

# Psychological and pedagogical characteristics of a high school student

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## ABSTRACT

It is in high school age for a teenager to become the most relevant understanding of the self, self-knowledge. is he allocates for himself a certain sphere of interests and activities, it is determined which profession he wants to choose in the future. Based on the analysis of approaches to the study of senior school age several authors, it was concluded that can not be considered separately the physical maturation of the high school student and the social environment, as they affect the development of personality in a complex. Adolescence is critical, spasmodic, from the period of throwing and growth of spirit independence, the senior student is gradually moving towards awareness own values, understanding and acceptance of oneself, formation own personality. Moreover, mental processes in this age occur amid physiological changes in the body child.

**Keywords:** pedagogical, psychological, high school, student, teenager.

## 1. INTRODUCTION

Before describing the characteristics of high school students, we turn to the concepts of “child”, “senior school age”, “teenager” and “teenage age”.

According to Kuznetsov’s large explanatory dictionary, a child is “a little boy or a little girl” [2, p. 43]. V.M. Polonsky defines a child as a person until he reaches the age of 18 years [3].

A teenager is “a boy or girl in the transitional age from childhood to youth (from 12 to 16-17 years old)” [3, p. 202-203]. B. M. Bim-bad defines adolescence as “a period of development of children from 11-12 to 15-16 years” [3, p. 202-203]. He writes that “adolescence is also called transitional age, since it is characterized by a transition from childhood to adulthood. The boundaries of adolescence are rather arbitrary, some experts believe that adolescence lasts until 16-18 years. Biologically, it is in adolescence dramatic changes occur in the child’s body, unfolds puberty, morphological and physiological restructuring of the body” [3, p. 202-203].

The following definition is sufficiently clear and accessible. given age: senior school age is the completion period puberty and at the same time the initial stage of physical maturity. Since senior school age falls on grades 9-11, when the child is between the ages of 15 and 18, as defined by us we can call him a teenager and describe in psychological and pedagogical characterization of older children adolescence. Most scientists call this age transitional critical, transitional, as it is characterized by a transition from childhood to adulthood. In terms of the level and nature of mental development, adolescence typical childhood era. At the same time, a teenager needs self-affirmation, autonomy, recognition by adults rights and opportunities [6]. Psychologist I.S. Cohn writes that critical, or the sensitive period is characterized by special sensitivity [6, p. 57].

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T.S. Mikhalchik and N.F. Prokina based on age periodization of DB Elkonin write: "Senior school age — 15-17 years. Leading activity — educational-professional, in the process of which such

neoplasms are formed as worldview, professional interests, self-awareness, dreams and ideals ”[8, p. 58]. Consider the different approaches to determining the boundaries of senior school age and the most important areas of personality development this period. It should be noted that Bim-Bad B. M. [2], T. Mikhailchik and Prokina N. F. [8], as well as Kon I.S. agreed that the elder school age is a stage of spiritual development, although it is associated with a complex of psychophysiological processes.

The most complete, in our opinion, are different points of view on the senior school age reveals I.S. Con He describes the approaches of different scientists, while he himself writes that “early youth”, as he in his work calls the senior school age, - this is a period from 14-15 to 18 years. By opinion of I.S. Kona, the main task of this age is youthful self-determination “is an extremely important stage in the formation of personality. But while this “anticipating” self-determination has not been tested by practice, it cannot be considered durable and final ”[6, p. 59].

Based on the analysis of approaches to the study of senior school age several authors, it was concluded that can not be considered separately the physical maturation of the high school student and the social environment, as they affect the development of personality in a complex. Adolescence is critical, spasmodic, from the period of throwing and growth of spirit independence, the senior student is gradually moving towards awareness own values, understanding and acceptance of oneself, formation own personality. Moreover, mental processes in this age occur amid physiological changes in the body child [6].

One way or another, personality changes cannot be tied to specific age, more often they are the result of accumulation life experience, experiences of certain impressions. It’s for this the reason there is no single definition of senior school age.

Proceedings on the psychological state of a senior school child quite a lot of age, so in this section were highlighted features of a teenager that are recognized by most authors: and educators, and psychologists, and teachers, directly working with children at school. The first feature of high school students is the connection of physical development and psychoemotional state. According to E.A. Shumilina 15-16-year-old schoolchildren, while still children on psychophysiological characteristics, subjectively consider self enough adults [10]. According to other authors, a senior student is still different in their psychophysiological characteristics from an average child and younger school age. Much of mental development a teenager depends on his physical data. Psychologist I.S. Con holding the same view, arguing that “if the immediate the influence of the physique on the psyche is problematic, then its mediated influence is indisputable ”[6, p. 60].

“Physical development opens up certain perspectives and influences on the development of some personality traits. For example, self-awareness physical strength, health and attractiveness affects the formation of boys and girls of high self-esteem, self-confidence, cheerfulness, etc., on the contrary, awareness of one’s physical weakness sometimes causes them isolation, disbelief in their strengths,

pessimism ”[4, p. 10]. At the same time, due to the restructuring of the psyche simultaneously with the restructuring of the body a senior student has a tendency to evaluate your appearance, overestimate your physical disabilities. Consequently, physical condition and changes in appearance affect the self-esteem of a teenager. In addition, depending on the appearance of the teenager, high and strong he or more like a small child is formed the attitude of others around him. There is a close relationship between the appearance of the older student and his peer assessment [6].

The second feature is the formation of values and one's own worldview. According to E.A. Krivopalenko “the process of forming a worldview adolescence - the formation of self-esteem and morality, development life plans, the formation of views and beliefs ”[7, p. 2].

Moral and ethical standards are becoming frequent topics of contention of high school students. High moral standards are formed person. “High school students to a large extent overcome involuntariness characteristic of adolescents, impulsiveness in manifestation feelings. Stable emotional attitude to different sides of life, to comrades and to adults ”[4, p. 10]. “Unlike high school children in high school students clearly a new feature manifests itself - self-criticism, which helps them more strictly and objectively control their behavior ”[4, p. 10]. Thus, having formed his own worldview and defining high school students are trying to educate in themselves the best human quality and get rid of what is considered wrong, unpleasant.

The third main feature is the discovery of one's "I", development of reflection, craving for self-knowledge. To high school students a conscious attitude to their abilities, needs is formed, drives, motives of behavior, feelings, thoughts. In this period due to the desire for self-knowledge, adolescents come to realize their own personality [6]. Psychologist I.S. Con calls search personal Identity is the central concern of the growing period. Senior schoolchildren, according to E.A. Shumilina, realize that they are on the verge of adulthood. They are trying to figure out yourself, your feelings, preferences, to make the right choice, determine which profession will be most interesting to them [10].

Subsequently, the teenager has a life plan - more or less a clear plan for the next few years. High school student understands where wants to go to school after graduation and what he needs to do in order to successfully pass the exams [6]. He is forming installation on the conscious construction of one's own life. Teenager realizes that many things in his life depend solely on him himself, ceases to always rely on the care and assistance of adults, there by he is forming a responsibility for his actions. Moreover, "gradual growth into various areas of life" occurs, defining direction in which it will develop after graduation, high school student begins in preparation for exams, communicating with relatives and relatives to join certain spheres of life.

This process goes from the inside to the outside: from the opening of the "I" to the practical inclusion in various types of life.

Fourth Feature - Vital and Professional self-determination based on an adequate assessment of one's desires and of opportunities. As you know from the university course of psychology at each stage in Depending on age, a person solves some social problems. If not solve the problem in due time, the person most suitable for this equally will face her, but much later. So is the high school student self-determination is necessary in order to succeed in the future complete certain tasks such as getting a professional education, family formation and others. This is one of the main tasks of the period. As mentioned above, for an older student important reasons related to the future and self-determination. During this period, as a rule, already consciously set a goal for the next few years. Schoolboy tries to determine what he wants to achieve in his life: where and by whom work, what family to have, where to live [4].

Fifth feature - high school students attach particular importance interpersonal relationships: both with friends and in the family. According to E.A. Shumilina children 15-18 years old appreciate true friendship. They are characterized by the increased importance of emotional contacts [10]. Friendship in children of senior school age is of a special nature. At this age, it is based not only on common interests; views on life, values, beliefs play a very large role. They become more important than interests and circumstances. Also more intimate friendship based on a high degree of trust affects higher requirements for a friend: a friend should share views, values and especially moral attitudes that should not be fundamentally different from the settings of a high school student [4].

During this period, the peer group that surrounds the student becomes especially important, as the development of cognitive and emotional abilities leads to the use of new skills in the form of criticism, which can lead to conflicts in the family. As a result, the importance of the reference group of peers is growing. This leads to a weakening of emotional relationships with parents and can lead to new forms of behavior [6].

However, focusing mainly on peers, older students are looking for communication with older friends, since the life experience of a high school student is sometimes too small to solve some problems of self-understanding or interaction with parents and friends.

In the period of growing up, the family still remains an important group. A teenager needs to be understood and accepted, not condemned in the family. One of the central tasks of a family with a child of an older school age is to transfer responsibility and freedom of action to the child as they grow up and develop and adopt the individuality of the child [6].

In addition to certain requirements for the family and those around them, older students have a desire to be needed, to benefit society. In 80 percent of primary schoolchildren, personal needs prevail, and only in 20 percent of cases students express a desire to do something useful for others, but close people (for family members, comrades). Adolescents in 52 percent of cases would like to do something for others, but again to people in their immediate circle. At senior school age, the picture changes significantly. Most high school students indicate a desire to help school, city, village, state, society [4].

E.A. Shumilin writes that when speaking about human dignity, adolescents especially emphasize social and civic qualities, such as patriotism, awareness of their own role in the fate of their country, and qualities that help establish friendships, for example, sociability and charisma [10].

Thus, in senior school age, through communication with various groups in a teenager, a system of values is established, a certain level of social responsibility is formed. Also, through the collective, the senior student understands his abilities, it is through interaction with another person that he knows himself, his capabilities, his significance.

The sixth feature is closely related to the previous one. This is a desire to show independence, to leave the custody of parents.

This feature is manifested in the fact that a teenager is trying in some way to stand out in a group of peers, gain authority, feel his importance, that is, to prove himself as a leader [5].

Developing self-development leads to a stable self-esteem and a certain level of claims. Psychological development leads to an increase in the level of responsibility, independence. A teenager wants his parents to reckon with him, communicate on an equal footing, as with an adult. This leads to the formation of adulthood [6].

Thus, 6 characteristic features of children of high school age were identified:

- ✚ the relationship of physical development and psycho-emotional state;
- ✚ the formation of values and their own worldview;
- ✚ discovery of one's "I", development of reflection, craving for self-knowledge;
- ✚ life and professional self-determination;
- ✚ the special importance of interpersonal relationships;
- ✚ the desire to show independence, the desire to stand out statusfully in a group of peers, to gain credibility.

Having examined the psychological and pedagogical characteristics of children of high school age, one can see that at this age the special significance of interpersonal relationships, communication, and the desire to stand out in a group of peers come to the fore.

The main purpose of teaching a foreign language is to form a foreign language communicative competence, i.e. ability and willingness to carry out foreign-language interpersonal and intercultural communication with native speakers, real practical mastery of IJ, 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 [10].

## 2. CONCLUSION

Education in high school involves, among other things, the acquisition of knowledge about the culture of the country of the language being studied, as well as the satisfaction of the student's personal cognitive interests as much as possible [9].

In addition, it is at this age that high school students are interested in finding friends from other countries, chatting with them, so some students increase their motivation to learn a foreign language, which can help in communication and further job search. In turn, some students who do not associate their further professional activities or further communication with a foreign language lose their motivation to learn it, formally present at lessons.

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