

## **ПСИХОЛОГІЯ**

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### **THE ROLE OF TEACHING MATERIALS IN SHAPING THE NATIONAL CHARACTER OF TEENAGERS**

**Abstract.** The aim of this article is to analyze the role of training materials in the formation of national character qualities in teenagers. The formation of national character qualities in teenagers primarily depends on the content of the educational materials taught to them. In other words, the national characteristics of the teaching materials taught, the training materials that develop the national character, must meet the requirements of education with their content and quality. The conscious work of a student to specialize in a variety of subjects taught at school has a strong influence on other important aspects as well as the characteristics that characterize the formation of a modern outlook and mental development. In the teaching of each subject, there is an opportunity to cultivate in the student and this or that positive character trait. Education is a decisive factor in the formation of the student's beliefs, arising from the scientific worldview. Worldview and beliefs play a driving role in character formation. Training-upbringing has a strong influence on the development and improvement of individual-mental characteristics, interests of the adolescent, the flowering of talents and abilities, the development and strengthening of temperament, character traits. Thanks to a well-organized learning process, students develop and strengthen a number of positive traits, such as attentiveness, observation, consistency, diligence, resourcefulness, initiative, independence, business acumen, discipline, perseverance. These enjoyable signs, in turn, have a powerful effect on a person's subsequent development. The activity and method of teaching and learning identifies the input factors (students, teachers, instructional materials), the process (research, leadership, student services), and the

output factors (employable graduates, knowledge creation and economic growth). Teaching and learning activity is also seen in the skills, attitudes and research orientation of the students. Negative physical and social conditions may affect the quality of effective teaching and learning. It is important that an enabling environment be put in place for effective teaching and learning skills. Furthermore, it is the responsibility of teachers to be sufficiently trained on the use of teaching aids, and have full understanding of their subject in order to pass on the right knowledge to students. The use of pictures, video clips, objects, internet facilities help the students to have a real-life imagination of the context of what is being taught. This leads to the reinforcement of learning: what we hear we forget; what we see we remember; what we do we understand. Motivations for transforming 21st century learning are the lack of preparation for life and work, emerging student characteristics, disengagement and high dropout rates, lack of motivation, the changing conditions and needs of the 21st century labour market, and global scenarios like economic and social crises, global diversity, and climate change.

**Key words:** teenager; learning process; questionnaire-survey; teacher-student relations; national character.

## **INTRODUCTION / ВСТУП**

**Formulation of the problem.** In the process of training, there is as much material as possible about the socio-historical and psychological past, present and future of our people. Using these facts, it is possible to expand the knowledge and imagination of teenagers in this direction, to create favorable conditions for the development of their national character, sense of patriotism and determination. This process, along with patriotic feelings in adolescents, closely contributes to the formation of national consciousness and national self-awareness. Teaching teenagers the tragedies, genocides, mass terrorist acts and other historical facts that befell our people at different stages of historical development, along with strengthening their blood memory, has a serious impact on the development of patriotism and national character. The educator should be familiar not only with the psychology of training and education, but also with the issues of personality, communication psychology and social psychology, be able to determine the nature of teenagers, the system of factors influencing it and the development of patriotism.

An individual who enters teenager as a child is expected to emerge from this period as a teenager. What was originally always described as a child will

now be accepted as an adult. This shows that the transition period will be very contentious, and the task of parents is to understand and support these efforts of the teenager and help them to pass this period with the least damage. At this age, teenagers develop self-awareness, moral consciousness, self-esteem, self-image, a sense of old age, as well as character traits. Among these character traits, we should emphasize especially the national character. National character is a generalized psychological quality that does not depend on the personality, a mental trait that is somehow embodied in the behavior and attitude of each member of the ethnos, in the system of relations. When we talk about the psychology of a certain person, his inner-spiritual face, we mean all the features, all the shades that characterize this psychology, the inner world, determine its essence. The concept of "national character" is the same. This concept includes the individuality and uniqueness of the nation as an ethnic collective. All the typical features of the people are considered here.

It is not correct to understand only the distinctive feature of a national character, that is, the features that belong only to one nation and distinguish it from other nations. After all, nationalism is not just a set of qualities that distinguish one nation from another. This is a valid conclusion reached by most researchers today. Indeed, if national characteristics and national character were qualities that are not found only in other nations, then communication and interaction between nations would not be possible. Nations are, in fact, a broad social collective. Humanity and secularism are strong in the character and thoughts of individuals and entire national groups. We are talking about the individual, national psychology of personality. However, this does not mean that these psychological traits are present in a person's character separately. It is impossible to meet such a person in life. People's genetic memory allows them to show their national characteristics in any environment and conditions. However, in the absence of the necessary conditions for the genetic memory to appear for a long time, some changes occur in the national character. National character is one of the main factors determining the existence and identity of a nation. When teenagers grow up in this spirit, they become important citizens for society. The language and territorial character of each nation was the main factor that kept it alive.

Literature, history and music lessons play an important role in the formation of adolescent personality and the development of patriotism, courage, national pride and other national characteristics. In literature classes, there are ample opportunities for acquaintances with persistent and strong-willed people. Fiction introduces students to individual and typical characters, they become aware of the pros and cons of these characters and identify their different characteristics. Fiction is complete and comprehensive. Acquaintance with them

enriches teenagers and young people in a comprehensive way, gives them a strong impetus to develop different feelings. Emotions play a big role in upbringing. Love of the Motherland, hatred of enemies, sympathy and love for collective life and social work, science and nature are important and strong factors in character education. There are also negative emotions such as fear, extreme and persistent suspicion, disbelief, jealousy, and envy. An invincible will and a strong character help to stifle such feelings and challenge positive emotions. N. Krupskaya wrote: "Literature is a very powerful tool to influence the younger generation. Literature can help the younger generation to analyze people, to understand their lives, to learn what people live and breathe. Literature influences a person's morals, behavior, and worldview [9].

History also has a beneficial effect on the development of students' courage, bravery, courage not to be afraid of difficulties, the activities of warriors who create national pride, and other such beautiful willpower.

There are many such materials in literature, history and other textbooks for teenagers: "Azerbaijan's Iron Gate Derbent", "Babek's name", "Who defeated extortioner Kir?", "Khojaly genocide", "Gulustan fortress or Azerbaijan", "Clever boy", "Sattarkhan", "Azerbaijan, Azerbaijan", "Mothers", "Javanshir", "Shusha – Panahabad fortress", "Erivan khanate", "Revival", "Bloody January", "Heroes of the Karabakh war", "The World War II and Azerbaijan", "Through the way of the great leader", "The National Anthem of the Republic of Azerbaijan", "The Fiery Sword", "Free", "Kitabi-Dada-Gorgud", "The Citizen", "Heart of Gafur", "Karabakh", "Durna Teli" (from the epos "Koroglu"), "Seven pomegranate stick", "The First is the homeland", "The song of homeland", "Shah Ismail Khatai", "My homeland", "Goygol", "The Maiden tower", "Heydar Aliyev", "January 20 is a day of mourning", "Azerbaijan", "this is the homeland", and so on. "Kitabi – Dada Gorgud", "Koroglu", "Qatir Mammad", "A Fugitive Nabi", and other folk epics are also very important in terms of the problem we are studying.

**Analysis of the latest relevant research and publications.** This study is based on sources written by various authors, such as "personal values in human life" by L. Sagiv, S. Roccas, J. Ciesciuch, S. Schwartz [10], "Validity and reliability study of Bem Sex Role Inventory" by Z. Dokmen [12], "The Nature of Human Value" by M. Rokeach [11] and "Psychometric properties of the Turkish form of the Bem gender role inventory femininity and masculinity questionnaire [13].

Comparisons with the American example [19], J. Wilcox, "Beyond gender stereotyping: examining the validity of the Bem Sex Role Inventory among 16–19-year-old girls in England" by L. Francis [20], C. Ward, "Cross-Cultural Validation of the Bem Sex Role Inventory" by R. Sethi. A Study of Malaysia and South India' [21], "Cross-cultural validation of the Bem Sex Role Inventory in Zimbabwe," by D. Wilson et al. [22], "Psychological problems of modern

Azerbaijani school" [3] and "Children and teenagers: psychopedagogy of sexual development" by A. Alizade [4]. "The analysis of relevant scientific literature shows that S. Bem, Z. Dokmen, G. Ryan, C. Ward, R. Sethi, A. Alizadeh, and others have studied the level of development of gender roles and character features in teenagers in more detail.

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

**Purpose** of this study – is to check the influence of educational materials on the national characteristics of adolescents, to carry out a diagnostic study of the national character features formed in Azerbaijani teenage girls and boys and to provide a comparative analysis of the results obtained from the urban and regional environment, as well as the reasons investigate and make recommendations.

For this purpose, the following **tasks** are set in the article:

- To study the degree of masculinity and femininity of the personality of Azerbaijani teenager boys and girls;
- Find out the reasons for the results obtained as a result of the survey;
- To give recommendations in the direction of correct formation of gender roles in teenagers.

### **THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ**

The background literature aims to synthesise the most relevant research outcomes for the main topic of study under the four main areas: personal values, personal value theories, value education and learning approaches. The concept of personal values is quite closely connected with value theories and value education. In reality, they are inseparable and cannot be treated separately since they are branches of the same root. About the very same idea, to define, describe and to understand personal values, several frameworks have been used by the researchers. Thus, the historical evolution of personal values can be identified through the presented frameworks. Moreover, as the literature suggests, through empirical evidence, there exists a relationship between personal values and students' learning. Hence, uncovering the background literature through the above four areas are important for the total comprehension of the reader.

### **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

The following methods were used in the research process:

- Theoretical analysis and composition. General scientific methods.

- Observation. The behavior and interpersonal relations of teachers, teenagers were observed in 14 schools, high schools and gymnasiums that we conducted our research.

- Mathematical-statistical methods. The data obtained through questionnaires and experimental methods were systematized and grouped, based on this, generalizations were made, and it was possible to determine quantitative dependencies between the studied psychological events and processes.

## **RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

The results of our research indicate that the formation of a national character can be achieved through purposeful, planned and organized work with the younger generation. Therefore, the article can be summarized as follows:

- The approach of each self-conscious generation as a person and because of it is a process of conscious self-realization, a thorough study of the psychological basis of this process is very useful;

- Because of self-consciousness implies a conscious attitude to the needs and abilities of the growing generation, it is important to study these conscious attitudes from a scientific and psychological point of view;

- Conscious attitudes of teenagers to their thoughts, feelings and emotions, behavioral and action motives have a dynamic effect on the development of their self-consciousness. This is one of the most important conditions to take into account;

- Adolescents' self-consciousness separates teenagers from the whole world, in other words, from their "self", "non-self". Thus, they can objectively assess their physical, moral and spiritual qualities, especially mental. That is, they are accustomed to consciously approach all aspects, directions and aspects of mental life that they value. Such ignition helps to form their national self-consciousness and national character.

Finally, as the research literature reveals, the insight gained through the results of value-related studies facilitate the clear identification of the role of value in personal life and partly as a deciding factor of academic life. If one is not clear of his or her own values, then he/she is not clear with aims and is ineffective in controlling their life. Hence, further investigation on value-related topics over the wide range of its interrelated dimensions would give a more holistic and profound view of the role of personal values in education.

Assessing students' knowledge in the classroom also has a certain effect. When knowledge is valued correctly and fairly, the student also develops self-confidence, which inspires him for future work, he learns more enthusiastically,

he is not afraid of the difficulties he faces. We can say that the education of national character plays an important role in the formation of the personality of adolescents. The main thing here is to use universal values and national background.

The national character is formed and strengthened in the family and social environment, and acquires new qualities in connection with the period. Generations consistently imitate their ancestors, resembling their ancestors in every way. It is as if some invisible power is forcing people of the same nationality to behave in accordance with the characteristics of the nation. Although several nations live in the same country and under the same conditions, they differ greatly according to their character. For many years, especially in recent years, despite the USSR's bans on the traditions, promotion and research of national and ethnic characteristics of the Azerbaijani people, these people have preserved their culture, traditions, religious beliefs, national identity, national identity and national character. For many years, especially in recent years, despite the prohibitions of the USSR on the traditions, promotion and research of the national and ethnic characteristics of the Azerbaijani people, these people preserved their culture, traditions, religious beliefs, national identity, national identity and national character.

Today, one of the problems of concern to society is the upbringing of adolescents as a comprehensive personality during the crisis period of teenagers. When talking about comprehensive education, it is necessary to mention national education.

The teenager's interests are relatively strong. These interests is more substantial. The teenager does what he is interested in and tries to display determination. Such an expansion and deepening of interests leads to the setting of distant and complex goals and more complex actions to achieve them. This influences to strengthen the character and will.

Examples of courage and heroism demonstrated by travelers in geography lessons should be conveyed to students in a living and imaginative language. The possibilities of the subject of geography, where the school is held, are greater in order to have a full and useful knowledge of nature and society, to return to the national roots, to base their teaching on national characteristics. In this sense, a wide range of methodological opportunities is associated with the study of toponyms. To explain the many geographic place names, it is appropriate for the teacher to refer to legends and myths in the lesson. Another direction is related to the explanation of physical-geographical objects and events, processes, the formation of geographical concepts and ideas. Myths, religious legends, riddles and bayats touch on certain geographical issues, explaining the cause and effect relationships. As a result of the teacher's skillful use of these materials, he can

achieve better and stronger mastery of teaching materials, instill national characteristics in adolescents, and educate them in the national spirit.

The role of school in educating the character of teenagers is great. Here, the interaction of adolescents with teachers, psychologists, classmates plays an important role in forming of his personality. The school is a guarantee of a healthy future for people in every sense. He has a mission to complete the difficult task he has undertaken over a long period of time – educating and training people. It is known that the children who came to school were brought up in different conditions in the family, kindergartens and orphanages. We cannot deny the fact that some of them have some negative qualities. The school needs to strengthen the positive traits that are beginning to take root in its upbringing, and eliminate the negative features. This clearly shows the importance of the very serious and complex task of the school in the upbringing and re-education of character traits.

The teacher introduces students to positive character traits in the classroom and inspires sympathy for people with such traits. At the same time, especially in literature lessons, he introduces students to the negative traits of character, such as cowardice, avoidance, lying, hypocrisy, flattery, betrayal, and so on, in the form of concrete images, and arouses in them a feeling of hatred for these traits.

The teacher explains what character of an Azerbaijani citizen, taking into account the other mental characteristics of the students. He should explain to the students that it is not enough to simply know the meaning and significance of this or that positive trait. The real thing is to master those traits, to make a serious effort to do so.

Although the curricula and textbooks for secondary schools for grades VIII–IX and X–XI do not contain topics of either purely national character or national self-consciousness, subject teachers prefer the educational nature of teaching in accordance with the requirements of state directives. At the same time, while trying to reveal the educational side of any subject, they undoubtedly try to analyze them as moral norms. When teaching the exact sciences, the natural sciences, and the social sciences, subject teachers focus on the spiritual aspect of the subject they teach, while ignoring their psychological and psychological effects. Social science teachers, in particular, find it difficult to explain the possibilities of the formation of a subject's national self-awareness, even if they reveal the spiritual side of a subject. In general, teachers of literature, Azerbaijani language, history, foreign languages in both VIII–IX and X–XI grades have difficulty in psychologically approaching the development of students' national character in several areas.

Interestingly, due to the lack of scientifically and psychologically



substantiated literature on the development of the national character of adolescents and young people, both subject teachers, extracurricular activities, and school psychologists prefer to use literature on the problem of spiritual education.

Obviously education has a very important role in transmitting and fostering values that determine, in turn, behaviours, attitudes, reactions specific of responsible citizens. The failure of education in shaping the national identity is due to the components in the education system. All members of society including teacher, educational facilities and government's commitment need to get involved in improving education. For instance teachers also must have a strong identity and at the same time strong commitment in cultivating the sense of identity to the students. The government needs to play an important role in the development of national education. It includes provide adequate education, take care of teacher's welfare and avoid making education as a political medium.

Of course, in the formation of adolescents as a person, they have a great role in the interaction of national character features and will. The training materials we have listed have great potential in this regard.

Self-awareness of teenagers occurs gradually. He first learns the qualities associated with the performance of learning activities (diligence, persistence, attentiveness), then the qualities that express attitudes to other people (friendliness, sensitivity, restraint, resentment), and then the qualities that express attitude (humility, self-criticism, flattery, arrogance) and, finally, begin to understand the complex synthetic qualities (personal dignity, sense of honor, principledness, etc.) that express the multifaceted attitudes of the personality. Here we need to look at two main mechanisms.

First of all, how is the "self- concept" formed, what are the main components of it until adolescence and how does it manifest itself?

Second, in the process of formation of "self-concept" in teenagers, how do they acquire moral and spiritual values, in other words, high human qualities?

Of course, it should not be ignored that there is a very serious dialectical link between these two processes, and they often condition each other. However, during teenager, these two processes can develop in different or even opposite directions and have different manifestations.

In this sense, it was said that the formation of the "self-concept" does not automatically determine the moral qualities of the teenager. Therefore, it is necessary to give a brief explanation of both mechanisms. In connection with the first aspect, it should be taken into account that "self-concept" is a complex psychological phenomenon. Its formation occurs under the influence of a number of important factors in the process of ontogenetic development of the child and man in general. In other words, a person gradually acquires a self-

consciousness developed as a result of self-awareness, self-esteem and self-regulation, and the "self-concept" as a whole. This means that, after going through these stages, he has gradually noticed his identity, especially during teenager, and can distinguish the content and nature of the relationship nurtured in his "self" by both himself and those around him. In this way, it can maintain self-esteem, that is, personal dignity. It is also clear from experience that people who do not have self-esteem and are unable to maintain their dignity are treated negatively by those around them and are sometimes rejected as "selfless, unworthy."

So, the formation of the "self-concept" is not a spontaneous process in a straight line. It is constantly influenced by various social and psychological factors, and depending on the content and nature of these factors, the level of consciousness of the perceiver, the attitude to them, the "self-concept" can develop both positively and negatively, so in the direction of negative aspects. That is, from the early ages, under the influence of various factors, the "self-concept" in each individual can be created in sufficient and inadequate directions.

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The development of independent work skills and habits in teenagers also plays an important role in the development of character traits. Having the necessary skills to work independently and apply knowledge helps develop and strengthen qualifications such as initiative, attention, self-confidence, and business planning ability.

The formation of national character qualities in teenagers depends primarily on the content of the training material taught to them. In other words, the national characteristics of the teaching materials taught, teaching materials that develop the national character, should meet the requirements of education with their content and quality.

In mathematics lessons, it is possible and necessary to cultivate deep and logical thinking, accuracy in judgment, honesty in action, consistency, discipline, neatness, perseverance, determination to overcome difficulties, completion of work and other such character traits. In mathematics lessons, it is possible and necessary to develop deep and logical thinking, accuracy in judgment, integrity in action, consistency, discipline, smoothness, perseverance, determination to overcome difficulties, completion of work and other character traits. Every math teacher should clearly know that mathematics contributes to the development of people as well as to the development of science. Therefore, in mathematics lessons, it is necessary to talk about scientists, talented and hard-working people

of the program materials. It is necessary to explain to children that mathematics has developed thanks to the efforts of hundreds of scientists who have dedicated their scientific lives to science. Acquaintance with the life and scientific activity of mathematicians is important for their spiritual education. For example, when studying the theory of numbers, giving detailed information about the life and work of mathematicians such as Pythagoras, Diophantus, Eratosthenes, Fermat, Euler, Gauss, PLChebyshev, expands the level of knowledge of students, as well as the moral qualities of these mathematicians as they say, fall into a “flood of influence”[22].

When acquainting students with the lives and scientific activities of prominent scientists in physics, chemistry, and biology, it is important to emphasize the importance of their strong will and strong character in achieving their goals.

As a result, education plays a significant role in achieving a good quality of life. It is because education is importance guidance in human’s life. It can be regarded as important medium in changing the paradigm shift in one’s individual. Generally, education is always associated with the process of delivering skill, disseminating knowledge and internalizing value. Practically, individual who equipped with knowledge can be able to internalize and apply the knowledge in everyday’s life. In children’s context, education can be seen as continuing process of their development, so that they can practice and apply their knowledge as preparation in the future. Thus, education is major aspect of development of any modern society since if there is a deficit of educated people then society will stops its further progress.

What role does education play in character formation?

The key to knowledge – lack of knowledge can have an effect on the pleasing quality of politeness and involvement in discussions with educated people. Knowledge lets you indulge with learned people giving a boost to your personality and character. Besides providing you with an opportunity to be better at every task, it can enhance your decisions and set a better perception of your personality, among others.

Makes you choose between right and wrong – blind faith and superstitions are something in which people get trapped very easily. Bad faith and false perceptions can harm society more than doing good for it. Being an educated person helps in eliminating false beliefs enabling us to pick out right from wrong. This is not just true in a religious way but also provides better opportunities to the people rather than limiting their mindset.

The teacher of ethics – failing provides a path to success which has hurdles and difficulties. Education provides light and knowledge to successfully cross those hurdles. The quality of an educated person is that they learn to be better

by working out a way that is both fair and successful.

A confidence booster – a confident personality and character are important to thrive in this world. Establishing healthy communication while clearing doubts on any subject or topic. Education gives you the confidence to put forward the facts which can create a perfect impression in the eyes of the audience.

A foundation for lifelong learning – education gives humility. Humility, by definition, is the act of being modest. By that, it is meant, an educated person is willing to learn new things and aspects of life. Education provides a person with experiences opening gates to better opportunities and chances to enhance life.

Teach healthy habits – healthy habits here means mannerisms which include the way a person eats, drinks, sits, stand, talk, and many other related characteristics. These are the first things that a person is taught as a part of character building, and it becomes that first thing that you are judged upon as an individual. Healthy habits also come around behavior and cleanliness, which determines your character as a healthy person who can affect your personality as a person.

Increase memory and thinking skills – thinking skills and a good memory can impress anyone leading to healthy discussions. A healthy brain remembers the facts and facets of a particular discussion and allows you to put your point in front of the audience with clarifications. Having better conversation leaves a positive mark on the audience, and your personality is praised for its charm as a keen thinker and true speaker.

Enhances the decision-making capabilities – being educated means being able to turn your weakness into a strength. Education empowers an individual to make decisions based on past experiences and present situations. It enables the individual against wrongs and taking charge of their lives without being dependent on others.

## **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ**

It became clear from the observations by us that the formation of feminine qualities in teenage boys was above the norm. The main reason for this is that women play a major role in the upbringing of teenager boys in the family and school environment. The result of this inquiry requires us to sound the red alarm. To solve this problem, first of all, it is necessary to draw attention to this problem, educate everyone and try to solve the problem together with the public. Because national character features are not biologically predetermined, they are socially formed later. That is why we need to pay special attention to the following issues:

- special attention should be paid to sexual education in teenagers. The task of sexual education is to form moral mutual relations between teenager

boys and girls, to educate the culture of feelings, to develop femininity in girls and masculinity in boys. A number of factors influence the formation of these qualities, and these factors include cultural and socio-political changes, family, school, religion, globalization, social media and mass media, etc. Proper promotion of national character features in all these factors;

- character identification, self-awareness, sense of shame and interest in the opposite sex are formed in the process of communication, as a development factor and internal basis of personal mutual relations, as they appear in adolescence, pay special attention to communication and personal relations with them;

- the influence of the family in the formation of such false character features as feminization (belonging to a woman) and masculinization (belonging to a man) in teenagers is greater than other factors. The optimal way to overcome this problem is to systematically study the ethno-psychological and ethno-pedagogical roots of the upbringing of girls and boys in the family and at the same time effectively use the educational opportunities of the school;

- to increase the number of male teachers working in educational institutions and ensure that female teachers approach teenage boys and girls according to their national character features ;

- to direct teenagers to movies and books that correctly reflect national character features in our recommendations about movies to watch and books to read in order to form national character features in accordance with their mentality.

Both our survey and the analysis of psychological literature show that a complex approach to the formation of correct national character features in teenagers is necessary. So, not only family, but also school, mental values, culture, mass media, social media, religion, etc. all influencing factors must be taken into account, and in all these factors attention must be paid to instilling in teenagers the correct national character features according to their gender.

**Prospects for further research.** As a result of our analysis, we came to the conclusion that research on the formation of national character in teenagers in modern times has tried to cover the problem by attracting the attention of scientists from different countries and studying the system of facts, working on a complex preventive effect system. The formation of incorrect character roles in teenagers requires us to develop and implement preventive measures. It also provides a basis for preventive measures at the social and psychological levels. Thus, we believe that preventive measures can be implemented as a result of the joint work of the family, school and community in order to prevent the formation of character roles that are not compatible with the mentality of teenagers, and the formation of correct character roles in accordance with the mentality of teenagers will have a positive impact on their future lives. So, in the future, for example, in the relations of

representatives of both sexes with the opposite sex, girls in taking care of their children, boys in military service, family management, etc. It will help them to be more compatible and complement each other.

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## РОЛЬ НАВЧАЛЬНИХ МАТЕРІАЛІВ У ФОРМУВАННІ НАЦІОНАЛЬНОГО ХАРАКТЕРУ ПІДЛІТКІВ

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**Анотація.** Метою даного дослідження є аналіз ролі навчальних матеріалів у формуванні якостей національного характеру у підлітків. Формування якостей національного характеру у підлітків насамперед залежить від змісту навчального матеріалу, який їм викладається. Іншими словами, національні особливості матеріалу, що викладається,

це матеріал, що розвиває національний характер, має відповідати вимогам освіти своїм змістом і якістю. Свідома робота учня за спеціалізацією з різних предметів, що викладаються у закладі, сильно впливає на інші важливі аспекти, а також характеристики, що характеризують формування сучасного світогляду та психічний розвиток. Під час викладання кожного предмета є можливість виховати в учня ту чи іншу позитивну рису характеру. Освіта є вирішальним чинником формування переконань учня, що впливають із наукового світогляду. Світогляд і переконання відіграють рушійну роль у формуванні характеру. Навчання та виховання має сильний вплив на розвиток і вдосконалення індивідуально-психічних особливостей, інтересів підлітка, розквіт задатків і здібностей, розвиток і зміцнення темпераменту, рис характеру. Завдяки правильно організованому освітньому процесу в учнів розвиваються і зміцнюються ряд позитивних якостей, таких як уважність, спостережливість, послідовність, старанність, винахідливість, ініціативність, самостійність, діловитість, дисциплінованість, наполегливість. Ці приємні знаки, насамперед, сильно впливають на подальший розвиток людини. Діяльність і методи викладання та навчання визначають вхідні фактори (студенти, викладачі, навчальні матеріали), процес (дослідження, лідерство, студентські служби) і вихідні фактори (придатні для працевлаштування випускників, створення знань та економічне зростання). Викладацька та освітня діяльність також виявляється в уміннях, ставленнях та дослідницькій орієнтації студентів. Негативні фізичні та соціальні умови можуть вплинути на якість ефективного викладання та навчання. Важливо, щоб було створено сприятливе середовище для ефективного викладання та навчання. Крім того, вчителі мають бути достатньо підготовленими щодо використання засобів навчання та мати повне розуміння свого предмета, щоб передавати належні знання учням. Використання картинок, відеокліпів, предметів, засобів Інтернету допомагає учням мати реальне уявлення про контекст того, що викладають. Це призводить до підкріплення навчання: те, що ми чуємо, ми забуваємо; те, що ми бачимо, ми пам'ятаємо; що ми робимо ми розуміємо. Мотиваціями для трансформації навчання XXI-го століття є недостатня підготовленість до життя та роботи, нові характеристики студентів, незалученість та високий відсів, відсутність мотивації, мінливі умови та потреби ринку праці XXI-го століття та глобальні сценарії, такі як економічні та соціальні кризи, глобальне різноманіття та зміна клімату.



**Ключові слова:** підліток; процес навчання; анкета-опитування; стосунки вчитель-учень; національний характер.

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