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TYOLOGICAL FEATURES OF PSYCHOLOGICAL DEVELOPMENT OF TEENAGERS

Faced in real school practice with numerous cases of deviant behavior of students and trying to explain to themselves the motivating reasons for such activity, teachers and parents try to analyze a specific situation, taking into account, first of all, the age characteristics of its participants. The main support here is the various frameworks for the periodization of age development, as if incorporating the most psychologically verified ideas about the specifics of each age stage.

L.S. Vygotsky considered age as a relatively closed period of development, the significance of which is determined by its place in the general cycle of development and in which the general laws of development each time find a qualitatively unique expression. Age-related features exist as the most typical, most characteristic general features of age, indicating the general direction of development. This or that age period is sensitive to the development of certain mental processes and properties, psychological qualities of the individual, and therefore is susceptible to a certain type of influence.

By the beginning of each age period, a unique and unique relationship between the child and the environment, specific to a given age, develops, which L.S. Vygotsky called the social situation of development at a given age. The social situation of development determines both the dynamics of mental development during the corresponding age period and new, qualitatively unique psychological formations that arise towards its end. At the same time, each age stage corresponds not just to a set of individual features and new formations, but to the originality of a certain holistic personality structure and the presence of developmental trends specific to a given stage. In other words, the age-related psychological characteristics of a child are determined not by individual inherent characteristics, but by the structure of his personality, which is different at each age stage.

Based on the basic ideas of L.S. Vygotsky, psychologist N.S. Leites emphasizes that the increased opportunities for development in certain areas of time that arise during childhood are transient (age-related prerequisites can, to one degree or another, supplant each other, weaken, come to naught). Therefore, with a rapid pace of development, it is very important that the age-related advantages of each stage of childhood manifest themselves sufficiently fully and thereby have time to contribute to the development of personality. It is the child's full-fledged experience of each age period that will prepare him for the transition to the next age level and will allow the formation of the psychological neoplasms necessary for this.

A special place in Russian psychology is occupied by the age periodization proposed by D.B. Elkonin, which covers the period from the birth of a child to graduation. At the same time, adolescence includes children from 10-11 years old to 13-14 years old, and early adolescence from 13-14 to 16-17 years old. Each age demonstrates interpersonal communication as the leading type of activity and ends with substantive activity related to intellectual development, the formation of knowledge, skills, and the realization of the child's capabilities.

His consideration of intimate-personal communication and educational and professional activities as two independent and chronologically replacing each other leading activities, corresponding to two qualitatively different age periods of a teenager's mental development, is not so much a reflection of truly psychological reality, but rather a consequence of an attempt, without changing

the logic of periodization of the mental formation of a developing personality, complete the conceptualized scheme.

The model of the consistent inclusion of a growing person in new types of activities described by D.B. Elkonin paints a picture of the desired path of mental formation of a developing personality. It describes the process of mental development as it “should be”, as the authority that controls the education and upbringing of a modern child strives to “lay” it and expects to see. In reality, in some cases, various types of deviations from the normal, natural-progressive inclusion of an individual in new types of activity are possible and even frequent, as well as situations that are characterized by certain difficulties in the process of “appropriation”, internalization by the subject of the structures of these activities.

D.B. Elkonin’s concept was further developed in the works of D.I. Feldshtein, who focuses not on cognitive processes, but on personality development [Feldshtein-274, Elkonin-300]. Speaking about leading activity in adolescence, he characterizes it as a multifaceted, “expanded”, developing activity of the individual in the era of adolescence. The age periodization is presented by him - up to 10 years and from 10 years to 17, which has the following periods: 10-15 years, 15-17 years.

In connection with the lengthening of adolescence in modern society, a new concept is being introduced - adolescence, which is defined as the period of development following adolescence. Adolescence is divided into early adolescence (11-14 years) and middle or older adolescence (15 to 19 years). This approach helps to more accurately navigate the stages of a teenager’s life.

In domestic science, youth is defined within the boundaries of 14-18 years and is considered as an independent period of human development, his personality and individuality. The age of 15-17 years is called early adolescence, or the age of early adolescence. In the scheme of age periodization of ontogenesis, adopted by specialists in the problems of age morphology, adolescence is defined as 17-21 years for boys and 16-20 for girls. As we see, psychologists differ in determining the age limits of youth. In Western psychology, in general, the tradition of combining adolescence and youth into an age period called the period of growing up, the content of which is the transition from childhood to adulthood and the boundaries of which can extend from 12-13 to 25. In the West, the word “teenager” exists, and now also in our country, as a general name for anyone between 13 and 19 years old. The definition of a “teenager” includes only those who are from 13 to 19. However, children (especially girls) often already mature physically at the age of 13, so an 11-year-old girl may look and behave like a teenager: and a 15-year-old boy, if he has not reached puberty and may still seem like a child. Sometimes the term “sub-adolescent” is used to describe those who have reached puberty without “entering the “teenage” age (i.e., before the age of 13).

The word “teenager” itself is relatively new. It first appeared in the 1943-1945 edition of the “Reader's Guide to Periodical Literature” and subsequently became widely used in everyday communication. Many teenagers do not accept this term because of the negative emotional connotations it has, such as uncontrollable, incorrigible, immoral savage, juvenile delinquent. Margaret Mead, a famous anthropologist, also does not recommend it for consumption due to narrow age restrictions (13-19 years) and too pronounced emotional overtones. After all, teenagers are very different: some are absorbed in their studies, intellectuals, many have a calm character. In Russia they avoid the word “teenager”, preferring the term “podrostok”.

To understand adolescence, choose the right direction and forms of work, it is necessary to keep in mind that this age refers to the so-called critical periods of a person’s life, or periods of age-related crises.

When moving from one age category to another, a teenager experiences some disharmony in the development of his personality, which determines the presence of critical, crisis periods in his life.

The crisis of adolescence is often considered as a consequence of the wrong attitude of adults, society as a whole, towards teenagers, and the result is explained by the fact that the teenager's personality cannot cope with the problems facing it at a new age stage.

The practical significance of studying transitional periods is determined by the factor, widely known in pedagogical practice, of the particular difficulty of working with children at these stages. At turning points in development, a child becomes relatively difficult to educate due to the fact that changes in the pedagogical system applied to the child do not keep pace with the rapid changes in his personality. Understanding the essence and knowledge of psychosocial, psycho-emotional and other characteristics of transitional periods helps to create the prerequisites for correctly taking into account the age-related psychological characteristics of adolescents when organizing the educational process at its different stages and ways of including them in public life.

Transitional periods are very important stages of age-related development. By this time, the child should have formed all the basic psychological new formations of the previous period, preparing his transition to a higher age level.

The most vividly and meaningfully unique features of these periods are described by P.A. Blonsky and L.S. Vygotsky. Moreover, P.P. Blonsky focused attention precisely on the sharpness of the changes taking place. L.S. Vygotsky first of all emphasized that the transition period is an age characterized by the death of the old, when the child loses much of what he previously acquired. The creative principle that accompanies development during transitional periods is complemented by brittleness only to the extent that this is caused by the need to develop new properties and personality traits. The negative content of development in the periods under consideration is the reverse side of positive personality changes, which constitute the main and fundamental meaning of any transitional age.

The causes, nature and significance of the teenage crisis are understood differently by psychologists. Many authors emphasize the possibility (and desirability) of a crisis-free course of this period. The crisis in this case is often considered as a result of the wrong attitude of adults, society as a whole towards teenagers, and is explained by the fact that the individual cannot cope with the problems facing him at a new age stage. A strong argument in favor of "crisis-free" theories is that research data often indicate a relatively calm experience of this stage of development by adolescents.

Another point of view is that the nature of the course, content and forms of the teenage crisis play a significant role in the general process of age-related development. Contrasting oneself with adults and actively conquering a new position are not only natural, but also productive for the formation of a teenager's personality. Behind every negative symptom of a crisis lies a positive content, consisting in a transition to a new higher form.

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