



SOCIO-PSYCHOLOGICAL ASPECTS OF ADOLESCENT BEHAVIOR IN EDUCATION

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ANNOTATION

This article is devoted to the study of adolescent behavior as a socio-psychological phenomenon. Also the effect of this phenomenon on the educational process.

Keywords: *adolescent, behavior, education, adolescent with a complex character, psychological maladaptation.*

It is very important to shape the spiritual aspects of our youth: faith, faith, kindness, patriotism, friendship, unlimited love, kindness, satisfaction, patience, generosity, national pride. The services of teachers, educators and those responsible for education are invaluable in this unique work. The success of educational work with young people depends on knowledge and consideration of their age and psychological characteristics. This situation is a feature of adolescence, which is considered a turning point, and it is more relevant for this period. Adolescence is called a transition period, because it is during this period that a certain transition occurs from childhood to adulthood. This is due to a serious restructuring of the student processes of mental processes. Therefore, adolescence requires fundamental changes in the organization of activities in the forms of interaction. Periodic difficulties in teaching adolescents arise as a result of sometimes insufficient knowledge or denial of the laws and characteristics of the mental development of children of this age. This is a very difficult period for education. Since the process of turning a child into an adult is complex in itself, this process is associated with a serious restructuring of the psyche, forms of relationships with people, as well as changes in living conditions and activities.

If in childhood old forms and methods of teaching his manners were used, now they are no longer suitable for the child. If earlier children were happy to hear how their parents and teachers talk about morality, now this effect makes the child bored and disliked. As a result, traits such as rebellion and rejection of adult opinions begin to develop. This makes this period "difficult" and "difficult". The difficulty in teaching adolescents lies in the fact that it is important to change forms of control over one's life and activities in relations with a teenager. They will need to find new ways and means of influencing them. At the same time, of course, educators, as main educators, should consider each age separately.

A teacher is a professional image of a person with a complex personality structure, which plays a leading role in society. At the heart of his achievements in all spheres of public life are the results of his work. The pedagogical, psychological preparation and integration of teachers' knowledge, the culture of behavior, and the consideration of psychological situations should be strong. Only highly professional teachers of a high level bring up a harmoniously developed person in the dreams of people. Science leads man to greatness. A. AsAvloni says: "Science has become fatigue, life, a bright future, a leader, the salvation of people." Knowledge is the highest and most sacred virtue for man. That is why the duty of every young person to be educated and

educated. To this end, the teacher works diligently, concentrating the highest dreams in his heart. It is necessary to respect their work and master the knowledge that they have given. As Behbudi said: "In order to live in peace, you need secular science and knowledge." As IbnSina said: "Whatever you advise, You should abide by that first."

To determine the level of mental development of adolescents, the methodology of the School Test for Mental Development (MATT), developed by M.K. Akimova, E.M. Borisova, V.T. Kozlova, G.P. Loginova, and the results of this method were compared with the results University of California intelligence tests have been used.

The arithmetic mean of the school mental development test (MATT) method for Extrovert type respondents was 89.3 points, Ambovert type respondents scored 91.4 points, and Introvert type respondents scored 88.3 points.

The arithmetic average of the results obtained on the rapid intelligence test was 15.4 points among respondents of the extrovert type. Respondents of the inverted type scored 15.2 points, and respondents of the introvert type - 13.2 points.

If the results of the school's mental development test are divided into a comparative analysis of the results of boys and girls, according to the above indicators, it will be in the form of a table below.

Table 1

Results	0-28 Scores		28-55 Scores		55-83 Scores		83-111 Scores		111-138 Scores	
	M	F	M	F	M	F	M	F	M	F
Level of intelligence	Low intellect		Lower than moderate		Moderate		Higher than moderate		High intellect	
Personality	M	F	M	F	M	F	M	F	M	F
Extrovert	-	-	-	-	2	1	5	7		
Ambivert	-	-	-	-	2	2	4	16	1	
Introvert	-	-	-	-	1	2	3	4		
Among all types	-	-	-	-	5	5	12	27	1	
Percentage					27.7%	15.6%	66.6%	84.4%	5.5%	

As can be seen from the table above, the number of testers at the first level is 0%. The second level is also 0%. At the third level, boys accounted for 27.7%, and girls - 15.6%, and at the fourth level, boys - 66.6% and girls - 84.4%. At the fifth level, only one boy was 5.5%. In general, we can say that girls have a higher level of mental development than boys.

If the results of the rapid intelligence test are divided by a comparative analysis of boys and girls according to the above indicators, it will be presented in the form of a table below.

Results	0-28 Scores		28-55 Scores		55-83 Scores		83-111 Scores		111-138 Scores	
Level of intelligence	Low intellect		Lower than moderate		Moderate		Higher than moderate		High intellect	
Personality	M	F	M	F	M	F	M	F	M	F
Extrovert	-	-	-	-	3	1	4	6	-	1
Ambivert	-	-	-	-	2	4	4	11	1	3
Introvert	-	-	-	-	4	5	-	1	-	-
Among all types	-	-	-	-	9	10	8	18	1	4
Percentage					50	31.2	44.4%	56.2	5.5	12.5
					%	%		%	%	%

As can be seen from the table above, the number of testers at the first level is 0%. The second level is also 0%. At the third level, boys accounted for 50%, and girls - 31.2%, and at the fourth level, boys - 44.4% and girls - 56.2%. At the fifth level, only boys made up 5.5%, and girls - 12.5%. In general, we can say that girls have a higher level of mental development than boys, and the reason for this was that they relied not only on the experimenter, but also on the opinion of their teammates during the interrogation. During the conversation, it turned out that their effective use of the opinions of others was obvious. The art of education has been highly developed among our people since ancient times. Oriental thinkers, scientific teachers proved the importance of education, its essence and content, along with education for the education of a harmoniously developed personality. The great scientist Aristotle once said: "Education requires three things: talent, knowledge and practice." The educational process is a conscious, responsible activity in which the teacher exerts a comprehensive influence on the development of young people into full-fledged human beings. The teacher must study the educational level of the student body and have the skills to influence it, observe how positively educational activities have a positive impact on the psyche of students, especially adolescents in transition, and further develop and improve it, enrich their knowledge to increase the effectiveness of educational work.

“The nature and behavior of each person will have the qualities and characteristics of a nation, people, region, professional class, the community in which he works, a stable group in the immediate vicinity and his family.”

The forces that control the mental development of adolescents are the emergence and elimination of contradictions between the new needs created by their activities and the opportunities to meet these needs. These contradictions are forms of interaction of adolescents with their increasing physical, intellectual and moral abilities with the old, previously unstructured world, the old contradictions of their activities, the growing demands of society, adults and society for adolescents. contradictions between forms. These contradictions are overcome by combining a much higher level of mental development, more complex forms of activity and a number of new psychological qualities of the form. As a result, the teenager’s mental development moves to a higher level.

The formation of the personality of a teenager is a complex psychological process. This structure depends on the emotional-volitional characteristics of the adolescent with the orientation of his needs. Behavioral changes occur when a teenager loses interest and needs, becomes indifferent to what he or she was interested in before, loses control over his behavior when he or she loses goals, and cannot adequately assess his abilities.

The process of formation of “difficult” education and related behavioral disorders: cultural (M. Mead, E. Fromm), economic (G. Kaiser, B. Kholist, G. Schneider), social (S. D. Arzumanyan, N. V .P. Dubinin, V.N. Kudryavtsev, J.D. Douglas, G. Waxler), health (M.I. Buyanov, P. B. Ganushkin, A. I. Zakharov, I. I. Kovalev, Z. F. Kamaletdinova, V. T. Kondrashenko, E. R. Kaliteevskaya, A. E. Lichko), socio-psychological (M. A. Alemaskin, S. A. Belicheva, L. I. Bozhovich, G. G. Bochkareva , A. I. Dolgova, Ya. L. Kolominsky, V. M. Karimova, M. N. Ovchinnikova, N. V. Morozova, T. V. Senko, D. I. Feldstein, E. G. 'Goziev) , teacher (A. S. S. Belkin, N. N. Vertsinskaya, L. S. Vygotsky, M. G. Davletshin, E. Natanzon, I. A. Nevsky, A. I. Ostrovsky, A. E. Taras) as a result of extensive influences, it was found that also a number of psychologists (M.A. Alemaskin, N.V. Yutikova, L.M. Zyubin, I.S. Kon, I.A. Furmanov) analyzed the causes of negative behavior, its preventive and educational measures. An important role in organizing events is played by psychological factors.

A theoretical analysis of the problem shows that these “behavioral disorders” are based on “deviations” that lead to social and psychological maladaptation. This is, firstly, changes in the motivational, emotional, volitional and moral aspects of the personality of a teenager (G. G. Bochkareva, B. S. Bratus, V. V. Lebedinsky, L. S. Slavina, A. S. Spivakovskaya); secondly, it is proved that this is an inharmonious family upbringing (A.A. Aladin, P.F. Lestgaft, A.E. Lichko, Ya.A. Lup-yap, E.G. Eidemiller, V.V. Yustitsky) . Currently, too much attention is paid to clarifying the nature of psychoprophylaxis and correction of behavioral disorders characteristic of different ages. These include: a) correction of changes in the personality system (V. T. Kondrashenko, K. Leongard, A. E. Lichko, I. A. Furmanov), b) correction of functional deviations in development (L. S. Vygotsky, G. T. Zapryagaev) . A special study can be cited. The role of psychoanalytic (S. Freud), frustration (J. Dollard, etc.) and behavioral (A. Bandura, L. Berkovich) studies of this problem in modern psychology is also significant. However, in our opinion, the pathological behavioral mechanisms of adolescents with “difficult” education, the creation of a typology model based on this classification of “difficulties” remain an urgent problem.

If we look at the classic study of adolescence, we see that it contains various theories, hypotheses, and basic research. One of the most striking psychological concepts of adolescence is the cultural-historical theory developed by L.S. Vygotsky (1930) at the beginning of the twentieth century, in which the signs of this age are stable and historical variability in the psychology of a teenager, an interpretation of the scientific concepts of his phenomena.

L.S. Vygotsky, having studied in detail the problem of interests inherent in the transition period, explains it as "the only key to solving the problems of the psychological development of a teenager." Adolescence is a period of destruction and disappearance of old interests and the emergence of new interests with a new biological basis, in which there are several bright interests, which he called the dominant interests. This is an egocentric, that is, an interest in oneself, an interest in the future, that is, an institution that seeks to see the future, not the present; coercion (action), that is, volitional tension based on obstinacy, negative actions,

consisting of resistance to educational methods, fantasy, that is, the risk associated with the search for a teenager of diverse heroism rich in adventure.

L.S. Vygotsky also notes that the development of thinking in adolescence is based on the assimilation of concepts, and adolescent thinking has a subjective form, focused on the intimate aspects of the "riddle" and the development of reflection, which includes internal changes in the personality of a teenager. These psychological updates cause certain negative reactions in the teenager's motivational system, causing internal and external conflicts, and make it difficult to raise children. Including,- One of the main changes in the teenager's personality is the "feeling of greatness", which leads to the formation of the teenager's image "I am no longer small", and his dissatisfaction leads to various conflicts with adults around him.- Another update of the teenager's personality is the need for self-esteem, which determines the activities and behavior of the teenager, and his dissatisfaction creates a "spiritual barrier" in the relationship between the teenager and the teacher, aggravates a certain inadequacy.- a sign of orientation of the personality of the adolescent is to strengthen his sustainable needs and motives in the framework of his motivational needs. His inability to become sufficiently dominant sometimes leads to the formation of moral behavioral motives.- The teenager's desire to take a certain place in the community (class, family, etc.) is one of these age-related updates, the dissatisfaction of which creates a basis for the teenager to choose the "street" microenvironment from the "I and the group" relationship. becomes a member of the "group of friends", which compensates for all life's failures, and a new activity begins in it.

It is important to have an individual relationship with adolescents in their upbringing. When dealing with a person, he helps teachers to learn the physiological foundations of the individuality of each age and I. Pavlov's teachings on the types of higher nervous activity, which to a certain extent provide information about his personality.

1. The strength of the nervous system is determined by the amount of reserves of substances in the nerve cells. In the nervous system of the strong type there are many such reserves, and in the weak - few. This negatively affects the process of strong excitation of the nervous system, as well as the ability to slow down.
2. According to the principle of the strength of the nervous system, the strong type includes sanguine, phlegmatic, and the weak type - melancholic
3. The speed of the nervous system depends on how easily the cerebral cortex exchanges with the brakes or, conversely, with the activation of the brakes. Teachers must be very sure that the nervous system of students has plastic properties, that it is susceptible to any influences and that negative qualities in the personality of students can be eliminated. It is also important to consider the ideological problems of youth. The student must know his personality in relation to the content of the personality, that is, his interests, ideals. It is especially important to know their social interests as a social profession when dealing with youth individually. Knowing the emotional and volitional characteristics of adolescents is also important for their education. In an individual relationship with a teenager, it is important to know how calm, pious or emotional, how sensitive he is, whether he or she is different from others, whether he or she is able to influence, whether he or she can control his feelings.

It is also important to consider the moral character of adolescents. Because the ideological advice of a teenager is reflected in his moral character. However, sometimes the behavior of adolescents with a moral profession is not entirely appropriate. Adults should be able to show every teenager how patriotic, hardworking, respectful, honest and conscientious they are, how friendly and helpful they feel. Young people with negative moral qualities include rudeness, lies, hooliganism, selfishness, stubbornness, stubbornness, indiscipline, disobedience to the rules, selfishness and so on. Since they do not like it when they are exposed to public treatment or their guilt publicly or obey the advice or instructions of a disciplined person, they only need to be extremely careful, sincere and friendly in their relations with them. Studies by adolescents have shown that drawing can provide some insight into a person's behavioral and structural characteristics. Through the created images, the child tries to show the endless aspects of his creative imagination, trying to appreciate others.

When we look at drawings made using the "non-existent animal" methodology, some drawings depict animals with sharp spears, daggers, sharp spikes, that is, students have the qualities of self-defense, and not the reprimand of adults, aggression. Almost all photos of the respondents contained information about the animal, which indicated that their overall indicators were gradually increasing and that they began to better understand their status in society. In conclusion, we can say that today the formation of moral qualities in students acting for the benefit of others, feeling the importance of their level of activity, indicates a change in the psychology of adolescents. To direct the behavior of adolescents in a positive direction, you need to instill in them a high sense of responsibility, pride, responsibility, confidence. To do this, it is advisable to give them tasks, given their age, strength, abilities and interests. By entrusting them with the task of managing a small team, sports section, living area, negative behavior can be reduced. The process of self-education of teenage students should be within the educational influence of the educational institution, public organizations, and teaching staff. So improving self-education will serve to occupy a worthy place in society, to understand social duty, to do useful work. It is advisable to interact in the form of a set of educational measures that form a single whole for the proper regulation of self-education, such as collective obligations, mutual support and control, mutual assessment and criticism. The main task of the teaching staff is to inflict a serious blow on some vicious forms of behavior, vices and deviations that arise in public life, to protect boys and girls from their influence, to fight the essence of propaganda of foreign ideas.

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