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# “ZAMONAVIY PSIXOLOGIK TADQIQOTLAR TENDENSIYALARI”

XALQARO ILMIIY-AMALIIY ANJUMANI  
TO‘PLAMI

2024 - yil, 20 - aprel

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**O‘ZBEKISTON RESPUBLIKASI  
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**BUXORO DAVLAT UNIVERSITETI**

**PSIXOLOGIYA VA SOTSIOLOGIYA KAFEDRASI**

**ZAMONAVIY PSIXOLOGIK TADQIQOTLAR  
TENDENSIYALARI**

**XALQARO ILMIY-AMALIY ANJUMAN  
2024-yil 20-aprel**

Buxoro – 2024

- Bola o'z his-tuyg'ularini qanday boshqarishni biladi. Bu g'azab, g'azabni o'z ichiga oladi va ularning jismoniy harakatlarida namoyon bo'lishiga to'sqinlik qiladi (yig'lamang, huquqbuzarni urmang). Shuningdek, u suhbatdoshning salbiy his-tuyg'ularini yumshatishi mumkin. Detstvo maktabgacha ta'lim muassasalari uchun umumiy ta'lim dasturida, hissiy sohaning rivojlanishi ham yuqori. Katta maktabgacha tarbiyachi kattalar va tengdoshlar davrasida bobida "ijtimoiy va axloqiy tarbiya asoslari" bo'limida aytilishicha, katta maktabgacha yoshda o'qituvchi bolalarning hissiy va ijtimoiy va moral sohalarini rivojlantirishda davom etmoqda. Bolalarning odamlar haqidagi tasavvurlari va ular o'rtasidagi munosabatlar kengaytirilmoqda. Bolalar odamlarning hissiy va jismoniy holatiga e'tibor berishadi. Ular hissiyotlarni yuz ifodalari, imo-ishoralar, intonatsiya orqali aniqlashni o'rganadilar va vaziyatga muvofiq harakat qiladilar.

#### **Foydalanilgan adabiyotlar ro'yxati:**

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### **PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF THE FORMATION OF COGNITIVE ACTIVITY IN ADOLESCENTS**

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Adolescence is an important period in human development characterized by significant physical, emotional and cognitive changes. At this stage, adolescents experience profound changes in thought processes, moving from clear operational thinking to abstract thinking and complex thinking. The formation of cognitive activity in adolescents is influenced by a combination of pedagogical and psychological factors that shape their learning experiences and cognitive development.

Pedagogy plays a crucial role in guiding adolescents through their cognitive growth by providing opportunities for systematic learning, developing critical thinking skills, and developing intellectual curiosity. Teachers use a variety of teaching strategies and teaching approaches to stimulate the cognitive activity of adolescents and increase their ability to solve problems. By creating a supportive learning environment that encourages research, collaboration, and reflection, teachers can help develop adolescents' cognitive abilities and knowledge acquisition.

Psychological factors also play an important role in the formation of cognitive activity of adolescents. Theories of cognitive development, such as J.Piaget's stages of cognitive development and Vygotsky's sociocultural theory, provide insights into how adolescents build knowledge, solve problems, and understand their own world. Psychological processes such as metacognition, executive functions and information processing affect how adolescents approach educational tasks, regulate their behavior, and monitor thought processes.

This article is aimed at studying the pedagogical-psychological features of the formation of cognitive activity in adolescents. By studying the relationship between pedagogical approaches and psychological development, we can understand in more depth how teachers can effectively support the cognitive growth of adolescents and develop their intellectual capabilities. Through appropriate research and a comprehensive analysis of the theoretical foundations, this article highlights the main factors that contribute to the formation of cognitive activity in adolescents and have a practical effect for teachers working with this age group.

By combining pedagogical and psychological approaches, teachers can help adolescents develop strong cognitive abilities that serve well at school and beyond. This article emphasizes the importance of taking into account pedagogical and psychological factors in the formation of cognitive activity in adolescents, the need for a holistic approach to education that supports the development of cognitive skills at this critical stage of development.

The formation of cognitive activity in adolescents is a complex process that involves both pedagogical and psychological factors. From a pedagogical point of view, it is important to create a supportive learning environment that encourages critical thinking, problem solving and independent learning. Teachers can use a variety of learning strategies such as request-based Education, Cooperative Education, and project-based education to help develop students' cognitive abilities.

From a psychological point of view, cognitive development in adolescents is influenced by factors such as motivation, self-control, metacognition and social interaction. At this stage of Development, adolescents experience significant changes in their cognitive abilities, including improving their ability to think abstractly, think and solve problems.

The main theoretical foundations that inform our understanding of cognitive development in adolescents include Piaget's theory of cognitive development and Vygotsky's sociocultural theory. Piaget emphasized the active role of students in building their knowledge through interactions with the environment. According to Piaget, adolescents move from clear operational thinking, characterized by abstract thinking and hypothetical thinking, to formal operational thinking. Vygotsky's theory emphasizes the importance of social interactions and cultural influences in cognitive development. The concept of a zone of proximal development suggests that students can achieve higher levels of cognitive activity with the support of more knowledgeable others.

Research by scholars such as Steinberg (2005), Kuhn (2000), and Zimmerman (2000) provides valuable insights into cognitive and affective development, metacognitive development, and self-regulation in adolescence. These studies help us understand the psychological processes involved in the formation of cognitive activity in adolescence.

The composition and features of the object of educational activity determine the specifics of the teacher's activity in each specific case. If the same methods of influence are allowed when working with a class, Group, person, then in education even the similarity of creativity disappears. Yu.K.Babansky recommends focusing on the use of methods to promote interest in

learning in some cases, and in some - on the use of methods of stimulating duty and responsibility in educational work. Teachers are advised to use interesting examples that show the importance of the topic being studied in solving problems, use educational games and use different methods of stimulating activity in learning.

**Discussion:** the formation of cognitive activity in adolescents is a complex and dynamic process that involves a combination of pedagogical and psychological factors. Understanding the relationship between these characteristics is essential for teachers and psychologists to effectively support adolescent cognitive development. In this discussion, we study pedagogical and psychological characteristics that help to form cognitive activity in adolescents.

#### 1. Pedagogical features:

Pedagogical characteristics refer to the teaching strategies, teaching methods and learning environment that teachers create to develop cognitive development in adolescents. Some of the main pedagogical features include:

- Inquiry-based education: this approach encourages students to ask questions, learn concepts and engage in hands-on activities to deepen their understanding. By actively exploring interesting topics, adolescents develop critical thinking skills and assess learning more deeply.

- Cooperative education: collaborative activities that involve working in groups allow adolescents to exchange ideas, learn from peers, and develop social skills. Through collaboration, students can increase their cognitive abilities by participating in discussions, problem-solving tasks, and training their peers.

- Project-based education: projects that require students to apply their knowledge and skills to real problems develop a high level of thinking skills, creativity and problem-solving skills. By working on real tasks, adolescents develop a deeper understanding of concepts and increase their cognitive abilities.

- Differentiated instruction: to meet the different educational needs of adolescents, the sewing instruction allows teachers to support students at different levels of cognitive development. By providing personal learning experiences, teachers can help students build their strengths and effectively address areas for growth.

#### 2. Psychological characteristics:

Psychological characteristics cover the cognitive, emotional and social aspects of adolescent development, which influence the formation of their cognitive activity. Some of the main psychological characteristics include:

- Motivation: intrinsic motivation, such as curiosity and interest in learning, plays an important role in the cognitive development of adolescents. When students are encouraged to complete difficult tasks and achieve their goals, they are more likely to demonstrate a high level of cognitive activity and achievement.

- Self-control: the ability to set goals, track progress, manage time efficiently and regulate behavior is essential for successful cognitive development. Adolescents with strong self-control skills can engage in metacognitive processes such as planning, organizing and evaluating their knowledge.

- Metacognition: metacognitive skills involve thinking about one's own thought processes, observing understanding, and thinking about learning strategies. Adolescents who engage in metacognitive activities can increase their problem-solving skills, critical thinking skills, and overall cognitive performance.

- Social interactions: peer interaction, collaborative learning experience, and supportive relationships with teachers and family members contribute to adolescent cognitive development. Social interaction gives adolescents the opportunity to communicate, discuss ideas, share perspectives and learn from the experiences of others.

3. Integration of pedagogical and psychological characteristics:

In order to effectively support the formation of cognitive activity in adolescents, teachers and psychologists must combine pedagogical and psychological characteristics in their practice. By creating an interesting learning environment that fosters critical thinking, problem-solving, and collaboration, teachers can assist in adolescent cognitive development. In addition, by addressing psychological factors such as motivation, self-management, metacognition, and social interaction, teachers can increase adolescents' cognitive ability and promote lifelong learning skills.

Therefore, the teacher must form perseverance in the students in overcoming both the Will and the difficulties faced. The relationship developing during the lesson creates a (favorable or unfavorable) microclimate for the lesson. They affect the course of the student's educational activities, affect the mood of the student, make him anxious (joyful, sad, fear, etc.).

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## **BO‘LAJAK PSIXOLOGLARDA KOMMUNIKATIV KOMPETENTLIK NAMOYON BO‘LISHINING PEDAGOGIK-PSIXOLOGIK JIHATLARI**

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Zamonaviy psixologiya fanida amaliyotchi psixologlar kommunikativ kompetentlik kompetentligi muammosini o‘rganishga bag‘ishlangan ilmiy tadqiqotlarni o‘rganar ekanmiz, ulardagi kommunikativ kompetentlik metodologiyasiga dahldor ayrim psixologik

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