

**PECULIARITIES OF THE MENTAL ABILITY OF A TEENAGER**

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**Annotation:** Adolescence is a decisive age in the formation of worldview. Of course, the foundations of worldview are built much earlier - in childhood. But only at a young age, it is possible to determine the attitude towards the world, based on the formation of personal qualities at a much higher level.

**Key words:** Adolescence, worldview, thinking, self-control, self-evaluation, self-awareness, self-control, intelligence-intelligence.

Concepts of the general worldview are brought to life and defined in the plans. However, young people always need the help and guidance of adults who provide them with accumulated knowledge and experience. The more the characteristics of youth are taken into account and the more it is based on his desire to be active, the more effective education will be.

In adolescence, a person's general mental abilities are usually already formed, and their rapid growth is not observed as in childhood. However, they continue to improve.

Acquiring complex intellectual operations and enriching the apparatus of concepts makes the mental activity of boys and girls stronger and more effective, which brings them closer to the activities of adults. Especially special abilities develop quickly.

It is known that during adolescence, children continue their education in upper classes of general education schools, academic lyceums, vocational colleges, and higher educational institutions. It can be said that the serious shortcoming of early adolescence is the student's inability to think independently. In this period, the criticality of the student's mind will change depending on the situation. One of the main reasons for this is the lack of scientific understanding of the essence of reality. Also, a teenager's inability to stand in his "own position", sometimes being deliberately "stubborn" while realizing the true nature of things and events is also a manifestation of this condition. E. Goziyev stated that "the critical nature of thinking begins to develop only after personal thoughts, opinions, and scientific outlook on the material world are formed in them. In training the criticality of the mind, the teacher pays attention to the student's unique typological characteristics, the level of mental maturity, the level of knowledge, the breadth of the scope of reasoning, speech ability, personal point of view, attitude towards reading, the nature and level of his interest, how well he knows the operations of mental activity. , should pay special attention to existing reading skills and qualifications".

The basis of a teenager's intellectual ability is the following qualities of his thinking: meaningfulness, depth, breadth, independence, efficiency, speed. The content of thinking is directly related to the extent to which opinions, discussions and concepts about the surrounding reality take place in the adolescent's mind. The depth of thinking is understood as the complete reflection of the main laws, properties, interconnections and relationships of things and events in the material world in the thinking process. The initiative of thinking is reflected in the teenager's putting new ideas, problems and tasks in front of him, and using effective means to implement them. The speed of a teenager's thinking is determined by the time it takes to fully answer a given question, and it depends on the material necessary for thinking being firmly stored in memory, its ability to quickly recall, the

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speed of temporary connection, the presence of various emotions, attention and interest. , directly depends on the level of knowledge, ability, acquired skills and qualifications.

During the student years, the adolescent reaches the stage of biological maturity, social maturity, and physical strength. In this period, the qualities of independence, depth, conciseness, initiative, criticality of thinking, which began to emerge in early adolescence, are gaining momentum day by day and are enriched with new qualities and signs. Important aspects of self-control, self-evaluation, self-awareness, self-management of intelligence in students move to a new stage of development.

Students' thinking grows rapidly and independently mainly in reading, practical training and independent learning activities. All independent work in higher education: writing a synopsis, summary, annotation, thesis, preparation for a seminar, coursework, and writing graduation theses require independent creative approaches from the student. During this period, it provides an opportunity to acquire any complex knowledge in return for effective use of thinking processes during the educational process. Students become familiar with functional and operational aspects of forms of thinking (concept, judgment, conclusion), and also try hard to use all their intellectual and mental reserves to use them independently.

Despite the above considerations, there are weak aspects of the students' thinking that have a subjective-personal nature, that is, a number of shortcomings are allowed in the control of thinking activities during this period. There are some shortcomings in the qualities of criticality and initiative of thinking. Also, it can be said that the relationship between students' aspirations and self-evaluation and mental development has proportionality and mutual harmony (this situation was also observed in our research). Due to this, the conflict between the opportunity and the dreams, as a result of which the place of rationality begins to be replaced by irrationality. To prevent such a negative, emotional experience, the use of special training in the educational process gives good results.

When talking about the characteristics of adolescence in psychology, it is mainly about the problems that arise in connection with the transition period of the mental level of a person. There are works devoted to the development of cognitive processes and mental development at the age of adolescence, but they are not enough to be able to comprehensively illuminate the problem.

In the growth of mental capabilities during adolescence, their conscious attitude to events and the strengthening of their attitude towards studying also have an effect. This factor is manifested in the complexity of their study activity motives, that is, the study activity motives of teenagers include broad social motives (understanding that education is socially important, that study is necessary to prepare for independent life and work). with the pursuit of success, motives of knowledge related to self-esteem and personal motives (striving to gain prestige, playing the role of a leader, etc.) are combined together.

Important shifts in mental development occur during adolescence. In this period, the main feature of the thinking activity is the growth of the ability to think abstractly, as well as the concrete figurative type of thinking to reflect the reality correctly and clearly, and continues to gain importance in the general structure of thinking. Also, in this period, it is characteristic that one of the important qualities of the mind develops to the extent that the criticality of thinking is felt. It is also noted in psychological literature that adolescence is a sensitive period for the formation of active, independent, creative thinking.

In conclusion, it should be said that there are favorable conditions for the comprehensive development of mental abilities during adolescence, and we can say that their proper use can serve to prevent some negative situations that occur in this period.

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