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METHODOLOGICAL FOUNDATIONS OF PSYCHOLOGICAL DEVELOPMENT OF ADOLESCENT TWINS

Submission Date: March 05, 2024, Accepted Date: March 10, 2024,

Published Date: March 15, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue03-06>

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ABSTRACT

This article illustrates the psychological characteristics of adolescent twins in school life, the process of adaptation to the family, and the example of the FPI survey, in which differentiated cases of twins are differentiated.

KEYWORDS

Twins, flexibility, self-awareness, equality, adolescence, emotion, discomfort, personality, couple, twin situation.

INTRODUCTION

When we say adaptation, we often mean the tendencies based on biological, social, psychological approaches, based on these processes, recognizing the specific characteristics of the individual at different stages of development. In particular, the adaptation of twins to social life and their support for each other is explained by their connection to the family environment and society. French researcher Rene Zazzo, author of The Twins, Couples and Personalities,

and other unique books, introduced the concept of the "twin situation" to science while studying the peculiarities of the development of twins, explaining this by the joint development of the twin members' relationships. According to R. Zazzo, the peculiarity of the situation is that the twins often feel like members of a couple, rather than individuals. The resulting twin effect can have a significant impact on the development of twins. First, they separate themselves

from the world around them as a couple, and only then as separate people. The twin situation and the relationship in a particular microclimate, which is primarily a twin couple, create twin-specific roles. As in any team, in a pair, often one of the twins takes the leading position and the other the twin subordinate. Leader-follower relationships are very common in twin couples. Thus, R. Zazzo identified similar relationships in 454 out of 574 twin couples.

Are there crises during adolescence and how does it affect the socialization of twins?

Adolescence is rich in peculiarities, and the crises observed during this period do not go unnoticed in the process of social adaptation. As soon as they start to show signs of irritability, teachers and parents around them become very worried, which leads to disagreements. In fact, relatives who fail to properly assess this behavior, which is observed in adolescence, make methodological mistakes. In twins, these processes are twofold, and adolescent twins complement each other's shortcomings in such situations. The process of adaptation in the socialization of adolescent twins varies depending on their species. In some literatures, the process of adaptation of monozygotic twins is said to be higher than the social flexibility of dizygotic twins, with the exception of some scientific literature.

During adolescence, twins have problems with social adjustment. During adolescence, they need to be psychologically and physiologically independent not only of their parents but also of each other, which is not only a problem for all children. As a result, the twins do worse in the first year of school, but then change for the better. Dizigota twins at 13–15 years of age and monozygotes at 16–18 years of age have a similar tendency to receive the same assessment. VV Semenov says that monozygotic twins tend to get the same rating. At the moment, there is no such trend in Dizigotas. In addition, the twins get tired very quickly, which is accompanied by a decrease in attention and a decrease in activity. This leads to its inability to be mastered later. To determine if a child is able to read well, it is first necessary to determine whether the child is able to read or not.

Experiments in Australia have shown that twin boys differ from single-born boys in their ability to read and write. They lag behind or lag behind in speech development. They have difficulty writing, reading, and arithmetic. A similar situation was observed among girls, who confuse symmetrical letters while reading. The problem is not that they can't do anything, but that they don't want to do it or that they are quickly defeated. Twins who are caught in school are often careless at work. They erroneously timed the clocks or could not count binary numbers. The key to developing their skills is to teach them to think and answer

questions. Once these key issues have been addressed, action can be taken to improve reading. Some believe that the twins' illiteracy is due to their poor lateralization, that is, the ability to use both hands is not just one hand. Results in Australia show that flattery among twins is not related to their reading. This does not mean that lateralization between twins does not affect changes in reading.

D.B. According to the traditions of classical psychology developed by Elkonin, in order to reveal the specific mechanisms of twin development, it is necessary to analyze the specific conditions, the elements of the environment, rather than a wide set of "general" features of the environment. In this process, the twin partners are actively interacting, i.e. there is an opportunity to analyze the real conditions for the formation of their individuality. In the science of psychology, I.I. Kanaev, B.I. Kochubei, V.V. Semenov, E.T. Lil'in, E.A. This can be seen in the example of Sergienko's research. It has been concluded that many factors influence the development of twins as a result of scientific research. In particular, adolescent twins do not have a distinctive feature and characteristic. Although education plays a leading role in the socialization of twins, there are also psychological changes that occur during adolescence, ie biogenetic growth, ie during puberty. Traits such as resentment, rudeness, ruthlessness, aggression, stubbornness,

aggression, which are characteristic of twin teenagers, alternate.

Nowadays, the development of twins, their relationships, especially during adolescence, are rarely experimented with to study their relationships with their peers. The work of the following psychologists V.S. Mukhina, TV Marozova, NM Zirinova, P. Mitter, F. Freeman, S. Scorr, and many were engaged in adolescent psychology but were limited to a small school age. The importance of the work is based on the need for new information, namely the need for information on the development of twins during adolescence in school psychology. As a result, psychologists are faced with the dilemma of how to bring up children in a harmonious way or their psychological health. According to statistics, twins and their peers have different types of personality. The difference is that for twins, the process of focusing on one person is stronger in the other, while the process of focusing on the relationship is stronger in the other. It should also be noted that problem-oriented cases are more common in twins. It is important for twins to answer the question, "Who am I?" During adolescence. But they do it differently, some listen to themselves, their desires, their feelings, their inner experiences, and some try to establish new relationships with their peers and thereby try to understand themselves and others. Many adolescents begin to learn more about themselves during this period through their

personality traits. The interpersonal relationship of the twins is determined by the following factors. In terms of flexibility, it was found that more flexibility in interpersonal relationships was observed in non-twin siblings, less flexibility was observed in children who were alone in the family, and less flexibility was observed in twins. This suggests that twins need help to adapt from their parents, educators and psychologists. The mean was observed in single children. In terms of non-acceptance, it was found that this figure was higher in twins than in the other two groups. The average is for non-twin siblings, and the lowest is for children who are alone in the family. The lowest rate is for twins, the average is for non-twin siblings, and the highest is for single teens. . In terms of emotional discomfort, the lowest rate was observed in children alone in the family, the average rate was observed in twins, the highest rate was observed in non-twin siblings. The lowest rate was observed in children alone in the family. The same rate was observed in twins and non-twin siblings. In terms of dominance, the lowest rate was observed in adolescents who were alone in the family, while the same rate was observed in non-twin siblings and twins. a low index is observed in twins, from which it appears that twins should be assisted on exactly this index.

According to many experiments, the content of interpersonal relationships of adolescent twins differs from the content of interpersonal relationships of non-

adolescent twins. These differences are seen in the fact that the lowest rate for twins is low self-control, low self-acceptance, and so on compared to other adolescents. They are also characterized by a problem-oriented personality and a quick escape from the problem and a high level of emotional discomfort. All this makes them less flexible in their relationships with their peers, which indicates that they need more attention and support from parents, psychologists, social educators than others. In order for twins to develop flexibility in their relationships with their peers, it is necessary to develop separate programs for good communication with the environment and harmonious development. Problems with reading during adolescence come next because such time is the most delicate time of a relationship between twins. The change in their attitudes towards themselves and those around them arises from the need for each twin couple to understand themselves as individuals, due to the presence of twins and qualities that distinguish them from other people. There is a tendency within the couple to emphasize their qualities: war, different clothes, turning away from each other. But in the monozygotic twins there is an interdependence, which is seen in the sudden separation. The communicative feature observed in the social adaptation processes of adolescent twins plays a key role. In particular, the active approaches of the class team and family members to the development of self-awareness serve to enhance the communicative nature of both

individuals, not only to each other, but also to be able to fully express their opinions in the team. Based on the above theoretical approaches, we conducted the Freiburg Personality Questionnaire (FPI) in the following twins in order to closely study the twin adolescents. This methodology was developed by I.Farenberg, H.Zarg, R.Gampellar and consists of 12 scales based on the results of factor analysis, describing the interrelated personality factors. The FPI questionnaire (Form V) was adapted and modified in connection with his research conducted on the basis of a scientific cooperation agreement with the University of Hamburg at the Faculty of Psychology of Leningrad State University. Hungarian psychologist F. Cordy was also involved in the modification. This personality survey was created primarily for scientific research, taking into account the experience of constructing and applying popular surveys such as 16PF, MMPI, EPI. Questionnaire scales are formed on the basis of the results of factor analysis and reflect a set of interrelated factors. The questionnaire is designed to diagnose qualities that are of primary importance in social, occupational adaptation, and behavior

management. Form B differs from full form in that it has twice as many questions. The total number of questions in the survey is 114. One of the questions does not apply to any of the scales, and this question is of an investigative nature. Scales 1 to 9 of the survey are the main scales, and 10 to 12 are the integrated scales.

Mathematical-statistical analysis of the results obtained by FPI-person survey

Adolescent twins were matched to diagnose qualities that are of primary importance in social-professional adaptation and behavior management, according to a personality survey. According to it, 12 qualities are shown, according to the T-criterion, the level of communication $t = -2.93$; $r < 0.05$, the degree of extraversion-introversion $t = -2.256$; $r < 0.05$, the level of emotional lability $t = 2.659$; r Gave a value of < 0.05 . Hence, there is a difference in the reliability of the undefined statistics $r < 0.05$ according to the given indicators. As a result of the rate of rage, $t = -5.081$; $r < 0.001$.

	group	N	Mean	Std. Deviation	T	Sig. (2-tailed)
age	large	20	16.9000	0.85224	0.000	1.000
	small	20	16.9000	0.85224		
	large	20	6.4500	3.44085	0.153	0.879

nerve damage to some extent	small	20	6.3000	2.71642		
nervousness abnormality	large	20	5.3000	2.00263	-0.787	0.436
	small	20	5.8000	2.01573		
toget depressed	large	20	7.2500	1.68195	-0.165	0.870
	small	20	7.3500	2.13431		
Exposure	large	20	6.6500	1.87153	2.319	0.026
	small	20	5.3000	1.80933		
Communicati on	large	20	7.6500	2.77726	-0.187	0.852
	small	20	7.8000	2.26181		
balance	large	20	6.7500	1.44641	1.855	0.071
	small	20	5.9500	1.27630		
speed of anger	large	20	6.6000	1.35336	0.510	0.613
	small	20	6.3500	1.72520		
Shyness	large	20	6.1500	1.87153	0.783	0.439
	small	20	5.6500	2.15883		
openness	large	20	8.3000	2.05452	1.084	0.285
	small	20	7.6500	1.72520		
extraversion- intraversion	large	20	7.6000	1.78885	2.547	0.015
	small	20	6.3000	1.41793		

emotional lability	large	20	7.3500	2.10950	-0.214	0.832
	small	20	7.5000	2.32832		
masculinity femininity	large	20	8.2000	1.76516	0.521	0.606
	small	20	7.8500	2.43386		

The FPI-personality survey, in particular, helps to clarify the psychological conditions of adolescent character, which are widely observed in adolescents.

In conclusion, I would like to emphasize that in the results obtained, the processes of adaptation of twins to social life give a high index, while the differences between them are almost not high.

CONCLUSION

In conclusion, it should be noted that many foreign psychologists study the processes of social adaptation in twins and their peers during adolescence by analyzing the characteristics of reading in them. However, they have different characteristics, such as the fact that twins experience crisis situations during adolescence, at this age there are psychological changes that are different for each twin and their peers. In some twins, the socialization process is easier during adolescence, with the exception of some. Situations related to reading problems are often related to the fact that parents and their surrounding teachers do not understand them. That is, during this

period, with the development of creative thinking in adolescent twins and the transition from childhood to adulthood, there are often cases of misunderstanding. The purpose of my research above is to understand the unique psychological characteristics between twins and the fact that their relatives should not only treat them as separate individuals during adolescence, but also develop friendly communication.

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