



THE ORIGINALITY OF THE FORMATION OF INDEPENDENCE DURING ADOLESCENCE

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ABSTRACT

The problem which learned by author is devoted to one of the priorities of psychology that is person's independence. In particular, the article is related to theoretical information as long as the results of psychological experience. Especially, the formation of independence during adolescence has been empirically analyzed.

Striving for a specific goal is a sign of character that expresses the ability of a person to achieve the goal he seeks in life. A person's goals are always related to his beliefs, in our country these beliefs are determined by the goals of society.

The manifestation of independence during adolescence is one of the important psychological innovations of the adolescent personality. It is known that this is the uniqueness in the development of a teenager's personality. It is appropriate to connect the adolescent's independence with the emergence of a sense of maturity in him.

It should be noted that from the analysis of the results of studies aimed at studying independence as a personality trait, it is known that this trait is one of the important qualities of a person, and his ability to set a goal, to achieve the goal with his own strength. It is expressed in his striving to achieve success, being responsible, acting with awareness and initiative in this regard, not only familiar, but also in new conditions that require making non-standard decisions, independent work, actions. It is difficult to scientifically find grounds for using common measurements and criteria for people of different ages, levels of psychic and mental development, when assessing the level of development of the quality of human independence.

From the analysis of special research materials, it became clear that the period of school education is of great importance for the quality of a person's independence and especially for the development of educational independence. In particular, the results obtained from the carried out scientific research are characterized by the fact that new non-traditional methods of teaching are aimed at the development of students' academic independence, independent thinking and working skills in the educational process. gave a reason to think about.

According to P.P.Zimnyaya, independence can be seen in feeling the responsibility for the performance of actions that are being done or done. Feeling responsible means to be sure that the actions are correct, appropriate and necessary. Being responsible is a typical character

trait that shows a person's independence. An independent person takes responsibility for what he has done or will do on his own initiative according to the assignment, and the fact that he completes the work he has started shows that he is independent and stable. Independence can also be manifested at the level of acting according to the advice and suggestions of other people, believing in the correctness of these advice and suggestions. A person who understands that these advices and suggestions are in line with the interests of the society and the principles of morality, has demonstrated his independence[1,42].

According to K.N. Kornilov, independence means that a person does not have the fear of making an independent decision or is inclined to express his views when making an independent decision. According to him, independence, on the one hand, the desire to make independent decisions is manifested in harmony with the organization, on the other hand, it shows consistency in the principles of personal interest and pursuit. Adolescents perform independent actions to assert their rights and place. At the same time, they show maximalism in themselves, that is, they try to show their independence as much as possible. It is also appropriate to connect the independence of a teenager with the feeling of greatness that arises in them. From this point of view, they show different reactions to the influence of adults on them.

The following can be distinguished as signs of independence in teenagers:

- performing an activity without the help of others;
- independent organization of trainings and activities;
- being able to defend a personal point of view;
- ability to independently adapt to new working conditions.

E.P. Ilin says that in most people, independence of will is sometimes seen in special cases such as stubbornness. This situation consists in the fact that a person resists all the words, advice, requests, rules and other instructions of other people. A stubborn person does not do what is ordered, but does what he knows or does the opposite of what is ordered.

Perseverance is the desire or need to achieve the principle of "here and now" in dealing with successes, difficulties and failures at work. This characteristic is associated with the desire to achieve a goal, no matter what it is. P. A. Rudik said that a stubborn person does not give up in the face of failure.

E.P. Ilin says that two mistakes occur when considering the quality of stubbornness in a person: firstly, stubbornness is considered as unwillingness and is evaluated as a negative trait. However, stubbornness can also be based on a strong belief that a person can achieve the set goals in a number of situations.

Secondly, stubbornness is often interpreted as a negative form of determination. Some scientists understand stubbornness and determination as one thing. In fact, they are distinct volitional attributes[2,189].

The independence of the will is also seen in critically evaluating the opinions, advice and suggestions of other people. Critical thinking is a character trait that is seen in the careful analysis of other people's advice and suggestions. evaluates from the point of view, accepts the positive useful thing and uses it, rejects the negative useless thing with evidence.

Independence also shows that the will is strong. Willpower is defined not only by the ability to overcome major obstacles, but also by showing initiative, independence, courage, and feeling responsible for the decisions made and actions.

For example, V. A. Krutetsky includes in his works the qualities of will: steadfastness, independence, determination, patience, discipline, courage, courage and perseverance.

P. M. Yakobson divides the important qualities of will into independence, determination, diligence, and self-mastery. A.I. Shcherbakov includes the following among the willful qualities manifested in a person: persistence and initiative, organization and discipline, diligence and diligence, courage and determination, endurance and self-mastery, bravery and courage.

Independence is manifested in the motives of volitional actions and, together with this, in decision-making. The essence of independence is that a person determines his actions based on his knowledge and ideas about how he should act in the relevant situation, not based on the pressure, randomness, impressions of others around him. The opposite of independence is impressionability. This is due to the fact that a person is easily influenced by others, and the private views contained in his motivations appear as a result of external influence, not on the basis of convictions. Determination is an extremely important quality that ensures the successful implementation of a deliberate decision. Persistence refers to a person's willpower and strength that does not diminish over time. Difficulties in achieving the set goal do not make a person cry out, he strives without deviating. Courage is the ability to abandon a previously thought-out decision in the event that a person acts against reasonable grounds. Courage is not being able to adapt to a changed situation without facing the situation. In such cases, the weakness of the human will is manifested [2,223].

According to O. V. Belous and E. S. Zimina, the psychological basis of students' independence is self-management and control in well-formed activities. Productivity in activity, the efficiency of using knowledge and skills requires a person to have formed psychological mechanisms of self-direction. A person's preparation for independent life and work begins at the threshold of school. It was at school that he realized the necessity of continuous study, and tried to constantly develop his skills and abilities. At school, the child understands his obligations to others and society. The child knows how to perform a new action independently when he does it together with others.

Subject activity is also important in the development of academic independence. The activity of the subject is interpreted as organized and controlled activity developed from the perspective of the subject himself. The Russian psychologist A.K. Osnitsky conducted in-depth research on this problem. In his opinion, the student cannot be the author of his activity. Independence can be realized only at a certain stage of development at the root and bud base. The development of a child as a person starts from the time of his birth and takes a perfect form with the emergence of socio-psychological independence, disobedience, and inner freedom characteristic of a highly developed person at the time of finishing school.

A.I.Zimnyaya pays special attention to independent work on the problem of educational independence. According to his definition, independent work is an activity in which the actions performed by the internally motivated object itself are systematized, and the process and result are corrected, even when directed to the goal. It ensures a high level of self-awareness, reflection, internal discipline and personal responsibility [1,46].

It is known that in order to determine the formation of independence during adolescence, we conducted a psychological questionnaire "How independent are you" in our research work. The methodology consists of 11 questionnaires, and corresponding answer options are also provided. According to it, it allows to determine whether the level of independence has been

formed in the group of testers.

Table 1

The uniqueness of the manifestation of independence in adolescence

Testers	HIGH	Medium	Low
A boy	22,4%	52,7%	24,9%
A girl child	19,7%	53,2%	27,1%

According to the results of the study, we can see that the highest rate was 22.4% in the group of boys and 19.7% in the group of girls. If we pay attention to the results achieved by the methodology, the testers in this group are distinguished by their extreme independence. Also, you hate when they interfere in your affairs and disagree with other people's opinions. Are you sure you know the pros and cons of any given situation? Think about whether you are too stubborn to achieve your goal. Remember that self-confidence is good if it is in moderation, but if it exceeds the norm, it is considered a weakness.

If we focus on the results of the testers, we can see that they showed a medium level of independence. According to him, it was revealed from the results of the experiment that the indicators of the test subjects were 52.7% and 53.2%. This shows that you are a strong person and you are resistant to stress. You are independent, but you also listen to the opinions of loved ones who value you.

According to the results of the methodology, the degree of formation of the quality of independence in adolescence is 24.9% and 27.1%, which is a low indicator. According to him, you are indecisive, extremely sluggish. Maybe that's why they treat you cautiously? Why not try to be a little more independent? Of course, everything is good in moderation. Maybe you try not to show your indecisiveness on your face. Be a little more independent and you'll gain the confidence you've been missing.

The formation of independence in adolescence is related to a number of psychological factors. In particular, it is closely related to stubbornness, determination, stubbornness among personal characteristics, willpower qualities. This, in turn, develops individual independence and independent thinking and approach.

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