



## **ADOLESCENT PSYCHOLOGY AND ITS CHARACTERISTICS**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 10 <sup>th</sup> December 2021 <b>Accepted:</b> 11 <sup>th</sup> January 2022 <b>Published:</b> 22 <sup>th</sup> February 2022	The period from 15 to 18 years is adolescence. Adolescents are students in grades 8-10, and they are worried about who they will be in the future and what kind of activities they will do. Children this age are different from teenagers. If the main activity of a student in adolescence was reading, the activity of high school students will be reading, education and preparation for work. This article discusses the psychology of adolescence and its peculiarities.
<b>Keywords:</b> Adolescence, psychology, behavior, need, control.	

### **MAIN PART**

The complexity of learning during adolescence and their place in a new team demands a lot from them. Adolescents' position in school life and in the family will change, that is, they will be required to be leaders, organizers and educators in relation to the younger ones. At the age of 18 they reach adulthood. The body stops growing and a "quiet" period begins. The formation of organs and the improvement of body tissues are completed. Physical development affects the ability of a person to determine certain characteristics and subsequent life activities.

At the age of 17-20 years for boys and girls, it is advisable to engage in the normal development of the organism and the corresponding work. They affect not only the severity and height of changes in the body, but also the lungs, heart, blood vessels and nervous system. Adolescents gradually lose their heart rate, such as heart palpitations and heart failure. Proper organization of physical activity, mental activity and rest is very important for this.

During this time, their nervous system develops and gradually approaches that of the cerebral cortex of adults. The number of nerve connections around the cerebral cortex increases. As a result of studying and working, analytical and synthetic activity develops in the cerebral hemispheres. This condition increases the ability to clearly distinguish external influences. It creates a brake of a differentiating character. By this time, reading lessons become more complex: a number of new subjects are taught, the content of lessons is expanded and complicated, knowledge, life, practical work are added, students are in the production team, excursions are organized. , instruction, special attention.

During this period, control is combined with knowledge and practical work. Students will be required to understand the material and apply it to their lives. At this age, the child feels more alert, gains experience and begins to apply his knowledge to independent living. This will change their attitude towards the lesson. At this point, they choose a subject that suits them. Such traits can also be found in adolescents, but in this case, the interest in individual subjects is more related to the teacher's advice, while the interest in high school students is based on their needs and aspirations. Sometimes they are in a hurry and as a result they misjudge the events and draw the wrong conclusions.

The desire of high school students to learn about their surroundings and the reality around them helps them to form a worldview. Extracurricular activities and clubs have a positive effect on the development of theoretical knowledge. V.A. Krutetskiy, I.N. Lukin focuses on the specifics of individual mental activity in the acquisition of knowledge by high school students, and in this regard, students are divided into 4 groups.

1) High-achieving students. They do not show independence and initiative in education. They memorize the material from the textbook and study it only to answer the teacher's questions. If the material is "difficult", they will not study it at all. They will not be able to learn this knowledge, and it will be difficult for students to study in production-related schools. Some of this group of students will be excellent until the 1st grade, and then they will be in a difficult situation. We need to work more individually with such students.

2) Students who have practical skills in reading activities, try to study a difficult problem and try it in practice. Properly directed lessons can increase the interest of this group of students in the lesson. They need to be explained the importance of theoretical knowledge in practice using a variety of teaching methods.

These students are very interested in theory and do not pay attention to practical work. They think a lot. But he avoids testing his ideas. In their thinking, generalization and abstraction predominate, but concretization is low.

They speak well, prove, draw conclusions, engage in more mental activity, try to expand their knowledge independently, but cannot connect theory with practice. This group may also include those interested in the social sciences. These students combine theory and practice in their learning activities. They have a wide range of knowledge,

they know how to think, they know how to apply, they are active in public affairs. But this group of students is equally interested in everything, not deeply interested in anything in particular.

At the age of high school, a person's spiritual strength develops intensively, his spiritual image is formed, his character is clear, and his worldview is formed. Changes in one's position at school, in the family, and in the system of social relations have a decisive influence on the development of an individual at the age of high school. The activities of a teenager who is a school student are mainly academic activities, which are limited to the scope of the school. Adolescents' social activities also usually take place inside the school. An adult student is different.

Unlike a teenager, a high school-age student is able to understand not only his or her simple, noticeable personal qualities, but also the more complex qualities that characterize a person's multifaceted relationships. The teenager evaluates himself according to his current condition. The teen asks himself, "How do I feel about being a member of the school community?" A high school student asks himself, "How am I doing for my future independent life? Am I fit?" he asks.

Self-awareness in older school-age students is not usually focused on eliminating some behavioral deficiencies or developing some positive qualities. At the same time, it seeks to shape the individual in accordance with the generalized ideals that emerge in boys and girls in general. Researchers studying the physiology and genetics of some young men and women have come to the conclusion that many things in the human body and psyche are innate.

Of course, if these boys and girls are not shown to be wrong, if students are not convinced that they have the opportunity to re-educate themselves, if they are not convinced that they are responsible for their own actions, then they are It's hard to encourage self-discipline, and it doesn't work.

The role of faith and moral consciousness in the moral development of high school age is growing. The behavior of high school-age students is largely determined by their moral perceptions and beliefs and beliefs, rather than the behavior of adolescents. At the same age, it is possible to behave in different situations and situations. The moral consciousness of high school-age students develops under the influence of their life and activities in society, under the influence of their active participation in the social life of the community, usually as students begin to gain a deeper understanding of the content and essence of moral categories. Older school-age children are able to love even the most delicate aspects of many moral concepts related to their social significance. The most complex concepts of duty, conscience, personal pride, and a sense of self-worth are enough to provide a deep and comprehensive understanding of high school students.

The feeling of puberty in high school is unique. The feeling becomes deeper and more serious. Older students tend to blame their adulthood, treat themselves like children, and still be less tolerant than teenagers. Older school-age children have a sense of adulthood. At the age of high school, the intensity of the conflict that arises from the fact that students do not recognize that they have equal rights with adults, real or false, is somewhat lessened. At the age of 16, a student receives a passport, and restrictions on travel to the cinema and theater are reduced. A high school student will soon be 18 years old, eligible to vote, and eligible for marriage. These are objective signs that boys and girls have grown up.

Recently, psychologists have discovered an interesting fact. First, high school girls, like teenage girls, are more prone to adult influence than boys and teens. A peer group influences the composition of a high school-age student's personality. The community has a certain influence on the development of the common goal, community relations, moral relations between personal and social interests, and moral relations between personal and social interests.

Under the influence of the prospect of transition to self-employment, the direction will be towards the future goals that are characteristic of older school-age children. The high school age is the age of self-determination in life, at which time the student begins to seriously seek out his or her work talent, in which he or she develops a desire to determine his or her future career.

In order for the educational process in higher education to be effective, there must be a constant interaction between students and teachers. At the heart of the teacher-student collaboration is the problem of proper parenting. Since this problem is rarely studied in high school psychology, it is advisable to think more broadly about the same problem. In research, students are defined as a social group that prepares to play roles in social life and specialization in material and spiritual production according to certain rules and a special program.

The student period is the second stage of adolescence, lasting from 17 to 22 (25) years, and is characterized by a number of unique features and contradictions. Therefore, adolescence begins with an understanding of one's social and professional status. At this stage, the adolescent experiences a kind of mental crisis, including the desire to quickly act out the roles of adults in different guises (whether he likes it or not), begins to get used to new aspects of life. the process of people's transition to a lifestyle leads to internal contradictions related to a person's developmental characteristics.

It is important for students to learn independently, to organize their own activities, to be self-governing, to develop new ideas, and so on. The key to accomplishing these tasks is to move from a monologue to a dialogic (student-teacher dialogue) presentation.

Psychologists B.G. Anan'ev, N.V. Kuzimina, N.F. Talizina, V.YA. Lyaudis, I.S. Kon, V.T Lisoveskiy, A.A. Bodolev, A.V. Petrovskiy, M.G.Davletshin, I.I. Il gyasov, A.V. Dimitreva, Z.F.Esarova, A.A.Verbitskiy, V.A. According to the research of Tokareva, EG Goziev and others, education in higher education is very difficult for students, because during this period a person has a complex of qualities, traits, qualities, is at the stage of development. One of the characteristics of socio-psychological development at this age is the growth of conscious motives for learning. Although the growth of

moral processes in students is slow, the most important qualities of behavior are independence, initiative, resourcefulness, intelligence, and so on. They also have an increased interest in social situations, moral rules of reality, and a desire to understand them.

Research by our psychologists shows that when a person experiences life, he or she develops self-awareness, including understanding the meaning of personal life, making clear life plans, determining future life paths, and so on. The student gradually becomes accustomed to the unfamiliar conditions of the microgroup, begins to know his rights and responsibilities, establishes a new look at interpersonal relationships, tries to put into practice the social roles in life. Their romantic feelings are a bit of a hindrance to their approach to reality. Because they do not have a clear idea of the socio-psychological roots of success and failure in life.

The analysis of materials collected in the sciences of physiology and psychology of youth shows that even at the age of 17-19 years, the student is not able to consciously control their behavior and cognitive activity, and therefore the motives of behavior are unfounded, short-sighted, careless such cases occur. V.T. According to Listovsky, at the age of 19-20 there are some negative behaviors. At this age, desire and aspiration go far beyond will and character. A person's life experience plays a special role in this, because the student mixes theory and practice, fantasy and reality, romance and exoticism, truth and illusion, dream and desire, optimism and rigidity, as a result of this lack of experience.

The process of self-improvement plays an important role in the lives and activities of young people during the student years, but the components of self-government (self-analysis, monitoring, evaluation, inspection, etc.) also play a special role. By comparing the ideal (high, stable, harmonious) 'I' with the real 'I', the components of self-government gain practical expression. From the student's point of view, the ideal 'I' is also not sufficiently tested on the basis of certain criteria, so it is inevitable that they will sometimes feel random, unnatural, and therefore the real 'I' is also far from the true value of the individual. Such objective contradictions in the development of the student's personality create an internal insecurity about his personality, and a negative attitude towards learning. In particular, at the beginning of the academic year, the student is in a good mood, a sense of pleasure when entering the university, as a result of close acquaintance with the conditions, content, essence, agenda, certain laws and regulations sudden depression occurs.

### **CONCLUSION.**

As a result of the above-mentioned internal and external means, factors in his mental world, such as despair, mental turmoil, insecurity, hesitation, etc., appear. In our opinion, one of the most important conditions of this period is to have a unique approach to the student in the educational process in the planning of educational work in high school.

### **FOYDALANILGAN ADABIYOTLAR**

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