

**THE ROLE OF NATIONAL TRADITIONS IN PERSONALITY FORMATION DURING
ADOLESCENCE**

(On the Example of Music, Lapar, O‘lan, and Folk Tales)

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Abstract

This thesis analyzes the psychological significance of national traditions and traditional cultural heritage in the process of personality formation during adolescence. In particular, the influence of folk music, lapars and o‘lans, as well as folk tales on adolescents’ emotional development, moral values, national self-awareness, and social adaptation is theoretically substantiated. The article highlights how national cultural tools contribute to the formation of social behavior norms, empathy, aesthetic taste, and spiritual stability in adolescents.

Keywords

Adolescence, personality formation, national traditions, folk music, lapar, o‘lan, folk tales, national values, moral education, psychological development.

Introduction

Adolescence covers the age period from approximately 10–11 to 14–15 years. Compared to previous generations, modern adolescents demonstrate relatively higher levels of physical, intellectual, and socio-political development. Adolescence is considered a crucial stage in which worldview, beliefs, principles, self-awareness, and self-evaluation are formed. As adolescents grow older, such personality-related systems as the “Ideal Self,” “Moral Self,” and “Real Self” gradually develop, and their self-perceptions become more defined and stable.

In shaping an adolescent’s personality, it is essential to consider their relationships with the surrounding environment, social phenomena, and other people. As noted, “National culture, customs, and traditions play an invaluable role in educating the younger generation as spiritually mature individuals”¹ Psychological research shows that most adolescents correctly understand moral and ethical concepts such as determination, modesty, pride, sincerity, and sociability.

Starting from adolescence, children experience a strong need to expand their life-related, scientific, and artistic knowledge and actively strive to do so. As emphasized by L. S. Vygotsky, “The main psychological achievement of adolescence is reaching a new stage of self-awareness. It is during this period that worldview, beliefs, and independent thinking are formed”² Adolescents are generally energetic and active; however, they do not always know how to properly channel their energy. Therefore, it is important to engage them in diverse, useful, and interesting activities that bring immediate positive outcomes.

During this stage, self-awareness, independent thinking, a system of values, and norms of social behavior are formed. In this process, national traditions and traditional culture play a crucial role. Folk music, lapars, o‘lans, and folk tales exert a strong psychological influence on adolescents’ moral and spiritual development, guiding them toward national and universal values.

Main Part

During adolescence, particularly at the age of 13–14, significant changes occur in children’s emotional experiences. Under the influence of education, abstract-logical and critical thinking develop considerably. Adolescents begin to show interest in issues related to worldview, and

¹ Karimov I.A. *Yuksak ma’naviyat – yengilmas kuch.* – Toshkent: Ma’naviyat, 2008.88-b.

² Vygotskiy L.S. *Pedagogik psixologiya.* – Moskva: Pedagogika, 1991.46-b.

participation in cultural and artistic activities greatly contributes to the growth of these interests. According to A. V. Petrovsky, “Adolescence is a period of intensified socialization during which moral norms, value systems, and social behavior are formed”³.

Psychological studies indicate that during adolescence emotional sensitivity and imagination develop rapidly. Feelings stimulate the growth of imagination, and emotional responsiveness becomes heightened. From this period onward, adolescents feel a growing need to broaden their life, scientific, and artistic knowledge and make efforts to achieve this. Attempts to master speech reflect adolescents’ need and desire to engage in communication, cognition, and creative activities. At this point, national traditions and folk songs occupy a central place.

Folk music helps adolescents express their inner emotional experiences and ensures emotional stability. Through national melodies and songs, adolescents gain aesthetic pleasure, achieve emotional relaxation, and begin to develop national self-awareness.

Lapars and o‘lans serve as important tools for shaping social communication culture. Through them, adolescents learn mutual respect, sincerity, collectivism, and an understanding of social roles. The dialogical nature of lapars and o‘lans develops communicative competence and facilitates social adaptation. As noted, “Folk tales, songs, and lapars embody society’s moral views and foster feelings of goodness, justice, and patriotism in adolescents”⁴

During adolescence, reading skills as well as written and monologic speech develop intensively. From grades 5 to 9, reading progresses from being correct, fast, and expressive to the ability to recite memorized texts expressively and emotionally. Monologic speech evolves from retelling small excerpts of texts to independently preparing speeches, engaging in oral reasoning, expressing opinions, and substantiating them.

Folk tales form moral norms and concepts of good and evil in adolescents’ personalities. Through the images of fairy-tale characters, qualities such as courage, honesty, patience, and justice are instilled. Psychologically, folk tales enrich adolescents’ imagination and help them symbolically comprehend ways of overcoming problematic situations.

Educational influence based on national traditions fosters a sense of social responsibility, national pride, and respect for cultural heritage in adolescents. This serves as an important psychological foundation in personality development.

Conclusion

In conclusion, it is extremely important to identify the best qualities in each adolescent, determine their abilities, and, based on these strengths, comprehensively support their self-confidence. National traditions – folk music, lapars, o‘lans, and folk tales—play an invaluable role in personality formation during adolescence. These cultural tools support adolescents’ emotional, moral, and social development, strengthen national self-awareness, and ensure spiritual maturity. Therefore, the effective use of elements of national culture in the educational process is of great psychological and pedagogical significance. As emphasized by D. B. Elkonin, “During adolescence, emotional sensitivity increases, and with the development of imagination and thinking, feelings deepen and the need for creative activity grows”⁵.

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³ Petrovskiy A.V. *Umumiy psixologiya*. – Toshkent: O‘qituvchi, 1992. 67 b.

⁴ Qodirov M. *Xalq pedagogikasi asoslari*. – Toshkent: O‘qituvchi, 2001.56 b.

⁵ Elkonin D.B. *Bolalar psixologiyasi*. – Moskva: Pedagogika, 1989.

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