

## **PSYCHOLOGICAL-PEDAGOGICAL FEATURES OF PUPILS OF THE SENIOR CLASSES STUDYING FOREIGN LANGUAGES**

Age features of the development of pupils are manifested in different ways in their individual formation. This is due to the fact that schoolchildren, depending on natural inclinations and living conditions (the link between biological and social) are significantly different from each other. That is why the development of each of them, in its turn, is characterized by significant individual differences and peculiarities that must be taken into account in the process of education and upbringing.

Given the age-related features of children's development, the teacher is largely based on the generalized data of pedagogy and age psychology, discussed above. As for the individual peculiarities in upbringing individual pupils, here one has to rely only on the material he accumulates during the personal study of schoolchildren.

What features should be taken into consideration when studying the individual characteristics of pupil?

It is very important to know the characteristics of cognitive activity of pupils, the properties of their memory, propensities and interests, as well as predisposition to more successful study of certain subjects. In view of these peculiarities, an individual approach to pupils in training is carried out: the stronger need for additional training so that their intellectual abilities develop more intensively; the weakest pupils need to provide individual assistance in teaching, develop their memory, intelligence, cognitive activity, etc.

Much attention should be given to the study of the sensually emotional sphere of pupils and to identify in a timely manner those who are highly irritable, react painfully to comments and don't know how to maintain benevolent contacts with classmates. Equally important is the knowledge of the typology of the character of each pupil, which will help to take it into account when organizing collective activities, distributing public commissions and overcoming negative traits and qualities.

It is difficult but very important to study the internal motivating factors of the behavior and development of schoolchildren — their needs, motives and attitudes, their internal position in relation to teaching, events and changes in the society, work and also to teachers and the collective of classmates. Pupil's learning should also include familiarizing with the conditions of home life and upbringing, their extracurricular hobbies and contacts, which have a significant impact on their upbringing and development.

Finally, a significant place is occupied by the knowledge of teachers of such important issues that are related to the pupil's learning and upbringing and include the degree of receptivity of pedagogical influences, as well as the dynamics of the formation of certain personal qualities.

With regard to adolescence, it is usually called transitional, since during this period there is a transition from childhood to adolescence. The pupils of this age period intertwine the features of childhood and traits, which are inherent in youth, but still in the stage of formation and development. That's why a teenager is sometimes described as a half-child and half-adult. As a half-adult, he feels a rapid growth of physical strength and spiritual needs; as a half-child, it is still limited by its capabilities and experience in order to satisfy all the arising demands and needs. This explains the complexity and inconsistency of the nature, behavior and development of adolescents but gives grounds to consider this age to some extent difficult for education.

"Separation" from childhood and the approach of adolescents to the adult state are clearly manifested in those peculiar features of physical and spiritual development that distinguish them from younger schoolchildren. First of all, the physical development of secondary stage schoolchildren is different. In childhood this process is more or less calm and uniform. In contrast, the physical development of adolescents is characterized by high intensity, unevenness and significant complications associated with the onset of puberty.

The development of the brain, the further structural formation of the nerves of cells and associative fibers create prerequisites for improving the cognitive activity of adolescents. During the periods of lowering the mood and energy decline in adolescents, irritability, indifferent attitude to teaching, quarrels with classmates and conflicts with friends, as well as many misunderstandings in relations with teachers and adults may appear. But the periods of rising energy and activity of adolescents bring a lot of worries. Often they are accompanied by mischief, pranks, aspiration to show their physical and moral superiority. Therefore, we should spare the nervous system of adolescents in

every possible way, show special sensitivity and provide assistance in studying during periods of declining academic performance, so as to avoid hunting the teachings with an accidental dence.

For teenagers, there are significant shifts in thinking, in cognitive activity. Unlike younger schoolchildren, they are no longer satisfied with the external perception of the studied subjects and phenomena, but strive to understand their essence, the causal relationships that exist in them. In an effort to understand the Ruby causes of the phenomena under study, they ask many questions in the study of the new material (sometimes tricky, "cunningly"), require from the teacher greater arguments for the propositions and convincing evidence. On this basn they develop abstract (conceptual) thinking and logical memory. The natural character of this feature of their thinking and memory is manifested only when the cognitive activity is properly organized. Therefore, it is very important to pay attention to making the learning process problematic, to teach adolescents to find and formulate problems themselves, to develop analytical and synthetic skills, and the ability to make theoretical generalizations. Equally important task is the development of independent study skills, the formation of the ability to work with a textbook, to show independence and creativity in doing homework.

Special importance in the organization of educational work of adolescents has an internal stimulation of their cognitive activity, i.e. the development of their cognitive needs, interests and motives of learning. It should be borne in mind that incentives do not arise automatically. They are only formed when teachers pay attention to this aspect of the work.

On the other hand, there must be a process of moral education. Teenagers are burdened if their behavior is determined by external regulation. They are more willing to observe the rules of conduct, if these rules are well recognized by them and act as their own moral principles. That is why a deep explanation of moral norms and rules and the formation of moral views and beliefs among adolescents should constitute an essential feature of moral education. At the same time, the regulation, as well as the control over the behavior of pupils, measures that prevent pranks and rash actions, does not lose its pedagogical significance.

Very revealing are the personal characteristics of adolescents associated with their situation in the peer group, with an attitude toward teachers and adults, and also to themselves. Adolescents, as a rule, are distinguished by collective behavior, they are attracted by common interests and joint activity, although during periods of decline in mood and withdrawal to inner feelings, they also notice some points for isolation.

An essential age feature of them in this respect is the desire to assert their dignity and prestige among their classmates. The main path to this is good study, social activity, manifestation of abilities in various activities, external charm, etc. If one or another teenager does not achieve a worthy place in the team, he experiences a difficult situation. It is quite clear that teachers should carefully study the relationship of pupils with their classmates and help them to consolidate their prestige in the team.

Increasing intellectual abilities, general spiritual growth and the expansion of interpersonal relationships stimulate the development of teenagers' consciousness, stir up dreams of their profession and career. Adolescents confront themselves with their peer-observation, assess their own merits and demerits. But if they judge severely about the shortcomings of others, they are less exacting in relation to themselves. This necessitates the development of their self-criticism and motivation for self-education.

An important feature of educational work with adolescents is vocational guidance. When it is carried out, it is necessary to take into account the fact that its future for pupils of this age is usually presented in romantically elevated tones. They dream of bright professions and prefer to become cosmonauts, pilots, geologists, sailors, etc. Production, however, attracts less. That is why, while supporting the aspiration of adolescents for a bright and dignified life, it is necessary to reveal to them the heroism and beauty of everyday labor in industry and agriculture, and orient them toward work in the sphere of material production.

With regard to teaching a foreign language directly, the main purpose of teaching is to form a foreign communicative competence, i.e. ability and willingness to carry out interpersonal and intercultural communication with foreign speakers that are foreign-language and intercultural, with real native language skills, real practical mastery of the target language, which should contribute to the development of the personality of schoolchildren, the formation of a scientific picture of the world, critical thinking, as well as the social adaptation of school graduates, their competitiveness in the labor market [Beim, Biboletova, Shchepilov, Kopylov, 2009, 5]. Thus, the formation of communicative competence is the main practical goal of teaching a foreign language in a secondary school.