


The Influence of Social Motives and Stereotypes on Decision-Making in Adolescents

 J.A.Yo'ldoshev

Tashkent University of Applied Sciences, Gavhar Street 1, Tashkent 1001490 Uzbekistan

Received: 21 March 2025; **Accepted:** 17 April 2025; **Published:** 19 May 2025

Abstract: This article currently analyzes the psychological characteristics and problems of social motives and stereotypes in adolescents, the issues of stereotypes about decision making in adolescents, the issues of decision making and rejection.

Keywords: Adolescent, motive, motivation, stereotype, socialization, independence, leadership, decision-making, rejection, personality, individual-psychological characteristics.

Introduction: On the problem of motivation and motivation of psychologist scientists analyzing their views, it is possible to come to a scientific stop in this regard as follows. The perceived trait that motivates the individual to behavior and activity as well as to the goal that manifests itself as a high form of reflection of need the directed force is called the motive. The study of this problem allows us to consider in more detail how an individual perceives and visualizes his future, how this future can be associated with the past and the present, where it is located in the subjective perception of a person's life path, and what it is. The future will affect his behavior.

Motivation is one of the main concepts used in mobility forces and in its theoretical aspect, understanding is not complete. The problem of the formation of achievement motivation in adolescents is, firstly, due to the insufficient study of this issue, and secondly, motivational models, in which the tasks of optimizing the process of personality formation were used in adolescence, are not always effective.

S. V. Rubtsov believes that the development of motivation theory occurred within the framework of these three main areas: biological, behavioral and cognitive.

Motive has been viewed as stimulation, intention, perception, attitude, thoughts, emotions, motives, etc.

But all scientists agree that the motive is intended for this activity, and the motivation determines the orientation of the individual.

The problem of studying educational motivation has been brought to the attention of many domestic and foreign psychologists. Nevertheless, in the science of psychology, a single "concept" does not form a motive of educational activity, in the study of which various approaches and methods are used.

There are several approaches to understanding this in history. One of the most common considers it as a polymotiv phenomenon, that is, a certain motivation that is included in a wide range of human motives and characterizes the nature of human activity, which focuses its attention on the acquisition of knowledge, skills.

There are five levels of educational motivation:

1. High level of school motivation, educational activities. In such children there is a cognitive motive, a desire to successfully fulfill all the requirements of the school. Students clearly follow all the teacher's instructions, are conscientious and responsible, and are very worried if they receive an unsatisfactory assessment.

2. Good school motivation. Students are successfully struggling with academic activities. A similar level of motivation is average.

3. Positive attitude towards school, but the school attracts these children to extracurricular activities. Such children feel safe to communicate with friends and teachers at school. They like to feel like students, have a beautiful portfolio, pen, pencil case, notebooks. In such children, cognitive motives are poorly formed, and the learning process attracts them little.

4. Low school motivation. These children do not want to go to school, they prefer to drop classes. In classes, they are often engaged in foreign affairs, games. To experience serious difficulties in educational activities. They are seriously adapting to school.

5. Mistreatment of school, school education. Such children have serious difficulties in learning: they do not engage in educational activities, have problems in communication with classmates, in relationships with a teacher.

The school is often perceived by them as a hostile environment, where staying is unbearable for them. In other cases, students may show aggression, refuse to complete assignments, adhere to certain norms and rules.

Often such schoolchildren may have neuropsychic disorders.

Causes of decreased school motivation:

1. Adolescents experience a "hormonal explosion" and an uncertain sense of the future.
2. The ratio of the student to the teacher.
3. The attitude of the teacher to the student.
4. Due to the intense biological process in puberty in girls aged 7-8 years with age, the predisposition to educational activities decreases.
5. Personal significance of the topic.
6. Mental development of the reader.
7. Effectiveness of educational activities.
8. Fear of the school process.

In essence, many modern studies have been carried out on the issue of important factors that significantly affect its quality, since decisions are considered to be related to all areas, functions of professional activity. Decisions are made mainly during the activity cycle, which is not the case when the person reacts to the appropriate way of thinking and necessary situations. To psychological approaches in accordance, decision-making is considered a socio-psychological phenomenon, which, on the one hand, has a cognitive, regulatory, communicative character, and on the other hand, is the basis for the further actions of the individual in the bio area.

P.V.Terelyansky says that a decision-making phenomenon is a continuous system of developing decisions and implementing them in different conditions. That is, to solve some pressing problem, the process of choosing one of the many directions of action is considered.

An important psycho-psychological feature of management decisions is that they make it widely possible to assess the differences between the actual state of the system and the expected new state in emergency situations. V. V. According to Redko, the various decisions made by a person perform the following functions:

- Referrer i.e., organizational decisions aim and objectives of the activity defines;
- Organizing and coordinating, decisions between participants determines the order of their relationship;
- The provider, that is, it is necessary to implement them in decisions the types and amount of resources are indicated.
- Motivating, that is, how decisions reward participants defining phenomenon.

According to H.G.Taloranda's dissertation, the following features will be made to the personality to develop decisions and ensure the maximum opportunity.

- Public;
- Persistence;
- professionalism;
- Openness;
- Result orientation;
- Self-confidence;
- Altruism (self-sacrifice).

These highly noted qualities are considered socio-psychological characteristics that ensure the success of decisions of different content, they are considered one of the structural components of the model of effective decision-making. To date, modern approaches to decision-making have been developed, in which many cognitive styles and types of thinking related to the process are embodied.

For example, researcher K.M.Zakkar according to, the process of making inter-industry decisions is divided into the following stages:

- Identification of a problem situation and its elimination;
- Determination of the purpose of decision making;
- Analysis of the content of the problem situation;
- Choosing the most alternative option or case;

- Control over the implementation of the adopted decision, assessment of its effectiveness etc.

CONCLUSION

In conclusion, the psychological development of a person, his historical course and deepen conceptual issues related to the development of ontogeny in the study, the trigger of the motivational field is the backbone. Motivation the process of encouraging a person to perform certain behaviors, most often analysis and evaluation of alternative methods, selection and decision making demanding physical-psychologically harmonized essence complex being a process of action, this process becomes more complex and reaches its essence according to which the subject is directed to satisfy the arising base needs determines the process of selection of activities and its implementation

REFERENCES

Chemers M. (1997) An integrative theory of leadership. Lawrence Erlbaum Associates, Publishers. ISBN 978-0-8058-2679-1

G'oziyev E.G'. "Ontogenez psixologiyasi".-T.: Noshir. 2010

Yusupov E. Yoshlar o'rtasida vatanparvarlik tarbiyasini amalga oshirish yo'llari.- T.: O'qituvchi, 1996. – B. 187.

Маркова А. К. Психология труда учителя. М.: Просвещение, 1993.Талаба192 с.

Бермус А.Г. Проблемы и перспективы реализации компетентностного подхода в образовании. www.eidoc.ru. 2005, 09, 10.

Терелянский П. В. Теория и методы принятия решений : учеб. пособие / П. В. Терелянский; ВолгГТУ. — Волгоград, 2016. — С.34.

Редько В. В. Психологічні механізми прийняття рішень у побутовій діяльності: Автореф. дис. ... канд. психол.

наук: 19.00.01 / В. В. Редько. – К., 2003. – С.58

Yo'ldoshev J.A. LEVELS OF EFFECTIVENESS OF FORMATION OF CITIZENSHIP POSITION IN STUDENTS BASED ON THE HERITAGE OF REPRESSION VICTIMS International Journal of Advance Scientific Research (ISSN – 2750-1396) 30-34.

Norqulova N.T. Affiliatsiya motivi – talabalar ma'naviy qiyofasini shakllantiruvchi ijtimoiy-psixologik omil // Psixologiya fanlari bo'yicha falsafa doktori (PhD) ilmiy darajasini olish uchun tayyorlangan dissertatsiya. T.: 2017, - 144 b.