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# Features of the Development of Adolescent Thinking in the Educational Process

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**ABSTRACT**

*This article describes the features of the development of adolescent thinking, the main parts of adolescent thinking, factors influencing the development of adolescent thinking in the educational process.*

**KEYWORDS:** *teenager, thinking, intelligence, knowledge, skills, qualifications, educational activities, educational process, practical thinking.*

It is known that the Education Law was adopted on September 23, 2020. Chapter II clearly showed the education system and its types. According to it, education is determined by its own state language, curriculum and educational institutions and represents a unified and continuous education system. According to the Education Law, children have the right to education from an early age until the production process. Until the end of life, a person constantly studies reality.

This educational system is not limited to providing young people with knowledge, skills and qualifications, but also performs such high tasks as raising them to be perfect people. Students learn about the objective world by reading and mastering the content of academic subjects. They do not acquire all scientific knowledge, but only part of it, called the "fundamentals of science." It is known that in order for a person to master forms of behavior, acquire certain knowledge, skills, abilities, and also master the main volume of skills formed on the basis of social experience, he is engaged in various areas of educational activity. It is necessary to participate in this work. In such cases, mastery of the relevant content is referred to as the result of two interrelated processes: learning (or reading) and teaching. In the conditions of scientific and technological progress and the idea of lifelong education, education becomes more than an independent form of active social activity, aimed at constant improvement of oneself as a subject of human social activity and as an active participant in social development, more important.

In education, generalized knowledge, expressed in the form of words-concepts, is explained by the teacher, and this knowledge is perceived and assimilated by students, and the perception of real things (the things themselves, models, pictures, etc.) plays a role. supporting role in this.

Students acquire knowledge, skills and abilities during the educational process. In cognition, the objective world is reflected in a generalized form. Acquiring knowledge means learning facts, concepts, and laws.

It is very important that the student's knowledge is complete, so that he masters the knowledge system; this knowledge system combines knowledge of factual material with its logically correct structuring and generalization.

During adolescence, theoretical thinking becomes more important. Because students of this period try to understand the content of connections in the world at a high level. During this period, the teenager's interest in knowledge develops sharply. The acquisition of scientific theoretical knowledge

leads to the development of a teenager's thinking. Under the influence of this, the ability to think with evidence develops. He develops the ability to make deductive conclusions.

Subjects taught at school provide opportunities for adolescents to create or test their assumptions. According to J. Piaget, "Social life is formed on the basis of the influence of three things - language, content and rules." In this regard, mastered social relations automatically create new thinking possibilities.

From the age of 11-12, a teenager begins to act logically. At this age, a teenager begins to learn to analyze complexly, just like an adult. How quickly a teenager's thinking can rise to the theoretical level and quickly and deeply master educational material determines the development of his intellect. Adolescence is characterized by a high level of intellectual activity. This activity is driven by extreme curiosity and the need to demonstrate one's abilities to others, as well as the need to receive high grades from them.

The teenager's questions to adults are meaningful, thoughtful and fit within the framework of the given question. Children of this age are able to hypothesize, make assumptions, conduct research and compare alternatives on a particular issue. Teenage thinking often tends to generalize. The importance of practical thinking among people increases during the transition of our republic to the conditions of a market economy. The system of practical thinking includes the following mental qualities:

- практическое мышление можно считать развитым только при наличии предприимчивости, бережливости, расчетливости, умения быстро решать проблемы и других подобных качеств. Чрезвычайно важно развивать эти качества уже с 1 класса.

In adolescence, the quality of entrepreneurship can be developed through student self-government and participation in general entrepreneurial activities. In this regard, development can only be realized if the student is not in the role of a performer, but in the role of a manager, an independent discoverer and a participant in entrepreneurial relations. At this age, providing greater independence in the development of entrepreneurship has a positive effect on the development of a teenager's practical thinking.

It is easier for teenage children to develop thrift compared to other qualities of the mind, this can be done by teaching them to independently calculate things that interest them, developing in adolescents the ability to quickly and efficiently solve problems, to some extent this will be more difficult. Of course, this also depends on the child's temperament. It is difficult to teach all teenagers to act quickly, but they can be taught the general rules of solving problems right away without retreating when a problem arises.

Highly developed intelligence in adolescence is considered valuable and prestigious. Changes in a teenager's personality and his interest in learning are interconnected. The development of voluntary mental processes is based on the independence of the developing teenager, and the possibilities for the realization and formation of his personal characteristics are determined by the development of his thinking.

Speaking about the results of education, we should not limit ourselves to listing the knowledge, skills and qualifications that a person acquires in a specific educational situation. This situation is explained by the fact that here, as a subject of educational activity, the holistic personality of the student with certain mental characteristics, the whole system, comes to the fore.

It is known that influencing one or another system in any way leads to a change in the state of the entire system. Therefore, as a result of educational activities, in addition to the knowledge previously available to a person, methods of observing the surrounding life and programs of his actions, as happens when any other facts of learning arise, a person's consciousness also resides in the content

of his mental characteristics, "causing changes." This point gives reason to consider the process of continuous education of the individual as an important factor in the formation of the individual, the formation of his moral character and ideological beliefs.

It has now been proven that the degree of impact of acquired knowledge on a person depends on how this knowledge was acquired. Knowledge can be acquired at different levels.

This means:

a) bringing newly received information about an event closer to previously available information of the same type;

b) retelling the incident, based on the restoration of previously received information;

c) explain current events using an image (or model) of a similar event, which reflects the most important features, connections and relationships that determine the essence of the event;

d) Carry out repeated transformation of objects and phenomena in accordance with the objectives of the activity and, for this purpose, allows the development of previously acquired knowledge. For example, knowledge that materials have plastic properties makes it possible to distinguish a plastic material from a non-plastic one due to its acquisition at the initial stage.

At the second stage, a description of plastic materials can be given.

At the third stage - an explanation of the reasons for plasticity, at the fourth stage - it is possible to increase the plasticity of the material due to the necessary change in the internal structure of this material.

The knowledge obtained at the first stage is called introductory knowledge, the knowledge acquired at the second stage is called copying knowledge, the knowledge of the third stage is called skills, and the knowledge of the fourth stage is transformational knowledge.

Differences between the functional capabilities of acquired knowledge are determined depending on the nature of the material, the student's position in the learning situation, the degree to which the student has developed ways of explaining, clarifying and changing life issues.

In addition to the knowledge acquired during the educational process, the formation of the student's personality is also influenced by the educational activity itself, since mastering and implementing this activity requires a certain level of mental development. In the process of learning activities, the student adopts all components of learning activities under the guidance of a teacher. This creates the conditions for the student to make a decision as a subject.

It is very important for a teacher to have comprehensive knowledge in shaping the theoretical thinking of adolescent students. This, in turn, increases students' interest in science and creates a desire to participate in scientific clubs and extracurricular activities. Teachers and class teachers also play an important role in the development of a student's independent thinking. The teacher needs to be convinced of the objectivity, truthfulness and correctness of the things and phenomena being studied by adolescents, be satisfied with them and teach how to prove them.

Secondly, science teachers must teach their students to think about things and events in original ways. Third, they should not allow students to use the same outdated words and expressions. Fourthly, science teachers must teach adolescent boys and girls to apply their acquired knowledge in practice, for this they must try to develop practical skills in them.

The peculiarities of the selective attitude of adolescent students to the academic subjects provided for by the curriculum depend on how clearly they have chosen their future path in life, i.e. from the vocational college it is then determined which direction, in which form of education to continue or in which field of production they prefer to work.

Critical thinking has a significant impact on the overall development of a teenager. Develops the ability to make judgments and conclusions about the phenomenon being studied, confirm or refute.

The quality of a teenager's thinking is determined by its content, depth, breadth, independence, efficiency and speed.

A teenager's abilities, skills and talents develop in the process of learning and work. To determine how talented he is, you need to pay attention to his intelligence, readiness for serious challenges, aptitude for work, drive, and mental preparation, speed of logical thinking, consistency and efficiency.

When a teenager substantiates and proves a phenomenon, he begins to carefully consider its important features and main aspects. They actively try to believe and be satisfied with the information, messages and information that they read in textbooks and hear from teachers. In order to develop rational thinking, it is necessary to encourage the student's achievements, even if they are small, in emergency situations.

The fact that intelligence is becoming an important factor in the educational process in the modern period requires ensuring that the attitude towards learning becomes positive. The driving factor for future social development is the formation of educated, literate, talented, intellectually mature youth. The attitude of students to their studies is reflected in their interests, motives and motivations. That is why the study of educational motives and motivations has become an urgent problem.

In conclusion, to raise the education system to a higher level, the need of the hour is to create a learning motive that is understandable to students, has a high rate and has indicator characteristics. After all, without motive and motivation, activity and behavior will not have activity, specific direction, specific productivity and success. Therefore, familiarizing students of different ages with the essence of motive and motivation is a necessary condition for the professional training of specialists.

In our opinion, activity, creativity, originality, efficiency, thoroughness, logic and consistency of educational activities depend on the motivation and motivation of adolescents. The success of a person's activities, behavior and conduct largely depends on his focus. To ensure the effectiveness of educational activities, it is advisable to use psychotraining.

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