

PSYCHOLOGICAL FEATURES OF THE FORMATION OF “I REPRESENT ” IN ADOLESCENTS

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The main aspect in the professional position of an educator is, in our opinion, to accept as much as the personality of a disadapted teenager, which means to recognize his individual identity and the right to manifest his “I” at that level of development, that is, not to blame him for the upbringing organized by society and parents. Accepting a teenager as he is recognizes his right to have an individual identity and idcroking in this situation as a product of socio-psychological circumstances and the entire history of a previous life. According to the objective being, it is exactly that, no different. With this, the correction of the personal development of a teenager is undeniable, but this is achieved in the process of organized activity – a new structure of an individual, in the activity of his possession of previously non-existent qualities.

In order to implement a humanistic idea on the basis of which the consideration of the interests of another person lies, it is advisable for educators to have the following professional skills:

-During communication with students, the main focus should be on the subject of activity and relationships – so that individual identities can not only stop at being able to work together, but also give interactions an unexpected character;

-The use of recognition of originality in the thoughts, tastes, abilities of each person (both student and educator) - in this, the process of communication will be interesting, it will also be easier to concentrate the opinion of participants in joint activities;

- Not allowing an open assessment of the educator, expressing his own attitude to a more occurring phenomenon, in which self-confidence in a dezadapted teenager is strengthened, his self-assessment system increases.

We were motivated by the idea that the interaction between the teacher and the student occurs more in the course of the lesson. Psychological observation of the educator's work on psychocorrection of desadapted adolescents should include a view of the lesson as a meaningful instrument. In this case, the role of the psychologist is to help the educator implement an individual personality approach to the student, in which it is necessary to use the fact that this period of pedagogical ontogenesis manifests its views on the norms of development of the psyche and personality. The pedagogical position of the teacher serves to predict in advance the character of interaction in the pedagogical process, the formation of goals, the assimilation of content, the acquisition of the method,

as well as the features of development of a teenager as a person on the life path, which are disadapted by educators.

In the decision-making process about the correction of the “embodiment of me” in adolescents who are decadapted by an educator, knowledge of the features of adolescence is the main tool in the implementation of concrete methods of professional influence. As part of our study, we considered it necessary to dwell on the features of adolescence, the features of the “I personification” in a teenager. The modern social environment offers the adolescent personality a set of norms that he must adhere to .

The multifactorial nature of the social environment is socially significant for a teenager, in which he is directed towards the formation of life needs, authority, status-role interactions, position, disposition, behavior. However, the social situation in the development of today's adolescents is completely different from the characteristics that have determined the maturation of the individuals who educate them. This in turn led to a change in the psychological content of their self-assessment, their perception of themselves.

"The embodiment of me" is multifaceted, depending on the versatility of the social situation, they acquire new forms. In general, we can note the changes in the content of teenage “I represent”.

The presence of internal motivational conflicts in the adolescent state is instrumental in determining the activity of today's adolescents by changing the structure of the level of its social roles and needs. The problem of interpreting the symbol " I " is directly related to self-identification. Consequently, the methodological basis of the psychological approach to the problem of self-determination is S.L. Was represented by Rubinstein.

Self-identification problem S.L. Rubinstein studies that external causes act embedded in internal conditions: external causes Act through internal conditions in such a way that the effect of the effect will depend on the internal properties of the object – this thesis indicates that any determination is necessary as another external determination and as self-determination (determination of internal properties in the object. This approach is N. V. It is recognized by Samoukina. In this context, self-determination participates as self-determination, in this way the active nature of “internal conditions”is manifested in the concept of self-determination, in contrast to external determinacy. In addition, the nature of human existence itself is expressed in the norm of proportionality between self-identification and identification by others (circumstances, circumstances), in the nature of self-determination associated with the presence of consciousness and behavior in a person. Thus, at the level of concrete psychological theory, the problem of self-identification looks like this. For a person, external causes, external determinacy are social conditions and social determinacy. Self-determination is a mechanism of social determinacy when understood as self-determination and cannot act differently without

being actively absorbed by the subject himself. The problem of self - determination, as such, is the problem of interaction between individ and society, at the center of which the main manifestations of this interaction are manifested: social determinacy of individual consciousness (more broadly-of the psyche), and this is assessed by the private activity of the subject in this determination. At different levels, this interaction has its own special characteristics, which are reflected in various psychological theories of self-determination.

S.L. Rubinstein argues that each person is a person at the same time as being a conscious social subject. By identifying his own attitude towards other people, he is self-identifying. A person is a person who calls himself "I" in his real being, in his self-realization, realizing himself as a subject. The mechanism of self – identification is the maturation of a person as a subject who develops a generalized-gan attitude towards the environment and towards himself in this environment. S.L. Continuing and developing Rubinstein's ideas, A.D. Glotochkin argues that interaction with the environment implies a dynamic self-determination of the individual. Based on his research, he states that none of the concept of the psychological structure of an individual can be dynamic.

Proportional to the developmental, variable microenvironment of the individual-lashuvi (personality homeostasis) periodic changes in self-assessment (how I was, how I want to be), as well as self-assessment in comparison with other people around, these factors are due to the adequacy of internal orientation to the social environment . Self-identification of a teenager is associated with the formation of his social position in relation to other people and things, subjective perception of himself as an independent member of society, and is dictated by a certain level of reflex development. Personality reflex is one of the possible options for self-knowledge, self-knowledge of one's inner world, by a teenager. He seeks to imagine what other people think about, analyzing his own behavior, his own personal qualities, that is, trying to understand how much he is in interaction with other people. As a result of such an analysis, a teenager achieves knowledge of his "I"for some time. Individual indicators of self-awareness in adolescence are noted psychologist L.S. It was distinguished by vigotsky-to integrate his image, move it from the outside to the inside, etc.In this age period, the process of "objectively"looking at oneself from the "outside" alternates places with a subjective, gaze-dynamic position from the "inside". In general, in self-management it will be necessary to participate in the adequate perception of the object itself, the possibilities of self-realization. The development of self-awareness, like any complex psychic new structure, goes through a series of stages that replace one another .In this context, the beginning of the formation of a new level of self-awareness in adolescence can be characterized as the development and deepening of integrative qualities. Personality reflex is important in this. In particular, one of the main mechanisms by which a teenager

knows himself, his inner world, is personality reflex, which is understood as personal self-knowledge activity, a separate act of research. The depth and intensity of reflection depends on many social (social background and Environment, level of Education), individual-typological (intraversion-extraversion-sciatica) and biographical (family upbringing conditions, peer-to-peer relationships) factors, the relationship of which has not yet been studied adequately. The development of personality reflex is reflected in the "I" Concept features in early tumour-rhinitis. M.N.In Prokhorenko's theoretical studies, concepts such as "low-level "Me and another person", "high-level "me and me" are expressed.

As we noted above, the composition of the concept "I " -is given only to conditional conceptual delimitation, since from a psychological point of view they are closely related to each other. Therefore, the cognitive component of self-awareness, "the embodiment of me", its formation in adolescence is directly related to the emotional-evaluative composition of the Me-concept, with self-assessment, such behavior and the controlling side. The transition from private self-assessment to general, one whole assessment (substitution of grounds) literally creates conditions for the formation of a self-attitude, this attitude is considered sufficiently independent of the attitude and assessment of those around you, private successes and defeats, any situational influences.

Meanwhile, the disunity between the "real me "and the" ideal me " is a function not only of age, but also of intelligence. In intellectually advanced adolescents, the dispersion between "real Me" and "ideal me", i.e. traits that individ sees as belonging to himself and that he desires to possess, becomes significantly larger than that of his peers, whose intellectual potential is average. "I " -as one of the important indicators of the behavioral composition of the concept-is manifested under the influence of success and failure in being able to complete missions with different levels of difficulty. E.V. In zmanovskaya's research, the interpretation of " I " is determined by the occurrence of two opposite tendencies. In doing so, each teenager has his "I" on the one hand, to keep his self-assessment at the maximum high level; on the other hand, in order to avoid failure, it is emphasized to lower one's own requirements and thus try not to undermine self-assessment .in the opinion of some researchers, in different ways for adolescence, an active desire to implement only the first of the above mentioned trends is characteristic, and for a mature person, on the contrary, it is noted Another characteristic that distinguishes adolescence is changes in the field of self-awareness. During this period, his own perception of treatment, cognition, the subject of Labor is formed.

It is during this period that interest increases in the assessment of their personality traits from the tomo-Nida of those around them. Significant shifts occur in interests, spiritual needs develop, a hierarchy of the direction of future values is built. At this stage of development, the rapid formation of moral ideals occurs, moral emotions develop.

G.S. Abramova believes that in adolescence, individual is not satisfied with authoritarian sources, he ceases to accept the rules of behavior as “trust”. “Subversion” of authorities becomes a psychological need, a source of their moral and intellectual pursuits.

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