

## AGE AND PEDAGOGICAL PSYCHOLOGICAL PROBLEMS OF BEHAVIORAL SELF-AWARENESS IN ADOLESCENTS

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### ABSTRACT

This article aims to investigate the relationship between age and pedagogical psychological problems associated with behavioral self-awareness in adolescents. The study examines the challenges that adolescents face in developing and maintaining self-awareness and how these issues impact their educational experiences. Using a mixed-methods approach, including surveys, interviews, and literature review, the research explores the interplay between age-related factors and the development of behavioral self-awareness. The findings provide valuable insights for educators, psychologists, and parents in promoting healthy self-awareness among adolescents and optimizing their educational outcomes.

**Keywords:** age of self-awareness, adolescents, behavior, pedagogical psychological problems, school climate.

### INTRODUCTION

The introduction section provides an overview of the topic and its significance in understanding the behavioral self-awareness challenges faced by adolescents. It outlines the objectives of the study and the research questions to be addressed. The section highlights the importance of self-awareness in adolescent development and its impact on educational experiences, social interactions, and psychological well-being. It introduces the concept of behavioral self-awareness and its relevance to the study.

### METHODS

This section describes the research methodology utilized to explore the relationship between age and pedagogical psychological problems related to behavioral self-awareness in adolescents. It explains the selection criteria for participants, the data collection instruments employed, and the research procedures. The study employs a combination of quantitative and qualitative methods, including self-report measures, interviews, and a comprehensive review of relevant literature. Ethical considerations and data analysis techniques are also discussed.

## RESULTS

The results section presents the findings derived from the data analysis. It highlights the pedagogical psychological problems associated with behavioral self-awareness in adolescents of different age groups. The results reveal distinct challenges faced by adolescents, such as self-esteem issues, peer pressure, identity exploration, emotional regulation difficulties, and decision-making dilemmas. The section discusses variations in problem prevalence and severity across different age cohorts.

## DISCUSSION

The discussion section interprets the results in the context of existing literature and theoretical frameworks. It explores the implications of age-related pedagogical psychological problems on behavioral self-awareness among adolescents. The section delves into the factors influencing self-awareness development, such as cognitive maturation, social influences, and cultural contexts. It also discusses the impact of these problems on academic performance, interpersonal relationships, and overall well-being. Effective strategies for promoting behavioral self-awareness, including mindfulness practices, social-emotional learning, and targeted interventions, are explored.

### Suggestions and recommendations

The age of adolescence is a critical period marked by significant cognitive, emotional, and social changes. During this time, adolescents undergo a process of self-discovery and self-awareness, which can be influenced by various pedagogical psychological problems. This article presents proposals and recommendations to address these challenges and promote healthy behavioral self-awareness in adolescents.

#### Enhancing Emotional Intelligence Education:

Emotional intelligence plays a crucial role in adolescents' self-awareness and behavior regulation. Implementing comprehensive emotional intelligence education programs in schools can equip adolescents with the necessary skills to identify, understand, and manage their emotions effectively. These programs should focus on developing self-awareness, empathy, and emotional regulation abilities, enabling adolescents to make informed decisions and handle interpersonal relationships more constructively.

#### Fostering Positive School Climate:

Creating a positive and inclusive school climate is essential for supporting adolescents' self-awareness and well-being. Schools should prioritize the development of supportive and respectful environments that encourage open communication, empathy, and acceptance of diversity. Implementing anti-bullying initiatives, peer

mentoring programs, and conflict resolution strategies can contribute to a positive school climate and help mitigate behavioral self-awareness challenges.

#### Implementing Mindfulness Practices:

Integrating mindfulness practices into the school curriculum can support adolescents in developing self-awareness and emotional regulation skills. Mindfulness training can enhance adolescents' ability to observe their thoughts, emotions, and behaviors non-judgmentally, fostering self-reflection and self-awareness. Schools can introduce mindfulness activities, such as breathing exercises, meditation, and mindful movement, to provide adolescents with tools to navigate their inner experiences and make thoughtful choices.

#### Strengthening Social-Emotional Learning (SEL):

Integrating social-emotional learning into the educational framework helps adolescents develop core competencies necessary for behavioral self-awareness. SEL programs should focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By incorporating SEL into the school curriculum, educators can provide explicit instruction and opportunities for practice, enabling adolescents to understand their emotions, manage their behaviors, and navigate social interactions effectively.

#### Collaboration between Educators, Parents, and Mental Health Professionals:

Effective support for adolescents' behavioral self-awareness requires collaboration among educators, parents, and mental health professionals. Regular communication and partnership between these stakeholders can help identify and address individual challenges, provide appropriate interventions, and ensure a consistent approach across different settings. Collaborative efforts should involve sharing information, coordinating interventions, and leveraging the expertise of each party to create a comprehensive support system for adolescents.

### CONCLUSION

The conclusion summarizes the key findings and their implications for addressing pedagogical psychological problems related to behavioral self-awareness in adolescents. It emphasizes the significance of fostering self-awareness skills in educational settings to promote positive adolescent development. The article concludes by advocating for collaborative efforts between educators, psychologists, and parents in providing support and guidance to adolescents as they navigate the challenges of self-awareness during this critical stage of development. In addition, this article sheds light on the relationship between age and pedagogical psychological problems concerning behavioral self-awareness in adolescents. By recognizing and addressing these challenges, educators and stakeholders can create nurturing environments that

facilitate the healthy development of self-awareness skills among adolescents, ultimately enhancing their educational experiences and overall well-being.

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