

А. Кулиш (ГУО «Базовая школа № 10 г. Новополоцка»)

Т. В. Чеканова (научный руководитель)

THE WAYS OF EARNING MONEY FOR TEENAGERS (ON THE EXAMPLE OF THE UK AND BELARUS)

In the history of mankind money is closely interrelated with freedom, independence and opportunities. As teenagers grow up, they absorb this information and, having reached adolescence, begin to think about how they can earn money in order to feel independent from their parents. After all, money, among other things, also allows them to feel like adults, and with the change of generations, this desire is becoming more acute. This is why the topic of our research is very relevant for our peers, because modern teenagers want to earn their own money and spend them on their own needs.

It is always interesting to know more about the everyday life of our peers abroad. So, we decided to clear up how could British young people earn their first money, whether it was easier or not for them to find a job and how much could they earn. The question arose: “In which country are there more opportunities for teenagers to earn money?” During the research, we found out that this was not such an easy question, and it required more detailed consideration. This is exactly what makes this research **relevant**.

The novelty of this research paper consists in an attempt to amplify the existing knowledge about the teenagers’ job market in Belarus and in the UK and its peculiarities. It also clears up specific places of work where teenagers are welcomed.

Therefore, **the aim** of the work is to explore the earning opportunities for teenagers in the UK and Belarus.

Material and methods. The research is based on such material as legislative documents, web articles about teen jobs in Belarus and the UK, our own survey conducted among the students of our school and our case study. To achieve the aim the following methods were used: *searching method*, supposing finding necessary information; *experimental method* for realization a questionnaire; *analytical method* supposing data analyses.

Results and their discussion.

During our research we have studied legislative framework defining teenagers' employment in order to find differences and similarities in the UK and Belarus. First, we have made a brief overview of the legislative norms defining teenagers' employment in Belarus and concluded that Belarusian government is interested in young specialists and thus in early vocational training for young people. It also provides legal support for young entrepreneurs. At the same time, it protects them from being exploited or working in dangerous conditions. Moreover, preventive measures are taken to inform the youngsters about legal consequences of drug dealing. Young people in Belarus can start working since the age of 14 (if they have a written consent of one of the parents) for no longer than 4 hours a day. 15–16-year-olds can work for 5 hours a day and 17-year-olds are permitted 7 hours working shift.

The overview of British legislative framework shows that the age of minority is the same there as in Belarus. The British government also promotes young people to start working even earlier than in our country. British teenagers can get a side job since the age of 13 in the agricultural spheres or work together with their parents in non-hazardous fields (no more than 3 hours a day). As in Belarus, the British Labour Department protects young people from working too much, too late or in dangerous spheres. 14–15-year-olds can work up to 8 hours a day, the working shift for 16–17-year-olds is unlimited.

We also have shed light on the fact that in both countries numerous teenagers are willing to work and get some extra money, especially during the summer holidays. Our comparing table of different ways of earning money for teenagers shows that in both countries teenagers mostly do “easy” jobs which do not need specific qualifications. The difference mostly relates to the age when they can start working (it is earlier in the UK), in the most popular type of work (courier and promoter in Belarus, fast food enterprises in the UK) and in the average pay they have.

To confirm our hypothesis, we have carried up a survey among 50 students of our school about the ways of earning money. It results make us possible to state that teenagers are very much interested in the question of earning money (which makes this research very relevant) and many of them (40 %) have already tried to do it. They know how long they could work and what to spend their money on (mostly on family and friends or personal needs, including sweets, books or computer games). Also, we have revealed that half of the surveyed teenagers do

not want to work for free (do volunteering) as they want to get some independence. At the same time, it made us sure that most of the schoolers are informed only about 2 ways of getting a job: BRYU and school labour brigade and do not know much about the others. So, we have successfully confirmed our hypothesis.

In order to change this situation and to help our peers find their first job quicker, we have conducted a case study and to do so we have visited some enterprises and companies of our town and talked to their managers or directors. The results of our case study demonstrate, that teens can get a job in a variety of places in Novopolotsk, such as some cafés, shops, internet offers. We prepared a brochure that contains the information about the places in our town where young employees are needed and about how to apply for a job.

Conclusion. During our research we have highlighted that any economy needs talents, young entrepreneurs and specialists who will contribute to its future. That is why early vocational guidance and training is the key to both long-term productivity and competitiveness of any country. Teenagers' side jobs not only give them the opportunity to earn some money for their needs but also help them to progress, to try themselves in different spheres and to find out what they better fit in. One of the main rules is that work should not interfere with studies. It is evident that this must be an easy work which is often not much paid. It is also evident that not all the firms or organisations are interested in such a workforce because they do not have necessary education and skills.

We concluded that both countries provide opportunities for teenagers to get a job, but Belarusian teens need to have set of documents if they want to be hired. The British teenagers work earlier and longer hours than their peers in Belarus. In both countries the Labour Department defines the jobs which are allowed for teenagers.

The results of this study can help a teenager in choosing a place where to work, as they give an idea of the features of employment. They could be used in the English lessons when studying the topic "Money" or "Leisure time", telling about the earning opportunities in the United Kingdom of Great Britain and Northern Ireland and comparing them with those in the Republic of Belarus. Thus, this study has both theoretical and practical relevance.