

DEVELOPMENT OF ADOLESCENT WORLDVIEW AS A SCIENTIFIC
PROBLEM IN SOCIAL PSYCHOLOGY

Jabborov Jamshid Azimovich

Associate Professor of the International Innovation University,

Doctor of Philosophy (PhD)

jamshidshoh@gmail.com, +998995777675

<https://orcid.org/0009-0008-6409-2967>

Abstract: This article analyzes the psychological foundations of worldview development in adolescents, the conditions influencing personal development, cognitive processes, and the system of relationships that give them a spiritual and moral character and guide them towards achieving high ideals. The main motivational directions of this age period, associated with an active desire for personal self-improvement, such qualities as self-knowledge, self-expression, and self-affirmation, were studied.

Keywords: adolescent, worldview, morality, spiritual image, worldview, spiritual life, self-knowledge, self-expression.

Introduction. The transition to adolescence is characterized by profound changes in the conditions affecting the child's personal development (physiology of the body, the adolescent's interaction with adults and peers, the level of development of cognitive processes, intelligence and abilities). All this indicates the transition from childhood to adulthood. The child's body begins to rapidly recover and transforms into an adult body. The center of the child's physical and spiritual life moves from the home to the outside world, to the environment of peers and adults. Relationships in peer groups are based on more serious things than entertaining joint games, cover a wide range of activities, from working together on something to personal communication on life issues. The teenager enters into these new relationships with people, already an intellectually developed person, who has the abilities that allow him to take a certain place in the system of relationships with peers.

Literature analysis and methods. In the process of analyzing this article, the methods of objectivity, historicity and generality of scientific knowledge were used. Also, the psychological foundations of the development of the worldview in adolescents, the conditions affecting their personal development, cognitive processes, and the relationships that give them a spiritual and moral character and direct them to the achievement of high ideals were analyzed on the basis of a systematic approach. The scientific considerations that put forward the theoretical and philosophical views of the authors listed in the list of literature for this article were determined as methodological sources.

Analysis and results. Adolescence is the most difficult and complex period of all childhood, representing the period of personality formation. At the same time, it is the most responsible period, because here the foundations of morality are formed, social relationships, attitudes towards oneself, people, society are formed. In addition, at this age, character traits and basic forms of interpersonal behavior are stabilized. The main motivational directions of this age period, associated with an active desire for personal self-improvement, are self-knowledge, self-expression and self-affirmation. Some adolescents in grades 7-8 of schooling begin to



systematically and purposefully engage in self-education. This is especially characteristic of boys, among whom the ideal of masculinity becomes one of the main ideals that create criteria for evaluating people around them. Teenagers love adventure, romantic films and related literature, because in them they encounter heroes who possess the necessary qualities of masculinity, courage, character and will. Teenagers try to imitate these heroes in life, to repeat the scenes read in books or seen in films in games and situations created by themselves [1]. This is especially true for adolescents aged 11 to 13.

During adolescence, many boys begin to engage in self-development of the necessary volitional qualities of the personality at the age of 15-16. The object of imitation for them is their peers, older - young men and adults.

During adolescence, all cognitive processes, without exception, reach a very high level of development. During these years, the absolute majority of vital personal and business qualities of a person are openly manifested. For example, mechanical memory reaches its highest level of development in childhood, together with sufficiently developed thinking, it forms the necessary conditions for the further development and improvement of logical, semantic memory. Speech becomes very developed, colorful and rich, thinking is manifested in all its main types: visual-effective, visual-figurative and verbal-logical. In adolescents, they operate on the basis of an already formed inner speech. Adolescents can be taught a variety of practical and intellectual activities using a variety of teaching methods and tools [3]. General and specific skills, including those necessary for future professional activities, are formed and developed.

During adolescence, many contradictions and conflicts characteristic of this age can arise. On the one hand, the intellectual development of adolescents, manifested in solving various problems related to school subjects and other issues, encourages adults to discuss serious issues with them, and adolescents themselves actively strive for this. On the other hand, when discussing problems, especially the future profession, ethics of behavior, responsible attitude to their duties, the surprising infantilism of these people, who outwardly seem almost adults, is manifested. A psychological and pedagogical dilemma arises: how to treat a teenager seriously, that is, like an adult, at the same time treat him as a child who constantly needs help and support, but at the same time not to show such a "childish" attitude. It is known that the personal interests of adolescents change rapidly with age. Children in grades 4-5 of the school are characterized by increased attention to the position they occupy in the classroom among their peers. Sixth-graders begin to show a certain interest in their appearance, children of the opposite sex and relationships with them. Seventh-graders are particularly interested in general business interests, the development of their abilities in various types of practical activities and in their future profession. Eighth-graders highly value independence, individuality and personal qualities, which are manifested in friendship and friendship. Based on such types of interests that arise one after another in adolescents, it is possible to actively develop in them the necessary willpower, diligence and other useful qualities.

The main new feature that appears in adolescent psychology in relation to a child of primary school age is a high level of self-awareness. At the same time, a clearly expressed need arises to correctly assess and use existing opportunities, to form and develop abilities, to bring them to the level that adults have.

At this age, children become especially sensitive to the opinions of their peers and adults: for the first time they are faced with acute problems of a spiritual and moral nature, in particular, related to human relationships.



Adolescence - sometimes called adolescence - is a period of formation of true individuality, independence in study and work. Compared with younger children, adolescents are more confident in their ability to determine and control their own behavior, thoughts and feelings. Adolescence is a period of increased desire to know and evaluate themselves, to form a holistic, consistent image of their "I".

In the period from 12 to 14 years, when describing themselves and others, adolescents, unlike children of earlier ages, begin to use less categorical judgments, including the words "sometimes", "almost", "it seems to me", etc., which indicates a transition to a position of relativity [8].

In high school, instead of one teacher, several new teachers appear, who usually have very different behavior and communication styles, as well as methods of conducting lessons. Different teachers make different demands on adolescents, which forces them to adapt individually to each new teacher. During adolescence, a differential attitude towards different teachers appears: some are loved, others are disliked, and others are indifferent. New criteria for assessing the personality and activities of adults are also formed. This, on the one hand, creates the opportunity to correctly evaluate people by comparing them with each other, on the other hand, it creates certain difficulties due to the inability of adolescents to correctly perceive adults and give them a correct assessment.

Teenagers value teachers who are knowledgeable, strict, but fair, who treat children with kindness, who know how to explain the educational material in an interesting and understandable way, who give fair grades, and who do not divide the class into favorite and unloved ones. The knowledge of the teacher, as well as the ability to properly build relationships with students, is especially highly valued by the teenager.

In the period from eleven to fifteen years, significant changes occur in the motives of the teenager's activity, ideals and interests. They can be imagined and described as follows. In the early period of this age (11-12 years), many teenagers (about a third) attribute to themselves mainly negative personal characteristics. Such an attitude towards themselves persists until the age of 13. However, already here some positive changes in self-perception are accompanied, in particular, by self-esteem and a high assessment of themselves as a person.

As they grow older, adolescents' initially global negative self-assessments become more differentiated, characterizing behavior in individual social situations, and then personal actions.

In the development of thinking, that is, in the ability of adolescents to recognize their strengths and weaknesses, a tendency of an opposite nature is observed. In the early stages of adolescence, children, first of all, become aware of their individual actions in certain life situations.

It turns out that adolescents' perceptions of the people around them change with age. The norms of interpersonal perception that they use to evaluate people around them are generalized in connection with ideals, values, and norms. The content of evaluative moral norms continues to expand and deepen, they become more subtle and differentiated, and differ individually.

As an example of this idea, A.A. Bodalev gives the following idea. If seventh-grade students are asked, for example, to describe a person they do not know, but whose individual characteristics are predicted (for example, evil, kind, etc.), then four different groups can be distinguished among the answers obtained in this experiment. Teenagers in the first group name



only the external characteristics of the person presented to them. Students in the second group mention external and some internal characteristics. In the third group, in addition to what is reported about the person, his actions are also acknowledged. In the fourth group, in addition to everything that is said, the thoughts and feelings of the person being evaluated are also stated [2]. Based on this experience, A.A. Bodalev came to the conclusion that there are significant individual differences in the norms of interpersonal perception and assessment of people during adolescence.

The worldview of adolescents, along with moral issues, also develops on the basis of socio-political, economic, scientific, cultural, religious and other stable views. The peculiarity of youth is that it is during these years that an active process of worldview formation takes place.

The worldview of modern youth is determined by the presence of various, uniquely justified points of view (among which there are neither absolutely true nor completely false). Such a socio-psychological situation has both positive and negative sides. The positive aspect is that the lack of a single and clear ideological direction encourages young people to think independently, make independent decisions. This contributes to their rapid development and transformation into mature individuals who think independently, have inner freedom, their own point of view and are ready to defend it [5]. However, on the other hand, this situation leads to the rapid division of people into groups that differ significantly from each other in terms of their level of social and moral-ideological maturity, some of them lagging behind, while others develop psychologically faster.

Conclusion. Not all children can independently solve the problem of socio-political self-determination in early adolescence. Those who succeed do develop, move forward, and are much ahead of others, but those who cannot independently solve complex ideological issues lag behind in their development and remain without personality development for many years, and sometimes until the end of their lives. Those who fail to make the right choices will certainly find themselves in the most difficult situation.

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