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**ИНТЕЛЛЕКТУАЛЬНОЕ РАЗВИТИЕ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО  
ВОЗРАСТА ПРИ ИЗУЧЕНИИ СЛОВ С НЕПРОВЕРЯЕМЫМ  
НАПИСАНИЕМ НА УРОКАХ РУССКОГО ЯЗЫКА<sup>1</sup>****Погонец Алиса Андреевна,**

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**Аннотация**

В статье затрагивается проблема интеллектуального развития младших школьников при усвоении слов с непроверяемым написанием; описываются эффективные приемы мнемотехники, использование которых обеспечивает устойчивое запоминание таких слов.

**Ключевые слова:** младший школьный возраст, словарные слова, непроверяемые гласные-согласные, познавательное развитие, произвольное запоминание

**INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN  
WHEN STUDYING WORDS WITH UNVERIFIABLE SPELLING IN RUSSIAN  
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**ABSTRACT**

The article touches upon the problem of intellectual development of younger schoolchildren in the assimilation of words with unverifiable spelling; describes effective techniques of mnemonics, the use of which ensures stable memorization of such words.

**Keywords:** primary school age, vocabulary words, unchecked vowels-consonants, cognitive development, voluntary memorization

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At the present stage of society's development, qualified specialists with a high level of intellectual capabilities are required, the foundations of which are laid during the school period of development. The analysis of psychological and pedagogical approaches to the problem of intellectual development has shown that it depends, first of all, on the content and logic of the presentation of educational subjects. School education, along with the cognitive function of transferring a system of scientific knowledge and arming with methods of scientific cognition, should also implement a developmental function – to complicate and expand individual resources of a person by means of educational subjects (Yu.K. Babansky, V.V. Davydov, I.V. Dubrovina, A.M. Matyushkin, N.A. Menchinskaya, M.A. Kholodnaya, I.S. Yakimanskaya et al.).

The problem of intellectual development of children of preschool and primary school age is considered in the works of domestic and foreign teachers and psychologists: G.A. Bakulina, A. Binet, D. Wexler, H. Werner, L.S. Vygotsky, P.Ya. Galperin, P. Guilford, R. Ziegler, A.N. Leontiev, M. Montessori, O.M. Perkova, D. Richards, S.L. Rubinstein, J. Rousseau, L.F. Tikhomirova, J. Thompson, M.A. Kholodnaya, V.A. Khudik, L.S. Tsvetkova, V. Stern, D.B. Elkonin.

Intellectual development is understood as a qualitative change in mental cognitive processes: from involuntary forms of memorization to arbitrary ones, from a visually effective, visually figurative form of thinking to its abstract and abstract logical form and to theoretical thinking. It is known that intellectual development does not occur by itself, but as a result of the child's multilateral interaction with other people: in communication, in activities and, in particular, in educational activities [2, с. 400].

The criteria of intellectual and mental development are independence of thinking, speed and strength of assimilation of educational material, speed of orientation in solving non-standard tasks, the ability to distinguish the essential from the non-essential, different levels of analytical and synthetic activity, criticality of the mind, as well as the ability to pace progress as the speed of generalization formation, economical thinking [Kravchenko 2008: 231].

According to the statement of the teacher Y.K. Babansky, the intellectual development of students in the educational process depends on the educational and intellectual skills purposefully formed by the teacher:

- the ability to motivate your activities;
- take information carefully;
- it is rational to remember;
- logically comprehend the educational material, highlighting the main thing in it;
- solve problematic cognitive tasks;
- perform exercises on your own;
- to exercise self-control in educational activities [1, с. 237].

The Russian language as an academic subject is for students the basis of the entire learning process, a means of developing their thinking, imagination, the most important factor in the development of students' intellectual abilities, their speech, as well as the moral qualities of the child's personality. Intellectual development is carried out systematically in the educational process. Each grammatical and spelling topic studied in Russian lessons contributes to the formation of students' intellectual skills, including the assimilation of words with unverifiable spellings.

Memorizing a large number of words with unverifiable spellings and learning to write these words without mistakes is one of the most difficult tasks facing elementary school students. The abundance of such words requires a primary school teacher to constantly search for new methods and techniques of work that facilitate their assimilation.

In school practice, mnemonic techniques are very popular, which allow a student to memorize an unverifiable letter in a dictionary word interestingly, taking into account the psychological peculiarities of thinking of a younger student, accurately noted by K.D. Ushinsky: «The child thinks in images.»

Mnemonics (translated from Greek – "the art of memorization") is a system of various techniques that facilitate memorization and increase memory capacity by forming artificial associations. In order to remember an untested letter, it is necessary to «revive» the letter, create its « image » in a specific word. And then the letter O in the word «car» will turn into wheels, in the word «Highway» – into a road sign. And in students' notebooks, words from familiar letters will appear in combination with a letter pattern [6, с. 91-94].

This technique was developed by the scientist-psychologist I.Y. Matyugin, the author of the development of eidetic memory, the founder of the «Eidos Center», as well as his collaborators E.I. Chakaberia, I.K. Rybnikova, T.B. Slonenko – teachers of the «School of Eidetics» [3, с. 64].

« Eidos » translated from Greek means «image», and «eidetism» is a type of figurative memory expressed in the preservation of vivid, visual images of objects for a long time. A person with eidetic memory can memorize entire pages of text, remember any day of his life, and quickly learn foreign languages. Visual, photographic, olfactory, tactile (tactile) memory develops [5, с.18-20].

Confirmation of the effectiveness of this technique is found in the psychological research of M.A. Kholodnaya, which indicates that in the structure of mature intelligence, information processing is carried out in a system of three components:

through a sign (a verbal-speech method of encoding information);

through an image (a visual-spatial way of encoding information);

through a sensory impression dominated by tactile- tactile sensations (sensory-sensory method of encoding information) [4, с. 116].

The method of graphic associations consists in the fact that the child, in order to memorize the letter that causes difficulty in writing, performs a drawing that looks like this letter, but depicts an object. For example, in the word ROCKET, the letter "A" that requires memorization can be represented as a rocket shaped like this letter. And in the word SUNRISE, the letter "O" can be associated with an image of the sun, which has a shape, like a memorized letter, without which this phenomenon is impossible. With such mastery of spelling, both imaginative and emotional memory are actively working. Children are happy to engage in this exciting activity, and the results eventually meet expectations [3, с. 18-21].

The method of sound (phonetic) associations is used for successful consonance of a phrase and a dictionary word. For example, the word BREAKFAST. The word CANCER is consonant with it. If two words are combined in one phrase, it turns out: "I'll come tomorrow, I'll bring breakfast. For breakfast – cancer, shout "Hooray!" You can use the following phrase: "Kostya is in a suit, and Pavel is in a coat." However, this method has a drawback: when selecting consonances to words with two unverifiable letters, a pile of phrases is obtained in which it is easy to get confused. In this case, it is recommended to use a combined method, according to which it is necessary to use graphic and phonetic associations when memorizing a dictionary word. For example, for the word MAYONNAISE, the consonance to the first syllable is selected – a T-shirt, and the second untested vowel "O" can be represented as a spot on a T-shirt. It turned out: "The T-shirt is stained with mayonnaise + a drawing." Psychologists claim that information backed up by emotions is fixed in memory better [3, с.87].

The choice of how to memorize vocabulary words depends on the nature of the orthogram: the more difficult a letter is to remember, the more attention it requires, the more associative connections it must "acquire", and many types of memory (figurative, emotional, visual, motor) must "work" on it.

Classes using this technique develop children's attention and memory, make the work of mastering words with unverifiable spellings not only fascinating and interesting, but also allow them to expand the child's vocabulary, the range of his competent writing, contributing to the upbringing of an attentive attitude to the word, to the Russian language.

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