



## AGE-SPECIFIC FEATURES OF THE DEVELOPMENT OF SCHOOLCHILDREN

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### ABSTRACT

This article deals with the age-related features of the development of schoolchildren, the study of foreign languages in communicative grammar, and its assimilation, aimed primarily at communication.

### KEYWORDS

Recognition, communication, cognitive, environment, phenomenon, intellectual development, worldview, instinct, emotion.

### INTRODUCTION

The study of foreign languages consists of several aspects. One of these aspects is grammar. Grammar occupies an important place in teaching foreign language speaking, it is a kind of framework on which vocabulary is based. Teaching grammar and the correct formalization of utterances, as well as the recognition of

grammatical forms in speech and writing occurs through the formation of grammatical skills.

Mastering grammar causes many difficulties, which are compounded by grammatical terms and rules, and an infinite number of exceptions. The results of our analysis revealed the need for training exercises aimed at communication. Often



in schools, grammar teaching is limited to dry tables, memorizing constructions, similar exercises, using which the student is not completely convinced of the practical benefits of what he is doing. A large number of terms makes learning difficult. The forms of work do not always alternate, which causes passive work of students in the classroom. Meanwhile, the study of this aspect should be no less interesting and informative than, for example, teaching vocabulary [1].

### THE MAIN RESULTS AND FINDINGS

The continuous mental development of a child can be divided into stages for various reasons. The pedagogical concepts set out a different number of stages. Convenient for practical use is the allocation of the following stages: early, preschool childhood, junior, middle (adolescent) and senior school age, youth. Education is effective when it corresponds to the level of mental development. [4]

Middle school age (from 10-11-15 years) (adolescence, adolescence) – transitional from childhood to adolescence. It coincides with the second-stage school (grades V-IX) and is characterized by a general rise in vital activity and a deep restructuring of the whole organism. During this period, which is the shortest in astronomical time, a teenager goes a great way in his development: through internal conflicts with himself and with others, through external breakdowns and ascents, he can gain a sense of personality.

The transition to adolescence is characterized by profound changes in the conditions affecting the personal development of the child.

The center of the physical and spiritual life of the child moves from home to the outside world, moves into the environment of peers and adults. Relationships in peer groups are built on more serious than entertaining joint games, affairs covering a wide range of activities, from joint work on something to personal communication on vital topics. [2]

Adolescence is the period when a teenager begins to appreciate his relationships with peers. Communication with those who have the same life experience as him gives a teenager the opportunity to look at himself in a new way. Friendship itself and service to it become one of the significant values in adolescence. It is through friendship that the boy learns the features of high interaction of people: cooperation, mutual assistance, mutual assistance, risk for the sake of another, etc. [1]

The desire to realize and develop one's uniqueness, the awakening sense of personality require the adolescent to separate from the family "we", which has hitherto maintained in him a sense of security by traditions and emotional orientation towards him. However, a teenager cannot really be alone with his "I" yet. A teenager has passionate feelings, sometimes no one can stop him in his pursuit of his chosen goal: for him



at this moment there are no moral obstacles, no fear of people.

Adolescence is the period when a teenager begins to evaluate his relationship with his family in a new way. [1] The relationship between the environment and upbringing plays an essential role. The habitat (life) of a child, considered in terms of its influence on mental development, is a system of cultural (in particular, spiritual) values that serve as conditions for the formation of the inner world of the individual.

Some conditions form the mastered social and household environment, the environment of children, people or cultural values, means of communication and activities, or factors, causes of psychological development. [3]

The most difficult and complex of all children's ages, which is the period of personality formation. At the same time, this is the most responsible period, since the foundations of morality are being formed here, social attitudes, attitudes towards oneself, people, and society are being formed. In addition, at this age, character traits and basic forms of interpersonal behavior are stabilized. The main motivational lines of this age period associated with the active pursuit of personal self-improvement are self-knowledge, self-expression and self-affirmation. At the beginning of adolescence, the desire to be like the elders appears and increases in the child. Seeing the manifestation of qualities in older people, a teenager often uncritically imitates them.

Teenagers' own desire for adulthood is intensified due to the fact that adults themselves begin to treat teenagers no longer as children, but more seriously and demanding.

In adolescence, the content and role of imitation in the development of personality change, i.e. it becomes manageable, begins to serve the numerous needs of intellectual and personal self-improvement of the child. [2]

In adolescence, the development of the nervous system continues. The role of consciousness increases, the control of the cerebral cortex over instincts and emotions improves.

The perception of a teenager is more purposeful, planned and organized than the perception of a younger student. Sometimes it differs in subtlety and depth, and sometimes, as psychologists have noticed, it impresses with its surface.

A characteristic feature of the attention of middle school-age students is its specific selectivity: interesting lessons or interesting things really fascinate teenagers, and they can focus on one material or phenomenon for a long time.

But mild excitability, interest in the unusual, bright often causes involuntary switching of attention. Such an organization of the educational process justifies itself when teenagers have neither the desire, nor the time, nor the opportunity to be distracted by extraneous matters. [4]



In high school, the development of children's cognitive processes reaches such a level that they are practically ready to perform all kinds of mental work of an adult.

In adolescence and adolescence, the process of cognitive development is actively underway. Teenagers can already think logically, engage in theoretical reasoning and introspection.

Logical memory begins to develop actively and soon reaches such a level that the child goes to the preferential use of this type of memory, as well as arbitrary and mediated memory. Studies of the memory of children of this age have shown that for a teenager to remember means to think.

At this age, the formation of cognitive processes, and, above all, thinking, is completed. During these years, thought is finally connected with the word, as a result of which internal speech is formed as the main means of organizing thinking and regulating other cognitive processes. Intelligence in its highest manifestations becomes verbal, and speech becomes intellectualized. There is a full-fledged theoretical thinking. Along with this, there is an active process of forming scientific concepts containing the foundations of a scientific worldview of a person within the framework of those sciences that are studied at school.

The intellectual development of children can be accelerated in three directions: the conceptual structure of thinking, speech intelligence and an internal plan of action.

It should be noted that in middle school students should not mechanically teach and repeat frozen definitions of scientific concepts. Rather, it is necessary to ensure that students themselves find and give definitions of these concepts. This will undoubtedly accelerate the process of developing the conceptual structure of thinking in high school students.

All work on the intellectual development of adolescents must be carried out comprehensively, selecting exercises and calculating the proposed tasks in such a way that they develop intelligence in all its most important areas.

The development of any professional skills depends on the general level of intelligence formation. Therefore, our task is to take care of him at the beginning of his life. Without a sufficiently high level of general intellectual development, any significant success in any kind of activity is unthinkable, therefore, when preparing students for a future profession, first of all it is necessary to pay attention to the development of their mental abilities. [3]

The development of speech as a psychological and pedagogical phenomenon plays an important role in teaching a foreign language. In adolescence, the development of speech is, on the one hand, due to the expansion of the richness of the dictionary, on the other – due to the assimilation of many meanings that the dictionary of the native language is able to encode. A teenager intuitively approaches the discovery that language, being a sign system, allows, firstly, to reflect the surrounding reality and, secondly, to fix a certain view of the world. It is in adolescence that a



person begins to understand that the development of speech determines cognitive development.

## CONCLUSION

A teenager is interested in the rules of using those forms and turns of speech that most complicate written and oral speech. "How to write it correctly?", "What is the best way to say it?" - these are the questions a teenager constantly asks himself. In reality, most teenagers experience obvious difficulties in writing and speaking. It seems that the boy simply does not know how to write a word or express his vague thoughts. However, this does not mean that he does not know his native language.

Of course, a teacher, not being a linguist, cannot teach a teenager all the secrets of the language, but it is certainly necessary to instill a taste for cultural speech, for the knowledge of language capabilities. [2]

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