

## PSYCHOLOGICAL LITERACY AND ITS ASSESMENT OF IN YOUTH

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### ABSTRACT

The boundaries of adolescence are not clearly defined, each teenager has his own individuality. Along with the concept of "adolescence", the concept of "transitional period" is also used. During this period, a teenager goes a long way in his development: through internal conflicts with himself and others, external disturbances and upheavals, he can gain a sense of identity. At this age, the child lays the foundations of conscious behavior, a general direction appears in the formation of moral ideas and social relations.

Therefore, it is during this period that the need for psychological literacy in teenagers arises. Psychological literacy plays a key role in building relationships with friends, understanding people, and feeling some feelings towards them. It is from this period that the process of formation of psychological literacy in teenagers accelerates.

The characteristics of the development of the adolescent's cognitive abilities often lead to difficulties in studying at school: academic failure, misbehavior. The success of learning largely depends on the motivation to learn, the personal meaning of learning for the teenager. The main condition of any learning is the desire to acquire knowledge and measure oneself and the student. But in real school life, one has to deal with a situation where a teenager has no need to learn and even actively resists learning.

It is very important to know the characteristics of the cognitive sphere of the teenager, because these characteristics should be taken into account when teaching education. Socially useful activities, close and personal communication with peers begin to occupy leading positions. During adolescence, new motivations for teaching appear, which are associated with ideal, professional intentions. Teaching has a personal meaning for many teenagers.

Elements of theoretical thinking begin to form. Thinking moves from the general to the specific. A teenager works with a hypothesis in solving intellectual problems. This is the most important acquisition in the analysis of reality. Operations such as classification, analysis, and generalization are being developed. Reflective thinking develops. A teenager's attention and evaluation are his own intellectual operations. A teenager will have the logic of adult thinking.

Memory develops in the direction of intellectualization. This is mechanical memorization, not used meaning. Adolescent teachers easily pick up incorrect or non-standard forms and turns of their parents' speech, find violations of the rules of speech in books, newspapers, radio and television announcers' speeches. A teenager can change his speech according to the characteristics of an adult, depending on the style of communication and the personality of the interlocutor. For teenagers, the reputation of a native speaker is important. Personal understanding of language, its meanings and meanings individualizes the adolescent's self-concept. The highest meaning of development lies in the individualization of self-awareness through language. Perception is a very important cognitive process closely related to memory: the perceptual properties of the material determine its storage properties.

Adolescent attention is voluntary and can be fully organized and controlled by the adolescent. Individual fluctuations of attention are associated with individual psychological characteristics (increased excitability or fatigue, decreased attention after somatic diseases, brain damage), as well as decreased interest in educational activities. In adolescence, the connection of memory with mental activity and intellectual processes acquires an independent meaning. With the development of a teenager, the content of his mental activity changes in the direction of the transition to a deeper and comprehensive reflection of the relationships between the phenomena of reality. The content of the adolescent's mental development is the development of his self-awareness. One of the most important features characterizing the adolescent personality is the emergence of stability in self-esteem and the image of "I". An important content of a teenager's self-concept is the image of his physical "I" - his appearance, the idea of comparing and evaluating himself in terms of "masculinity" and "femininity" norms. developmental characteristics can lead to a decrease in self-esteem and self-esteem in adolescents, leading to the fear of being judged poorly by others. Appearance defects (real or imagined) can be very painful, from complete self-denial to a constant feeling of inferiority.

A teenager has a strong need to communicate with peers. The leading motive of a teenager's behavior is the desire to find his place among his peers. The lack of such an opportunity often leads to social adaptation and delinquency. The evaluations of peers begin to be more important than the evaluations of teachers and adults. The influence of the adolescent group is maximally confirmed by its values; he has great anxiety when his popularity among his peers is threatened.

A teenager who seeks to gain a new social position tries to move to another area of social importance in addition to student work.

Teenagers often begin to rely on the opinion of their peers. If young schoolchildren have increased anxiety in contact with unfamiliar adults, then tension

and anxiety in relationships with parents and peers will be high in adolescents. Striving to live up to their own ideals, the development of these forms of behavior can lead to a clash of views on the life of teenagers and their parents and create conflict situations. Due to rapid biological development and the desire for independence, adolescents also face difficulties in relationships with their peers.

Adolescent stubbornness, negativism, resentment, and aggression are often emotional reactions to self-doubt.

The state of development of a teenager (biological, mental, personality-characteristic characteristics of a teenager) includes crises, conflicts, difficulties in adapting to the social environment. A teenager who has not successfully overcome a new stage in the formation of his psychosocial development, deviates from the generally recognized norm in his development and behavior, receives the status of "difficult". This applies primarily to teenagers with antisocial behavior. Here are the risk factors: physical weakness, characteristics of character development, lack of communication skills, emotional immaturity, unfavorable external social environment. Adolescents develop specific behavioral reactions that make up a specific adolescent complex: emancipation reaction, that is, a type of behavior in which a teenager tries to free himself from adult upbringing.

It follows from the above that adolescence is a period of active formation of a person, a period of breaking social experience through his active activities to change his personality, forming his "I". During this period, the central neoplasm of the adolescent personality is the formation of adult feelings, the development of self-awareness.

Thus, adolescence is a very responsible period, because it often determines the future life of a person. Ensuring independence, forming a personality, developing plans for the future - all this is formed at this age.

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