

“PSYCHOLOGICAL FEATURES OF EARLY ADOLESCENCE”

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Abstract: This article is intended to study the changes in the lives of young people undergoing military service in early adolescence, aged 15-18, the analysis of the age-related development of emotions, and problems in the development process.

Keywords: Emotional stress, early adolescence, emotional upsurge, stress, defense mechanism, future.

The period of early adolescence includes 15-18 years of age (students of grades IX-XI). During this period, the student becomes physically strong, after graduation, can work independently, has the opportunity to test himself in higher education, and achieves spiritual maturity. All this creates all the conditions for the teenager to grow up socially as a citizen, find his place in life, decide his own destiny and grow spiritually as a mature person. The personality of the early teenager begins to take shape under the influence of a completely new position in social life, in the school community, in relationships with peers, and under the influence of changes in study and living conditions. Another feature of this period is that work and educational activities acquire equal importance. Under the influence of existing conditions, specific changes, new traits and qualities appear in the mental and moral growth of adolescents.

Today, the reforms that are actively being implemented in many areas in our country are largely yielding initial positive results. In particular, the status and well-being of military personnel are increasing, and the combat readiness of the troops is improving. However, along with the positive results, a wide range of unresolved problems remain. One of them is the lack of sufficient attention to the initial stage of being in the army environment, in particular, the specifics of the formation of the psychological readiness of young soldiers for military service. Army reality places special demands on the personal qualities of military personnel who begin their service in the Armed Forces.

This is due to the new quality of communicative interaction, a change in the status of the existential position, separation from loved ones, a sharp change in the rhythm of physiological activity, a state of uncertainty, a negative perception of the near future. As a result, the flow of control and regulatory functions of consciousness is disrupted, which can manifest itself in the form of a weakening of attention, memory, thinking, rigidity of actions, loss of purpose, a decrease in activity, a diffuse emotional background, negative emotions. In this regard, the question arises of the need for a set of measures aimed at training military personnel in methods of controlling and neutralizing negative emotions that disrupt the process of forming psychological readiness for military service.

The cognitive processes of early adolescents become more complex and flexible. They try to devote as much of their time as possible to serious work. Their cognitive processes begin to improve and develop. They begin to think more logically about things, which indicates that their thinking is developed and their speech and memory are also developed. That is why they express their independent opinion in the learning process and in society. They are able to find the right

solution by looking at the same issue from different points of view. In the development of memory, the role of understanding and remembering the meaning of abstract words, logic, and memory increases significantly. Although voluntary memory prevails, involuntary memory also does not disappear from the experience of early adolescents. It acquires only its own specific character, that is, it depends on individual characteristics. Early adolescents are more connected with their interests, in particular, their interests related to knowledge and the choice of profession. At the same time, voluntary memory plays a leading role in active knowledge acquisition, reading, and social activities.

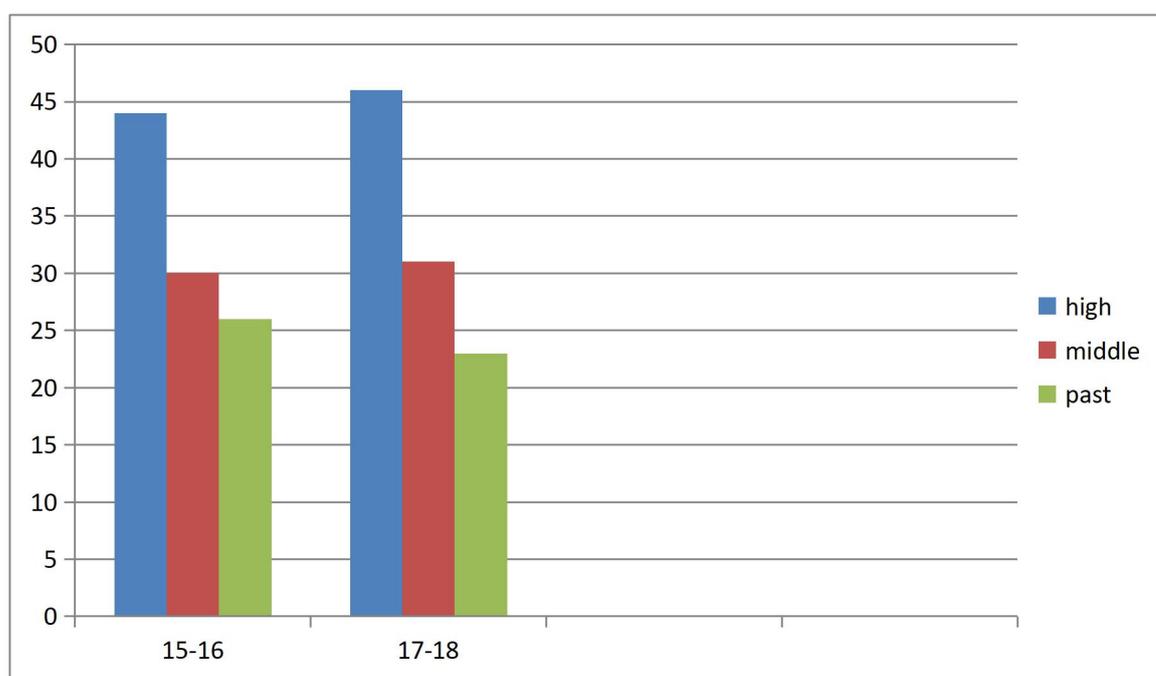
One of the classifications that comprehensively covers all periods of human life is the scheme adopted by the decision of scientists from all over the world at a special symposium of the Academy of Sciences in 1965. It is presented in Table 7 below. It is close to the classification proposed by B.G. Ananov and the foreign scientist Birren, and is a generalized categorization.

Table 1

Indicators of the formation of volitional qualities in early childhood and their impact on self-control

o‘z-o‘zini boshqarishga ta’siri ko‘rsatkichlari

Age period	High		Medium		Low	
	formation	Self-control	formation	Impact on self-management	Shapedness	Impact on self-management
15-16	44%	42%	30%	34%	26%	24%
17-18	46%	44%	31%	36%	23%	20%



Looking at the analysis of the indicators according to the results of the table and diagram, it turned out that the group of test subjects had a high indicator of willpower: 44% (15-16 years old), 46% (17-18), and the impact on self-control: 42%, 44%. This is reflected in their ability to show perseverance in overcoming any difficulties. In particular, if we look at their results, willpower is associated with the age and individual psychological characteristics of the individual. It is worth noting that a high level of willpower also contributes to the development of volitional qualities. It was also found that 30% (15-16 years old) and 31% (17-18 years old) of the participants had an average indicator. This is explained by the fact that their willpower is manifested depending on the situation. This situation is closely related to students' appropriate and situational performance of learning tasks and socio-psychological conditions.

In the process of completing educational tasks or complex tasks of various types, positive or negative qualities of will can be formed. In particular, high willpower leads to the formation of such volitional qualities as independence, determination, courage, perseverance, as well as the manifestation of negative traits reflecting the opposite. According to the results obtained, 26% (15-16 years old) and 23% (17-18 years old) of the test group had a low level of formation of volitional qualities. The following reasons can be cited: the complexity and richness of social experiences mastered by the student; the successes achieved; the predominance of pathogenic, rather than sane, thinking; the lack or limitation of the student's participation in the process of social relations; the lack of development of self-development skills, etc. Also, low willpower occurs as a result of the student's indifference to the surrounding world, their inability to take on responsibilities related to themselves and others. This situation can be explained by the lack of such qualities as independence, endurance, courage, perseverance, and willpower in the student's personality.

How do young teenagers approach their profession?

This problem interests many. From observations and life experience, it is known that usually boys and girls in early adolescence have difficulty expressing a clear, well-founded opinion about taking an independent step in life. Therefore, when choosing a profession, they are confused or take risks, not knowing how to act rationally and correctly. As a result, unpleasant experiences, disappointments, and serious social and psychological disabilities arise.

Children learn the basics of science at school, every teenager gets acquainted with physics or mathematics. However, not all of them want to become physicists or mathematicians in the future. At school, they study the geography of the Earth, but not all students want to become tourists.

The upbringing of will qualities in adolescents remains one of the important issues of modern pedagogical psychology. After all, adolescence is a transitional period, when experiencing a youth crisis, feeling like an adult to a certain extent, and in this situation, it is observed that the lack of adequate recognition by adults causes various psychological problems in adolescents. These are precisely the qualities of will, which require research and study from a scientific and psychological point of view in a new way of thinking. In this regard, in this graduation qualification work, a research study was conducted on the personality of a teenager, the psychological nature of the will qualities, properties and characteristics that are manifested at this age and that need to be educated, ways and methods of influencing them, and the development of various psychological methods related to their correction, and the following conclusions were drawn.

1. Will can be considered as a structure of conscious control of one's behavior and activities by a person, since will makes it possible to overcome external and internal difficulties in the implementation of goal-oriented actions and behavior.

2. Social orientation is expressed as a motivational-volitional characteristic of a person, and arises as a specific way of realizing the motives of the activity and the purpose of the volitional processes, states, and qualities of the student's personality.

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