



**ВЕСТНИК
ИНТЕГРАТИВНОЙ
ПСИХОЛОГИИ**



ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

Выпуск 31
часть 2 2024
**ЖУРНАЛ ДЛЯ
ПСИХОЛОГОВ**

Основан в 2002 г.

Главный редактор
Козлов В.В.

Заместитель главного редактора
Баратов Ш.Р.
Мазилев В.А.

Редакционная коллегия
Карпов А.В. Шоумаров
Г.Б. Усманова М.Н.

УЧРЕДИТЕЛИ ЖУРНАЛА:

МЕЖДУНАРОДНАЯ АКАДЕМИЯ
ПСИХОЛОГИЧЕСКИХ НАУК

МЕЖДУНАРОДНЫЙ ИНСТИТУТ
ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

АССОЦИАЦИЯ
ТРАНСПЕРСОНАЛЬНОЙ
ПСИХОЛОГИИ
И ПСИХОТЕРАПИИ

Редакционный совет
Бубеев Ю.А.
Кашапов С.М. Ключева Н.В.
Поваренков Ю.П. Семенов В.Е.
Субботина Л.Ю. Собирова Д.А.
Останов Ш.Ш.

Технические редакторы
Усманова М.Н.
Останов Ш.Ш.

Вестник интегративной психологии // Журнал для психологов.

Вып. 31. Часть 2. /Под ред. В.В.Козлова, Ш.Р. Баратова, М.Н.Усмановой. –
Бухара - Ярославль: МАПН, 2024. – 483 с.

Адрес редакции

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ISBN 978-5-9527-02-16-5



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ПСИХОЛОГИЧЕСКИХ НАУК**

150000, г. Ярославль, ул. Первомайская, д.9,
оф.2, ОГРН 1227600003641 ИНН 7604383422

КПП 760401001

Номер расчетного счета: 40702810777030025109 Наименование банка: ПАО
Сбербанк

Корреспондентский счет: 30101810100000000612 БИК:
042908612

www.mapn.su тел.
8915991127

№ 30 от 05. 12.2023г._

**Выписка из решения Президиума Международной академии
психологических наук (протокол № 10 от 5 декабря 2023г.)**

г. Ярославль 05.12.2023 г.

Слушали: Об организации издательских проектов в 2024 году

Постановили: В соответствии с Уставом МАПН:

1. В целях развития МАПН и интеграции психологов на Евразийском уровне организовать выпуск журнала МАПН «Вестник интегративной психологии» в марте, мае и ноябре 2024 года в Бухаре

2. Куратором выпуска назначить члена президиума, академика МАПН, доктора психологических наук, профессора Баратова Ш.Р.

Президент МАПН,

доктор психологических наук, профессор



В. В. Козлов

ASPECTS OF THE FORMATION OF COGNITIVE INTERESTS IN ADOLESCENTS

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(Bukhara, Uzbekistan)

Annotation. Adolescence is an important period of cognitive development, characterized by significant changes in the way people think, and process information. This article is a comprehensive review of the development of the cognitive system in adolescents, based on the theories and research of scientists on the formation of cognitive interests. Also, in adolescence, the emergence of abstract thinking and formal operational thought and how adolescents develop the ability to logically think about hypothetical situations and perform complex problem solving tasks are studied.

Keywords:. Abstract thinking, logical thinking, cognitive control, social cognition, self-awareness, moral thinking, social identity, cognitive flexibility, attention, critical thinking, reflective thinking, conceptual thinking, fantasy, hypothetical thinking

Аннотация. Подростковый возраст - важный период когнитивного развития, характеризующийся значительными изменениями в способах мышления людей и обработки информации. Данная статья представляет собой всесторонний обзор развития когнитивной системы у подростков, основанный на теориях и исследованиях ученых по формированию познавательных интересов. Кроме того, в подростковом возрасте изучается возникновение абстрактного мышления и формального оперативного мышления, а также то, как у подростков развивается способность логически обдумывать гипотетические ситуации и выполнять сложные задачи по решению проблем.

Ключевые слова: Абстрактное мышление, логическое мышление, когнитивный контроль, социальное познание, самосознание, этическое мышление, социальная идентичность, когнитивная гибкость, внимание, критическое мышление, рефлексивное мышление, концептуальное мышление, воображение, гипотетическое мышление

Introduction. The development of the cognitive system in adolescents is an interesting and important aspect of human growth and maturation. During this period, there are significant changes in the way young people think, reason and process information. These cognitive changes have a profound effect on their learning, problem-solving ability, and overall intellectual development.

Adolescence is characterized by a transition from concrete thinking to abstract and complex thought processes. This shift allows teenagers to think hypothetically, reason logically about complex problems, and increase cognitive flexibility. While teenagers struggle with issues of self-awareness and place in society, they also solve psychological and social problems that shape their cognitive processes and self-awareness.

In addition, the role of social interaction, cultural influence and educational experience in understanding the cognitive development of adolescents should not be underestimated. The experience of working together with peers and adults, guidance and support play an important role in shaping the cognitive abilities of adolescents. In addition, environmental influences, cultural factors, and learning experiences have a significant impact on how adolescents understand the world around them.

Understanding the development of the cognitive system in adolescents is very important for teachers, parents, and policy makers. It provides valuable information about effective teaching methods, interventions, and support systems aimed at stimulating optimal cognitive development at this stage of life formation.

The cognitive development of adolescents is a multifaceted process caused by biological, psychological, social and cultural factors. With a holistic understanding of adolescent perceptions, we can better support young people in their intellectual growth and equip them with the skills they need to navigate the complexities of the modern world.

Literature analysis. J.Piaget's theory of cognitive development in adolescents is aimed at developing abstract thinking and formal operational thinking. He argues that adolescents develop the ability to reason logically about abstract concepts and hypothetical situations. K.L.Vygotsky's sociocultural theory refers to the role of social interactions and cultural influences in cognitive development. He suggested that adolescents learn through social interactions and that their cognitive development is influenced by the culture in which they live [1].

E.Erickson's theory of psychosocial development includes a stage of confusion of identity and roles that occurs in adolescence. She believes that teenagers struggle with finding their identity and building a sense of self-worth. M.The Montessori approach to education emphasizes the importance of providing adolescents with opportunities for independent learning and research. He believed that teenagers have a natural curiosity and desire to learn, and they should be given the freedom to explore their interests.

K.L.Vygotsky's theory of cognitive development emphasizes the role of language and communication in the formation of cognitive abilities of adolescents. He believes that language allows teenagers to assimilate knowledge and think abstractly. Bandura's theory of social learning suggests that adolescents learn through observation, imitation, and modeling. He believed that teenagers learn from the behavior and experience of others, as well as from their own actions and consequences [1].

U.Bronfenbrenner's theory of ecological systems examines the influence of various environmental factors, including family, peers, school and society, on the cognitive development of adolescents. He believes that this environmental influence shapes the cognitive abilities and behavior of adolescents. Bruner's theory of cognitive development emphasizes the importance of active learning, discovery, and problem solving for adolescents. He believes that teenagers learn best when they are actively engaged in meaningful activities and can apply their knowledge in real situations.

A.Luria's research on cognitive development in adolescents focuses on the role of cultural and historical factors in shaping cognitive processes. He believed that teenagers' cognitive abilities are influenced by their cultural background and the historical conditions in which they live. J.Love's work on learning and apprenticeship highlights the importance of learning in real-world contexts and in trainee communities. He believes that teenagers learn better when they actively participate in meaningful learning and can learn from experienced people in their communities [14].

Discussion. The development of the cognitive system in adolescents is a complex and multifaceted process that includes significant changes in various aspects of cognitive activity. This discussion explores key components of cognitive development in adolescence, including prefrontal cortex development, executive functions, abstract thinking, logical reasoning, social cognition, peer influence, and cognitive biases. In addition, he examines the impact of these cognitive developments on the overall well-being of adolescents and the importance of understanding these processes for interventions and support systems.

During adolescence, the prefrontal cortex develops significantly, leading to improved executive functions such as working memory, attention control, and cognitive flexibility. These advances in executive functions contribute to adolescents' ability to cope with complex problem-solving tasks and make informed decisions. Understanding the maturation of the prefrontal cortex and its effect on executive functions is crucial to understanding the cognitive changes that occur during adolescence.

Abstract thinking versus logical thinking:

Teenagers demonstrate achievements in abstract thinking and logical thinking necessary for processing complex information and practicing reflexive thinking. Developing abstract thinking and logical thinking during adolescence can help improve cognitive flexibility and problem-solving skills. This development is an integral part of adolescents' ability to navigate an increasingly complex academic and social environment.

Social knowledge and perspective:

Adolescence is characterized by significant changes in social cognition, including perspective and theory of consciousness. These changes allow teenagers to better understand the thoughts and feelings of others, which improves interpersonal skills and empathy. The ability to interact with perspective is very important for teenagers, as they navigate social relationships and develop a subtle understanding of social dynamics.

Peer influence and personality formation:

Peer influence plays a crucial role in shaping the cognitive development of adolescents. Peer-to-peer relationships and interactions contribute to the formation of social identity and values, which in turn influence cognitive processes such as belief systems and moral thinking. Understanding the impact of peer interaction on cognitive development is necessary to comprehensively address the social aspects of adolescent cognitive activity.

Cognitive bias and stages of cognitive development:

Adolescents are prone to cognitive distortions that can affect their decision-making processes and information processing. Recognizing that there is a cognitive bias in adolescent cognition is crucial to understanding the complexity of cognitive development at this stage. In addition, studying the stages of cognitive development provides insight into the development of cognitive abilities and the acquisition of higher-level thinking skills.

Effects on well-being and interventions:

Understanding the intricacies of cognitive development in adolescence has a significant impact on the overall well-being of adolescents. There are known measures aimed at promoting healthy cognitive functioning and supporting adolescents as they try to solve problems at this stage of development. Recognizing the relationship between biological, psychological, and social factors of cognitive development, interventions can be tailored to the specific needs of adolescents.

The influence of the personality of the teacher constitutes a life-giving force that motivates the curiosity and deep knowledge of children. When we talk about resources that arouse cognitive interest in students, we must not forget that they all function successfully only through the positive influence of the teacher on students, skillfully guiding the development of students. The teacher, as a subject of educational activities, performs a very wide range of functions, which include: Gnostic, stimulating, organizational, communicative, prognostic. Neither radio, nor television, nor older comrades and friends, nor people close to the child in the family - no one and nothing, as a teacher, can have such a comprehensive, systemic effect on the mental and moral interests of the schoolchild. If a teacher is fond of his science, has a pedagogical culture, understands the age and individual characteristics of students, then, as a rule, he will

achieve the greatest success in developing the interest of children and generating deep interest in schoolchildren.

The main thing for the teacher is to attract children with serious and deep work, which gives real, incomparable pleasure to every child who feels the joy of creativity. Confirmation is the experience of many teachers, one of which is E.A.Grepachevskaya said: "every person, that is, every student, has his own good, his own, we, teachers, must definitely discover and develop."

The entire system of labor of teachers is proof that pedagogy has always been a practically invisible field of connection with science and art, with thousands of the best threads based on clear and almost momentary calculations. Pedagogical intuition, the skills and abilities of the Chosen One are such a complex task to educate a person by my profession.

The upbringing of a creative personality is inextricably linked with the identification and development of scientific interests and inclinations, abilities and talents of students, the absorption of the need for self-education in them. The teacher reveals the purpose of the activity to students and ensures its awareness; ensures the openness of the content of knowledge, updates leading ideas, ideological problems, reveals the value of knowledge, the logic of the process of acquiring it; puts step-by-step more complex tasks for the educational activities of students; in accordance with them, the school will arm its students with the necessary methods of activity and cognitive skills. The teacher contributes to the successful passage of adolescent activities, anticipates difficulties, helps to overcome them, corrects the implementation process, monitors and analyzes the results, takes care of the success of adolescents.

All these activities undoubtedly contribute to the formation of cognitive interests, since it Programs the conditions and functioning of the necessary mechanisms of cognitive activity of students. The main weapon of the teacher is the word. And they have to learn all the time. A deep, bright, inspired word means a lot, no matter where it is said: inside the walls of the classroom, at a meeting of teachers, etc. [3].

It has a huge impact on a person every day and hour in classes and out of class, in conversations with adolescents and the whole class. Have all teachers learned to master their words-this is the most important weapon in teacher education? We must always remember who this word is aimed at: weak, shy adolescents, weak health, tired nervous system, waiting for help from us or, on the contrary, rejecting it. One word can return long memories, improve your mood, or cause a negative reaction. The mechanism of this reaction is associated with the most important patterns of high nervous activity and, first of all, with the phenomena of excitation and inhibition. An impure word, especially if said intentionally, rudely and politely, causes a negative reaction in the corresponding parts of the brain [1].

The teacher's determination is the determination of his students. Never, not for a minute, the teacher should forget how much it depends on him: whether students should choose goals and whether they should be motivated or indifferent.

We can say that the effectiveness of the teacher's role in the development of a teenager's interest in knowledge is determined by several conditions related to each other:

- the nature of the teacher's creative individuality, his willingness to study and develop the interests of adolescents and the need for it;
- status in the pedagogical community and methods of work of the heads of schools and, first of all, the director;
- emphasizes that it is necessary to stimulate the work of teachers, to develop scientific research thinking in all teachers.

The teacher becomes a carrier of the stimulation of cognitive interests of adolescents, since he is in front of them a deep source of knowledge, a high carrier of knowledge, a standard for organizing educational activities and an example of speech forms of activity (expressiveness, laconism, accuracy of expression of thoughts). As an object of adolescent activity, the teacher acts as an example of moral and ethical standards of communication and relationships. Recall that a large part of students justifies their interest in studies and educational subjects with interesting teaching and high professional qualities of the teacher.

In the formation and development of adolescents' interest in learning, a master teacher, as a rule, constantly adheres to the following basic principles:

1. This is how the development of cognitive interests, love for the studied science and the mental labor process itself is facilitated by the organization of education in which the student actively acts, participates in the process of independent search and "discovery". receives new knowledge and solves problematic issues.

2. Educational work, like any other, will be interesting if it is colorful. Monotonous data and monotonous methods of movement very quickly cause boredom.

3. To show interest in the topic under study, it is necessary to understand the need, importance and expediency of studying this material as a whole and its individual sections.

4. The more relevant the new material is with the previously acquired knowledge, the more interesting it will be for readers. The connection of what is being studied with the interests of schoolchildren earlier also contributes to the emergence of interest in new material.

5. Neither too easy nor too difficult material is of interest. Training is difficult, but can be done.

6. The more often the work of adolescents is checked and evaluated, the more interesting its performance will be.

7. The brightness, emotionality of the educational material, the excitement of the teacher himself have a huge impact on the student and his attitude to the topic. Masters of pedagogical work are creative and very responsible in choosing teaching methods. A.A.Bodalev argues that in the context of frontal stratification and individual work, the creative approach manifests itself in different ways, although it has fundamentally general aspects [15].

Conclusion. Cognitive activity of adolescents is an important factor in improvement and at the same time an indicator of the effectiveness and effectiveness of the educational process, since it stimulates independence, the development of a research and creative approach to the assimilation of educational content.

Cognitive activity as a pedagogical and psychological phenomenon is a two-way interconnected process: on the one hand, it is a form of self-organization and self-awareness of the student; on the other hand, it is the result of the teacher's individual actions in organizing the student's cognitive activity. At the same time, we must not forget that the final result of the efforts of the teacher is the transformation of the specially organized activities of the student into his activities. Thus, both types of cognitive activity are closely related.

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THE INFLUENCE OF THE FAMILY IN THE MANIFESTATION OF BULLYING IN THE MIDST OF STUDENTS ATTENDING SCHOOL

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Abstract. *The role of family dynamics in school bullying is significant, with parenting styles, socioeconomic status, and family cohesion impacting its manifestation. Family interventions can mitigate these factors, reducing bullying incidents and associated mental health issues among students.*

Keywords: *Family dynamics, school bullying, intervention, parental influence, socioeconomic status.*

Аннотация. *Роль семейной динамики в школьном издевательстве значительна: на ее проявление влияют стиль воспитания, социально-экономический статус и сплоченность семьи. Семейные вмешательства могут смягчить эти факторы, уменьшая случаи издевательств и связанных с ними проблем психического здоровья среди учащихся.*

Ключевые слова: *семейная динамика, школьная травля, вмешательство, родительское влияние, социально-экономический статус.*

Bullying has been an extensively prevalent phenomenon among individuals of school age. Moreover, the incidence of bullying is not limited to either developed or advancing societies. The commencement of bullying begins during the initial phases of a child's life. Afterwards, children gradually acquire the fundamental understanding of this concept. Accordingly, it continues to intensify and endure until it achieves its highest point (Baqoyeva M 2023). Bullying is a conduct that can be expeditiously recollected in the event of its occurrence. Bullying is prone to take place at any stage of one's life, including academic institutions, domestic settings, and professional environments.

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