



SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF BEHAVIORAL FORMATION IN ADOLESCENTS

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Annotation

This article discusses the socio-psychological features of the formation of behavioral factors in adolescents. Adolescence is understood as a special period of ontogenetic development of a person, the originality of which lies in its intermediate position between childhood and maturity.

Keywords: psychology, behavior, adolescence, character, mood, personality, neurosis, communication, traits, psychotherapy, attitude.

Introduction

The peculiarities of the upbringing of adolescents today, laws, possibilities have complex mechanisms of expression and formation of behavioral motives. It should be noted that the use of educational activities in the upbringing of adolescents, taking into account their characteristics, does not create misunderstandings in interpersonal relationships, creates a warm psychological climate among the class.

Raising a new generation, forming a civic identity that meets the needs of society and helps it fulfill its responsibilities has always been the highest goal of any system. The fact that the system of gradual formation of the human personality is being gradually improved in our republic is another bright proof of this opinion.

The formation of children's attitudes at different ages, their psychological characteristics, compliance with the laws of the former Soviet Union, countless opinions have been expressed, countless researches have been carried out.

The most important feature of adolescence is characterized by the intensity of these two developments: mental and physical, in other words, mental and somatic processes. Each of us has seen in our children and foster children the most obvious, the most obvious forms of behavior, such as bullying, rudeness, and over-indulgence, which are typical of this period.

Again during this period it is possible to observe cases of rapid fatigue, physical weakness, susceptibility to various diseases. All of these are psychosomatic changes and are the result of an interdependence of mental and somatic processes.

Many of the most obvious characteristics of a teenager are the personality traits that appear in his or her relationship system. These features are a special manifestation of the character, which in psychology is called "character accentuation".

The problem of character accentuation M.Kramer, E.Krechmer, K.Leongard, O.V.Kebrikov, P.B.Gannushkin, V.V.Kovalev has been studied extensively by many scholars such as.



The inconsistency of words and deeds in the years of stagnation, gross mistakes in moral education had a negative impact on the mental world of adolescents. Nowadays, when the movement for the radical reconstruction of the human spiritual world and the humanization of education has begun, the question of the fate of adolescents has become very serious.

Every age is good in its own way. And at the same time, each age has its own characteristics, has its own difficulties. Adolescence is no exception. Adolescence is understood as a special period of ontogenetic development of a person, the originality of which lies in its intermediate position between childhood and maturity. It covers a fairly long period of time. Its beginning falls on 11-12 years, and ends in different ways: from 15 to 17-18 years.

Vygotsky L.S. proposes to consider adolescence from the point of view of interests that determine the structure of the orientation of reactions. For example, the behavioral characteristics of adolescents (a drop in school performance, deterioration in relations with parents, etc.) can be explained by a radical restructuring of the entire system of interests at this age.

Elkonin D.B., calls adolescence the period of 11-17 years, based on the criteria for changes in the leading forms of activity. But he divides it into two stages: middle school age (11-15 years old), when communication is the leading activity and senior school age (15-17 years old), when educational and professional activity becomes the leading one.

It should be noted that L.S.Vygotsky and D.B.Elkonin considered adolescence as normally stable, despite the fact that in reality it can proceed very rapidly. The time separating adolescence from junior school and youth, L.S.Vygotsky considered crises to be 13 and 17, respectively. D.B.Elkonin and T.V.Dragunov consider the age of 11-12 years as a transition from primary school to adolescence. The crisis separating adolescence from youthful, D.B.Elkonin considers the crisis of 15 years, and separating youth from adulthood - the crisis of 17 years.

The boundaries of adolescence are not clearly defined, each teenager has their own individual. Along with the concept of "adolescence", the concept of "transitional age" is used. During this period, the teenager goes through a great path in his development: through internal conflicts with himself and with others, through external breakdowns and ascents, he can gain a sense of personality. In this age period, the child lays the foundations for conscious behavior and a general direction emerges in the formation of moral ideas and social attitudes.

Features of the development of cognitive abilities of a teenager often cause difficulties in schooling: academic failure, inappropriate behavior. The success of learning largely depends on the motivation for learning, on the personal meaning that learning has for a teenager. The main condition for any learning is the desire to acquire knowledge and measure yourself and the student. But in real school life, one has to deal with a situation where a teenager does not have a need for learning and even actively opposes learning.

Knowledge of the features of the cognitive sphere of a teenager is very important, because when teaching upbringing, these features must be taken into account.



Leading positions are beginning to be occupied by socially useful activities and intimate and personal communication with peers. It is in adolescence that new motives for teaching appear, associated with the ideal, professional intentions. Teaching acquires personal meaning for many teenagers.

The elements of theoretical thinking begin to take shape. Reasoning goes from the general to the particular. A teenager operates with a hypothesis in solving intellectual problems. This is the most important acquisition in the analysis of reality. Such operations as classification, analysis, generalization are being developed. Reflective thinking develops. The subject of attention and evaluation of a teenager is his own intellectual operations. A teenager acquires an adult logic of thinking.

Memory develops in the direction of intellectualization. It is not meaning that is used, but mechanical memorization. A teenager easily catches irregular or non-standard forms and turns of speech from his teachers, parents, finds a violation of the undoubted rules of speech in books, newspapers, in the speeches of radio and television announcers. A teenager, due to adult characteristics, is able to vary his speech depending on the style of communication and the personality of the interlocutor. For teenagers, the authority of a cultural native speaker is important. Personal comprehension of the language, its meanings and meanings individualizes the adolescent's self-consciousness. It is in the individualization of self-consciousness through language that the highest meaning of development lies.

Perception is an extremely important cognitive process, which is closely related to memory: the features of the perception of the material determine the features of its preservation.

Attention in adolescence is voluntary and can be fully organized and controlled by the adolescent. Individual fluctuations in attention are due to individual psychological characteristics (increased excitability or fatigue, decreased attention after somatic diseases, traumatic brain injuries), as well as a decrease in interest in learning activities.

The connection of memory with mental activity, with intellectual processes in adolescence acquires an independent meaning. As the adolescent develops, the content of his mental activity changes in the direction of the transition to thinking in terms that more deeply and comprehensively reflect the relationship between the phenomena of reality.

The content of the mental development of a teenager is the development of his self-awareness. One of the most important features that characterize the personality of a teenager is the appearance of stability in self-esteem and the image of "I". An important content of a teenager's self-consciousness is the image of his physical "I" - an idea of his bodily appearance, comparison and evaluation of himself in terms of the standards of "masculinity" and "femininity." Physical development features can cause a decrease in self-esteem and self-esteem in adolescents, lead to fear poor evaluation by others. Disadvantages in appearance (real or imaginary) can be experienced very painfully up to a complete rejection of oneself, a persistent feeling of inferiority.

A teenager has a strong need to communicate with peers. The leading motive of a teenager's behavior is the desire to find his place among his peers. The absence of such an opportunity very often leads to social maladaptation and offenses. Grades of comrades begin to take on more importance than grades



of teachers and adults. The teenager is maximally confirmed by the influence of the group, its values; he has great anxiety if his popularity among his peers is endangered.

Trying to establish himself in a new social position, the teenager tries to go beyond student affairs into another area of social significance.

Adolescents often begin to rely on the opinions of their peers. If in younger schoolchildren increased anxiety occurs during contacts with unfamiliar adults, then in adolescents, tension and anxiety are higher in relations with parents and peers. The desire to live according to one's ideals, the development of these patterns of behavior can lead to clashes of views on the life of adolescents and their parents, and create conflict situations. In connection with the rapid biological development and the desire for independence, adolescents also have difficulties in relationships with peers.

Stubbornness, negativism, resentment and aggressiveness of adolescents are most often emotional reactions to self-doubt.

The developmental situation of a teenager (biological, mental, personality-characterological characteristics of a teenager) involves crises, conflicts, difficulties in adapting to the social environment. A teenager who has not been able to successfully overcome a new stage in the formation of his psychosocial development, who has deviated from the generally accepted norm in his development and behavior, receives the status of "difficult". First of all, this applies to adolescents with antisocial behavior. Risk factors here are: physical weakness, features of character development, lack of communication skills, emotional immaturity, unfavorable external social environment. Adolescents develop specific behavioral reactions that make up a specific adolescent complex: emancipation reaction, which is a type of behavior through which a teenager tries to free himself from the care of adults.

From the foregoing, it follows that adolescence is a time of active personality formation, the refraction of social experience through the individual's own vigorous activity to transform his personality, the formation of his "I". The central neoplasm of the personality of a teenager during this period is the formation of feelings of adulthood, the development of self-awareness.

Thus, adolescence is a very responsible period, because it often determines the future life of a person. The assertion of independence, the formation of personality, the development of plans for the future - all this is formed precisely at this age.

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