



SELF-IMPROVEMENT OF TEENAGERS

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Summary

This article discusses topical issues in the education of young people, such as self-knowledge, the formation of the phenomenon of human knowledge, the study of a person as an externally aesthetic, spiritual, aesthetic, moral and social value.

Keywords: morality, aesthetics, art, psychology, national values, personality, upbringing of extracurricular activities, self-knowledge, value orientation,

Summary

In this article, the topical problems in the education of young people, such as self-knowledge, the formation of the phenomenon of human knowledge, the study of man as an external aesthetic, spiritual and aesthetic, moral and social value are considered .

Keywords: morality, esthetics, national values, education, person, activity, self-consciousness, value orientation.

In older adolescence, self-consciousness develops, self-observation is activated, the need for self-development, for activities that contribute to self-realization. Sufficiently developed intellect, the ability to think, including practical. The sphere of cognitive interests goes beyond educational ones - especially those related to one's "I". An older teenager needs guidance and guidance for self-improvement, the formation of his personal values - and with an active interest is included in the work of self-improvement - and development. At this time - the heightened desire of older adolescents for self-knowledge, self-design, self-formation and self-esteem, the help of a teacher-mentor is especially needed. First of all, it is necessary to "open" yourself to older teenagers, which is quite possible during extracurricular time.

In "Know Thyself"

The theme of the lesson is "Know thyself"

Thesis plan

I.What is "I"?

1. "I" - in philosophy - the spiritual center of the human personality, individuality , related to the world and to itself.
2. a) "I" in psychology - the main manifestation of the consciousness and self-awareness of the individual (as opposed to others); b) "I" - the central concept of humanistic psychology; c) the most



important factor in the adaptation or maladjustment of the personality; d) "I" in the group; e) "I" in the team.

3. How is the "I" formed? a) On the basis of activity; b) When mastering social experience; c) In the process of education and self-education.

4. Own "I". a) When actions are independently controlled

b) When a person consciously and meaningfully submits to an outside initiative, remaining independent and not passive; c) When there is a strong creative beginning in one's own "I", especially in the public and social environment where the "I" asserts itself and develops.

5. My "I". What is my "I"? What to do with your "I"?

II . "I" concept

1. What is the "I"-concept? a) A relatively stable, fully conscious, experienced system of ideas about oneself, on the basis of which interaction with other people is built, as well as one's attitude towards oneself; b) "I"-concept - "disclosure" of the mechanism of reflection by the personality of his "I":

- system-forming and subjective world of personality,

- system of self-perceptions

c) "I"-concept is the mechanism of reflection by the personality of his "I". This is the backbone and subjective world of the individual. Arises on the basis of interaction with the social environment. It is a system of self-perceptions, the most important determinant of the individual's responses. It develops in the process of self-actualization of the personality, on the basis of the internalization of a positive attitude towards oneself from others; d) "I"-concept - relatively stable, more or less conscious, is experienced as a unique system of ideas of the individual about himself, on the basis of which he builds his interaction with other people and relates to himself ; e) This is an image of one's own "I" - an attitude towards oneself; f) "I"-concept - a prerequisite and a consequence of social interaction, is determined by social experience; g) Components of the "I"-concept: the real "I"-image of myself at the present time; ideal "I" - what you need to become, with a focus on moral standards; dynamic "I" - what is the intention to become; fantastic "I" - the desire to become, if it were possible.

2. Conditions for the formation of the "I"-concept

a) Socio-cultural

b) Socio-communicative

c) Self-correction of the image of one's "I" in the above conditions.

3. Adequate "I"-concept

a) This, first of all, is self-consciousness - an important condition for the upbringing and development of the individual.

4. Development of the "I"-concept

a) In the process of self-actualization of the personality

b) Based on attitude towards oneself (taking into account the opinions of others).

5. My "I"-concept:

a) self-image

b) How do I treat myself and others?



c) My idea of "self" ...

In a conversation on the topic "Know thyself", which is extremely interesting and necessary for older teenagers, such key concepts as: "I", its formation are considered and explained; "own "I", its essence, with a critical study of each teenager of his "I" and the prospect of his self-improvement; "I"-concept, its essence, origin, mechanism, system, components, conditions of formation and development; my "I"-concept, its main positions, including in the sphere of the self. *These key concepts* at the level of their internalization into the consciousness of older adolescents, then into their own lives, activities, behavior, attitudes towards people are an important basis for successful moral and aesthetic education and the value-oriented orientation of the personality of students of this adolescent age.

Older teenagers are offered tasks and intellectual and creative work: writing mottos and appeals to themselves; self = observation - perception - study - organization - regulation - control - assessment - attitude - forecasting - education - consciousness - definition - actualization - socialization - observation - report - assessment; bold reflections objective judgments, own opinions about oneself; creative imagination, fantasy about oneself.

The content of extracurricular activities is designed for older adolescence and is addressed to all educational institutions of secondary education.

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