

## DEVELOPMENT OF MORAL-PSYCHOLOGICAL PROPERTIES OF ADOLESCENT PERSONALITY IN MODERN SCHOOL EDUCATION

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### Abstract:

The article below examines the issues of formation and development of moral and psychological characteristics of the adolescent personality in the process of modern school education and analyzes them using various literature. This study scientifically substantiates the critical stages of adolescence, the reconstruction of the system of personal relationships during this period, and the role of affiliation motivation.

**Keywords:** Adolescent, immunity, moral-psychological characteristics, modern education, affiliation motivation, social adaptation, cyber-ethics, personality development, pedagogical psychology, value system, mentoring.

### INTRODUCTION

In today's rapidly growing globalization process, modern school education is not only about imparting knowledge, but also about forming the moral and psychological image of the adolescent personality. Adolescence is considered the most complex and crisis-ridden stage of human ontogenesis, during which the systemic process of social relations of adolescents is rebuilt from the very beginning. Especially today, when digital technologies are influencing the worldview of adolescents, the development of moral immunity and psychological stability in them has become one of the most urgent tasks of pedagogical practice. After all, modern schoolchildren must not only have intellectual potential, but also master the skills of managing their emotions and adapting to the moral norms of our society [2]. Therefore, the development of the moral and psychological characteristics of adolescents is included in the list of problematic issues, and enriching the content of education in adolescents with a spiritual and humanitarian spirit is one of our important plans to instill in their minds [3].

### MAIN PART

At various stages of the formation of modern psychology and in various areas of practice, a very wide range of systems of scientific disciplines has been established [1]. This system takes as its basis the three most important aspects in analyzing the personality of a teenager. In particular:

- Concrete activity: A teenager's studies at school, sports or creative activities strengthen his moral will.
- Development: Adolescents experience not only physical, but also intellectual and emotional growth during this period.
- Attitude to society and the environment: Adolescents' attitude to the environment in which they live, to their peers and adults, and their psychological appearance are determined.

For example, in the educational process, many aspects of the child's social and practical activity are manifested. The stages of learning and analysis and consultation during adolescence lead him to the

level of "formation as a person". It is no exaggeration to say that the experience and moral facts acquired by adolescents during this period serve as the main foundation for the teenager's future life principles. Education for a person aims not only to provide knowledge, but also to realize the goal of self-realization of the subject (adolescent).

### **REVIEW OF RELATED LITERATURE**

Despite the fact that the psychological content of the affiliation motive is considered, its strengthening in adolescence and its development under the influence of various determinants are widely covered in the scientific literature, a complex pedagogical and psychological analysis of this process still remains the focus of researchers. For example, many researchers in world psychology, especially in the field of personality development, motivation and social relations (A. Maslow, H. Murray, D. McClelland, E. Erikson, J. Bowlby) interpret affiliation as an internal desire of a person as a social being to establish closeness with people around him. A number of Uzbek scholars have also expressed their views on these theories, including Vakhobova (2021), Mahmudov (2019), Gaybullayeva (2020), as well as studies in the field of youth socialization and adolescent motivation in the years after independence, who paid special attention to the sociocultural characteristics of this process. First of all, when analyzing scientific sources on the psychological nature of the affiliation motive, Murray's "theory of social needs" serves as the main foundation. According to this theory, a person's need for closeness is innate, and this need is inextricably linked to the individual's needs for security, acceptance, communication, and social support. Another scientist also stated that in Maslow's hierarchy of needs, the "need for belonging and love" is at the next level after physiological and safety needs, which is most acutely felt during adolescence. According to Erikson's views on the stages of psychosocial development, adolescence is considered a period of "identity and role confusion," and it is during this stage that the search for an answer to the question "who am I?" increases. As such, closeness to the peer group is considered one of the most important psychosocial tasks of adolescence [4].

### **RESEARCH METHODOLOGY**

This study is aimed at revealing the mechanisms of moral and psychological development of the adolescent personality in a modern school environment, and the following methodological approaches were used in the research process:

- Theoretical - comparative analysis: Personality crises and stages of moral formation during adolescence were analyzed. In this process, conceptual views on the psychology of youth were taken as a basis [1].
- Deterministic approach: Changes in adolescent behavior were studied in relation to the external social environment and internal psychological needs. In particular, the need for communication of adolescents was studied through the theory of "social motives" [6].
- Psychological interpretation: The level of acceptance of moral norms by adolescents in a modern school environment was analyzed based on the principle of "educational power of education" [11].
- Sociocultural analysis: The motivation of adolescents and the formation of their value system in the conditions of Uzbekistan were examined through a synthesis of national and modern pedagogical traditions [8].

## **ANALYSIS AND RESULTS**

To date, a wide-ranging system of scientific disciplines related to various areas of practice and at different stages of the formation of contemporary psychology is being formed. This system takes as a basis three important aspects in the analysis of the adolescent personality: concrete activity, development and attitude to society. Especially in adolescence, the motivation of affiliation, that is, the need to establish closeness with people around, is central. Many studies we have conducted show that for adolescents, school is not only a place where lessons are held, but also a social space where their personality is recognized. If the need for affiliation is not satisfied in adolescents in a positive way, this can lead to moral deviations and psychological depression [5, p. 38]. The processes of learning and analysis in adolescents lead to their "formation as a person". It is no exaggeration to say that the assimilation of all the experiences and moral facts acquired during this period will form the foundation for the teenager's future life principles [9].

## **CONCLUSIONS AND SUGGESTIONS**

Adolescence is not just a stage in a person's life, but also a key strategic stage in which the moral and psychological foundation of a growing personality is built. As a result of studying the issues of adolescent personality development in the educational system of modern schools, we have come to the following conclusions:

Firstly, in our time, limiting ourselves to traditional pedagogical methods in the formation of the moral image of adolescents does not give a good result. The wide-ranging system of psychological science and our modern approaches show us that the behavior of a teenager is integrally connected with his concrete activities and attitude to the social environment. Therefore, it is very necessary for the school environment to become a social space where adolescents can express their personal "I" and not just provide knowledge.

Secondly, the affiliation motivation, which is of particular importance in our research, plays a decisive role in the adaptation of adolescents to society [8]. In adolescence, it is important to direct the need for closeness with other people and belonging to a group into positive channels (creative circles, team projects, sports). If this need is ignored in schools, the teenager may seek his "place" in suspicious and dangerous groups in the virtual world, which may negatively affect his moral development [11].

Thirdly, the moral and psychological development of adolescence is a continuous process, which occurs as a result of the synthesis of knowledge, skills and abilities. The role of the teacher in this process is important, and he should rise from the "informant" to the "psychological guide" (mentor). It should be noted that humanizing the educational process and taking into account the individual psychological characteristics of each student is one of the urgent requirements of today [9].

In conclusion, we can say that the main task of every modern school is to form such moral immunity in adolescents that they will not lose their identity and remain faithful to human values, even under any psychological pressure or virtual threats. Only by applying scientifically based psychological methods in practice can we raise a mentally healthy and morally pure generation.

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