

EFFECTIVE METHODS OF TAKING INTO ACCOUNT THE PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENTS IN THE EDUCATIONAL PROCESS

Venera Khamdamova

Senior teacher of the Department of technological education Kokand State Pedagogical Institute, Kokand, Uzbekistan

e-mail: hamdamovabdulloh683@gmail.com

Annotation. A sharp change in the attitude to learning in adolescence, mental development in adolescence, arbitrary memory prevails, but involuntary memorization is also a teenage experience, the cognitive processes of adolescent students of secondary vocational educational institutions are qualitatively different from the cognitive processes of schoolchildren. In adolescents, the ability to switch and distribute attention is significant, its development and improvement are discussed in the article.

Keywords: Action strategy, attention, teenager, knowledge, skills, competence, provision of convenience of preschool educational institutions, general secondary, specialized secondary and higher education, "little schoolchildren", academic lyceum and vocational college, memory, talent, education.

Introduction

According to the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the further development of the Republic of Uzbekistan", the implementation of the Strategy of Actions in the "Year of communication with the people and human interests" in the fourth direction of the State Program "Development of the social sphere" measures to ensure, improve the quality of general secondary, secondary special and higher education and their development.

In the process of human formation, adolescence as a separate stage of development began to be studied separately in the second half of the XIX century. Since then, the problems of adolescence have been the focus of attention of many scientists around the world.

Materials and methods

Pedagogical observation, test, interview, expert assessment, comparative analysis, generalization, modeling.

Results and discussion

In adolescence, the attitude to study changes dramatically. Studying becomes more conscious, aimed at a specific goal, most boys and girls choose a certain specialty for studying, they are happy to learn new knowledge, terms and concepts, feel responsible, the desire to serve the people remains the main motive of studying. This causes the formation of a sense of patriotism. Also during this period, the attitude of teenagers to the teacher's assessment is changing. Raising or lowering the grade will discourage them and even reduce their interest in science.

Great changes also occur in mental development in youth. According to L. S. Vygotsky, the environment is a source of development of higher mental functions. Rapidly improving consciousness influences and improves all cognitive processes. The ability to observe is formed in the process of interest, perception and memory of children.

The cognitive processes of adolescents studying in secondary vocational educational institutions are qualitatively different from the cognitive processes of adolescents. They have full control over their cognitive processes (perception, memory, imagination, thinking, as well as attention). They subordinate them to certain tasks of life and activity. The role of abstract-logical memory, understanding and memorization significantly increases in the development of memory.

Although voluntary memory prevails, involuntary memory is not absent from the adolescent experience. He will only have his own character. The interests of teenagers, especially their interest in education and career

choice, are closely linked. At the same time, in any case, arbitrary memory plays a leading role in active cognition, learning and social activity. Verbal memorization based on repetition is not common at this age. Students will understand well in which special cases verbatim memorization is necessary (memorizing some strict definitions, expressions and rules). Teenagers are incomparably wider than teenagers, using techniques for memorizing planning texts, tables, reports, highlighting and underlining basic thoughts, comparing and comparing with previously known ideas. At the same time, teenagers sometimes neglect memorization techniques, such as repetition alternating with remembering parts of the text, which, in their opinion, is typical for "younger schoolchildren". Teenagers usually approach memorization separately, noting that it is enough to remember what is verbatim and what not to remember, just to understand¹.

Much of what has been said above about memory can be applied with good reason to the description of adolescent attention. Differentiation of interests determines the selectivity of attention, the role of attention after arbitrary increases significantly. But unlike adolescence, when attention after arbitrary attention occurs only sporadically, this attention can be constant in conditions of stable life interests in adolescence. In adolescence, the value of arbitrary attention increases, as well as arbitrary attention, which was shown by I. V. Insurance, who investigated cases of students' direct interest not in the educational material, but focus on the phenomena being studied, understanding their vital importance.

The ability to switch and divide attention will develop and improve significantly. In particular, the distribution of attention is reflected in the formation of the ability to simultaneously listen to what the teacher explains and record a lecture-conversation, monitor both the content and the form of his answer. High school and college students are more able than teenagers to resist and cope with the distractions that affect them in the process of academic work.

In conclusion, I would like to note another characteristic of attention in adolescents, its selectivity. The selectivity of attention in some adolescents is manifested in the fact that when they perceive the educational material, they all try to assess its significance, perceive it from the point of view of practical significance. When a student determines the importance of this section, he actively perceives it. If the material does not seem important to him, he will lose concentration. It is interesting to note that it is this movement of attention that often happens unintentionally: a teenager is not always aware of fluctuations in his attention. Usually, the attention of a teenager involuntarily focuses on this subject only when it comes to the practical application of certain knowledge in this area.

Under the influence of the peculiar organization of educational activities in lyceums and vocational colleges, important changes are taking place in the mental activity of adolescents, in the nature of intellectual work. Lecture-type classes, independent performance of laboratory and other practical work, essays, writing independent papers are becoming increasingly important, a teenager often has to independently understand the material he studies, as a result of which his thinking becomes more and more active, independent and creative. mental activity is characterized by an increased tendency to explain phenomena in a negative way with a higher level of generalization and abstraction, the ability to prove that certain thoughts are real or false thoughts, being able to draw deep conclusions, systematize what is being studied.

The inability of a teenager to think independently at all stages of his activity is a serious defect of his psyche.

When teenagers were asked to express the image of a literary hero, to make independent judgments and conclusions about the essence, content and idea of the work, they, firstly, read the work, but did not draw any conclusions, secondly, without being creative about the topic, memorized every word of the teacher and repeated it without any changes, tried thirdly, they reacted by summarizing the information, information and

¹ Ахмедова, М. (2023). Особенности деятельности негосударственных некоммерческих организаций и профсоюзов в Узбекистане. Реформы в сфере подготовки юридических кадров в Узбекистане: анализ результатов и перспективные задачи, 1(1), 101-106.

messages of the teacher based on what they heard and read in their activities outside of school and extracurricular work, and, fourthly, when it was difficult for them to express their thoughts, they gave an excerpt from the work.

Club and optional classes are important in the formation of theoretical thinking in adolescents. Therefore, the figures of science teachers and group leaders play an important role in the development of independent thinking of a teenage student. Secondly, science teachers should teach them to think about things and events in an original way. Thirdly, students should not be allowed to use outdated, stereotypical words and expressions in their classes. Fourth, teachers of natural sciences should teach boys and girls to apply their knowledge in practice, for this they should try to form practical skills in them.

By reading and understanding natural science lessons, a teenager learns to think, reason and argue independently. Gradually, he develops his own point of view, beliefs and vision of nature and society. The critical nature of thinking begins to develop in them, as personal thoughts, opinions, and a scientific view of the material world are formed in them. In the education of critical thinking, the teacher pays special attention to the unique typological features of the student, the level of mental maturity, the level of knowledge, the breadth of the range of reasoning, speech abilities, personal point of view, attitude. to read, it is necessary to indicate the nature and level of his interest, how well he knows the operations of mental activity, the available reading skills and qualifications. It is impossible to develop students' speech without developing their thinking. When speaking, writing a presentation or an abstract, it is necessary to pay attention to the planning of students.

The quality of a teenager's thinking is determined by its content, depth, breadth, independence, speed. The meaningfulness of thinking refers to the extent to which opinions and ideas about the surrounding reality exist in the mind of a teenager. Depth of thinking means that the basic laws, properties, qualities of things and phenomena of the material world are interconnected and their relationships are fully reflected in the thinking of a teenager. The breadth of thinking is related to its meaningfulness and depth. Broad thinking is called if a teenager can summarize the most important signs and characteristics of things and events, express his opinion about the past, present and future.

Independent thinking refers to the ability of a teenager to take the initiative, set new tasks for himself and perform them in a rational way without anyone's help. The ingenuity of the mind means that a teenager sets himself new ideas, problems and tasks, seeks to find effective means for their implementation. Maturity of mind is manifested in the ability to quickly find and apply new ways of performing tasks, getting rid of outdated tools. Thinking is called effective if he has expressed valuable new ideas for a specific area over a certain period of time and helps in solving theoretical and practical problems. The speed of thinking is determined by the time it takes to get a complete answer to the question².

The speed of a teenager's thinking depends on a number of factors: firstly, the strong storage in memory of the material necessary for thinking, the ability to quickly reproduce it, the speed of time communication, the presence of various emotions, attention and interest on the part of the student: secondly, the level of knowledge, skills, acquired skills and qualifications of the teenager.

Educational activity in adolescence is different from that in adolescence. In lyceums and colleges, educational activities are becoming more complicated, a number of new subjects are being taught, the content of lessons is expanding, knowledge is combined with life and practical work, theoretical thinking is required from the student, the ability to combine knowledge with practical issues. A teenager learns the material and realizes the need to apply it in life, his experience increases and he begins to wonder what is the use of knowledge for independent living. That is why a lesson is of interest to the student only if it is connected with life and experience.

² Axmedova, M. (2023). O'ZBEKISTONDA NODAVLAT NOTIJORAT TASHKILOTLARI VA KASABA UYUSHMALARI FAOLIYATINING O'ZIGA XOS JIHATLARI. Development of pedagogical technologies in modern sciences, 2(3), 113-116.

Conclusion

It is also characteristic that by this time teenagers make a choice in favor of improving their preferred field of study or choosing a profession, the interests of students are formed based on their needs and aspirations. Such students nowadays do not pay due attention to the development of other subjects. Such teachers should quickly prevent this situation. To do this, it is necessary to try to increase the creative activity of students in the classroom, use questions and answers, discussions, new pedagogical technologies. Every subject teacher should be able to arouse students' interest in their subject, to convey to them the importance of this subject in the future of a teenager. It is necessary to teach teenagers not only the theoretical aspects of the subjects they study, but also to connect them with practice and life.

During this period, teenagers are interested in many things and begin to ask open questions, they should be taught not to hide their inner feelings.

One of the features of lyceums and professional colleges is teaching them to work independently. Independent work in budavr consists mainly of written works, a new way of explaining in the classroom is recording lectures. Opinions have also been expressed today against nonlinear claims that the separation of religion from secular affairs concerning the state leads to the construction of a state and an immoral society, with a distorted interpretation of the ratio of religiosity to secularism by various fanatical forces.

The conditions created in lyceums and colleges, the material and technical base that creates a solid foundation for the formation of knowledge and professional skills are an important factor in their comprehensive education

References

1. Ахмедова, М. (2023). Особенности деятельности негосударственных некоммерческих организаций и профсоюзов в Узбекистане. Реформы в сфере подготовки юридических кадров в Узбекистане: анализ результатов и перспективные задачи, 1(1), 101-106.
2. Axmedova, M. (2023). O'ZBEKISTONDA NODAVLAT NOTIJORAT TASHKILOTLARI VA KASABA UYUSHMALARI FAOLIYATINING O'ZIGA XOS JIHATLARI. Development of pedagogical technologies in modern sciences, 2(3), 113-116.
3. Умаров, А. А. (2023). ПРИНЦИПЫ ОРГАНИЗАЦИИ ЗАРУБЕЖНОЙ СИСТЕМЫ ТЕСТИРОВАНИЯ ПО ИНОСТРАННЫМ ЯЗЫКАМ. Finland International Scientific Journal of Education, Social Science & Humanities, 11(6), 1158-1162.
4. Умаров, А. А. (2023, May). ОЦЕНКА УРОВНЯ ВЛАДЕНИЯ РУССКИМ ЯЗЫКОМ В УЗБЕКСКИХ ШКОЛАХ. In INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE (Vol. 2, No. 14, pp. 130-134).
5. Умаров, А. А., & Вохобов, Т. Т. (2023). Инновационные подходы преподавания русского языка как иностранного в школах Узбекистана. PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI, 2(2), 24-26.
6. Умаров, А. А. (2023). АНАЛИЗ ТЕСТИРОВАНИЯ ПО РУССКОМУ ЯЗЫКУ В СОВРЕМЕННОЙ УЗБЕКСКОЙ ШКОЛЕ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ. Finland International Scientific Journal of Education, Social Science & Humanities, 11(5), 881-885.
7. УМАРОВ, А. (2022). ПРИНЦИПЫ ОРГАНИЗАЦИИ ЗАРУБЕЖНОЙ СИСТЕМЫ ТЕСТИРОВАНИЯ ПО ИНОСТРАННЫМ ЯЗЫКАМ И ЕЕ ИСПОЛЬЗОВАНИЕ В МЕТОДИКЕ РКИ. Евразийский журнал академических исследований, 2(12), 455-458.
8. Умаров, А. А. (2022). Интерактивные методы Тестирования По Русскому Языку Как РКИ В Школах Узбекистана. Central Asian Journal of Literature, Philosophy and Culture, 3(4), 25-29.

9. Ахмедова, Р. М., & Адилов, Ф. А. (2016). Подготовка специалистов в отрасли ремесленного производства в 20-х годах XX века. Ученый XXI века, (5-4 (18)), 62-64.
10. Ахмедова, Р. (2020). ЎЗБЕКИСТОНДА ДАСТЛАБКИ ШИФО МАСКАНЛАРИНИНГ ВУЖУДГА КЕЛИШИ (ФАРҒОНА ВОДИЙСИ МИСОЛИДА). ВЗГЛЯД В ПРОШЛОЕ, (SI-1№ 1).
11. Mukimovna, A. R. (2020, December). History of children's sanatorium resorts in Uzbekistan (1930-1953). In Archive of Conferences (Vol. 9, No. 1, pp. 311-314).
12. Ахмедова, Р. М. (2022). From the history of the socio-material situation of the population of Uzbekistan (on the example of 1920-1940). INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(09), 243-247.
13. Ahmedova, R., & Muxtorova, M. (2023). FARG'ONA VODIYSIDAGI SHIFO MASKANLARINING VUJUDGA KELISHI TARIXIDAN ("CHORTOQ" SHATGOXI MISOLIDA). Interpretation and researches, 1(1).
14. Ahmedova, R., & Muxtorova, M. (2023). O'ZBEKISTON SANATORIY-KURORTLARI DAVOLASH ISHLARIDAGI AYRIM MUAMMOLAR TARIXI. Interpretation and researches, 1(1).
15. Ahmedova, R., & Shokirova, A. (2023). DEVELOPMENT OF REFORMS IN THE HEALTHCARE SYSTEM OF UZBEKISTAN AND ITS LEGAL FRAMEWORK OVER THE YEARS OF INDEPENDENCE. International Bulletin of Applied Science and Technology, 3(5), 1112-1116.
16. Mukimovna, A. R., Asqarovna, Q. S., & Sodiqovich, K. Q. (2022). HISTORY OF SOME PROBLEMS IN TREATMENT WORKS OF SANATORIUMS AND SPAS OF UZBEKISTAN. International Journal of Early Childhood Special Education, 14(7).
17. Azamovna, A. G., & Nadjimitdinovich, Y. K. (2022). Description Of Historical And Geographical Places, Names Of Historical Persons In The Works Of Alisher Navoi.(On The Example Of" Majolis Un-Nafois"). Journal of Positive School Psychology, 110-117.
18. Alimova, G. (2022). The process of urbanization in the history of the countries of the world and the peculiarities of their development. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(12), 126-128.
19. Alimova, G. (2022). HUMAN AND HUMANITARIAN IDEAS IN THE PHILOSOPHY OF ALISHER NAVOI. ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603, 11(11), 194-199.
20. Алимова, Г. А. (2022). АЛИШЕР НАВОИЙ АСАРЛАРИДА ТАРИХИЙ-ГЕОГРАФИК ЖОЙЛАР, ТАРИХИЙ ШАХСЛАР НОМЛАРИ БАЁНИ ("Мажолис ун-нафоис" асари мисолида). Исследование Ренессанса Центральной Азии, 3(2).
21. Жакупова, Г. С. (2017). Система образования Кыргызской Республики на современном этапе. Проблемы педагогики, (4 (27)), 9-12.
22. Жакупова, Г. (2017). ЭЛЕКТРОННЫЙ УЧЕБНИК КАК ЭФФЕКТИВНОЕ СРЕДСТВО ДЛЯ ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ В УСЛОВИЯХ РЕАЛИЗАЦИИ ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА. Alaroo Academic Studies, (3), 103-106.
23. Жакупова, Г. С. (2015). Самообразование педагога как важный фактор в подготовке будущих специалистов. Вестник Ошского государственного университета, (4), 165-168.
24. Spataevna, Z. G. (2022). THE USE OF DIGITAL TRANSFORMATION IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(07), 124-126.

25. Жакупова, Г. С. (2017). Формирование творческой компетентности у будущих учителей русского языка и литературы. Вестник Кыргызского государственного университета имени И. Арабаева, (4), 408-411.
26. Жакупова, Г. С. (2016). Современные образовательные технологии как гарантия качества образовательного процесса. Вестник Ошского государственного университета, (1), 184-190.
27. Жакупова, Г. С. (2016). КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННАЯ ДЕЯТЕЛЬНОСТЬ БАКАЛАВРОВ В СОВРЕМЕННЫХ УСЛОВИЯХ ОБРАЗОВАНИЯ. Вестник Ошского государственного университета, (3-2), 215-217.
28. Kobilova, Z. B. (2021). Amiriy and fazliy. Asian Journal of Multidimensional Research, 10(9), 271-276.
29. Kobilova, Z. (2022). Image of a Drinker and a Hermit in the Amir Al-Ghazali. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 2(4), 173-176.
30. Qobilova, Z. (2020, December). THE ARTISTIC-AESTHETIC EFFECT OF AMIRI'S POETRY SCOPE. In Конференции.
31. Kobilova, Z. B., & Zokhidova, D. L. (2022). KOKAND LITERARY ENVIRONMENT. Ann. For. Res, 65(1), 878-888.
32. Kobilova, Z. (2019). THE TRADITION AND FEATURE IN THE CREATIVE WORK OF AMIRIY. Theoretical & Applied Science, (9), 436-439.
33. Bakirovna, K. Z. (2019). The rhythm of the literary impact. ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 8(9), 58-67.
34. Qobilova, Z., & Binnatova, A. (2023). SHARQ MUMTOZ ADABIYOTSHUNOSLIGIDA AN'ANA VA O'ZIGA XOSLIK MASALALARINING NAZARIY ASOSLARI. Interpretation and researches, 1(1).
35. Kabilova, Z. (2022). STUDYING EMIRI DEVON IN TURKEY. Galaxy International Interdisciplinary Research Journal, 10(12), 669-671.
36. Kabilova, Z. (2022). GRIEF OF THE LAND AND NATION. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(09), 228-230.
37. Атахожаев, Т. М. (2021). СИНФДАН ТАШҚАРИ ИШЛАРНИНГ ЧЕТ ТИЛЛАРНИ ЎРГАТИШДАГИ РОЛИ. Academic research in educational sciences, 2(CSPI conference 1), 1548-1552.
38. Ataxojayev, T. M., & Sultonov, M. (2023). COMPARATIVE STUDY OF PHRASEOLOGICAL UNITS WITH THE COMPONENT “BLACK” IN ENGLISH, RUSSIAN, UZBEK AND TAJIK. Galaxy International Interdisciplinary Research Journal, 11(4), 914-919.
39. Maxmudjonovich, A. T. (2022). CONTEXTUAL APPROACH IN TEACHING ENGLISH. Galaxy International Interdisciplinary Research Journal, 10(11), 1193-1197.
40. Ataxojayev, T. M., & Usmonov, Y. M. (2020). Non-linguistic factors in the formation of the touristic terminology in Uzbek Language. Asian Journal of Multidimensional Research (AJMR), 9(12), 99-102.
41. Ataxojayev, T. M. (2022). ORGANIZATIONAL FUNCTION OF INTONATION IN ENGLISH AND UZBEK LANGUAGES. INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 16(06), 65-71.
42. Ataxojayev, T. (2022). Structural–semantic character of the Adjective in English. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 330-334.

43. Ataxojayev, T. M. (2023). STYLISTIC SIGNIFICANCE OF HYPERBOLE IN LITERATURE. *Galaxy International Interdisciplinary Research Journal*, 11(7), 88-93.
44. Atakhojayev, T. M., & Rakhmonaliyeva, G. A. K. (2021). The Role of Intercultural Communication in Teaching Foreign Languages. *Academic research in educational sciences*, 2(CSPI conference 1), 1042-1046.
45. Abdullayev, A. (2023). SOCIO-PHILOSOPHICAL FACTORS OF ENSURING THE HARMONY OF RELIGIOSITY AND SECULARISM IN CIVIL SOCIETY. *Eurasian Journal of Law, Finance and Applied Sciences*, 3(3), 113-117.
46. Tolibjonovich, M. T. (2021). Eastern Renaissance And Its Cultural Heritage: The View Of Foreign Researchers. *ResearchJet Journal of Analysis and Inventions*, 2(05), 211-215.