



Characteristics Of Intellectual Development In Adolescents

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ABSTRACT

The task of establishing the level of intelligence has been one of the most important in psychology since the formation of this science. It was the intellectual indicator of a person that made it possible to characterize his mental and moral qualities.

Keywords:

Adolescent, reading activity, intellectual development, attention, memory, thinking, imagination, speech.

In adolescence, there is an improvement in such cognitive processes as memory, speech and thinking. Teenagers can already think logically, engage in theoretical reasoning and introspection. They talk relatively freely on moral, political and other topics that are practically inaccessible to the intellect of a younger student. In adolescence, important processes associated with the restructuring of memory occur. Logical memory begins to develop actively and soon reaches such a level that the child passes to the predominant use of this type of memory, as well as arbitrary and mediated memory. As a reaction to the more frequent practical use of logical memory in life, the development of mechanical memory slows down.

School education serves as the main factor in qualitatively changing the direction of the development of adolescent cognitive processes. Reading occupies a large place in the life of teenagers. They like independent forms of training. Compared to children of other periods, teenagers' successful learning of subjects, increased interest, depends on the teacher's ability to explain the educational material. On the basis of reading activities, the level of self-awareness of a

teenager expands, his knowledge about other people and the world deepens. A new stage of mental development begins. On the basis of the needs of learning knowledge, a strong positive attitude towards academic subjects is gradually formed. During this period, new motivations for studying arise. These motives have an impact on the nature of the development of cognitive processes in connection with the adolescent's life plans, future profession and ideal.

Right from adolescence, children feel a special need to expand their life, scientific, and artistic knowledge and try to do so. An educated child will be respected among his peers. Knowledge brings a special joy to teenagers and develops their ability to think.

In the development of cognitive processes, speech is a powerful tool, both oral and written. With the correct organization and implementation of educational processes at school, favorable conditions are created for the correct development of adolescent speech. The effort to master speech is the need and desire of a teenager to engage in communication, knowledge and creative activities. The development of speech during adolescence is due to the increase of vocabulary on the one hand, and on the other

hand due to the understanding of the essence of things, events and phenomena in nature and society. During this period, a teenager begins to feel that it is possible to define a person's worldview in addition to reflecting the environment with the help of language. It is from the period of adolescence that a person begins to understand that the development of speech recognition processes is determined. Teenagers are often taught the rules of using words in communication - "How to write correctly?" "What better way to say it?", "What to say?", are very interesting questions. Adolescents are quick to pay attention to the shortcomings of the speech of teachers, adults, parents, books, newspapers, radio and television announcers. This situation, on the one hand, teaches the teenager to control his speech, and on the other hand, he learns that adults can also violate the rules of speech, and it leads to the elimination of his own mistakes.

A teenager is very interested in the history of the origin of words, their exact meaning and essence. He now tries to choose words in his speech like adults, not like a young child. A teacher must be a role model for a teenager in acquiring speech culture. It is school education that serves as the main factor in qualitatively changing the direction of the development of adolescent cognitive processes. With the proper organization and implementation of educational processes at school, conditions are created for the proper development of adolescent speech. The effort to master speech is the need and desire of a teenager to engage in communication, knowledge and creative activities.

During adolescence, reading skills, written and monologue speech develop rapidly. From 5th to 9th grade, reading progresses from being accurate, fast, and expressive to being able to recite expressively and effectively. And monologue speech changes from retelling a small part of the work, to independent preparation of speeches and performances, verbal reasoning, expressing opinions and justifying them.

Having developed written speech, teenagers can now write an essay independently on a free topic given to them. The speech of teenagers is carried out in a state of complete contemplation. Students in grades 5-6 can make and follow a plan for oral and written text. It forces him to analyze his speech by reading the thought he wrote again and again. When the student is writing, he often has to revise, change, complete, and re-develop his work several times.

When the student performs written work according to the teacher's assignment, he knows in advance that his work will be evaluated, but this evaluation will be given not only based on the content of the work, but at the same time, it will also be evaluated based on "what language" his thoughts are expressed in. All these cases force the child to consciously structure his speech in accordance with the requirements of grammar and logic. Engagement with literature classes has a particularly great effect on the growth of students' speech. Students will be introduced to the best examples of properly structured speech in literature classes.

Children's acquisition of written speech is an important stage in the development of their speech. The student learns to understand written speech correctly, learns to express his thoughts in written speech and to explain to others. Reading a book and especially expressing and explaining your thoughts in writing is of great importance in acquiring the grammatical structure of the language. The need to fully explain the idea while writing forces the reader to pay attention not only to the content of what he writes, but also to how he writes.

Mastering written speech helps to make oral speech, and especially monologue speech, correct and more extensive. The student's continuous practice of speaking this task to himself during the preparation of the task given at school has a great impact on the growth of

the student's speech. When the student prepares the lessons, he not only reads these lessons from the book, but usually closes the book and tells to himself or to a partner next to him what he has read from the book. In such cases, the student strives to verbalize the lesson he is preparing in a particularly comprehensible way, following the rules of grammar: The student understands well that it is not enough for the teacher to know what the student knows and how to tell what he knows, but at the same time, he also pays attention to how and in what way he tells what he knows. The student exercises his articulatory apparatus by repeating it aloud, directly or in his own words, controlling the accuracy of his speech, and at the same time controlling the accuracy and consistency of the knowledge he has acquired. Of course, the speech of the teacher plays a big role in the growth of the student's speech, because the speech of the teacher is a model speech for students. For this reason, every teacher should strive to improve the speech of his students and constantly strive to improve his own speech.

Attention. If involuntary attention predominates during elementary school, during adolescence, the child can control his attention. In most cases, the violation of discipline during the lesson is not due to inattention of students, but due to social reasons. A teenager can fully focus on activities that are important to him and can achieve high results. Adolescent attention may have developed to the point where it is well directed and controlled. It is very important that the child's developing voluntary attention is constantly supported by the teacher. In the pedagogical process, several methods have been developed to raise involuntary attention to the level of voluntary attention. Also, the creation of conditions for the teenager to show himself among his peers during the lesson can serve as a basis for the transformation of the attention of the teenager from involuntary to voluntary.

There are also cases of extreme fatigue during adolescence. It is precisely at 13-14

and 16-year-olds that the fatigue line rises sharply. In such cases, the teenager cannot fully focus on the things and events around him. During adolescence, all types of memory develop rapidly based on their quality indicators. Due to the large volume of educational material given to students during this period, it is difficult to memorize it or learn it by repeating it several times. In adolescence, children try to remember what they have read and learned according to its meaning, instead of memorizing it verbatim. They actively develop logical memory. The development of mechanical memory slows down a bit. This can sometimes cause negative situations. By adolescence, new subjects, including the amount of information students need to remember, increase. But the weakening of mechanical memory causes problems in recalling information and can be the reason for complaints by teenagers about memory loss and a decrease in interest in self-study. For this, it is important for the student to analyze the content of the educational material, to know its logical structure.

During adolescence, theoretical thinking begins to be of high importance. Because the students of this period try to know the content of connections in the world at a high level. During this period, there is a sharp development in the adolescent's interest in learning. Acquiring scientific theoretical knowledge leads to the development of adolescent thinking. Under the influence of this, the ability to think with evidence develops. He develops the ability to make deductive conclusions.

The subjects taught at school serve as conditions for the adolescent to create or test his own assumptions. According to J. Piaget, "Social life is formed on the basis of the influence of three things - language, content, rules." In this regard, mastered social relations create new possibilities of self-reflection. From the age of 11-12, a teenager begins to think logically. Adolescents at this age begin to learn to analyze comprehensively, just like adults. How quickly a teenager's thinking can rise to the theoretical level, quickly and deeply mastering educational materials determines

the development of his intellect. Adolescence is distinguished by a high level of intellectual activity. This activity is characterized by extreme curiosity and the need to demonstrate one's abilities to others, as well as the need for them to receive high marks. A teenager's questions to an adult are meaningful, thoughtful and relevant. Children at this age are able to hypothesize, speculate, conduct research, and compare alternatives on a given issue. Adolescent thinking often tends to generalize. The importance of practical thinking in people is increasing during the transition of our republic to market economy conditions. The practical thinking system includes the following mental qualities:

- practical thinking can be considered developed only if there are entrepreneurship, frugality, calculation, ability to quickly solve problems and other similar qualities. It is extremely important to develop these qualities from the 1st grade.

As a conclusion, it can be noted that during adolescence, the quality of entrepreneurship can be developed by students' self-management and participation in common business activities. In this regard, the development can be realized only if the student is not in the role of an executive, but a manager, an independent path chooser and a participant in entrepreneurial relations. At this age, giving more independence in the development of entrepreneurship has a positive effect on the development of the adolescent's practical thinking. It is easier to develop frugality in teenage children compared to other qualities of the mind, it can be done by leading 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 also depends on the child's temperament. It is difficult to teach all teenagers to act quickly, but they can be taught the general rules of solving problems immediately without backing down when a problem arises. It is valuable and prestigious to have a high level of intellectual development during adolescence. Changes in the

adolescent's personality and his interest in learning are interrelated. The development of voluntary mental processes depends on the independence of the developing adolescent, and the possibilities of realizing and forming his own personal characteristics are determined by the development of his thinking.

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