

CHARACTERISTICS OF THE FORMATION AND DEVELOPMENT OF RESILIENCE IN
SCHOOLCHILDREN IN ADOLESCENCE

Reymov Muxamedali Kengesbayevich

1st year of Master's degree

Nukus state pedagogical institute named after Ajiniyaz

(Nukus, Republic of Karakalpakstan)

p439614@gmail.com

+998907366863

Abstract: This article discusses the characteristics of the formation and development of resilience in adolescents.

Key words: Adolescence, education, resilience, personality, self-regulation of behavior,

Adolescent schoolchildren in the modern world are at that educational milestone that should prepare them for life in society, to form personal qualities that they will need in real life. Personal development of adolescents occurs not only through interaction with the social world, with representatives of different social groups, cultures and ages, but also in confronting the adverse effects of various stressful situations in the external environment. Resilience of a teenager is formed as a personal resource in confronting negative environmental factors, becomes a need for interaction with the social world.

The relevance of studying the characteristics of resilience of adolescents is justified by the need for timely prevention and assistance to them in solving life problems. It is necessary to somehow adapt to any stress. Resilience is necessary for a teenager so that he can develop as a personality, and its development is associated with maintaining the integrity of the personality. In psychological science, the period of personality development in a teenager is considered an important stage for self-development, the development of his resilience as the ability of a person to withstand difficulties, to maintain the ability to achieve his goals under stress. Culture plays a special role in the formation of adolescent resilience. Being the main source of values and ideals in the life of an adolescent, it is nevertheless itself subject to the influence of society. Values act as internal supports that allow a person to join ideals, and then to values. In this regard, it is important that the adolescent has the opportunity to form his or her own value world through joining culture. From the point of view of social development, this desire means the transition from subordination to independence. In the motivational sphere, it is expressed in the fact that the adolescent strives for independence, to achieve a higher level of personal development, to self-realization. Emotionally, this is expressed in the desire for independence as a manifestation of independence from parents, in the desire to avoid "negative" manifestations of their dependence on them, for example, whims, hysterics. Adolescence is a period of formation and development of personality. At this time, significant changes occur in the body, the entire system of relationships with people changes. The entire personality is restructured, which is associated with the development of self-awareness. The teenager begins to realize his individual characteristics and differences from other people. He begins to understand that he is the same as other people, and at the same time he is different from others. As R. May claimed, the teenager actively seeks ways to express himself, to show himself in relationships with others, in activities, in self-realization of his abilities. As a result of such a search, he can discover and develop many specific features characteristic of adolescence. All these changes are not only personal, but

also social in nature, since they are associated with the development of social relations. The behavioral aspect of resilience in adolescents is associated with the fact that as they grow older, manifestations of aggressiveness and spontaneity become less pronounced and their influence on resilience becomes less and less, and its connection with self-control increases to an ever greater extent. This is due to the fact that the maturation of a teenager is accompanied by the need to support and protect themselves and those around them, and there is also an opportunity to more consciously and carefully assess what is happening. Teenagers become more inclined to recognize their emotions and feelings, more responsible for their manifestations. There is a shift in emphasis from searching for external causes of their failures to awareness and control of their own actions.

Among the features of adolescent resilience, there is a difference in resilience by gender. M.A. Odintsova revealed a higher level of resilience in boys than in girls. In boys, the main component of resilience is resistance to frustration. In girls, such a component of resilience as "involvement" is more pronounced, associated with greater involvement in various types of activities. Such a component of resilience as "risk taking" is significantly expressed in boys.

In addition to the specific features of resilience, in adolescence, common qualities are distinguished:

- adaptability, characterized by high plasticity of behavior: manifested in the ability of a teenager to change social roles, as well as in his ability to quickly switch from one type of activity to another;
 - self-confidence, manifested by a positive attitude towards oneself and others in situations that require the manifestation of adequate forms of behavior;
 - independence associated with the desire for independence, the desire to act independently, the manifestation of initiative in activities, the ability to quickly navigate the situation, take responsibility;
 - the desire to achieve, which is manifested in the search for knowledge, thirst for knowledge, desire for knowledge, interest in the process of knowledge, etc.;
 - limitation of contacts, when there is a desire to communicate only with close friends or family members, avoiding contact with strangers.
- Resilience is the ability to maintain vital functions in difficult, extreme conditions, it is closely related to such personal characteristics as: sociability, self-control, self-confidence, activity, emotional stability, openness, conscientiousness, goodwill. Resilience is considered as a person's ability to withstand the pressure of circumstances, overcome obstacles and achieve results. The result of the formation of resilience is a system of ideas about oneself and one's capabilities, about the world and about relationships with it.

Conclusion: Thus, based on the study of scientific literature, it can be noted that adolescence is an important stage in the formation of resilience. At this age, adolescents actively search for understanding of modern life, conscious reflection develops self-esteem, attitudes to various life situations and attitudes to their experiences of these situations are developed. The components of resilience, which include "involvement", "control", "risk taking", are laid in childhood and develop in adolescence. An important factor in the development of the self-control component is the parents' positive attitude towards the child, his or her achievements and failures, their confidence in the child's ability to cope with emerging difficulties. From the point of view of the development of the independence and responsibility components, an important factor is the independence and responsibility of the parents, their ability to understand and accept the independence of the child. For the development of "risk acceptance", a wealth of impressions, variability and heterogeneity of the environment are important. The formation of life stability in adolescents necessarily includes the development of value systems. In adolescence, values acquire a more concrete character,

become more socially conditioned. They express the value attitudes of the teenager to other people and to himself. The teenager strives to be like someone, so he wants to be smart, strong, agile, beautiful, brave, hardy, courageous, etc.

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