



# **PSYCHOLOGICAL REASONS FOR ADOPTING HARMFUL HABITS IN ADOLESCENTS**

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<b>Received:</b> January 22 <sup>th</sup> 2021 <b>Accepted:</b> February 2 <sup>th</sup> 2021 <b>Published:</b> February 16 <sup>th</sup> 2021	It is important for a teacher and educator to know the psychology of adolescence, both psychologically and pedagogically. We also call this period in the transition period. Some of the difficulties encountered in the education and upbringing of adolescents stem from the sometimes insufficient knowledge or denial of the mental development and characteristics of children at this age.
<b>Keywords:</b> Physical and psychological development, characteristics, social factors, habits, adolescents.	

## **1. INTRODUCTION**

Adolescents face more difficulties in raising adolescents than younger and older schoolchildren. Because the process of a small child becoming an adult is very difficult. This process is associated with a significant change in the forms of interaction of adolescents with people, as well as changes in living conditions.

During this period, teenagers develop their own opinions. They expand their understanding of their dignity. According to scientific psychology, the forces that drive the mental development of adolescents are the emergence and elimination of dialectical contradictions between the needs arising from their activities and the ability to meet these needs.

Contradictions are overcome by a higher level of mental development, more complex forms of activity and a number of new psychological features of the individual. Then we move on to a higher stage of mental development. Let's look at adolescence more clearly in this context.

The child finishes primary school. The transition of a child to high school is a turning point in his life. The new socially formed and diversified activities of adolescents serve as the basis, conditions and means for the formation of his psychological and personality.

Thus, to find new and appropriate ways and means of educating adolescents, we need to be well aware of the physical and psychological development of the specifics of adolescence. The semantic characteristics of adolescence change over time, as the social conditions of human life in particular change.

The biological factors in the development of psychology are difficult, sometimes powerless, which cause serious mental crisis and excitement in adolescents, for example, protest, rudeness, stubbornness, aggression, which are characteristic of adolescents. The tendency to self-analysis attaches great importance to the subjective world, which leads to similar characteristics.

According to psychologists, the psychological characteristics of youth are not only the result of biological maturation and development but also the change in social conditions and activities of the child, as well as the emergence of new social factors in the development of adolescence and schooling. Clear organization of education and upbringing can not be considered as a product of specific living conditions and activities of adolescents.

In other words, the role of social conditions cannot be replaced by the role of concrete living conditions and activities. It has no absolute boundaries or characteristics, and there are certain ideas that are more important here.

These differences can be explained by the influence of specific social factors and the influence of different educational and upbringing conditions on adolescents. The main direction of development can be divided into the main characteristics of the child's development during adolescence. It is a period of rapid growth. During this period, the body develops intensively, the musculoskeletal system is strengthened and the process of skeletal ossification continues.

During this period, the phenomenon of incompatibility in the development of the cardiovascular system intensifies. At this time, the heart becomes much larger in size, begins to work more vigorously. Often, temporary circulatory disorders lead to an increase in blood pressure with age. As a result, dizziness, palpitations, and headaches occur in adolescents.

## **2. MAIN PART**

It should be noted that the increase in smoking all over the world, especially in America and Western Europe, and to a lesser extent in Russia, is due to adolescents and women. In our country, there is now a number of adult men who smoke, as in the 30s and 40s. At the same time, tobacco production increased excluding imports due

to the increase in smoking among adolescents and women. The number of smokers increases especially between the ages of 12-16. The largest percentage of smokers are 18-year-old boys and 15-16-year-old girls. dependence on alcoholism smoking habit

Unfortunately, the number of schoolchildren in our country who smoke is relatively high. This is not the same in different regions. Thus, among the randomly selected groups of 11th-grade students in Moscow, 62.5% of boys and 16.7% of girls smoke.

Smoking cessation comes at a time when school, parents, and the community can have a huge positive impact. It should be noted that although the habit of smoking developed in childhood and adolescence, a negative attitude towards tobacco is also formed during this period of life. The need to smoke is not specific to the body. This is due to inadequate training and environmental impact. Smoking is fashionable, "prestigious" because it attracts schoolchildren.

Children tend to imitate adults. Smoking has a very negative effect on parents, especially mothers. The reasons for smoking in boys aged 14-15 years were: the influence of friends - in 26.8% of cases, interest - 23.2%, self-licking - 17.8%, in adults imitation - in 16.7% of cases. In preparation for entering "adult life," adolescents learn "adult norms," including smoking.

Adolescents see smoking as a sign of independence and adulthood. Smoking in the company becomes a kind of task, ceremony, rally. Adults and younger students don't want to be left behind in 'fashion', there are some compelling reasons to force them to smoke. Usually, children and teenagers hide unpleasant feelings because of the first cigarettes they smoke from their peers, so as not to feel weak. Gradually, their body adapts, a habit emerges, which is already difficult to get rid of.

During adolescence, reading and writing monologues develop rapidly. From 5th grade to 9th grade, reading rises from the level of accuracy, speed and expressiveness, to the level of memorization, expressive and effective narration.

Monologic speech, on the other hand, varies from retelling a small piece of work to preparing speeches and presentations independently, giving oral arguments, expressing opinions, and justifying them. With the improvement of written speech, teenagers will now be able to write independently on a free topic given to them, and teenagers' speech will be carried out in a state of complete thinking. Pupils in grades 7-8 will be able to plan and practice oral and written text.

During adolescence, theoretical thinking becomes more important. Because students in this age group try to understand the content of connections in the world at a high level. During this time, the adolescent's interest in learning progresses. The acquisition of scientific theoretical knowledge leads to the development of thinking. As a result, the ability to think with evidence develops. It develops the ability to draw deductive conclusions.

The subjects taught in school serve as a condition for the teenager to form or test his own assumptions, as J. Piaget said, "Social life is shaped by the influence of three things - language, content, rules." The social relations acquired in this regard create new opportunities for self-reflection.

From the age of 14-15, adolescents begin to think logically. At this age, adolescents begin to learn to analyze as broadly as adults. How quickly a teenager's thinking can rise to a theoretical level, and how quickly and deeply he or she can master the material, will determine the development of his or her intellect.

Adolescence is characterized by a high level of intellectual activity. This activity is characterized by a high level of curiosity and the need to show their abilities to others, as well as the need to get high marks from them. Children of this age are able to make different assumptions, make assumptions, conduct research, and compare alternatives on a particular issue.

Practical thinking can be considered advanced only if all these qualities are present. It is extremely important to develop these qualities from the 1st grade onwards. The quality of entrepreneurship during adolescence can be developed through the participation of students in self-management and participation in commonly useful entrepreneurial activities. In this regard, the swimmer is not in the role of the executor, but in the role of manager, independent choice and | development can take place if he is a participant in the business relationship.

Giving more independence in the development of entrepreneurship at this age will have a positive impact on the development of adolescent practical thinking. The development of thrift in adolescents is easier than in other qualities of the mind, which can be done by using the bridge to make independent calculations of their interests. Of course, this also depends on the child's temperament.

It is difficult to teach all teenagers to move quickly, but it is possible to teach them the general rules of an immediate solution, not to back down when a problem arises. High levels of intellectual development during adolescence are valuable and prestigious. Changes in a teenager's personality and interest in learning are interrelated.

The development of voluntary mental processes is based on the independence of the emerging personality in adolescence, and the ability to understand and form one's own personality is determined by the development of thinking in it.

This restored type of development prepares the adolescent for the transition to new school age. Adolescence plays a special role in the formation of a person's personality. This period is the main period because at this age is a very important psychological process. Different psychological changes and personal development depend, first of all, on the nature of the activity of this person. The activity of the adolescent includes the processes of study, work and play. Let's talk about the process.

Adolescents, unlike primary school students, are the first to participate in scientific learning. The first is used to understand not only some things and events but also the laws that are common to all things and events. If a person of school age is mainly old enough to collect information about things, nature and social events, in adolescence there are systematic notions about these natural and social phenomena.

Physics, algebra, geometry, history begin to be taught in the fifth grade, especially in the sixth grade. Abstract thinking begins to grow rapidly. Students try to understand the causes of events and use them to express events within certain laws.

The development of adolescence is more influenced by labour activity. During adolescence, labour is more organized.

Adolescence does not lose the importance of play in the formation of personality. Play promotes the development of voluntary character traits of high moral feelings in adolescence. The game teaches the teenager to be disciplined the game encourages thinking, comprehension, memory, planning and attention before doing anything.

Adolescents have a completely different place in school and at home than in primary school. In primary school, students' interests and activities are mainly limited to classwork.

Adolescence and students take part in all the work of the pioneer team. All this makes it more and more difficult for students to communicate. The main thing here is that they begin to live a multifaceted social life of the student body. and try to find their place in this life.

Adolescents in the early stages of this age begin to acquire new knowledge on the basis of previously acquired knowledge. This knowledge is no longer a teacher in primary school, who is both a teacher and an educator. It is necessary to adapt to their needs and behave accordingly. Therefore, students do not feel the same way, they build the activities and attitudes of adults to their personal behaviour. they begin to hear the various assessments given.

By the time of adolescence, children's sense of duty and responsibility is sufficiently developed. Children become consciously able to make their own choices. It is during this period that adults "believe in giving children a comfortable job" in the family.

They are asked to answer the task of helping with household chores. They are consulted by some teenagers, especially when they reach the end of high school, and even become a supporter and support of their loved ones.

In adolescents, the control of parts of the cerebral cortex from the cortex increases. In some cases, the cortex and the subclavian part of the brain constantly move together. The nature of the reaction to the braking becomes unstable. The agitation process is sometimes so intense that the adolescent is unable to control his or her unpleasant behaviour.

### 3.CONCLUSION

The human body and its psyche is a very complex system that not only perfectly adapts to the changing conditions of the environment of existence, but also allows it to actively change according to its own needs.

Alcohol disrupts the body's proper reactions to the external environment and to various changes in itself, as in a properly balanced system; distorts the real world, distorts the correctness of mental reactions, misrepresents them, does not fit into the real situation.

It is necessary to create a broad front to fight for a healthy lifestyle, against immorality and crime, for the happiness and well-being of the Soviet people. This struggle must be universal, constant, long-lasting, stubborn and purposeful.

Deviations in adolescent behaviour Several characteristics of the behaviour of an alcoholic adolescent are known. A direct correlation has been established between alcohol abuse, crime, bad company, academic failure, and large amounts of leisure time. However, the importance of these factors is different.

Thus, not all those who read well do not abuse alcohol, on the contrary, for some time alcoholism sometimes does not affect the reading. A lazy person who is not interested in reading, whether drinking or not, always "never asking to take anything home" usually has more free time than a diligent student.

Intoxication and crime, the bad company are often not related to a cause but are equal consequences of a single cause. Recent research confirms and deepens our understanding of the effects of tobacco smoke on the body - nicotine. Many people clearly reject medical science as saying that tobacco stimulates energy, increases efficiency, calms the nervous system.

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