



PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENCE

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ABSTRACT

This article reflects on the activities of the adolescent period, as well as the peculiarities of the activities of this period and changes in the mental state.

KEY WORDS

adolescence, study, communication, labor, activity.

INTRODUCTION

The leading activity in adolescence is study, communication and work.

The main task of adolescent communication is to determine and master the elementary norms of friendship and friendship. The main feature of adolescent communication is that it is completely subject to the code of friendship. It is very important for teenagers to communicate with their peers. Adolescents value friendship, companionship and mutual assistance above all else: such relationships continue even in the teenage years. In this case, the behavior of teenagers and early-age students is influenced several times more strongly by their friends than by parents and teachers. This can be explained by the fact that the immaturity and inexperience of a teenager forces him to seek help from those around him. A teenager needs a friend who understands his wishes and helps him realize them. A teenager's communication with his friends also has its own characteristics. Iadi This situation corresponds to the ethical content of the feeling of personal greatness that occurs in a teenager. Communication with adults cannot replace communication with peers. For a teenager, communication with peers is separated into the environment of his personal relationships, where he acts independently. He thinks that he has the right to it, he defends his rights, and that is why the inappropriate and rude interference of adults in the relationship with his friends leads to the teenager's frustration and dissatisfaction.

Adolescents clearly show a desire to communicate with peers and engage in cooperative activities. The desire to live a community life, to have close friends, is a strong desire to be accepted, recognized, and respected by friends. This becomes an important requirement of a teenager.

The most unpleasant situation for a teenager is displeasure of the team and friends, unwillingness to communicate, and the most severe punishment is open or closed communication, not talking.

Important norms of the friendship code of teenagers are respect for honor, equality, loyalty, help to a friend, correct speech.

Acquiring the norms of friendship is an important achievement of a child in adolescence. If he cannot find such a friend among his relatives and pedagogues, then he will definitely find a person among

strangers or peers who will support his interests and aspirations and fill in his shortcomings with something.

Adolescents go through a special school of social relations on the basis of equal treatment with their peers. It is very valuable for them to understand mutual interests, the world around them, and each other's identity. For teenagers, it is more important to communicate with peers than to fulfill obligations regarding homework and housework. The child confides his secrets more to his peers than to his parents. He can freely express his personality in the process of communicating and interacting with his peers. He understands personal freedom as the right to grow up. Experienced teachers, who know very well that it is very important for a teenager to communicate with his peers, create a positive social opinion among some small groups of students in the classroom. focus on forming, trying to influence teenagers through their close friends. They do not allow some students (especially those who fall behind in learning and "difficult to educate") to "fall out" of the system of interpersonal relations in the classroom.

The character of teenagers' communication with their parents and adults is formed on the basis of their sense of adulthood. They are deeply saddened by the opposition and objections expressed by adults to restricting the rights of teenagers. They need the support of adults in communication. Joint activities help teenagers to better understand adults. A teenager feels a great need to share with adults about the changes that are happening in him, the problems that concern him, but he will never be the first to do it. Adolescent strongly complains about being treated like a young child, adolescent communication is characterized by extreme variability. changes, and like any internal relationship, it is also under the influence of external relationships, the relationships of other people towards this person are formed. Therefore, a teenager thinks a lot about what people around him think about him and actively seeks ways to create a comfortable environment for this. It should be such an environment that the relationship in him wants it to be evident that the teenager has become an adult, an independent person. In communication with each teenager, it is very important to be able to find the best aspects of his personality, to find out what he is capable of, and to support the self-confidence of the teenager in every way, relying on them. Otherwise, it is inevitable that great difficulties will arise in the field of education. In order to confirm the independence of his personality in the eyes of the people close to him, the teenager engages in activities beyond his capabilities at one or another level in order to express his identity and express his "I". he is forced to strike and thereby try to transfer the influence of his personality to the people around him. Basharti, if the child cannot find a way to show himself in a positive way, then due to psychological needs, he shows himself in negative things, exaggerates his shortcomings, chooses impossible things, may be more stubborn and obstinate and do other negative things. Forming the sense of self-esteem of children of this age is important in the development of their personality. In this case, the teacher looks for ways to raise the child's reputation in front of the class and the school community, makes his achievements in various fields known to many, and acts wisely in eliminating mistakes and shortcomings, which is the basis for his belief in his own strength and capabilities. creates. This means that he respects the feeling of becoming an "adult", which is being formed in the teenager, and the teacher becomes a necessary person for the teenager to establish the necessary relationships.

With a sharp change in mental processes in a teenager, deviations in mental activity are also felt. Therefore, difficulties arise in the process of drastic changes in interpersonal relations, in the

communication between students and teachers, and in the behavior of adults and teenagers. This happens first of all during the educational process: new information, the form, style and methods of presenting information leave the teenager unsatisfied.

When the parents do not give the teenager this freedom, or the teenager perceives it as such, they are in an anti-parental position. It should be emphasized that it is on the basis of this communication and attitude that a sense of pride begins to form in teenagers. Of course, the norms and rules of pride are learned from adults, but how to protect their pride is under the exclusive control of teenagers.

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