

PSYCHOLOGICAL CHARACTERISTICS OF BEHAVIOR CONTROL IN ADOLESCENT PERIOD

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Abstract

The article reveals the psychological characteristics of the manifestation of self-control in adolescence. First of all, the analysis of opinions about the content of the concept of self-management, self-management in educational activities is presented. In particular, the levels of manifestation of self-control in behavior during adolescence have been studied on the basis of empirical studies.

Keywords: adolescence, self-regulation, behavior, planning, modeling, programming, outcome evaluation, flexibility, independence, general level of self-regulation.

Introduction

In modern schools, the issue of self-regulation of educational activities is becoming increasingly acute in the upper grades. It is known from developmental psychology that adolescence is an intermediate period between adolescence and maturity (adulthood). One of the main characteristics of adolescence is self-determination, because this period is directly related to the search for one's place in life, including professional direction. It is during this period that senior schoolchildren form ideas about the future, make plans for further achievements, as well as analyze and implement the possibilities of their implementation in society. To manage learning activities, students' strengths and capabilities should be activated and distributed in such a way that learning and other activities take equal time and do not interfere with each other. Gradually, this management should become self-management of learning activities. In this, the high school student himself distributes his activities and contributes to the equal existence of his species.

Educational activity is self-development and mastering of generalized methods of educational actions in the process of solving educational problems specially set by the teacher.

Self-management in educational activities is a specific management performed by the student as a subject of activity [1].

In the process of working on the scientific literature, we found that there are many events that happen during the middle school age, the most important of which are: graduating from school and entering a university, etc. It is at this age that schoolchildren need enough time to organize and manage their activities in order to successfully combine academic and extracurricular activities. After all, this is the only way to effectively acquire knowledge, acquire skills and develop skills.



In order to successfully manage educational activities, its purpose must be determined, and it is expected to be achieved. At this age, high school students already tend to plan their activities independently and adequately assess their capabilities. An important point in this regard is that it is timely and adequate.

But there are often cases where high school students cannot organize proper and positive activities for themselves, depend on other people's opinions and have a painful reaction to the failures that have arisen.

In this situation, the intervention of the teacher is necessary, which is usually aimed at correcting and encouraging the activity. At this stage, the level of interest and participation of the teacher is also important.

Based on the analyzed material, it was determined that adolescence is one of the decisive periods in the development of a child's personality and the realization of his abilities in the surrounding reality.

It is a study of the influence of methods of managing one's behavior in adolescence. For this reason, we conducted the questionnaire of V. I. Morosanova "Management of one's own behavior" in the test groups. This method consists of 46 questions and 6 scales, and is aimed at determining the ways of managing one's own behavior. Through this methodology, the data obtained from the students was analyzed quantitatively and qualitatively, the results of which were reflected in the form of the following table:

Table 1 Manifestation of methods of managing one's behavior in adolescence

Components of self-control in behavior	6th grade students			8th grade students		
	Low	Medium	High	Low	Medium	High
Planning	6.8 %	69.4 %	23.8%	3.4%	60%	36.6%
Modeling	36.4%	63.6%	-	20.4%	76.2%	3.4%
Programming	6.8%	69.4%	23.8%	10.2%	49%	40.8%
Evaluation of results	13.6%	79.6%	6.8%	13.6%	66%	20.4%
Flexibility	3.4%	79.6%	17%	-	72.8%	27.2%
Independence	10.2%	79.6%	10.2%	6.8%	66%	27.2%
General level of self-control	6.8%	89.8%	3.4%	-	83%	17%

According to the results of the methodology, 6.8% of the 6th grade students are low, 69.4% are medium and 23.8% are high, and 3.4% of the 8th grade students are low, 60% are medium and 36.6% recorded high indicators on the first scale ("Planning"). The essence of the results determined in this scale means that this scale describes the individual characteristics of setting and maintaining goals, the level of formation of conscious planning in a person. At the high level of this scale, students feel the need for conscious planning of activities, in this case plans are realistic, detailed, hierarchical, effective and stable, and the goals of the activity are advanced independently. Students with low scores on the scale have a poorly developed need for planning, plans change frequently, set goals are rarely met, and planning is ineffective and unrealistic. Such testers prefer not to think about their future, goals are situational and usually set independently.



6th graders have 36.4% low, 63.6% average, and 8th graders 20.4% low, 76.2% average, and 3.4% high was recorded in the second scale - "Modeling". This scale makes it possible to diagnose the individual development of perceptions of their level of awareness, detail and adequacy in the system of external and internal important conditions. Students with a high performance on this scale are able to determine important conditions for achieving goals both in the current conditions and in the promising future, which is manifested by the compatibility of programs of action with work plans, the compliance of the results with the goals adopted. In unexpectedly changing conditions, when changing lifestyles, switching to another work system, such students are able to flexibly change the model of significant conditions and, accordingly, the program of actions. In students with low scores on this scale, the slow formation of modeling processes leads to an incorrect assessment of important internal conditions and external conditions, which manifests itself in the imagination, the reaction to the development of this situation is acute. changes may come with the consequences of their actions. Such people often have difficulties in determining the purpose and program of actions that correspond to the current situation, they do not always notice the change in the situation, which often leads to failure.

In the third scale, "Programming", 6.8% of students of the 6th grade are low, 69.4% are medium and 23.8% are high, and 10.2% are low among the students of the 8th grade , 49% medium and 40.8% high indicators were found. The "Programming" scale diagnoses the individual development of conscious programming of one's actions by a person. High scores on this scale indicate that a person needs to think through his actions and behavior to achieve his goals, and that the programs being developed are detailed and comprehensive. Programs are developed independently, they flexibly change in new conditions and are stable for different situations.

If the results do not match the goals, adjustments are made to the program of actions that are acceptable to achieve success. Low scores on the programming scale indicate that the student is unable and unwilling to think through the sequence of actions. Such students prefer to act impulsively, they do not create a program of action independently, often face inconsistency of the results obtained for their goals, and at the same time do not make changes to the program of action through trial and error.

13.6% of 6th graders are low, 79.6% are medium and 6.8% are high, and 13.6% of 8th graders are low, 66% are medium and 20.4 % high indicators were noted on the scale "Evaluation of results". This scale describes the individual development and adequacy of assessment of students themselves and their activities and behavior. High scores on this scale indicate the development and adequacy of self-awareness, the formation and stability of criteria for evaluating the success of achieving results. The student adequately assesses the fact of the inconsistency of the results obtained according to the purpose of the activity, as well as the reasons that led to it, in a flexible way to change the conditions. With low scores on this scale, the student does not notice his mistakes, does not take a critical attitude to his actions. The teaching criteria of success are not stable enough, which leads to a sharp deterioration in the quality of results with an increase in the volume of work, deterioration or the appearance of external difficulties.



3.4% of 6th graders are low, 79.6% are medium, and 17% are high on the "Adaptability" scale, and 0% of 8th graders are low, 72.8% are high. rta and showed high results in 27.2%. This scale determines the degree of flexibility, that is, the ability to restore the self-management system in response to changes in external and internal conditions. Students who score high on the flexibility scale demonstrate the flexibility of all regulatory processes. When unexpected situations occur, such students easily reorganize plans and programs of behavior and behavior, can quickly assess changes in important conditions and reorganize the program of actions. If the obtained results do not correspond to the accepted goal, the facts of inconsistency will be evaluated in time and corrections will be made in accordance with the regulations. The flexibility of self-management allows you to understand the rapid changes of events, respond adequately and successfully solve the problem in a dangerous situation.

In a dynamic, rapidly changing environment, students with a low level of flexibility feel unsafe, it is difficult to get used to changes in life, changes in scenery and lifestyles. In such conditions, despite the formation of self-management processes, they cannot adequately respond to the situation, plan actions and behavior quickly and on time, develop a program of actions, emphasize important conditions, evaluate whether the results are consistent with the goal of the activity and make corrections. As a result, such students inevitably fail in self-management and, consequently, in performance.

The sixth scale - "Independence" has 10.2% low, 79.6% medium and 10.2% high indicators in 6th grade students, 6.8% low, 66% medium and 27, 2% higher indicators were recorded in 8th grade students. This scale describes the development of self-management. The presence of high indicators of the scale of independence, autonomy in the organization of human activity, the ability to independently plan its activities and behavior, organize work to achieve the set goal, monitor the implementation process, and analyze and evaluate the intermediate and final results of the activity is evidence of this. will give. People with low scores on the independence scale are subject to the opinions and judgments of others. Action plans and programs are not developed independently, often following the advice of others. In the absence of external support, such people will inevitably encounter errors in regulation.

6.8% of 6th graders were low, 89.8% were middle and 3.4% were high, and 83% of 8th graders were middle and 17% reported highs on the seventh scale ("overall self-government level"). This scale arbitrarily describes the level of general development of the individual system of conscious self-control of human activity. Students with a high general level of self-control are characterized by awareness of the individual general structure of self-control and interdependence. Such students are independent, flexible and adequately accept changing conditions, consciously set goals and achieve them. They form a style of self-management that allows them to compensate for the influence of personal and characterological characteristics, obstacles that prevent them from achieving their goals with great achievement motivation.

It is known that the higher the overall level of conscious self-control, the easier it is for a person to master new types of activities, the more confident he feels in unfamiliar situations, the more stable his success in familiar activities. In people with low indicators on this scale, the need for conscious planning and programming of their behavior is not formed, they are more dependent on the situation and the opinions of the people around them. In such people, the ability to



compensate for personality traits that are unfavorable for goal-walking tends to be low compared to people with high self-control levels. Accordingly, the success of mastering new activities largely depends on the stylistic features of self-management and compliance with the requirements of the type of activity being mastered.

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