



Social Psychological Characteristics of Intellectually Successful Teenagers

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Abstract: This article discusses the social and psychological aspects of adolescent students. Also, the characteristics of intellectual teenagers are revealed.

Keywords: Intellectual, adolescence, mental development, educational system, social psychological characteristics.

It is important for teachers and educators to know the psychology of children's adolescence from a psychological point of view and from a pedagogical point of view. We also call this period the transitional period. Adolescence mainly includes children aged 11-15, i.e. 5-8 graders. Some difficulties encountered in the work of education and upbringing of teenage students is caused by insufficient knowledge or denial of mental development and characteristics of children of this age.

There are many difficulties in raising children of teenage age compared to schoolchildren of younger and older age. Because the process of a small child becoming an adult is very slow. This process is related to a serious change in the forms of relationship of the psychology of teenagers with people, as well as a change in living conditions. During this period, teenagers have their own personal thoughts. Their understanding of their own values will expand. According to the definition of scientific psychology, the forces that activate the mental development of adolescents are the emergence and elimination of dialectical contradictions between the needs arising from their activities and the possibilities of satisfying these needs¹.

Contradictions consist in overcoming a very high level of mental development, more complex types of activities and a number of new psychological characteristics of a person by creating content. After that, they move to a higher stage of mental development. Let's look more clearly at adolescence from this point of view. The child finishes primary school. A child's transition to secondary school is a turning point in his life. The basis, conditions and tools for the formation of psychological and personal composition of adolescents, formed from a new social aspect and diversified. Thus, in order to find new correct methods and tools for educating teenagers, we need to know the specific characteristics of adolescence, physical and psychological development. The substantive characteristics of adolescence change over time, as the social conditions of human life change.

The biological factors of psychological development include those that are heavy and sometimes overwhelming on the mind of teenagers, causing them to have a serious mental crisis and excitement, for example: dissatisfaction, rudeness, stubbornness, stubbornness characteristic of teenagers. The inclination to self-analysis ultimately gives great importance to the subjective world and sexual maturation that brings similar feelings. New sensations, thoughts, inclinations, experiences that appear in connection with sexual maturation seem to dominate the minds of teenagers. It determines their

¹ Davletshin M.G., Toychieva S.M. General psychology. Tashkent, 2002

behavior. As a result, the psychological characteristics of adolescents are mainly considered to be a purely biological factor².

According to psychologists, young psychological characteristics are not only the result of their biological development and development, but also the changes in the child's social life conditions and activities, as well as the emergence of new social factors in this regard, and the impact on the development of the teenager and the school that is given to him. The specific organization of education and training cannot be seen as a product of the concrete life conditions and activities of teenagers.

In other words, the role of social conditions cannot be replaced by the role of concrete life conditions and activities. From the above, it can be concluded that the age of a teenager and its characteristics are not absolutely important. In this regard, the age of a teenager is absolutely known and has no absolute limits and characteristics. Here are some important points there is. These differences can be explained by the influence of concrete social factors and the influence of different educational and upbringing conditions given to teenagers. The main direction of development can be distinguished the main characteristic of the child's development during adolescence. A boom is a period of growth. During this period, intensive development of the body occurs, muscle apparatus is strengthened, and the ossification process of the skeleton continues.

During this period, the phenomenon of incompatibility in the development of the cardiovascular system is intensified. At this time, the heart becomes much larger in size and starts to work more strongly. Often, temporary disruption of blood circulation leads to an age-related increase in blood pressure and heart failure. As a result, dizziness, palpitations, and headaches occur in teenagers. Adolescents' age also has physical and mental characteristics, according to Pavlov's teaching, the body consists of a whole system, in which all tissues and organs and physiological processes are organically connected with each other. But as a whole, the nervous system and the upper part connected with it, in the words of I.P. Pavlov, control all the events that happen in the body, and the cerebral cortex plays the main leading role. In adolescence, the upper part of the nervous system begins to grow qualitatively, and the internal structure of the brain begins to become more complex.

In the large hemisphere, the growth of nerve cells is completed. The physical development of a teenager's organism, the development of its organs and tissues is carried out by the brain stem, but the growing tissues and organs, in turn, affect the growth of the nervous system. In adolescence, the size of the lungs increases, breathing is much faster and shallow. In adolescence, the more fresh air a child walks, the more useful it is.

This period is the period of sexual maturation, which depends on the reconstruction of internal secretion glands. The development of these glands is of great importance in the functioning of the human body. One of the characteristic features of adolescence is the process of sexual maturation. The onset of puberty largely depends on the climate and national epigraphic factors, as well as individual characteristics. Observations show that the period of puberty begins in boys at the age of 12-13, and in girls at the age of 11-12. Most boys now reach puberty at the age of 15-16, and in girls at the age of 13. It is observed in 14-year-olds. First of all, teachers and class leaders should deeply understand that sexual maturation affects the physical development of the body and has a great impact on their mental development. it is natural to have interest in books of unknown content, specific interest to the opposite sex.

The development of speech during adolescence is due to the increase in vocabulary on the one hand, and on the other hand, it is due to understanding the meaning of events and events in nature and society. In this period, the teenager began to feel that the environment can be reflected with the help of language, as well as define the worldview of the person. It is from the teenage period that the person begins to understand that the development of speech recognition processes is determined by the teenager, who often uses words in communication. rules - "how to write correctly?", "how to say it

² Psychology. Book 2. Psychology of education / R. S. Nemov - "VLADOS", 2007.

better?" such questions are very interesting. Teenagers are school teachers. Adults quickly pay attention to the mistakes in the speech of parents, books, newspapers, and radio and television announcers. This situation led to the fact that if a teenager tries to control his speech, on the other hand, adults will know that the rules of speech can be violated, and they will eliminate their mistakes to a certain extent.

The origin of teenage words is very much related to history, their specific meaning and essence. He is no longer like a young child in his speech, but tries to choose words from older oddms. A teacher must be a role model for a teenager in acquiring speech culture. Correspondence education serves as the main factor in the qualitative change in the direction of the development of adolescent cognitive processes. In the development of cognitive processes, speech increases, and the presence of writing does not count as a powerful tool. With the proper organization and implementation of educational processes at school, conditions are created for the proper development of the adolescent's speech. The effort to master speech is a need and aspiration for the adolescent to engage in behavior, knowledge, and creative activity.³

During adolescence, reading and written monologic speech develop rapidly. From the 5th grade to the 9th grade, reading is raised from the level of being correct, fast and expressive, to the level of being able to tell from memory expressively and effectively. And monologic speech changes from retelling a small part of the work to independently preparing speeches and speeches, conducting oral reasoning, giving opinions and justifying them. Having developed written speech, teenagers can now write an essay independently on the free topic given to them. Teens' speech is carried out in the context of thinking. Students in grades 5-6 can make a plan for oral and written text and follow it. During adolescence, theoretical thinking becomes more important. Because the students of this period try to know the content of connections in the world at a high level. During this period, the adolescent's interest in learning progresses. The acquisition of scientific theoretical knowledge leads to the development of thinking. Under the influence of this, the ability to think with proof and evidence develops. He develops the ability to make deductive conclusions.

The subjects taught at school serve as conditions for the teenager to create or check his assumptions. J. Piaget said, "Social life is formed on the basis of the influence of three things - language, content, and rules." In this regard, mastered social relations create new opportunities for self-thinking.

From the age of 11-12, the teenager begins to think logically. How quickly a teenager's thinking can rise to the theoretical level, quickly and deeply mastering learning materials determines the development of his intellect. Adolescence is characterized by a high level of intellectual activity. This activity is determined by the presence of extreme curiosity and the desire to demonstrate one's abilities to others, as well as to receive high grades. Children of this age can come up with various hypotheses, think tentatively, conduct research, and compare alternative options on a given issue. Adolescent thinking often tends to generalize. In the conditions of the market economy of our republic, the importance of practical thinking in people is obvious. The mental qualities of the tune are added to the practical thinking system:

- *entrepreneurship*
- *savings,*
- *calculation,*
- *Able to quickly solve the problems that have arisen.*

Practical thinking can be considered developed only when all the mentioned qualities are present. It is important to develop these qualities from the 1st grade, and finally, in adolescence, the quality of business can be developed by students' self-management and participation in common business

³ Ushakov DV Social intelligence as a type of intelligence (Russian) // Institute of Psychology RAS. — 2004

activities. In this regard, the student is not in the role of an executive, but a manager, an independent path-finder and | the development of destiny in which he is a participant in business relations can be realized. At this age, giving more independence in the development of entrepreneurship has a positive effect on the development of a teenager's practical thinking. It is easier to develop frugality in teenage children compared to other qualities of the mind, it can be done by encouraging them to independently calculate the things that interest them, it is somewhat more difficult to form the skills of quickly and operatively solving the problems that arise in teenagers. Of course, it depends on the child's temperament. It is difficult to teach all teenagers to be quick-witted and quick-moving, but they can be taught the general rules of solving a problem immediately. A highly developed intellect during adolescence is considered valuable and prestigious. Changes in the personality of a teenager and his interest in learning are interrelated. The development of voluntary mental processes relies on the independence of the developing adolescent, and the possibilities of understanding and forming his personal characteristics are determined by his intellectual development.⁴

During adolescence, attention, memory, and imagination gain full independence, and now they can control them according to their own expression. During this period, it becomes clear which leading function (cognition, memory, or imagination) prevails. Let's look at the features.

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