

Psychological Characteristics of Adolescent Period

N. O'. Bobonazarova

University of Economics and pedagogy, non-state higher education institution, teacher of the department of pedagogy

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This article provides information on the general description of mental development during adolescence, the crisis of adolescence and its psychological and psychophysiological causes, the characteristics of intellectual and emotional development during this period, and the development of personality during adolescence.

Introduction. It is important for teachers and educators to know the psychology of children's adolescence from a psychological point of view and from a pedagogical point of view. We also call this period the transitional period. Adolescence mainly includes children aged 11-15, i.e. 5-8 graders.

Some difficulties encountered in the work of education and upbringing of teenage students are caused by insufficient knowledge or denial of mental development and characteristics of children of this age.

There are many difficulties in raising children of teenage age compared to schoolchildren of younger and older age. Because the process of a small child becoming an adult is very difficult. This process is related to a serious change in the forms of relationship of the psychology of teenagers with people, as well as a change in living conditions.

During this period, teenagers have their own personal thoughts. Their understanding of their own values will expand. According to the definition of scientific psychology, the forces that activate the mental development of adolescents are the emergence and elimination of dialectical contradictions between the needs arising from their activities and the possibilities of satisfying these needs.

Discussion. Contradictions consist in overcoming a very high level of mental development, more complex types of activities and a number of new psychological features of the person by creating content. The child finishes primary school. A child's transition to secondary school is a turning point in his life. The basis, conditions and tools for the formation of psychological and personal composition of adolescents, formed from a new social aspect and diversified.

Thus, in order to find new correct methods and tools for educating teenagers, we need to know the physical and psychological development of adolescence. The meaningful characteristics of adolescence change over time, as the social conditions of human life change.

The biological factors of psychological development include those that are heavy and sometimes overwhelming on the minds of teenagers, causing them to have a serious mental crisis and excitement, for example: dissatisfaction, rudeness, stubbornness, stubbornness characteristic of teenagers. The inclination to self-analysis ultimately gives great importance to the subjective world and the sexual maturation that brings similar feelings. New sensations, thoughts, inclinations, and experiences that appear in connection with sexual maturation seem to dominate the minds of adolescents. They determine their behavior. In this way, the psychological characteristics of adolescents are mainly considered as a purely biological factor.

According to psychologists, young psychological characteristics are not only the result of their biological development and development, but also the changes in the child's social life conditions and activities, as well as the emergence of new social factors in this regard, and the impact on the development of the teenager and the school that is given to him. The specific organization of education and training cannot be seen as a product of the concrete life conditions and activities of teenagers.

In other words, the role of social conditions cannot be replaced by the role of concrete life conditions and activities. From the above, it can be concluded that the age of a teenager and its characteristics are not absolutely important, in this regard, the age of a teenager is absolutely known and It does not have absolute limits and characteristics, but there are certain points that are very important.

These differences can be explained by the influence of concrete social factors and the influence of different educational and upbringing conditions given to teenagers. The main direction of development can be distinguished the main characteristic of the child's development during adolescence. A boom is a period of growth. During this period, intensive development of the body occurs, the muscular apparatus is strengthened and the process of ossification of the skeleton continues.

During this period, the phenomenon of incompatibility in the development of the cardiovascular system of the heart is intensified. At this time, the heart becomes much larger in terms of size and begins to work much stronger. As a result, dizziness, heart palpitations, and headaches appear in teenagers.

Adolescents' age also has physical and mental characteristics, according to Pavlov's theory, the body consists of a whole system, in which all tissues and organs and physiological processes are organically connected with each other.

But as a whole, the nervous system and the upper part connected with it, in the words of I.P. Pavlov, the cerebral cortex, which controls all events in the body, plays the main leading role. In adolescence, the upper part of the quality nervous system begins to grow and the internal structure of the brain becomes more complex.

The growth of nerve cells is completed in the large hemisphere. The physical development of the adolescent organism, the development of its organs and tissues, the role of control of the brain stem is realized, but the growing tissues and organs, in turn, are the nervous system itself. affects the swelling. In adolescence, the size of the lungs increases, breathing is much faster and shallow. In adolescence, the more fresh air a child walks, the more useful it is.

This period is the period of sexual maturation, which depends on the reconstruction of internal secretion glands. The development of these glands is of great importance in the functioning of the human body. One of the characteristic features of adolescence is the process of sexual maturation.

The onset of puberty largely depends on the climate and national epigraphic factors, as well as individual characteristics.

Observations show that the period of puberty begins in boys at the age of 12-13, and in girls at the age of 11-12. Most boys now reach puberty at the age of 15-16, and in girls at the age of 13. It is observed in 14-year-olds.

The origin of teenage words is very much related to history, their specific meaning and essence. He is no longer like a young child in his speech, but tries to choose words from older people. A teacher must be a role model for a teenager in terms of acquiring speech culture. It is school education that serves as the main factor in the qualitative change in the direction of the development of adolescent cognitive processes. In the development of cognitive processes, speech increases, and the presence of writing does not count as a powerful tool. With the proper organization and implementation of educational processes in the school, conditions are created for the proper development of the adolescent's speech. The effort to master the speech is the need and desire of the adolescent to engage in behavior, knowledge, and creative activity.

During adolescence, reading and written monologic speech develop rapidly. From the 5th grade to the 9th grade, reading is raised from the level of being correct, fast and expressive, to the level of being able to tell from memory expressively and effectively. And monologic speech changes from retelling a small part of the work to independently preparing speeches and speeches, conducting oral reasoning, giving opinions and justifying them. Having developed written speech, teenagers can now write an essay independently on the free topic given to them. Teens' speech is carried out in the context of thinking. Students in grades 5-6 can make a plan for oral and written text and follow it.

During adolescence, theoretical thinking becomes more important. Because the students of this period try to know the content of connections in the world at a high level. During this period, the adolescent's interest in learning progresses. The acquisition of scientific theoretical knowledge leads to the development of thinking. Under the influence of this, the ability to think with proof and evidence develops. He develops the ability to make deductive conclusions.

The subjects taught at school serve as conditions for the teenager to create or check his own assumptions. J. Piaget said, "Social life is formed on the basis of the influence of three things - language, content, rules." In this regard, mastered social relations create new opportunities for self-thinking.

From the age of 11-12, the teenager begins to think logically. At this age, the teenager begins to learn comprehensive analysis, just like adults. How quickly a teenager's thinking can rise to the theoretical level, quickly and deeply mastering educational materials determines the development of his intellect. Adolescence is characterized by a high level of intellectual activity. This activity is determined by extreme curiosity and the desire to demonstrate one's abilities to others, as well as the desire to receive high marks. Children of this age can make various hypotheses, think speculatively, conduct research and compare alternative options on a given issue. Adolescent thinking often tends to generalize. In the conditions of the market economy of our republic, the importance of practical thinking in people is increasing. The practical thinking system includes the following mental qualities:

✓ entrepreneurship, thrift, calculation, quick resolution of problems, etc.

During adolescence, attention, memory, and imagination gain full independence, and now they can control them according to their own expression. During this period, it becomes clear which leading function (attention, memory or imagination) dominates, and each teenager has the opportunity to focus on the function that is more important for him. The development of these functions Let's look at the features.

A teenager begins to acquire new knowledge on the basis of previously acquired knowledge in the

early stages of this age. This knowledge is not a teacher who is both a teacher and an educator in elementary school. He is now used to a number of teachers, to treat each one in his own way, to get used to their requirements and to behave accordingly. It is necessary. For this reason, students and adolescents do not feel the same fullness, they build personal behavior, activities and relationships of adults. They begin to hear different evaluations given to them by adults.

When children reach the age of adolescence, their sense of duty and responsibility has grown sufficiently. Children become able to make their own conscious choices. It is during this period that adults trust children to "easily hand over work" to teenagers in the family. not considering them as "small", they require them to respond to the work assigned to help with household chores. They consult with them. .

In a teenager, the control of the upper parts of the cerebral cortex increases, the upper and lower parts of the brain constantly move together. it indicates that he is given to his squeamishness and emotional feelings. Arousal processes are sometimes so strong that the teenager is unable to restrain his unpleasant characters and becomes incontinent.

Excitement processes are lively, but grow quickly. On the other hand, a teenager cannot control his actions during strong excitement, especially when he is excited based on relevant social reasons. In adolescence, the role of the second signaling system increases. In the process of knowing the word that acts as a stimulus, other people begin to play a greater role in interacting with others and evaluating their behavior.

In addition, the growth of the adolescent's nervous system is not yet born and is in the stage of formation. He cannot withstand a strong stimulus that lasts for a long time. Sometimes, because of this, he quickly goes into a state of excitement. This indicates that the adolescent's nervous system is somewhat empty.

As a result of the structure, the relationships of the nervous system of the teenager are strengthened and strengthened.

It is necessary to teach a teenager to breathe correctly and deeply during work, study and sports. it needs a lot of oxygen. At this age, it is especially important for a teenager to be in fresh air. At the age of a teenager, the heart grows more than twice, and the body grows one and a half times. The diameter of the arteries increases the growth lags behind the growth of the heart. The path of the blood vessel decreases in relation to the size of the heart, and this, together with a strong acceleration of the activity of the nervous and thyroid glands, leads to an increase in blood pressure and an increase in the activity of the heart.

Conclusion. As a result of changes in the system of blood vessels, sometimes the blood going to the brain may not be enough, which leads to a decrease in the ability of the brain to work quickly and dizziness. it is possible. The teenager's hands and lips turn blue, and sometimes his face becomes red or pale. The teenager's heart should be protected from too much stress and fatigue.

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