

FEATURES OF THE DEVELOPMENT OF COGNITIVE ABILITIES OF ADOLESCENTS

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Annotatsion: *This article highlights the acute transition from childhood to adulthood, in which contradictory tendencies, negative manifestations, discord in the personality structure, the collapse of the previously established system of child benefits and the nature of his protest against adult behavior are noticeably intertwined.*

Keywords: *teenager, self-awareness, memory, mind, imagination, attention*

Аннотация *В данной статье освещается острый переход от детства к взрослой жизни, в котором заметно переплетаются противоречивые тенденции, негативные проявления, разлад в структуре личности, крах ранее сложившейся системы пособий на ребенка и характер его протеста против поведения взрослых.*

Ключевые слова: *подросток, самосознания, память, ум, воображения, внимания*

Annotatsiya: *Ushbu maqolada bolalikdan balog'at yoshiga keskin o'tish ta'kidlangan bo'lib, unda qarama-qarshi tendentsiyalar, salbiy namoyishlar, shaxsiyat tarkibidagi kelishmovchilik, bolaga ilgari o'rnatilgan imtiyozlar tizimining qulashi va uning kattalar xatti-harakatlariga qarshi norozilik xususiyati bir-biri bilan chambarchas bog'liqligi.*

Kalit so'zlar: *o'spirin, o'z-o'zini anglash, xotira, aql, tasavvur, e'tibor*

Adolescence is an acute transition from childhood to adulthood, in which contradictory trends are noticeably intertwined. On the one hand, during this difficult period, negative manifestations, discord in the personality structure, the collapse of the previously established system of child benefits and the nature of his protest against adult behavior are indicative. On the other hand, adolescence is also distinguished by many positive factors: the child's independence increases, relationships with other children and adults become more diverse and significant, the range of his activities significantly expands, and so on. The most important thing is that this period is characterized by the entry of the child into a qualitatively new social status, in which his conscious attitude towards himself as a member of society is formed.

The most important feature of adolescents is that they are gradually moving from direct copying of adult assessments to self-assessments, relying more and more on internal standards. The idea based on the formation of standards of self-esteem in adolescents was obtained in the process of special activity - self-awareness. The main form of self-awareness in adolescents is comparing themselves with other people: adults, peers.

The behavior of a teenager is regulated by his self-esteem, which is formed in the process of communicating with other people. But teenagers' self-esteem is contradictory and not comprehensive enough. Consequently, there may be many unmotivated forms of behavior in their behavior.

At this age, communication with peers is important. Communicating with friends, teenagers actively master norms, goals and methods of social behavior, as well as formulate standards for evaluating themselves and others. The external manifestations of teenagers' communicative behavior are very contradictory. On the one hand, the desire to be the same as everyone else, at any cost, on the other hand, the desire to stand out and distinguish yourself at any cost; on the one hand, the desire to win the respect and authority of comrades, on the other hand, to flaunt your shortcomings. The passionate desire to have a faithful close friend coexists with the fanatical changes of young teenagers and friends, the ability to be immediately charmed and quickly disappointed in previous "friends for life".

The teenager is overwhelmed by the desire for norms in all aspects, so much so that he is "not like everyone else" and "like everyone else". But the characteristic feature is only disproportionality, that is, the lack of specification. The difference in the rate of development has a significant impact on the mind and self-awareness.

Comparing the early (stimulating) and late (delaying) development of adolescent maturity, we can conclude that the former has many advantages over the latter. Boys feel more confident among their peers and have a more favorable view of themselves. Early physical development provides advantages in terms of growth and physical strength, helps to improve the reputation and the level of claims of peers. It was during this period that an intensive development of inner life took place: along with friendship, friendship arose, driven by mutual trust. The content of the letters has changed, having lost stereotypical and descriptive characteristics, and descriptions of experiences appear in them; trying to keep an intimate diary, the first hobby begins.

The boundaries of adolescence roughly coincide with the education of children in grades 5-8 of secondary school, covering the ages from 11-12 to 14-15 years, but the actual entry into adolescence may not coincide with the transition to grade 5.

The special status of adolescence in the development of a child is reflected in its name: "transitional", "critical", "difficult", "critical". They reflect the complexity and importance of the developmental processes that occur at this age. This is due to the transition from one era of life to another. All spheres of human development (physical, mental, spiritual, moral, social) are undergoing huge qualitative and quantitative changes. The most important factor in the development of a teenager's personality is his own activity – there is a process of positive personality formation, self-affirmation and self-determination - however, this process is not balanced.

On the one hand, "adulthood" has manifested itself in adolescents, on the other hand, "childishness" still exists. The general direction of the development of adolescent

adulthood may be different, and there may be many options in each direction. This question has the most important pedagogical significance.

The features of the development of cognitive processes in adolescence are as follows.

Purposeful and analytical. It's more meaningful, more consistent and more planned. Teenagers can perform subtle analysis of perceived objects.

The attention of adolescents is characterized not only by volume, but also by specific selectivity. This is becoming more and more arbitrary, perhaps intentional. Teenagers can maintain stable and high-intensity attention for a long time. He has developed the ability to concentrate quickly and clearly distribute attention. The attention of teenagers becomes a well-managed process and an exciting activity (in the case of arbitrary attention).

Memory becomes selective. Memory is fully intelligent: the increase in memory is mainly due to the logical understanding of materials. The amount of memory increases, and the completeness, consistency and accuracy of reproducible materials increase. Memory and reproduction are based on semantic connections. The memory of abstract materials becomes available.

The intellectual activity of adolescents is undergoing serious changes. Its main feature for 10-15 years is an increase in the ability to abstract thinking every year, and the change in the relationship between concrete metaphors and abstract thinking contributes to the latter. An important feature of this era is the formation of positive and independent thinking. The thinking of adolescence is characterized by the completion of development. In theory, the ability to deductive thinking manifests itself, forming a logical system of statements.

The teenager achieved the same success in both the object and the utterance. At the same time, he developed the ability to perform any combination of operations, a wide range of changes in proportions, which indicates the formation of logical thinking.

Teenagers can not only imagine various possible ways to transform data for empirical tests, but also logically interpret the results of these tests. In addition to the fact that the teenager is able to "hover" in reality, planning and controlling his free structure of dreams, he also learned to perfectly reflect his psychological behavior and operations and receive intellectual emotions from this.

Changing the nature and form of educational activity requires teenagers to have a higher level of organization of psychological activity. Teenagers can perform complex analysis and comprehensive perception of real objects and phenomena. The content and logic of the object of research, the nature of the assimilation of knowledge develop in adolescents the ability to independent and creative thinking, compare and make deep conclusions and generalizations from the point of view of content. Under the influence of learning, thinking, attention and memory, the characteristics of organized, regulated and controlled processes are gradually acquired.

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