, growing importance of the subjective factor in all spheres of human activity), which highlighted the need for all-round development of the personality of the child, increasing his creativity in the educational process, an active search for effective ways of acquiring knowledge in specific academic disciplines, among which the Russian language takes an important place.

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The need for mental efforts and experiences are inherent to elementary schoolchildren. Socio-biological basis for this phenomenon is a natural process of the child's brain maturation. However, the task of forming cognitive needs of elementary students on this objectively given basis must not be decided spontaneously but through conscious, purposeful actions of the teacher. The main condition for stimulating children's cognitive needs, their rational formation is a learning process organized so that it converts the student in the subject of an active mental activity.

This opportunity is provided by a method of training elementary schoolchildren by means of subjectivity, the work on which was basically completed by the author in 2000. Subjectivity is understood as a qualitatively new level of organizing the educational process, providing a direct, immediate pupil's participation in planning and organizing lessons in the Russian language on all or most structural stages.

Being trained by this method, the student performs several functions simultaneously. On the one hand, he acts in his usual role of a pupil. On the other hand, he is given a part of the teacher's functions. Working on the exercises proposed by the teacher, the student determines and articulates the theme of the lesson, states the content of the calligraphy minute and vocabulary and spelling work and, finally, composes tasks to the exercises accomplished on the next stage (consolidation) and so on. Thus, the pupil acts not only as the object, but also as an active subject of the educational process.

One of the principles of teaching methods by subjectivity means, taking into account the complexity, diversity, relationship of various sides of pupil's intelligence is a multifaceted impact on him, which is realized through implementing complex intellectual-linguistic exercises.

Thus, these exercises provide an opportunity to intensify educational and cognitive activity of elementary schoolchildren by increasing their role in the educational process and, at the same time to intensify a multifaceted, nature aligned effect on his intellect.

The purpose of this article is to give presentational characteristics of the essence, content of complex intellectual-linguistic exercises and techniques of their practical use. Accordingly, the tasks solved by the author are:

- 1) theoretical substantiation of the possibility of forming effectively cognitive needs of elementary schoolchildren at the lessons of the Russian language with the help of complex intellectual-linguistic exercises;
- 2) description of types of complex intellectual-linguistic exercises for various structural phases of the lesson of the Russian language (calligraphy minute, spelling and vocabulary work, consolidation and review of the material studied), disclosing the specificity of their composition and use;
- 3) synthesis of practical results of using complex intellectual-linguistic exercises at the Russian language lessons in elementary school.

2. Materials and methods

During the research the following methods were used:

- 1) theoretical analysis of philosophical, pedagogical, psycholinguistic, methodical literature, which allowed to establish the nature, types, properties of cognitive needs, specificity of their formation in elementary schoolchildren;
- 2) monitoring the process of teaching the Russian language in elementary school, and its understanding to reveal reserves of increasing pupils' cognitive activity in the organization and conduct of the lesson;
- 3) modeling the process of teaching elementary schoolchildren the Russian language on the basis of subjectivity, the integral part of which was the construction of complex intellectual-linguistic exercises and the development of their methodological security;
- 4) pedagogical experiment, which took place from 1998 to 2000 in five secondary schools in the city of Kirov (№№ 17, 28, 53, 61, 70) and which allowed to check the efficiency of teaching elementary schoolchildren the Russian language by means of subjectivity;
- 5) generalization of pedagogical experience of elementary school teachers in the schools of Kirov, Moscow and other regions of the country, who used teaching methods and means of subjectivity, in particular, complex intellectual-linguistic exercises in the educational process.

3. Discussions

The concept of the needs in modern Russian scientific literature was considered by many researchers. They highlighted several meanings of the concept: as an object of the environment necessary for the life of the individual (Leontyev, 1975); as a state of mind, reflecting the need for something, the lack of something (Rubinstein, 2000: 529); as a fundamental quality of the person that determines its relation to the objects of the world; as a form of communication with the outside world (Imedadze, 1984); as a program of life (Dodonov, 1973), etc. Regardless the meaning, in which the concept of the needs is used, they are related to the internal intrinsic forces of the organism stimulating him to various forms of activity.

Considering the nature of the needs, as a rule, the socio-historical, objective character of human needs, their qualitative difference from the basic physiological needs of animals and their irreducibility to the last are emphasized. A man is born with a certain range of needs of biological and social origins. Depending on the way of human life and activities, in the process of ontogenetic development his existing needs are improved and at the same time new ones are acquired.

The needs of living beings are extremely diverse. There are different approaches to their classification (Leontiev, 1994). Most typically, three types of needs: biological, social, ideal are distinguished. Biological needs are the needs experienced by the organism in something necessary for its life and located in the environment: food, water, those or other environmental conditions. The activity driven by them always aims at achieving an optimal functioning level of the basic life processes. Biological needs are peculiar to the man and animals, but have an instinctive character for the majority of the latter.

Social needs express the social nature of the man. This is a demand in labor, in communication, in freedom, in public activities. They are aimed at ensuring the interaction with other members of his species. Zoo social needs of animals are allocated as an analogy of social needs (albeit at a lower level).

Ideal (or spiritual) needs – specific education characterizing the level of individual development. These are needs for cognition; the need for novelty; the need to overcome, etc. The meaning of life for a person with well-developed spiritual needs lies in inclusion into creative work.

The effective formation and development of social and spiritual needs are substantially dependent on meeting certain conditions. A.G. Kovalev believes the most important are as follows:

1. The need may arise and strengthen only during certain systematic activity that develops in the personality a habit of a particular type of operation.
2. The need develops upon the condition of its extended reproduction, which is provided by the variety and the development of ways and means to satisfy it.
3. An important condition for the needs development is a transition from reproductive to creative activities, which not only strengthens the positive emotional attitude of the individual, but also leads to the recognition of these activities as the person's calling (Kovalev, 1969: 138-139). The above said applies fully to such kind of spiritual needs as the desire to acquire new knowledge.

A powerful leverage of awakening, forming and developing cognitive needs of the child is interest. As a difficult and very significant for the human formation phenomenon interest has many definitions. It is considered as a manifestation of mental and emotional human activities; as the orientation of the individual concentrated in his/her ideas (attention, thoughts) on a specific object (Rubinstein, 2000); as a specific personal attitude to the object caused by perceiving its vital significance and emotional appeal (Kovalev, 1969); as a special psychological need of the individual in certain objects and activities viewed by the subject as desired experiences and means of achieving the desired objectives (Dodonov, 1978); as a factor stimulating internal efficiency, activity, diligence (Ananiev, 1980); as an active cognitive and emotional relationship of the man to the world (Soloveitchik, 1968); as an integral formation, special quality providing spiritual wealth of the personality helping to select personally meaningful and valuable from the environment (Shchukina, 1988); as a property of the person manifested in a passionate and abiding passion for certain activities (Dodonov, 1973); as a form of motives expression (Markova, 1979), and others.

Our case uses as a working one the definition formulated in the "Russian Pedagogical Encyclopedia": "Interest is the desire to know an object or a phenomenon, to master this or that activity. Interest is one of the most important motivation for acquiring knowledge, expanding views, it is an important condition for a truly creative approach to work." The basis of interest is

human needs ([The Russian Pedagogical, 1993: 373](#)). However, the very formation of cognitive needs depends crucially on how clear the student's interest to the activities related to the mastering new knowledge is pronounced. Interest has a large and diverse effects on human activity. It provides productivity of any of its kind; it gives the opportunity to be engaged in any activity for a long time without reducing the level of fatigability and satiety. Being an expression of the general personal orientation interest covers all mental processes: perception, memory, thinking. Directing them in a certain way it nevertheless activates the individual's work.

People's interests are extremely diverse. They differ in content, focus, stability, efficiency, etc. According to the content and direction public and political, educational, aesthetic, reading, sports interests and others are distinguished. They depend on the object that attracts the individual, and have their own sub varieties. Cognitive interests in the broad sense appear in the form of training and special research interests in specific subjects. However, they are divided into direct and indirect (procedural and process-targeted interests in the terminology proposed by B.I. Dodonov ([Dodonov, 1978](#))). Direct interest presupposes interest in the process of the work itself. Indirect interest is connected with the results of the work. The proper ratio of both types is most favorable for the active work of the individual.

According to the efficiency levels are divided into passive and active. In the first case, the person confines to a simple perception of the object of his interest. An active interest contributes to the beginning of activities aimed at mastering the object of the interest. It is an active interest that serves an effective factor in developing the personality, forming knowledge, skills, abilities and character. Interests are distinguished by their stability. Stable interests are often associated with advanced skills of the individual, a deep awareness of his/her duty and mission. Fixing they become attributes, characteristic features of the person. As for training, then, according to S.L. Rubinstein, interests are both a prerequisite and the result of this process. Therefore, on the one hand, interests are tools used by the teacher to make learning more effective; on the other hand, the formation of cognitive interest is a part and the purpose of teaching ([Rubinstein, 2000](#)).

Pupils' cognitive interest is formed and developed in the educational activity, and it is influenced not only by certain components but by its entire objective-subjective nature: content, organization of educational process and the results obtained.

Stimulation of pupils' cognitive interest through the content of teaching material is ensured by its novelty, updating already known knowledge, practical significance of the knowledge acquired, etc. Cognitive interests are activated through the variety of independent work forms, mastering new methods of training activities, creating problematic situations, including students in educational creative process by selecting manageable, interesting and quite diverse, new in content and form tasks contributing to intense intellectual activity, requiring thought, reasoning, grounding, proof. It stimulates cognitive interests and reduces routine, monotonous, reproductive activity in favor of activities of learning and exploratory nature.

Specificity of forming cognitive needs of elementary schoolchildren on different structural phases of the lesson of the Russian language

The interest to the Russian language as a school subject in terms of its content is originally manifested by elementary schoolchildren to a much lesser extent than to other disciplines of the school cycle, as the students have mastered to a certain extent the object of study – the language – before school. New information is usually far from their life experiences. Introducing students to the latest developments in linguistics, is of some interest to high school students, but is ineffective in primary school. Accordingly, the real source of developing cognitive interests in this case should be educational activity itself which can give good results with its certain reconstruction ([Bakulina, 2000](#)).

Formulating the theme of the Russian language lesson by students

In the traditional version the theme of the upcoming lesson of the Russian language is formulated by the teacher. However, this function can be delegated to children. This requires creating by the teacher a searching situation which varies at each lesson by its content, students' mental operations, providing diversity, increased attention to the studied material, improving speech and mental abilities. The example of the exercise to determine the topic of the reading lesson by students the first grade.

Writing on the board:

... луг

... лов

... рок

Teacher. Read the words written on the blackboard. Explain their meaning. (Students complete the task).

Teacher. Add to every word the same letter to get three new words. State the topic of the lesson.

Pupil. "П" can be added to each word. We get three new words: *плуг, плов, прок*. So, the topic of the lesson is "Letter "П" and the sounds it represents."

The example of the exercise to determine the topic of the lesson of the Russian language by students the second or third grade.

Proverbs written on the blackboard:

Горькая правда лучше сладкой лжи.

Хлеб – батюшка, водица – матушка.

Маленькая ложь большую ведет.

Teacher. Read aloud the proverbs on the board. (Students complete the task).

Teacher. Unite the two sayings on several grounds simultaneously.

Pupil. It is possible to unite the first and the third proverbs. They have the same meaning: the truth is better than a lie. These proverbs have nouns and adjectives. In the second proverb there are only nouns.

Teacher. Determine what features adjectives used in the first and third proverbs have. State the topic of today's lesson.

Pupil. Adjectives used in the first and in the third proverbs are opposite in their meaning. So, the topic of the lesson is "Adjectives, opposite in meaning"

A minute of calligraphy

Working with complex intellectual-linguistic exercises for a calligraphy, can be supported by introducing multifunctional tasks in the educational process. These are tasks which contribute to interrelated, interdependent linguistic, speech and mental development of elementary schoolchildren. Performing this kind of tasks pupils determine the content of the structural phase of the lesson, improve their knowledge and skills in the field of the language. The development of the most important mental qualities is stimulated: oral coherent speech, logical thinking, the various properties of attention, different types of memory, etc. The role of students in organizing their educational activities increases noticeably. Several groups of exercises can be distinguished here. Exercises of each group are focused on forming certain intellectual qualities of the child.

The first group includes exercises aimed mainly at the development of speech and attention. Example:

"Look carefully at this picture.

Tell me what letter we are going to write at our minute of calligraphy today. You can find it here more often than others. What letter is this and how many times is it shown?"

Possible answer: "Today, we will write the letter P. It is depicted more often than others – to be exact, six times."

Gradually, the number of teacher's leading questions helping to identify the required letter reduces in the tasks of this group of exercises, as in most others. This significantly increases of

Р	Я	У	Х
О			Р
Р			Б
Н	В	Г	Р
Р			
М			

pupils' speech and mental load as in this case they are both to find themselves a correct answer and also tell how they have determined the theme of the minute of calligraphy. In this case, the content of the teacher's task and student's response are changed. The teacher's task may be: "Take a good look at this picture. Tell me what letter we are going to write at our minute of calligraphy? How have you defined it and how many times is it shown?" A possible answer: " Today at the

minute of calligraphy, we will write the letter P. To find it, we have determined what the letter is shown in the picture more often than others. It counts six times. "

The second group includes exercises aimed primarily at the development of analytical and synthetic thinking and speech abilities. Example: "Take a good look at the series of letters: *m n κ e η*. Tell me what letter we are going to write at our minute of calligraphy today? In this series, there is an odd letter. Explain why?" "A possible answer: "Today we are going to write the letter "e". In this series, this letter is odd because it is a vowel, and the rest letters are consonants. "

The third group consists of exercises, where the emphasis is put on the development of abstract thinking and speaking. Example: " You'll determine the letter, which we are going to write today, decoding this record:

5 3 1
Д В ?

A possible answer: "Letter Д comes fifth in the alphabet, letter В is the third. The first letter is А. So, today we are going to write letter А".

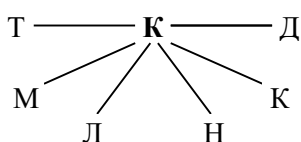
The fourth group consists of exercises aimed at the development of speech, the ability to compare, to compare and find the general from the particular linguistic phenomena, to abstract. Example:

Б	О	Р	Т
З	У	Б	Р
О	Б	О	З
Б	О	Р	Ш

"Read the words written in the square. Compare them with each other. Determine what letter we are going to write at our minute of calligraphy today and explain why?"

Possible answer: "In every word of this square there is letter "б". So, today we are going to write letter "б".

The fifth group includes exercises focused primarily on the development of linguistic intuition, speech, quick wits. Example: "You can find the letter, which we are going to write at our minute of calligraphy in every word in this scheme. What letter is this? In what words of this scheme can it be seen?"



Possible answer: "Today, we will write letter "о". It is found in all the words of this scheme: *ком, ком, кол, кон, кок, код*".

Doing exercises of the fourth and fifth groups after the formulating the theme of the minute of calligraphy by children, it is necessary to familiarize them with the lexical meaning of new words. But in this case, the first word should be given to pupils. At the teacher's request they say words unknown to them and try to explain what it means. The teacher, if necessary, clarifies or corrects children's responses.

The sixth group consists of exercise, the main purpose of which is the development of speech, intuition and quick wits. Example: "Define the letter, which we are going to write at the minute of calligraphy, focusing on the series:

П, В, С, Ч, П, С Explain your answer. "

Possible answer: "In this series, the first letters of the names of days of the week are written: понедельник – П, вторник – В, etc. After суббота comes воскресенье. The word "воскресенье" begins with letter В. So today we'll write letter "В". Likewise, you can encrypt the names of numbers, months, make series, consisting only of vowels in the forward and reverse alphabetical order; consisting of consonants in the forward and reverse alphabetical order; consisting of letters of the alphabet, going through one, two, three, etc.; consisting of letters of the alphabet, going from its beginning or the end, etc.

The seventh group of exercises deals with giving specifications of the required letter and sounds which it denotes. Example: "Define the letter, which we are going to write at our minute of calligraphy; it is found in each of these words (the words written on the blackboard: *енот, сетка,*

ежуха, пенал) and can divide them into two equal groups. What letter is this? What two groups can it divide the words into?" Possible answer: "Today at the moment of calligraphy, we will write letter "e". It is found in each of these words. But in the words "сетка", "пенал" it denotes sound [э]. This is the first group of words. In the words "енот", "ежуха" there are two sounds [й], [э] - this is the second group."

The eighth group of exercises includes partial phonetic analysis. Example: "Read the words written on the board: *бумага, гуря, ряд*. Identify the letter that we are going to write at the minute of calligraphy today. In one word, it refers to the vocal pair soft pair consonant. What is the letter? In which word is it?" Possible answer: "Today we are going to write letter "з". It is in the word "гуря" and here it is a vocal pair soft pair consonant. "

Doing this kind of tasks search begins with finding the letters in one word composed of not more than three or four letters. Gradually, pupils move to finding a letter in the word consisting of a larger number of letters. Further complication is done by gradually increasing the amount of initial words, one of which is with the desired letter. The words are chosen in such a way that each of them has the letter giving a sound that is different from the desired in one indicator.

The ninth group of exercises include of morphological segmentation of words. Example: "Define the letter that we are going to write at the minute of calligraphy. It is found in the root of each of these words. What is the letter?" The words: *закваска, подголосок, мясистый*.

Possible answer: "Today, we will write letter "с ". It is in the root *квас* of the word "закваска", in the root *голос* of the word "подголосок"; in the root *-мяс* of the word "мясистый". Selection of words in the given group of exercises begins with two units, each of which has one or two components. Gradually the number of words increases and their structure is complicated.

The tenth group of exercises is connected with partial morphological analysis. Example: "Read these words aloud. Determine what letter we are going to write at the minute of calligraphy. It refers to the same orthograms in all nouns of this series: *детский, тростник, лестница, вестник, отвечаю, местность, трудный*. What is the letter?" Possible answer: "Today, we will write the letter "т". In all nouns of this series: *тростник, лестница, вестник, местность*, it is a silent consonants ". Selection of words in this group of exercises starts with two or three units of one part of speech. Gradually the number of words and the variety of parts of speech increase.

Conducting spelling-vocabulary work

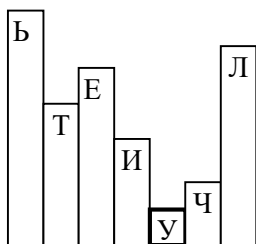
On the basis of completing complex intellectual-linguistic exercises pupils independently determine and formulate the topic of spelling and vocabulary tasks. This activity is aimed at the development of pupil's mental abilities, the intensification of the speech process, and a significant increase of its role in the presentation of a new "hard" word. All exercises are arranged in groups, each having its own distinctive, characteristic features.

The first group includes exercises involving the identification of the desired word through the work with its constituent letters. When doing these children develop attention span, distribution and scope, short-term arbitrary memory, language, analytical and synthetic thinking. For example, the teacher suggests: "Identify and name the new dictionary word, which we will learn at the lesson. To do this, place the rectangles in the order of increasing the number of points in each of them and connect the letters available in them".

Gradually, the number of the teacher's specific instructions to help pupils determine the required word is reduced. So, the teacher says: "You will be able to name the new word which we will learn in the classroom, if you find a rectangle with its first letter and set the sequence of the other letters of the desired word:

Е :		Д :::	Д ::	
	М .			
В ::		Е :::	Ь :::	

Searched word
«МЕДВЕДЬ»



What word have you read and how did you do it?" A possible answer: "We read the word "учитель". We started with a rectangle that is highlighted brighter than others. It is the smallest one. Further we searched higher rectangles and connected letters written in them. "

While developing the ability to complete tasks with a limited number of oral instructions, the teacher introduces exercises providing their complete lack into the educational process. For example, the teacher suggests the pupils: "Take a good look at this writing and identify the two words which we will learn the lesson:

О З А Б В Т Е Р А Д К

What are these words? How did you find them?" Possible answer: "Today we'll learn the words "завтрак" and "обед". To determine them, we had to connect the letters with points on the top. Then combine letters with points at the bottom".

The second group consists of exercises, providing pupils' work with symbols, ciphers, codes. They allow to develop abstract thinking and along with it to improve a number of other mental qualities. Example: "What are the two words which we'll learn at the lesson? They are encrypted with the numbers.

The first word: 3,1,11,6,12,13,1

The second word 3, 1.5, 13, 4, 7, 10, 9, 8.

Each number corresponds to a certain letter:

What are these words? "(Searched words are "капуста" and "картофель")

1	2	3	4	5	6	7	8	9	10	11	12	13
А	Г	К	О	Р	У	Ф	Ь	Л	Е	П	С	Т

The third group includes exercises linking the searched word with the studied linguistic material. In this case versatility and efficiency of their use increases significantly. Depending on the content of the material, the didactic purpose set by the teacher in the classroom, there may be a variety of options. Example of the task to consolidate knowledge on phonetics, "Cross out letters for deaf consonants in the chain, and you'll learn a word, which well learn at the lesson

ПФБКТХЕШСРЧЁЦЗЦА

(Searched word «берёза»)

In order to improve spelling vigilance when studying various topics of the course of the Russian language, the teacher can use such a task: "Read the writing on the board: *выд...вить, охр...нять, б..лезнь, кр...ситель, зн...чение, умн...жать, аб...жур, сл...мался, л...скает.* Connect the first letters of the words written with vowel "а" in the root, and you'll know the words which we will learn at the lesson" (Searched word "вокзал".)

For further development of the basic properties of attention and memory tasks of this type gradually become more complex due to the growing number guidelines when searching for the original word. For example, the teacher reads word combinations: *скалистая местность, пожарная служба, морская глубина, вагонная дверь, обтачная ткань, багряная рябина, окаменелая почва, далекая деревня, дорогое украшение, акварельная краска.*

He offers children a task: "Write the word combinations. Connect the first letters of feminine adjectives, the root of which is written with unstressed vowel "a", and you will learn a new word from the dictionary". (Searched word "свобода".)

The following example organically combines a variety of activities: an unconventional phonetic analysis, partial morphological segmentation of the word, work on spelling, etc., in the process of which spelling skills are improved, multidimensional analytical and synthetic work is carried out, attention scope and focus, operational memory are developed. For example, the teacher says: "You can call the new word which we will learn at the lesson if you complete my tasks correctly to identify the letters of the desired word.

Task 1. The first letter is the consonant in the third syllable of the word «*солома*».

Task 2. The second letter indicates the unverifiable unstressed vowel in the word «*песок*».

Task 3. The third letter indicates the voiceless pair soft consonant in the word «*вернуть*».

Task 4. The fourth letter is the last in the root of the word «*север*».

Task 5. The fifth letter is the ending in the word «*яблоко*».

An additional advantage of this group methods is that their use enhances pupils' knowledge and skills of the studied topics of the Russian language and does not require unforeseen time-consuming, since these exercises are nothing other than the non-traditional kinds of vocabulary dictations, parse, creative works, which are simply transferred from one structural phase of the lesson to another.

To further increase children's cognitive activity the exercises based on developing logical thinking are used. The teacher can offer this type of task: "You can name the new word from the dictionary, which we will learn at the lesson, if you determine the nature of the semantic relation between the words in these pairs:

магазин – продавец

больница – врач

театр – актер

космический корабль – ?

What is the semantic relationship between words of each pair? What word will we learn at the lesson?" Possible answer: "In each pair, the first word refers to the place of work, the second – to the associated profession. In the store there is a seller, in the hospital - a doctor, in the theater - an actor, on a spaceship – an astronaut. So, today we will get acquainted with the word "astronaut".

Consolidating the studied material

Consolidating the studied material is done by means of complex intellectual and linguistic exercises. The complexity of this type of exercises has many aspects. Firstly, it is expressed in the fact that they stimulate pupils' mental and linguistic development at the same time. Secondly, the formation of each of the two components is also carried out comprehensively. With regard to pupil's intelligence these exercises intensify the development of a number of its qualities (attention, memory, thinking, speech, etc.). In its turn, pupils acquire linguistic knowledge, skills during the active speech and mental activity. At the same time while doing each assignment the pupil makes several mental operations (e.g., comparison, grouping, generalization) and involves different kinds of speech: internal and external, oral and written, monologue and dialogue.

Complex influence on the pupil's consciousness in this kind of exercise is implemented through a specific set and unusual layout of the language material, as well as through non-traditional setting of the tasks. Let's consider typical kinds of complex exercises used at the lessons of the Russian language.

Exercise 1. Formed complex: speech, attention span, analytical and synthetic thinking, quick wits, the ability to construct arguments, the ability to group. Example task on the topic "Introduction to the syllable": Read; instead of a question mark pick the right word; Justify the answer. Write words by grouping them according to the theme of the lesson:

вода куст нора

крот роса ?

Exercise 2. Formed complex: speech, attention span and allocation, the ability to carry out comparison operations, the ability to construct arguments. Example task on the topic "Capital letters in the names and surnames of people": Read the words in the left and right columns. Write in the line words missing in the right column. Find an odd one among them. Justify your answer.

(М, м)аршак (П, п)оэт
 (П, п)оэт (М, м)ихаил
 (А, а)лексей (Б, б)орисов
 (Р, р)епин (С, с)ергей
 (С, с)емёнов (И, и)ванов

Exercise 3. Formed complex: speech, attention span, logical thinking, abstract thinking, the ability to find concepts of the same type, analytical and synthetic thinking, the ability to group. Example task on the topic "The number of nouns": Read. Combine these words in pairs on species basis. Write down the pairs changing the number of nouns. Underline the endings.

баран, корова, овца, лошадь, свинья, кабан, бык, конь

Exercise 4. Formed complex: speech, attention span, logical thinking, the ability to generalize, the ability to give definitions of concepts. Example task on the topic "Soft sign at the end of nouns after a hushing sound": Fill in the gaps of the definitions appropriate by the meaning words. Write down the sentences. Insert the missing letters, open the brackets.

*Врач(ь, -) – это ... , который
 Карандаш(ь, -) – это ... , которым
 Скрипач(ь, -) – это ... , который
 Ландыш(ь, -) – это ... , который ...*

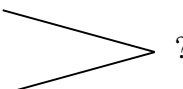
Exercise 5. Formed complex: speech, attention span, logical thinking, abstract thinking, the ability to generalize, the ability to determine the sequence of concepts submission. Example task on the topic "The number of nouns": Read. Organize the words and phrases of each line in the table according to the model. Specify the gender and number of nouns.

Narrow concept	Middle concept	Wide concept
<i>резиновые сапоги</i>	<i>сапоги</i>	<i>обувь</i>

*одежда, шуба, зимняя одежда;
 кукла, матрешка, игрушка;
 кустарник, орешник, растение;
 шапка, головной убор, меховая шапка.*

Exercise 6. Formed complex: speech, attention span and focus, logical thinking, the ability to move to a higher level of generalization, abstraction by means of a comparative analysis of the two items, the ability to classify. Example task on the topic "The number of nouns": Read. Compare the pairs words with the same number. Find the exact name to each pair, and then give one common name to the two. Specify the gender and number of nouns.

*куры, индюки – ?
 канарейка, соловей – ?*



Exercise 7. Formed complex: speech, attention span and focus, logical thinking, analytical and synthetic thinking, the ability to determine the sequence between objects and phenomena in space and time, to trace cause-effect relationships. Example task on the topic "Gender of nouns": Read the words. Name an object or phenomenon which preceded in time the object or phenomenon denoted with the given word. Write down the pairs of words. Determine the gender of nouns.

*осень – ... вата – ...
 корова – ... бабочка – ...
 кефир – ... металл – ...*

Exercise 8. Formed complex: speech, attention span and scope, logical thinking, analytical and synthetic thinking, the ability to establish the sequence of events, creative imagination. Example task on the topic "Changing verbs by tenses": Read the first and last sentence of each chain. Make two missing links reflecting the sequence of events. Write down the links. Find the common features of the verbs.

1. Поднялся ветер. 2. _____ . 3. _____ . 4. Деревья обнажились

Exercise 9. Formed complex: speech, attention span and focus, logical thinking, analytical and synthetic skills, ability to establish cause-effect relationships between objects and phenomena. Example task on the topic "Spelling unstressed vowels in the root of the word." In each pair of the sentences one indicates the cause of a phenomenon, and the other is its consequence (result). Determine what role each sentence plays and write them in the following order: first the cause, then the effect. When writing sentences, avoiding the repetition of the same words, replace them with others of similar meaning.

Сова и филин охотятся ночью. Дневной свет для глаз совы и филина ярок и неприятен.

Муравьи приносят лесу большую пользу. Муравьи уничтожают личинок вредных насекомых.

Conclusion

Thus, the use of complex intellectual-linguistic exercises on the major structural phases of the Russian language lesson in elementary school, according to teachers-practitioners (Vshivtseva, 2000; Dembitskaya, 2006; Obukhova, 2000), has a number of advantages.

It provides a high level of cooperation between the teacher and the pupil. The teacher doesn't just declare and externally demonstrate respect to the pupil's personality; without losing the overall management of the educational process he delegates pupils a part of his educational and organizational functions in reality. The implementation of the latter really turns the pupil from an object into a subject of educational and cognitive activities. Joint activities of the teacher and the pupil at the minutes of calligraphy, spelling and vocabulary work, etc. has another important aspect. The learning process turns into intellectual creativity, suggesting their parallel (though in different ways) personal development for both. At the same time the practical application of the proposed exercises requires teachers' additional time and effort. However, experience shows that these costs are paid back in a certain sense by the joy of creative labor, experienced by their wards, and those results in studies they achieve.

Pupils' interest to the subject grows, their attitude to training sessions changes to the better, tendency to show their active participation in cognitive activities manifests clearly. On the whole pupils' general intellectual and language development of students intensifies (Obukhova, 2006; Teplyakova, 2006; Ushakova, 2011).

The article may be useful for practicing elementary school teachers, methodologists, students of pedagogical universities, graduate and postgraduates students engaged in the study of this problem.

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