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SOCIO-PSYCHOLOGICAL STATUS OF A TEENAGER

The teenager, as it were, provokes prohibitions, specifically forces his parents to comply with them, in order to then have the opportunity to test his strength in overcoming these prohibitions, to test and, through his own efforts, push the boundaries that set the limits of his independence. It is through this collision that a teenager recognizes himself, his capabilities, and satisfies the need for self-affirmation.

The crisis of adolescence - like all critical periods of development - goes through three phrases: 1) negative, or pre-critical, - the phase of breaking old habits, stereotypes, the collapse of previously formed structures; 2) the culminating point of the crisis, in adolescence, is usually 13 years old, although significant individual variations are possible; 3) post-critical phase, i.e. the period of formation of new structures, building new relationships, etc.

The scientific and critical literature describes two main ways in which age-related crises occur. The first, most common, is the crisis of independence. Its symptoms are obstinacy, stubbornness, negativism, self-will, devaluation of the position, the opinions of adults, a negative attitude towards their previously fulfilled demands, protest-rebellion, jealousy of property. Naturally, at each stage this “bouquet of symptoms” is expressed in accordance with age characteristics.

A keenly felt experience of one’s own inner world is the main property that a teenager protects, jealously defending it from others. The symptoms of a dependence crisis (the second path) are the opposite: excessive obedience, dependence on elders or strong people, regression to old interests, tastes, and forms of behavior. Adolescents (together with early youth) are a special socio-psychological and demographic group that has its own norms, attitudes, and specific forms of behavior that form a special teenage subculture. The feeling of belonging to a “teenage” community and a certain group within this community, often differing not only in interests and forms of leisure, but also in clothing, language, etc., is essential for the development of a teenager’s personality, influencing the formation of moral norms and value guidelines.

The study of adolescents is a study of contrast, change, experimentation and growth. These are drastic, qualitative changes affecting all aspects of development. For different adolescents, these changes occur at different times: some adolescents develop faster, some lag behind the others in some ways, and are ahead of them in some ways, etc., girls in many respects develop faster than boys, which is determined by gender maturation. During this period, they develop not just a sense of adulthood, but a fairly differentiated adulthood of a certain gender - “the internal position of a man” or “the internal position of a woman.”

Biological maturation of the body leads to drastic changes in the appearance of a teenager. Since the teenager has not yet mastered his new appearance, it occupies a significant place in his self-awareness; he constantly evaluates it, and is most often dissatisfied with it. Appearance and the quality of one’s own body are assessed both in terms of attractiveness and the effectiveness of its use for active action, with girls predominating in the first, and in boys the second. Self-esteem of appearance is an important prerequisite for the formation of self-concept, identity, and the development of a general attitude towards oneself.

Morphological and physiological changes that occur during puberty make the Teenager's body more vulnerable and increase the risk of somatic diseases, and also cause increased fatigue and poor health, which are not uncommon at this age, for no apparent reason. Situations of monotony are extremely difficult for teenagers. If in an adult a pronounced drop in performance due to performing monotonous, but professionally necessary actions are approximately 40-50 minutes, then in adolescents it is observed after 8-10 minutes. [Leonova -146].

It is during adolescence that many nervous and mental illnesses first appear. The expansion of the sphere of social relations, natural for this age, gives the teenager new social experience (and not always positive), which is very difficult to master.

Strong deviations in physical development from a certain "standard" existing among adolescents are objectively considered risk factors. Such teenagers are more susceptible to adverse influences than their prosperous peers, they more often develop a negative self-concept, and there is a greater dependence on the environment - in the forms of submission or rebellion against it [Sokolova-233].

The mental development of a teenager also occurs unevenly: some aspects of the psyche develop faster, others more slowly. It is not uncommon, for example, for cases when the intellectual development of a schoolchild significantly outstrips the development of personal characteristics: in terms of intelligence he is already a teenager, but in terms of personality characteristics he is already a child.

The opposite cases are also common, when strong needs - for self-affirmation, communication - are not provided with an appropriate level of development of reflection and the teenager cannot give himself an account of what exactly is happening to him.

Intellectual development also occurs unevenly. There are children who achieve a high level of intellectual development quite early and quickly, and there are those whose rate of development is slower; the improvement of intelligence occurs through gradual accumulation, the results of which can often be observed only after a certain time has passed, but these results often exceed the results of those who developed faster [Leites-144].

The period from 11 to 15 years is characterized by the formation of selectivity, purposefulness of perception, the formation of stable, voluntary attention and logical memory. At this time, abstract, theoretical thinking is actively being formed, based on concepts not related to specific ideas, hypothetic-deductive processes are developing, and it becomes possible to build complex conclusions, put forward hypotheses and test them.

In the intellectual activity of schoolchildren during adolescence, individual differences associated with the development of independent thinking, intellectual activity, and a creative approach to solving new problems intensify. Curiosity at this age is still quite infantile in nature. These are not yet actual interests, but the creation of a certain foundation that may make it possible in the future to find an area of genuine interests that have a personal meaning. Lack of interest is observed in adolescents with a pronounced tendency to "give up effort." They easily succumb to the influence of others and are ready to follow anyone who shows them how to overcome boredom without much difficulty and keep themselves busy with something. Therefore, such teenagers constitute the main contingent of all possible antisocial groups.

Asynchrony of development, characteristic of this age, is interindividual (discrepancy in the time of development of various aspects of the psyche

in adolescents belonging to the same chronological age), and intra-individual (i.e., characterizing various aspects of the development of one student), the manifestation of certain psychological characteristics can vary significantly for a particular student - occur earlier and later. Therefore, the indicated age limits, “points of development” (for example, the crisis of 13 years) have a very approximate framework.

The main condition for the normal psychosocial development of a child (in addition to a healthy nervous system) is recognized as a calm and friendly environment created through the constant presence of parents or substitutes who are attentive to the emotional needs of the child, talk and play with him, and maintain discipline, carry out the necessary supervision and provide the family with the necessary material resources. A promising approach to the problem of psychological health is from the point of view of completeness and richness of personal development.

Psychological health allows an individual to gradually become self-sufficient when she increasingly focuses her behavior and relationships not only on externally set norms, but also on internal conscious self-guidelines. The task of adults - psychologists, teachers, parents - is to help the child, in accordance with his age, master the means of self-understanding, self-acceptance and self-development in the context of humanistic interaction with the people around him and in the conditions of cultural, social, economic and environmental realities the surrounding world. Essentially, this idea was expressed by A.F. Losev, saying that “personality is such uniqueness and originality, which is not only the bearer of consciousness, thinking, feeling, and so on, but in general a subject who correlates himself with his environment” [Losev-15 6].

In all his works, A. Maslow wrote mainly about two components of such health. This is, firstly, the desire of people to be “all they can be”, to develop their full potential through self-actualization. A necessary condition for self-actualization, in his opinion, is for a person to find a correct idea of himself. To do this, you need to listen to the “voice of impulse”, since “most of us often listen not to ourselves, but to the voice of dad, mom, the voice of the state structure, superiors, authorities, traditions, etc.” But having a true self-image is not enough. A person must realize what is inherent in him by nature, and the restructuring of society must be carried out by creating opportunities for people to self-actualize. And the second component of psychological health is the desire for humanistic values. Maslow believed that a self-actualizing personality is characterized by such qualities as acceptance of others, autonomy, spontaneity, a sense of beauty, a sense of humor, altruism, a desire to improve humanity, and a penchant for creativity [Maslow-162]. We see a somewhat different approach to solving the problem of psychological health in the same context of the development of a mature personality in some other prominent scientists. Thus, Viktor Frankl writes: “Each time has its neuroses... Today, in fact, we are dealing with the frustration not of sexual needs, as in the time of Freud, but with the frustration of existential needs. Today's patient no longer suffers so much from a feeling of inferiority, as in the days of Adler, but from a deep feeling of loss of meaning, which is combined with a feeling of emptiness...” [Frankl-278]. He cites a statement by Einstein, who noted that anyone who feels their life is devoid of meaning is not only not happy, but is also unlikely to be viable.

V. Frankl, in interpreting the idea of striving for meaning, agrees with S. Buller, according to the theory of which completeness and the degree of self-realization depend on the individual's ability to set goals that are most adequate to his inner essence. This ability is called self-determination by S. Buller. The clearer a person's vocation is, i.e. The more clearly self-determination is expressed, the more likely self-realization is. It is the possession of such life goals that is a condition for maintaining mental health. Moreover, by self-realization S. Buller means the realization of meaning, and not the realization of oneself or self-actualization.

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