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## **PECULIARITIES OF MENTAL DEVELOPMENT IN EARLY ADOLESCENCE**

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It is not possible to limit the choice and reading of fiction for independent reading of young people of this age. They tend to read recommended literature rather than what they like.

"When early teenagers (15-year-olds) were asked to express the image of a literary hero, to independently make judgments and conclusions about the nature, content and idea of the work, they: first, read the work, but did not make any conclusions; secondly, without a creative approach to the topic, they memorized every word of the teacher and tried to repeat it without any changes; thirdly, they responded by summarizing the information and information of the teacher with what they heard and read in their activities outside the school and outside the classroom; fourthly, when they were struggling to express their thoughts, they cited excerpts from the work.

If we pay attention to the statements of humanities specialists, individual cognitive processes do not develop in isolation from each other. On the contrary, they complement each other and develop each other. Along with the development of thinking, the speech activity of the student also grows. This helps the student to express his/her thoughts accurately, smoothes the structure of the speech, enriches its meaning and increases the effectiveness of the expression.

By reading and understanding literary works, the early adolescent learns to think independently, reason, and debate. In it, nature and society gradually form their own point of view, belief, vision. It is known that these qualities of a person are the result of his thinking, independent thinking, correct judgment and conclusion, and decisive decision.

Evaluating a literary work, expressing personal opinions about it, debating its problematic aspects, and the participation of human qualities to a certain extent is a form of critical thinking. This critical thinking improves the following features of thinking based on independent study.



t improves the meaningfulness of thinking, i.e. the extent to which considerations, discussions and understandings about the surrounding reality take place in the early adolescent's mind.

The depth of thinking, the main laws, interconnections and relationships of things and events in the material world reflected in fiction is manifested in the reflection of the first teenager.

The breadth of thinking is related to its meaningfulness and logical depth. It is clearly seen in the embodiment of the most important symptoms and features of the phenomena described by the early adolescent in the process of reading various literature.

The independence of thinking is reflected in the fact that a young person can take initiative and set new tasks for himself and perform them in a rational way without anyone's help.

"If adolescent thinking is characterized by the transition from concrete-image thinking to abstract (abstract) thinking, the ability of dialectical-theoretical thinking begins to develop in high school age students. This thinking is directly related to the general development laws of nature and society.

In this period of development, it is natural for us to see that their interest in subjects that cannot provide them with spiritual nourishment will decrease, as well as their mastery of these subjects will also slow down. As a result, young people try to satisfy their spiritual needs in different ways, looking for ways to expand their world view and gain spiritual wealth. He wants to satisfy his spiritual need. Often they look for ways and methods of independent education to satisfy this need.

The characteristic of early adolescence is the desire to independently understand the literary work without using the information given by the teacher and the ideas given in the textbooks. These aspirations are often mixed with fantasies and lead to wrong perception. It is this situation that creates a situation of misunderstanding between the student and the teacher. For this reason, the pedagogue should be aware of what works of art the student is reading independently. For this, the pedagogue should organize the group discussions of reading comprehension.

Through independent reading, we can also observe the process of looking for the ideas that have arisen in a teenager indirectly and directly from life. Some of our psychologist colleagues call this situation "blind imitation". In fact, this situation is not imitation, but rather, it can be considered as an attempt to think independently, aiming to express one's identity through a new approach, putting oneself in the place of the hero of fiction.



"Every day, a teenager learns to think and reason independently by reading and understanding literary works of one kind or another. His independent point of view, vision, personal position is formed. It goes without saying that this quality is the result of the early adolescent's personal opinion, independent thinking and decision-making, and not the product of external advice. Maybe this is a sign of the development of the activity of thinking.

The presence of qualities such as evaluating a literary work by a teenager, expressing his personal opinion about it, entering into a discussion is a sign of critical thinking. This criticality is the shortcoming of his world view and life experience from an artistic point of view.

Most of the time, teenagers blame the issues raised by the authors of works of art in their writings on the fact that such a reality does not happen in real life, claiming that this is a fiction, and go to the extreme. But they do not yet fully understand that the components of this work of art are a means of exaggerating the inner world of the characters. For this reason, he believes that "such and such a thing will not happen like this, it is unbelievable."

"Early teenagers also discuss the artistic landscape with poets and writers. Because for some reason they don't like artistic paints such as similes and comparisons. The very elegant taste in the work, the situations of perceiving, imagining, fantasizing, thinking about the given reality with strong emotions, create feelings of surprise in them. Therefore, students of this age have a "disagreement" with the writer.

Judging from the above points, it is impossible for a teenager who has not read a work of art to have feelings of surprise. It is considered permissible to improve the culture of reading, which is emphasized by the leadership of our country, in order to think deeply in early adolescence.

It is the need of the hour for every teacher and family leader to contribute to the development of the next generation as a perfect person by making efforts to improve the culture of independent reading in the adolescent. Because through independent study, in addition to shaping the skills of teenagers to use their free time effectively, it also develops students' thinking in a critical quality and teaches them to look at reality from a fair and critical point of view.

Representatives of cognitive psychology say that the development of a child's personality depends on the development of cognitive processes, and every young person understands the world by realizing that he is "I". The narrowness of the thought process is considered to be the reason why it is difficult to become a full-blooded member of society through understanding the "I" and the world. It should



be noted that the basis of the improvement of the thinking process is the need to read more books.

In order to form and improve the reading culture of the young generation, it is necessary to follow the rule put forward by our people, namely, "education should be by example, not control."

Therefore, in order to improve the reading culture of young people and educate them based on the needs of the times, it will be useful for teachers, fathers and mothers to show the reading culture in themselves.

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