PECULIARITIES OF TEACHING ENGLISH AMONG ADOLESCENT STUDENTS

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Abstract. The abstract explores the multifaceted nature of teaching adolescents, focusing on the challenges and strategies involved in catering to their unique developmental needs, cognitive abilities, and socio-emotional well-being. Adolescents are characterized by their increasing autonomy, desire for relevance, and heightened emotional sensitivity, which necessitate tailored instructional approaches. Differentiation in teaching, specifically in the context of English language instruction, is emphasized as a means to accommodate the diverse learning styles and developmental trajectories of high school students. The abstract underscores the importance of considering developmental theories and processes in assessing both children and adolescents to ensure accurate evaluation and support. Additionally, it highlights the role of socio-emotional support in fostering a positive classroom environment conducive to adolescents' overall well-being and academic success. Through a comprehensive understanding of adolescent development and effective instructional practices, educators can better meet the diverse needs of adolescent learners in the classroom.

Key words: Adolescent, Developmental Considerations, Autonomy and Independence, Relevance and Authenticity, Socio-emotional Support.

Adolescents are often perceived as the most challenging students due to their lack of motivation, reluctance to engage with teachers, and difficulty in being controlled, despite having greater potential than young children. It takes considerable time for educators to earn their trust and respect, as many teenagers are hesitant to appear as favorites of the teacher. They tend to engage more in decision-making related to educational material and curriculum. In foreign language classes, tasks should encourage active intellectual engagement, including the ability to compare, identify common and distinctive features, focus on key elements, establish cause-and-effect relationships, and draw conclusions. Promoting independent thinking, the expression of personal opinions, and the ability to argue positions, as well as express agreement or disagreement, are essential aspects of instruction for adolescents [1].

In researching motivation, special attention must be paid to students' needs, as they determine the orientation of activities in the educational process and influence students' mental states. Teachers play a crucial role in forming motivation by

adapting topics and determining goals and tasks with students, ultimately increasing the effectiveness of the educational process [2].

Differentiation in teaching refers to the practice of modifying instruction, content, or assessment to meet the diverse needs of students in a classroom. When applying differentiation to teaching English to high school students, several features come into play:

1. **Developmental Considerations**: Adolescents undergo significant cognitive and emotional development, including increased abstract thinking, self-awareness, and identity formation. Effective teaching acknowledges and supports these developmental changes by providing opportunities for critical thinking, self-reflection, and exploration of personal values and beliefs.

Considering child development is crucial in assessing children and adolescents, impacting the assessment process in various ways. Effective assessment of children relies on a solid understanding of fundamental developmental theories and processes. Developmental factors play a significant role in assessment, influencing competent practice, setting normative benchmarks, and measuring progress. It's vital to consider development when evaluating children and adolescents to ensure a thorough and accurate assessment. How a child responds to different stressors during various life stages determines whether their development is typical or problematic. This understanding of the interaction between physical, cognitive, and emotional development can inform assessment and evaluation practices [2].

2. **Autonomy and Independence**: Adolescents strive for autonomy and independence as they transition from childhood to adulthood. Teaching approaches that foster autonomy, such as student-centered learning and inquiry-based instruction, empower adolescents to take ownership of their learning. Providing choices, encouraging self-directed learning, and promoting metacognitive strategies support adolescents in becoming independent learners.

The most e most common notion of autonomy is as a goal of education: what can be referred to as the goal of individual autonomy. A fundamental purpose of education is assumed to be to develop in individuals the ability to make their own decisions about what they think and do [3].

3. **Relevance and Authenticity**: Adolescent learners are more engaged when they perceive learning as relevant to their lives and future goals. Teaching should connect curriculum content to real-world experiences, current events, and issues that matter to adolescents. Incorporating authentic tasks, problem-solving activities, and project-based learning allows students to apply their learning in meaningful contexts.

Many myths exist about the process of learning languages. Some people believe that young children learn a second language quickly and effortlessly, that adolescents are often unmotivated to learn, or that adults are seldom successful in their attempts to learn a second language because of inhibition and a fear of making mistakes. These beliefs are, of course, based on stereotypes and generalizations. They disregard the unique differences among individuals and the complexities of the contexts in which learning takes place. Nevertheless, age is an important variable in language learning [4].

According to Rogers and Uddin, Scholars today agree that there are some key differences in the way that young children, adolescents, and adults learn additional languages. Adults are more likely to have clear purposes and goals and to control their own learning through self-imposed activities.

4. Socio-emotional Support: Adolescence is a period of heightened emotional sensitivity and social pressures. Teaching should prioritize socio-emotional support by creating a safe and supportive classroom climate, fostering positive relationships, and addressing the socio-emotional needs of students. Providing opportunities for self-expression, empathy-building activities, and conflict resolution skills development can contribute to adolescents' overall well-being and academic success.

The issue of socio-emotional development in young learners involves the process of shaping and enhancing personality traits that are socially valuable, such as the ability to interact socially, show kindness to others including those from different backgrounds, empathize, and demonstrate willingness to assist others. The emotional states of both teachers and students, as well as the emotional tone of the teacher's communication, are highlighted as important factors in this process [5].

In conclusion, the abstract provides valuable insights into the complexities of teaching adolescents, highlighting the need for educators to adapt their instructional approaches to meet the diverse developmental, cognitive, and socio-emotional needs of this age group. By recognizing adolescents' increasing autonomy, desire for relevance, and heightened emotional sensitivity, educators can implement tailored strategies to engage and support them effectively. The emphasis on differentiation in teaching, particularly in the context of English language instruction, underscores the importance of accommodating the diverse learning styles and developmental trajectories of high school students. Furthermore, the abstract emphasizes the significance of considering developmental theories and processes in assessment practices to ensure accurate evaluation and targeted support for both children and adolescents. Finally, the role of socio-emotional support in creating a positive

classroom environment conducive to adolescents' overall well-being and academic success is highlighted. Overall, by integrating a comprehensive understanding of adolescent development with effective instructional practices, educators can enhance their ability to meet the diverse needs of adolescent learners and facilitate their growth and success in the classroom and beyond.

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