



## Age and Psychological Characteristics of the Development of Students in Grades 6 and 7 in Schools

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**Abstract:** *An important factor in the successful fulfillment of the goals and objectives of teaching a foreign language is to take into account the psychological and pedagogical features of teaching a foreign language at different levels. Knowing the personality traits of a particular age makes it possible to correctly determine the content and form of responsibility. The article discusses the problem of accounting for age and psychological characteristics of the development of students in grades 6-7 in schools.*

**Keywords:** *foreign language, language, communication, native language, communicative task, successful fulfillment, goals and objectives of teaching.*

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The main goal of teaching a foreign language at school in accordance with the requirements imposed by society on a modern person is the formation of a secondary linguistic personality capable of successfully carrying out social interaction with carriers of a different culture. Speaking as a type of speech activity primarily relies on language as a means of communication [1]. Language provides communication between those who communicate, because it is understood by both the one who communicates information, encoding it in the meanings of words selected for this purpose, and the one who receives this information, decoding it, i.e. deciphering these values and changing their behavior based on this information [2]. Achieving this goal is impossible without the formation of speaking skills in school students.

Speaking is the expression of one's thoughts and the transmission of other people's opinions orally in one's native or foreign language. (8, p.114) Speaking has many features of activity, i.e. has its own subject and result. (The subject is a thought; the result is a verbal statement). The utterance process is accompanied by auditory control. These actions are at the level of conscious activity. Speaking is a speech activity, it has specific features:

- 1) Motivation. A person, as a rule, speaks because he has a motive for this. At the heart of communicative motivation is the need of two types [3]:
  - the need for communication as such, inherent in man as a social being;
  - The need to perform this particular speech act, the need to "intervene" in this speech situation.

The first type can be called general communicative motivation; the second is situational motivation, the level of which is determined by how we teach, i.e. how we create speech situations, how we use material, techniques, etc.

- 2) Activity. Speaking is always an active process, because it manifests the attitude of speakers to the surrounding reality, but not only when a person speaks, but also when he listens to the interlocutor (internal activity). It is activity that ensures the initiative speech behavior of the interlocutor, which is so important for achieving the goal of communication [4].
- 3) Purposefulness. Any statement pursues some goal: to convince the interlocutor, to support, to anger, etc. Such goals can be called communicative tasks. Behind each of the communicative tasks that arise in individual speech situations is the general goal of speaking as an activity: the impact on the interlocutor in the sense of changing his behavior (verbal or non-verbal).
- 4) Communication with activity. Speaking is largely dependent on the overall human activity. Firstly, the content aspect of speaking is completely determined by the spheres of human activity. Secondly, the need, say, to convince someone arises only if the situation that caused such a task is a consequence or the subject of events in which the interlocutor is involved.
- 5) Connection with the communicative function of thinking. Mental activity is aimed at the performance of a speech act, subordinated to it.
- 6) Relationship with personality. Speaking is largely due to the components of personality. Personality is always individual, and manifests itself in communication. The development of speaking should take place in conditions of maximum connection of all spheres of consciousness, all components of the personality, which is what the communicative method strives for [5].
- 7) Situation. It manifests itself in the correlation of speech units with the main components of the communication process. Thus, any speech unit uttered by one interlocutor can influence the further course of communication development, if it "fits" in the context of the activity of another interlocutor in a semantic sense.

This speech unit can change the communicative task and influence motivation. When a speech unit is unable to "advance" the speech situation, it is non-situational, does not cause a reaction from the interlocutor [6].

- 8) Heuristic. Speech activity cannot be fully memorized and predicted. Such unpredictability is heuristic. Communication situations are constantly changing, their options are numerous, and the speaker must be ready to work in such constantly changing conditions.
- 9) Independence.
- 10) Temp. (11, p.189)

The psychological structure of the act of speaking includes four phases:

- 1) incentive-motivational, in which a person's need for communication is manifested under the influence of a certain motive and in the presence of a certain goal of the statement;
- 2) analytical-synthetic, presented in the form of folded mental actions for programming and formulating thoughts (there is a mechanism for the internal formulation of the statement, which ensures the choice of words and grammatical forecasting);
- 3) executive - sound and international design of thought (at the initial stage of training, the transition of the utterance program to its execution occurs through the native language;
- 4) Controlling, the task of which is to signal possible errors and contribute to their correction; control implies that the speaker has a standard, which is formed as a result of language practice and comparison of one's own speech with the standard.

For the implementation of speaking, certain conditions (prerequisites) are necessary. There are at least five such conditions. [7]

1. The presence of a speech situation, which is potentially a stimulus for speaking.
2. The presence of knowledge about the volume of speech (about the components of the situation), which "feeds" the speaker's thought, determines what he says.
3. Attitude towards the object of speech, which depends on the past experience of the subject, the system of his views, feelings, i.e. from human consciousness. This explains the motive of speaking, i.e. why this subject performs this speech act.
4. The presence of a purpose for communicating one's thoughts, i.e. why the person is speaking in this situation. The goal may be actual and not realized at the moment of speaking, but it is always there; otherwise, the speech loses its communicative orientation.
5. The presence of means of expressing one's thoughts and feelings means of expressing one's attitude and realizing the goal of a speech act.

An important factor in the successful fulfillment of the goals and objectives of teaching a foreign language is to take into account the psychological and pedagogical features of teaching a foreign language at different levels. Knowledge of the personality traits of a particular age makes it possible to correctly determine the content and form of teaching a foreign language. At the middle stage of education, adolescents show great social activity aimed at mastering certain patterns of behavior and values, strive to perceive the new, interesting, their memory develops in the direction of intellectualization, memorization becomes purposeful, speech becomes more manageable and developed. Adolescents require a sincere and serious attitude towards their interests; they do not like restrictions on their independence by adults [8].

The middle age (10-14 years) is characterized by elements of "adulthood" expressed in various forms, which manifest themselves in the desire for independence, in the refusal of help, in dissatisfaction with the control over the performance of work. Adolescents undergo changes in the development of memory. It acquires an indirect, logical character. In the assimilation of material and the development of speech skills, more and more importance is given to purposeful observation, the desire to find the main thing, to highlight strong points that facilitate memorization and reproduction [9].

During the transition to adolescence, the leading type of activity also changes. Educational activity, while maintaining a certain activity, psychologically no longer plays a decisive role in the development of the individual. Communication comes first. Mastering the forms of communication becomes the main psychological need of students in grades 6-7. The communicative development of a teenager is carried out along the line of expanding the means and methods of speech activity. On the basis of the central psychological neoplasm - a sense of adulthood - the thinking of a teenager becomes more and more independent, creative, active, critical thinking is formed, and then self-criticism. [10]

In adolescence, there is a qualitative change in communicative activity in general. Therefore, in the context of educational activities, specially organized, purposeful training of adolescents in speech-cognitive and communicative activities should be carried out, based on the reserves of age-related development. This provision should be taken into account by a foreign language teacher when organizing the educational activities of adolescents. Given the trends in the development of education and the interest of modern students in watching various television programs, video elements can be included in a foreign language lesson, offering communicative tasks for them. An active discussion of the watched videos will contribute to the development of students' speaking [11].

In adolescence, due to a change in the leading type of activity, study fades into the background, mastering the forms of communication becomes the main psychological need of students in grades 6-7. To interest a teenager, it is necessary to connect the content of teaching English with his changed leading type of activity, that is, communication should become one of the main goals of each lesson. The achievement of this goal should be facilitated by the use of video materials in English lessons. [12]As mentioned earlier, speaking is characterized by the presence of complex mental activity based on speech hearing, memory, prediction and attention. It can have varying complexity, ranging from expressing a spectacular state with a simple exclamation, the name of an object, answering a question, and ending with an independent detailed statement. This transition from a word to a whole statement is associated with varying degrees of participation of thinking and memory.

The success of teaching speaking largely depends on individual age characteristics, students (on the presence of motives for learning, attention and interest, on the ability to use oral communication strategies, rely on previous speech experience), on learning conditions (availability of technical teaching aids, situational conditionality). and problematic exercises, pair-group organization of classes) [13].

The middle age (10-15 years) is characterized by elements of "adulthood" expressed in various forms, which manifest themselves in the desire for independence, in the refusal of help, in dissatisfaction with the control over the performance of work. Adolescents undergo changes in the development of memory. It acquires an indirect, logical character. In the assimilation of material and the development of speech skills, more and more importance is given to purposeful observation, the desire to find the main thing, to highlight strong points that facilitate memorization and reproduction. (12 p.56-59)

So, speaking is a productive type of speech activity, through which (together with listening) oral verbal communication is carried out. The content of speaking is the expression of thoughts in oral form.

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