
ПЕДАГОГИКА ШКОЛЫ

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TEEN-AGE CHILDREN CONSIDERED AS A SEPARATE STAGE IN HUMAN DEVELOPMENT

The article describes the teenage age of children with historical and modern psychological and pedagogical aspects in human development.

Key words: *adolescence, adolescence in different social strata, age needs and interests.*

The analysis of approaches to the study of creativity and the creative potential in the foreign and domestic psychology shows that the majority of them understand human creativity as ability to exercise its individual characteristics. The creativity

is characterized by universality, accessibility for everyone, creativity is not only a means of human adaptation to the external conditions of reality, but also a tool for qualitative changes [3]. Particular attention is the teenage age of the student, it is characterized as a turning point, transitional, critical. Teenagers are characterized by cognitive activity, the emergence of new motives for learning, which allows them to engage in independent creative work, intensive development of logical thinking, which affects all other cognitive processes and intelligence in General. In this age period there are also changes in the development of self-consciousness, activity in the formation of personality [2]. The learning process is a complex unity of teacher and students' work directed towards a common goal – acquisition of knowledge, development of skills and abilities [4].

The French ethnographer and historian F. Aries suggested that adolescence first appeared in the XIX century and the XX century has become the century of teenagers. At present, when parental control over the development of the child continues in the developed world up to marriage, this period of life tends to increase gradually. According to modern data, it covers almost a decade: from 11 to 20 years. But in the 30s of the XX century, P. P. Blonsky wrote that Russian children have yet to conquer the teenage period. He was convinced that this was later, «almost in the eyes of history, the acquisition of humanity». L. S. Vygotsky also approached the teenage period as a historical education. Like P. P. Blonsky, he believed that the characteristics of the course and duration of adolescence vary significantly depending on the level of development of society. According to L. S. Vygotsky's views, adolescence is the most unstable and changeable period. In 1920-1930-ies. in Russia was collected and analyzed a large factual material characterizing adolescence in different social strata and groups (among workers, peasants, intellectuals, employees, artisans), in ado-

lescents of different nationalities and homeless. Contains a lot of interesting things in the works H. A. Rybnikova, V. E. Smirnov, I. A. Aramova etc. Summarizing these works of L. S. Vygotsky came to the conclusion that in adolescence, the age structure of needs and interests is mainly determined by social class membership of a teenager. He wrote: «never does the influence of the environment on the development of thinking become so important as it is in the transition age. Now the level of intelligence development is more and more different city and village, boy and girl, children of different social and class layers» (L. S. Vygotsky). In the second half of the XX century. French psychologist B. Zazzo also studied teenagers from different socio-economic strata of society to reveal their personal ideas about the duration of adolescence. Zazzo showed that almost all of them relate the beginning of adolescence to 14 years, linking it with puberty. However, ideas about the timing of its end diverge. Workers and low-skilled employees believe that their adolescence ended at 19 years, engineering and technical workers postpone this period to 20 years, entrepreneurs and persons of free professions – up to 21 years. Thus, the subjective average duration of adolescence varies depending on the social situation and the duration of education in General from 4 to 7 years (T. O. Gordeeva).

In Russia, in a short historical period, there have been profound changes in various spheres of life, which have had an impact on the developing personality. As a result, the eyes of one generation showed significant changes in the overall orientation of the teenager's personality. This is well shown in the work of H. H. Tolstykh, who studied the attitude of adolescents to the future. Comparing their data obtained from the survey of schoolchildren from the third to the eighth grade, with the results of studies Li Bozhovich [1] and N. So. Krylova, also devoted to the study of the attitude to the future in children of different ages, Tolstoy dis-

covered an interesting fact concerning the boundaries of adolescence. In studies of L. I. Bozovic, which was carried out in the mid 50-ies of XX century, the turning point in the vision of the future was observed among students in eighth and ninth grades, i.e. 15 years. A decade later, Krylov's research showed that the professional orientation of students, the choice of future profession becomes relevant for boys and girls only in 16-17 years. In the early 1980s. N. N. Thick marks the time of striking change in attitude toward the future at the turn of the sixth – eighth grades, which roughly corresponds to the age of 13 years. This discrepancy can be explained by changes in the social situation of the development of generations. This once again confirms the historical and social conditioning of personality development and the lack of stable boundaries of adolescence. In our society, the sociocultural norm for the characteristics of adolescence has not yet been fully defined. The changes occurring in our society are reflected in the school system in Russia. The development and introduction of the Federal state educational standard of general education of the second generation of the Russian Federation are closely related to the competence-based approach to training, which is dominant at the present time in the world practices of teaching.

Today, the development of research and production technologies requires the growth of innovative component in human activities and puts forward new challenges for modern system of education – to educate people able to creatively solve scientific and technical problems. This can explain the growing interest in creative activities, which, on the one hand, are fundamental manifestations of personality, and on the other hand, they are necessary for strengthening human identity.

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ПОДРОСТКОВЫЙ ВОЗРАСТ КАК ОТДЕЛЬНАЯ СТАДИЯ В РАЗВИТИИ ЧЕЛОВЕКА

В статье описывается подростковый возраст детей в историческом и современных психологическом и педагогическом аспектах развития человека.

Ключевые слова: *подростковый возраст, подростковый возраст в разных социальных слоях, возрастные потребности и интересы.*