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A SENSE OF SELF-RESPONSIBILITY IN THE BEHAVIOR OF A TEENAGER

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ABSTRACT

The issue of studying and developing responsibility is currently receiving more attention. Responsibility is the term used to describe a person's subjective traits, the study and analysis of which is one of the pressing issues facing contemporary psychology. This is mainly because it is crucial for a person to possess certain personal qualities that guarantee not only adaptability to constantly changing economic, political, and social life but also the advancement of an individual and, ultimately, society as a whole. Because of this, the intended goal of this article is to examine teenagers' feeling of personal responsibility. According to the result of the research, it is important to educate teenagers in the sense of responsibility for their behaviour.

KEYWORDS

Behaviour, a teenager, responsibility, economic, political, and social life.

INTRODUCTION

Teenage is a period that changes a person from childhood to youth and, in turn, differs from other periods in its relatively sharper, more complex course.

This period roughly corresponds to the children's 5th-8th grade and is between the ages of 11-12 and 14-15. In

some children, this period can also be observed earlier or later than 1-2 years [2,442-447].

The fact that teenage is a difficult, complex period is associated with many psychological, physiological, social factors. During this period, all aspects of development will also change: the content essence of the body, momentary, mental, moral, social, etc. During this period, a serious change in the life of a child, his psyche, physiological states of his organism, his social status occurs. In most cases, different traditions are observed in them, which are opposite to each other. By this period, the child is no longer a "child", and at the same time not yet a "Adult". His attitudes towards himself and those around him are discovered by a completely different character. The system of his interests, social orientation is formed again, self-awareness, assessment, values change. For him, the importance of his "I" and that "I" increases [1].

MATERIAL AND METHODS

Teenagers begin to reevaluate the fundamental qualities that make up an individual, with freedom and responsibility playing a significant role. A teenager faces more demands and engages in adult life to a far larger extent than a younger schoolboy. A teenager declares himself if he independently chooses and plans responsible behavior, decides to commit actions that will receive a social assessment, and assumes responsibility for the consequences of these actions in

advance. A teenager is much more beginning to be guided by the motives of public order in his educational and social activities - a sense of duty and responsibility to the team. The dignity of the individual is demonstrated by his or her capacity for self-defense, independence, and responsible behavior. The community acknowledges the individual's right to exist as a person, to be deserving of performing activities, and to be deserving of being the object of social activity.

The motive of the socially useful activity of a teenager is personal responsibility, independence. Elementary school has socially useful activities, but it is not sufficiently developed. At different stages of adolescence, the attitude towards socially useful activities changes. Between the ages of 9 and 10, the child will have a desire for self-affirmation and recognition in the adult world. For children 10-11 years old, the main thing is to assess their capabilities from other people. Therefore, they pay attention to activities similar to those performed by adults, looking for something that brings real benefits and is appreciated by the public. Gaining experience in various types of socially useful activities activates the need of children aged 12-13 to recognize their rights, join society on the condition that they fulfill a certain, important role. At the age of 14-15, a teenager seeks to show his abilities, to occupy a certain social position that satisfies his need for self-determination. Socially

significant activity should be purposefully formulated as the leading type of activity in teenage [1, 48-49]. A special organization, a special construction of socially useful activities involves the promotion to a new level, the implementation of the installation of a teenager in the "Me and society" system, the use of a variety, including the highest form of communication, with adults on the basis of moral cooperation.

Feldstein contends that when possibilities for socially meaningful and socially accepted activities are absent, options for instructional Teenagers' socially beneficial activities are not organized, and interpersonal intimacy and spontaneous group communication are the norm [6, 75-76]. The transition from infancy to maturity, which entails independence and responsibility, is the social position of human growth at this age. In other words, teenage is in between childhood and adulthood. The degree of cognitive interests, intelligence, and abilities change, changes take place at the physiological level, and interactions with adults and peers are formed differently. Spiritual and physical life moves from home to the outside world, relations with peers are built to a more serious level. Teenagers engage in joint activities, discuss life topics, and games remain in the past.

A child starts to develop elements of responsibility like autonomy and volitional self-regulation when they reach puberty. When a kid learns to make decisions on their own and take responsibility for the outcomes of

those actions, the process of developing an integral model of responsible behavior gets under way. Teenagers' profound emotional sense of belonging to society and their deeply personal embrace of its values and beliefs are two ways in which their sense of responsibility is expressed. Teenage is a time when a person's social interest range broadens, their social orientation develops, and they begin to see how they might participate in society. In this regard, the teenager begins to understand the difference between responsibility as a universal moral principle and responsibility as a socio-moral phenomenon, the specifics of which are determined by the peculiarities of the child's sphere of communication, specific types of his activities.

The key factors for the successful formation of the components of responsibility are:

- the positive influence of adult authorities (parents, teachers, older relatives and relatives, authoritative peers);
- the formation of moral and aesthetic norms and rules in the child's mind is modeled on the behavior of authoritative relatives;
- the ability to make independent choices; exercise constructive autonomy and make important life decisions under the supervision of parents and teachers [5].

From all this it follows that during teenage comes an important stage in the formation of volitional self-regulation and autonomy of personality (sovereignty of psychological space).

It is important to provide a teenager with a conscious opportunity to express himself in independent activity in a holistic contour of responsibility (freedom of choice, compliance with the norm and awareness of attribution of consequences). Responsibility education takes place throughout a person's life. From early childhood, receiving encouragement or punishment for their actions, the child learns to behave responsibly. However, adolescence is of particular importance for the formation of various aspects of personality, and especially volitional properties, which include responsibility, as a special phase of mental development of personality, the formation of psychological maturity as a conscious regulation of one's own behavior.

CONCLUSION

The problem of teenagers' responsibility is connected with the analysis of psychological and pedagogical conditions of its formation. The main condition for the formation of a child's responsibility is his achievement of success, faith in his own strength. Control by adults as children grow older is replaced by self-control, when the student is able to analyze his behavior and determine the measure of his responsibility. The habit

of taking responsibility for their duties is transferred to activities that are not very interesting, but necessary. Of great importance in the education of responsibility is the personal example of parents and teachers, as well as the problem of responsibility formation in the practice of educational institutions.

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