

Methods of Studying the Characteristics of the Figure of "I" in Adolescence

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ABSTRACT

First of all, the article provides a brief understanding of the adolescent period, and most importantly, extensive information about the transact analysis of T. Leary Sobchik and E. Bern, among the psychodiagnostic methods used to determine the figure of "I" in adolescence. In conclusion, you can get interesting information about what changes happen in a child during adolescence.

KEYWORDS: T. Leary Sobchik methodology, E. Bern's transact analysis

Introduction

Today, there are specific features, laws, opportunities, tasks, and complex mechanisms of the expression and emergence of motives of behavior of teenagers. It should be emphasized that in the development of teenagers, the use of educational activities taking into account their characteristics, the correct selection of methods suitable for their age, and the creation of a warm psychological atmosphere among the class team should be created.

Adolescence is a period of transition from childhood to adulthood, characterized by physiological and psychological characteristics. Adolescence is the period from 10-11 to 14-15 years. At this stage, children's physical and mental development accelerates, their interest in various things in life increases, their desire for new things increases, their character is formed, their spiritual world is enriched, conflicts escalate. Adolescence is a period of puberty, characterized by the emergence of new feelings, intuitions and complex issues related to sexuality. At this age, drastic changes begin to occur in the development of a teenager. These changes are physiological and psychological changes. Height growth is uneven: girls grow 5-7 cm, boys grow 5-10 cm.

Above, you have received brief information about the period of adolescence, and now you will get acquainted with the main psychodiagnostic methods used in the study of the figure of "I" in the period of adolescence.

The first of them is the methodology of T. Leary Sobchik. The modified version of the diagnosis of interpersonal relations (T. Leary - Sobchik) is very convenient for studying the structure of interpersonal and internal conflicts. The value of this methodology lies in the fact that it is the only measurement tool capable of determining the inconsistency in the self-evaluation system and its nature. A questionnaire consisting of a total of 128 relatively simple epithets was developed according to the types of interpersonal behavior. This methodology provides for the identification of priority types, whose qualitative description reflects one or another variant of interpersonal relations. If you want to familiarize yourself with the methodology and test yourself, pay

attention to the book shown in the link below and find this book, answer the 128 questions in it and find out your "I".

*(Psychodiagnostics and experimental psychology. Z.Nishanova, D.Karshieva, etc., Tashkent-2018, T. Leary Sobchik's modified version of the diagnosis of interpersonal relations and its analysis, pages 294-302.

The second method is E. Bern's transact analysis. Transact analysis is derived from two languages, meaning Latin "transaction" - agreement and Greek "analysis" - analysis. Its founder is the American psychologist and psychiatrist Eric Lennard Bern. E. Bern created a well-known concept whose roots are in psychoanalysis. However, E. Bern's concept incorporates both psychodynamic and behavioral approaches, ideas and concepts, emphasizing the identification and definition of behavioral cognitive schemes that program a person's relationship with himself and others.

Modern transact analysis includes personality theory, communication theory, child development theory. In practice, in addition to working with individual people, he organizes a system of correction of couples, families and various groups. According to Berne, the personality structure (structure) is characterized by the presence of 3 "I", or "Egostates": "Father or mother", "Child", "Adult".

"Father or mother" is the information received from parents or other authoritative persons in childhood, which includes rules of behavior, social norms, what can be done in one or another situation, and impossible norms and prohibitions. Parental influence takes place in two directions:

* the first is the direct or indirect influence carried out under the motto "Do as I do",

* the second, implementation with the slogan "Do as I say, not as I do" is an indirect effect.

"Father or mother" can be controlling (bans, sanctions) or caring (advice, support). "Father or mother" is characterized by such directive sentences as "Possible", "Must", "Never", "So, remember", "What nonsense", "Poor".

"Child" - this emotional basis in a person is manifested in two forms. "Natural child" - includes all impulses characteristic of a child: trustworthiness, directness, correctness, curiosity; these give a person a special charm and warmth in relationships. At the same time, he is capricious, quick to anger, egocentric, stubborn and aggressive.

"Big (grown-up) "I-state" is a person's ability to objectively evaluate existence based on his own experience and make independent, situational decisions on this basis. The state of adulthood has the potential to develop throughout life. The vocabulary of "Katta" is built free of unreasonable judgments about reality, and consists of concepts that allow to

objectively measure, evaluate and express objective and subjective reality. People who have the state of "adulthood" are objectively rational and have the ability to implement the most appropriate adaptive behavior. If the state of "Adult" is sealed and does not work, such a person lives in the past, he cannot understand the changing world. "Child" and "Parent" are concepts of life, "Child" is a concept of life based on emotions, and "Adult" is a concept of life based on thinking focused on gathering information and analyzing it.

In E. Berne, "Adult" plays the role of judge between "Parent" and "Child". Analyzing the information written in "Parent" and "Child", he chooses what behavior is appropriate in this situation, which stereotypes should be abandoned and which should be left. Therefore, correction is aimed at forming a permanent "Grow up, big" attitude, and its goal is "Always big (will be)".

In conclusion, we can say that every growing boy and girl begins to notice some changes in themselves when they reach adolescence. At this stage, the adolescent undergoes physical, physiological, and psychological changes. That is, the most interesting thing is that the teenager separates himself from "children" and tries to emphasize himself as if he belongs to adults, he constantly criticizes adults, reprimands from others and he cannot stand criticism, he becomes close to the person who helps him, a very strong connection with his peers appears, since the leading activity of this period is communication, the teenager spends time with his parents he prefers a conversation with his peers over a conversation and becomes a follower of it, and after a certain period of time, a teenager stops considering himself a young child at all, begins to realize his own identity, begins to be interested in outside opinions about his personality,

glorifies his personality, is able to make unique purposeful and specific actions, the thoughts and actions of a teenager do not depend on those of his peers will remain, on the contrary, he will be able to stand firm in his opinion and defend it, and the most important thing is to analyze his own behavior and starts educating himself. Each pedagogue, in cooperation with parents and a psychologist, is required to work using different methods in educating teenagers. I am sure that there was no need to give a detailed understanding of the above methodology of T. Leary Sobchik, because every parent or teenager who reads this article will find this methodology through Znoska, fill out the questionnaire and test themselves. Because the period of adolescence is considered to be a very curious and inquisitive period. A parent whose child is in adolescence will not be indifferent to his future. E. Bern's transact analysis is aimed at identifying the adolescent's "I" in the family, and should be tested in cooperation between parents and children.

Undoubtedly, every teenager who tries these methods on himself will find his "I" and closely study the characteristics of his "I" figure.

References

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