



PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENTS IN TEACHING A FOREIGN LANGUAGE

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ANNOTATION:

The article describes the significance of the identified data on the psychological characteristics of adolescents for teaching a foreign language at school. On the basis of an empirical study, characteristics that do not have a correlation, as well as correlations that have a significant impact on a foreign language mark in secondary school, were identified. The data obtained contribute to the most successful construction of the educational process at school.

Keywords: psychological characteristics, teenagers, foreign language, correlation, marking criteria, objectives, linguistic ability.

When studying the difficulties that arise in the study of a foreign language, it is first necessary to identify the meanings of the concept of "difficulty". In the psychological and pedagogical literature, there are many terms that denote learning difficulties: increased task complexity, difficulty, obstacle, school failure, unpreparedness for schooling, learning barriers.

Activities in a foreign language related to the peculiarities of the student's memory are numerous and diverse. Memory is traditionally called one of the main components of linguistic abilities and the most important process that ensures the success of language acquisition. The results of the research indicate a significant advance in the development of memory in senior school age, and in student years, that is, in the third decade, there is a decline in the productivity of short-term memory. Differences in the preservation of logically connected material appear both in age characteristics and in the types of memory. For example, retention in rote memory slows down towards student age.

With age, figurative meaningful memorization also begins to play an important role. However, not only an increase, but also a decrease or decrease in individual properties is detected. So, with age, the difference in memorizing visual and verbal material decreases; an inverse relationship is observed in the development of figurative voluntary and figurative involuntary memorization. While the productivity of figurative voluntary memorization increases with age, figurative involuntary memorization tends to decrease. An extremely important factor that determines the development of positive individual characteristics of memory in speech activity is an increase in the significance of memorization, an increase in its subjectively assessed importance. [2;6]

In the practice of forming types of speech activity in a foreign language, it is necessary to follow the principle of active operation with educational material to be memorized. Moreover, if involuntary memorization is carried out under the influence of new, bright, emotionally



significant factors and without a goal set in advance for students, then in the educational process it is useful to provide such conditions that would facilitate the use of this type of memorization. At the same time, it is necessary to take into account the relationship between voluntary and involuntary memorization of speech material.

Based on the analysis of psychological and pedagogical literature, it can be argued that in adolescence in the development of the individual there are certain individual characteristics that can affect the acquisition of a foreign language. For each age, the following indicators are characteristic:

- 1) a certain social situation in the development of that specific form of relationship in which the child enters with adults in a given period;
- 2) leading type of activity;
- 3) basic mental neoplasms.

A laptop is ideal for helping teenagers learn a language. Many educational programs can be installed on a computer that will develop not only knowledge of grammar, but also conversation. For continuous learning, it is necessary to provide for all the nuances, even such as batteries or rechargeable batteries. If a teenager constantly lacks this, then the learning process will often be interrupted, and this does not mean anything good.

Thus, it follows from the foregoing that the problem of taking into account both age-related and individual psychological characteristics of students requires close attention, and teaching students a foreign language largely depends on the age-related characteristics of mental development. We came to the conclusion that linguistic abilities are closely related to the intellectual abilities and age characteristics of the individual. We consider the cognitive components of linguistic abilities as a complex mental formation, which is characterized by a stable dynamic structure that combines interpenetrating mnemonic, mental and perceptual components that have reached a certain level of development at student age.

The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, use of new information technologies, Internet resources, help to implement a person-oriented approach in the educational process, individualization of teaching taking into account the abilities of children, their level of learning and ensures differentiation. [2 ;29]

Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monological speech; teaching writing; development of grammatical events. The possibilities of using Internet resources are huge. The Global Internet provides conditions for students and teachers located anywhere in the world to get any information they need: regional geographical materials, news in the life of young people, articles from newspapers and magazines, etc.

A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving the writing ability of school children; filling students' vocabulary; formation of students'



motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries.

So, foreign researchers identify the following parameters that contribute to mastering a foreign language: motivation, memory capacity, the amount of material that needs to be studied; the time required for learning, the ability to imitate sounds, sociability, individual typological personality traits, intelligence, teaching methods, age of students, attitude towards the language being studied, psychological attitude.

Researchers believe that the most productive direction in the study of linguistic abilities in psychology and the methodology of teaching foreign languages is the establishment of abilities for learning a foreign language, based on the qualities of the flow of interdependent mental processes: thinking, memory, imagination, perception, etc. The basis of abilities is the qualities of mental processes that reach a high level of development and are relatively stable properties of the individual.

Separate mental cognitive processes in real activity act collectively as a functional organ. When choosing methods and programs, it is necessary first of all to take into account the psychological characteristics of children of this age.

They are very inquisitive and open to everything new, but at the same time they are closed to the knowledge that is forcibly imposed on them by other people (teachers, parents). Teenagers enthusiastically study the sea of information on the Internet, but not the topics of the school curriculum.

✓ Most teenagers are focused on developing their communication skills. They strive to spend as much time as possible with their peers. And it is precisely this feature of them that must be taken into account and correctly used for the development of colloquial speech in a foreign language.

✓ Teenagers love practical knowledge more, theory takes them much less. They seek to find confirmation of the knowledge gained in experiments.

✓ Children at this age are often insecure, they just need to assert themselves, so any, even the most insignificant success, must be noticed and celebrated.

✓ Motivation! They must understand how they can apply their knowledge in life today, and not in many, many years, have a real opportunity to communicate in a foreign language, and preferably with peers.

In order for a teenager to understand why learning a foreign language, you need to create an environment for him that will ensure the development of his interest in this process.

Learning abilities, being one of the examples of the interaction of general and special abilities, are considered as general mental abilities for the assimilation of knowledge. These abilities are understood as a system of intellectual properties of the individual, the emerging qualities of the mind, on which the productivity of educational activity depends.[1;159]

Domestic scientists introduce the concept of “learning ability”, the total indicator of which is “thinking economy”, which is the result of the level of development of such intellectual properties as the generalization of mental activity, its awareness, flexibility, stability and



independence. The properties listed above determine the pace of advancement in mastering educational activities.

In the structure of special abilities, an important place should be occupied by the appropriate motivation, the focus on mastering the desired profession. It is quite obvious that without a proper motive it is extremely difficult to realize even the very rich potential of memory, attention and psychomotor. Developing foreign language abilities, improving them, one should pay the necessary attention to the purposeful formation of motivation to master linguistic activity. [7;133]

Speaking about the structural organization of speech activity, first of all, it should be noted that any activity, including speech, has a three-level structure. It includes incentive-motivational, orienting-research and executive phases. The first phase is realized by a complex interaction of needs, motives and the purpose of the action as the desired result. The source of speech activity in all its types is a communicative-cognitive need and, accordingly, a communicative-cognitive motive. The motive determines the dynamics and nature of all types of speech activity.

In sum up the main components of linguistic abilities are: the level of development of sensory-perceptual differential sensitivity (auditory and visual) in speech activity, the volume of verbal mechanical and semantic memory, logical thinking, associative thinking, the ability to anticipate the elements of language, the flexibility of transformational processes. Thus, linguistic abilities as a complex dynamic structure have such features as flexibility, variability, plasticity, and, therefore, can be influenced. Properly selected material, taking into account the individual and age characteristics of the student and the methodological competence of the teacher will help develop the student's linguistic abilities and improve them.

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