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Features of teaching a foreign language to senior students

For this chapter we need to consider some of the psychological characteristics of modern middle and senior pupil, keeping in mind only those features, which are important to consider when choosing methods in the learning process productive types of speech activity in English lessons.

Soviet psychologist D. B. Elkonin distinguished two periods in the era of adolescence: younger adolescence (12-14 years) and older adolescence (early adolescence) (15-17 years) [24]. Young people make choices during adolescence in some areas of life: professional self-determination, the formation of a worldview, the adoption of a certain gender and social role [1].

In adolescents, knowledge of reality comes largely from oneself, through your experiences. At the same time, in their views and assessments, people of this age often show insufficient flexibility and categorical [2]. H. Remschmidt considers the leading activity in adolescence communication in the system of public benefit activities [3]. In all forms of collective activity of adolescents, there is the subordination of relations to the partnership code, which by its content reproduces the most general norms of relationships between adults in this society. In-depth orientation occurs during communication in the norms of these relations and their development. Personal communication becomes that activities within which the views of adolescents on life are formed, on relationships between people for their future, personal meanings are formed [4].

A feature of adolescent communication is that they often act in anticipation of a certain "imaginary audience". Exaggerating their uniqueness, students of this age often create for themselves a fictional biography, the maintenance of which requires constant effort. As a result, teenage interactions are often tense [5].

An important place in the life of adolescents continues to be occupied by educational activity. However, it changes significantly due to the increase in volume

information, change of teachers and transformation of educational content material. As a result of this, the attitude towards learning and motivation of schoolchildren. Social motives become leading: desire take a worthy place among peers, awareness of public the importance of learning. Self-determination is one of the main tasks of adolescence. Older adolescence (early adolescence) is the time of completion physical, mental, spiritual and moral development of schoolchildren; this is the time of psychological readiness for an adult, independent life [6]. The leading activity is becoming educational and professional activity. This is characterized by the fact that students acquire personally meaningful meaning based on professional definition, choice of profession [7].

Professional self-determination of a student is a choice of profession taking into account the system of criteria, the main of which are:

1. Medical and biological (human health);
2. psychophysiological (presence or absence of certain properties neurodynamics);
3. Individual psychological (presence or absence certain abilities, needs, inclinations and interests);
4. social and psychological (presence or absence of openness, sociability, compatibility, tolerance, sincerity relations);
5. social and economic (presence or absence of demand for a given profession, its prestige, material reward).

Features of the development of self-awareness in senior schoolchildren are associated with more adequate and stable awareness of oneself as unique systems, self-concept, on the basis of which they build their interaction with people around and attitude towards oneself. All of these psychological and pedagogical features of adolescents determine the expediency of using a business game in organizing educational activities of middle and senior students [8].

There are a number of psychological characteristics, typical of the age (16-17 years) of senior students, which belongs to early adolescence.

Considering adolescents as a subject of educational activity, several significant characteristics:

- 1) along with the cognitive ability, intellectual activity is also enhanced;
- 2) there are tendencies towards self-affirmation of their life positions;
- 3) an active striving for exclusivity continues (victories in Olympiads, awards).

By the age of 16-17, high school students already strive to solve their problems autonomously, have own attachments, thereby showing emotional autonomy. At this stage of development, there is active formation of a new activity - educational and professional. At the same time, high school students begin to think about personal and professional self-determination, build life perspectives, are engaged in self-development.

Speaking about how attention develops, it should be noted that there are contradictory trends of the ongoing process. On the one hand, the intensity and scope of attention increases, a high school student is already able to carry out an action for a long time, maintain attention, support its intensity without having difficulty switching it from one subject to another. With another hand, depending on the interests inherent in the adolescent in a given period of time, attention becomes selective.

Creativity directly develops intelligence. Mental development of a high school student is primarily to shape your individual learning style and mental activity, and not just accumulate skills.

In early adolescence, teaching is one of the main types of employment for high school students. Expanding the circle knowledge, students apply them, explaining various facts of reality, which leads to more fully understand the goals and objectives of the training. There are two types of students at this age:

- a student for whom interest in different subjects is evenly distributed;
- a student who shows a clearly expressed interest in only one science.

There are noticeable changes in memory, attitude towards learning changes, changes are not uncommon perception of certain school subjects, in particular to a foreign language. Typically, students 7-8 classes, there may be a decrease in motivation and interest in learning a foreign language. But, students in grades 9-11

begin to take a more responsible attitude to the learning process, the level of motivation grows, and some begin to study the subject with passion. The role of motivation is undeniably important in every endeavor. It is not surprising that both teachers and psychologists adhere to the same opinion that the result and quality of performance depends on personality motivation.

We analyzed in detail the psychological characteristics of high school students and highlighted such characteristics as the desire for independence, skeptical attitude to the world and to others, on the one hand, and the formation of a certain consciousness, beliefs and ideals, understanding of the multiculturalism of the world, on the other. We have highlighted motivation as an important condition. the effectiveness of teaching senior schoolchildren a foreign language and considered the positive and negative factors affecting it.

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