SHOULD TEENAGERS FOCUS ON ALL SUBJECTS EQUALLY OR SPECALIZE?

Suyunova Gulhayo Alisherovna
Student of Samarakand State Institute of Foreign Languages
Gmail: suyunova8g@gmail.com
Scientific supervisor: **Nilufar Zubaydova Ne'matillayevna**

Abstract: This article explores whether teenagers should prioritize all subjects equally or focus more on the areas in which they are most interested. While a broad education offers flexibility, specialization in certain fields provides expertise and greater career opportunities. Drawing on research into educational approaches, cognitive development, and future career outcomes, the article argues for keeping a balance between both strategies.

Keywords: Teenagers, specialization, broad education, expertise, cognitive development, career flexibility.

INTRODUCTION

In today's competitive world, teachers and parents often debate whether teenagers should give equal attention to all subjects included in school curricula or concentrate on subjects they excel in. While a broad education system presents a wide range of choices, encouraging students to specialize earlier can lead to deeper expertise and a clearer path to thrive in a career. In my opinion, teenagers should enhance their strengths and pursue their interests, but without neglecting essential skills gained from other subjects.

One of the strongest arguments for allocating equal attention to all subjects is the development of a well-rounded knowledge base. Many educational systems', including Finland's, broad curriculum has been linked to better overall performance of the learners. The Organisation for Economic Co-operation and Development (OECD) highlights that countries with more flexible education systems tend to have higher academic performance and better employability rates due to allowing students to explore various disciplinesm. Take the prime example of the schoolchildren who are obligated to acquire a range of subjects – languages, science, and technology – being better prepared for a higher education. As a result, a failure in the specific subject in the future cannot hold them back from pursuing another major.

Additionally, early adolescence is considered a key stage for brain development;

therefore, engaging with different subjects can stimulate various cognitive processes. A 2012 study by Blakemore & Robbins found that students who receive broad educational exposure can have the potential to perform better in tasks that require flexibility and creativity. The reason for this is that they may develop the adaptability needed for diverse career paths, offering them more choices in the future.

Despite the advantages of a well-rounded education, teenagers have to be given the freedom to pursue what they are interested in or curious about. Students who are passionate about a subject, such as mathematics or the arts, often perform better if they have the opportunity to immerse themselves deeply in that area. This focused learning might boost motivation and perseverance, encouraging students to overcome challenges and experience a sense of fulfillment. Research by Ericsson et al. Has shown that early specialization and deliberate practice can lead to the development of expertise in a particular field.

Moreover, countries like Japan that allow students to specialize earlier in subjects such as STEM (science, technology, engineering, and mathematics) have consistently produced top-performing students in international rankings (Schleicher, 2020). This method allows teenagers to gain a very deep understanding of the subjects, thereby giving a status of expert for people in today's competitive job markets. For example, students who specialize in technology during high school are more likely to succeed in fields such as software development, where deep technical expertise is highly valued.

Although focusing on a specific curriculum is far greater because of deep knowledge, I believe that students should not abandon other subjects completely. Since a basic understanding of various topics enriches their specialized knowledge and supports problem-solving skills. For instance, studies have shown that a broader knowledge base helps professionals adapt more easily to changes in their careers (Baethge, Arndt, & Vedder, 2014). A future scientist, for example, may benefit from writing and communication skills learned in literature classes, which are crucial for publishing research and conveying complex ideas to the public.

Conclusion

In conclusion, while a broad education helps teenagers develop vital skills such as flexibility and adaptability, specialization allows them to nurture their passions and build expertise in a particular field. I believe the ideal approach is one that balances both: allowing students to specialize in areas of interest while ensuring they retain essential skills from other subjects. This way, they can cultivate deeper knowledge in

their chosen fields without losing the adaptability that a well-rounded education provides.

REFERENCES

1. Ericsson, K. A., et al. (2007). The role of deliberate practice in the acquisition of expert performance. Psychological Review.
2. Schleicher, A. (2020). World-Class Education: How to Build a 21st Century School System. OECD.
3. M Orzikulova, G Rustamova “Methods Of Improving Speaking Skills For Kids” Conference Proceedings: Fostering Your Research Spirit, 151-154, 2024
4. Baethge, M., Arndt, H., & Vedder, G. (2014). The Need for a Comprehensive Education in a Specialized World. International Journal of Educational Research.
5. H S Gafforov, N N ZubaydovaGender and its effect on language acquisition Academic research in educational sciences 2 (5), 217-220, 2021
6. R. A Utkurovich, R. G Utkurovna. “Teaching English Language To Primary Level Pupils At School” Ijodkor O’qituvchi 3 (36), 103-105, 2024
7. N N Zubaydova How to teach vocabulary Nofilolog oliy o’quv yurtlarida chet tilini o’qitishda uchraydgan muammolar …, 2019.
8. Jumayeva, M. (2022). Analysis Of The Views Of Scientists Of The Renaissance, Based On A Unique Approach To Pedagogy And Education And Upbringing. Science and Innovation, 1(5), 26-29.
9. Bekzodovna, J. M., & Akbarovna, D. G. (2023). Innovative Methods and Tools in Higher Education. Science and Innovation, 2(11), 708-715.
10. Jumayeva, M., & Jumatova, B. (2023). Linguopragmatic Features Of Expressions Expressing Feelings In Uzbek And English Literary Texts. Science and innovation, 2(C12), 166-169.
11. Valieva, N. (2022). Marie-Laure Derat, L’énigme d’une dynastie sainte et usurpatrice dans le royaume chrétien d’Éthiopie du XIe au XIIIe siècle. Aethiopica, 25, 258-261.
12. Валиева, Н. (2021). «Житие Лалибэлы»: новые перспективы исследования. Библия и христианская древность, 3(11), 197-214.
13. Valieva, N. (2021). Prof. Geta (t) chew Haile:(approx. 04/19/1931–June 10, 2021). Scrinium, 17(1), 16-19.
14. Valieva, N., & Liuzzo, P. M. (2021). Giving Depth to TEI-Based Descriptions of Manuscripts: The Golden Gospel of Ham. Aethiopica, 24, 175-211.
15. Valieva, N. (2020). The Manuscript Book in the Traditional Culture of Ethiopia, written by Platonov Vyačeslav Michajlovič, 2017. Scrinium, 16(1), 410-412.

16. Valieva, N. (2020). Getatchew Haile, The Ethiopian Orthodox Church's Tradition on the Holy Cross. Aethiopica, 23, 281-285.
17. Valieva, N. (2019). Nafisa Valieva, The 'Gadla Lālibalā collection of textual units': tradition and documentation. Aethiopica, 22, 315-318.
18. Валиева, Н. Ф. Библия И Христианская Древность. Библия И Христианская Древность Учредители: Кожухов Сергей, (3), 197-214.
19. Валиева, Н. А. (2022). Вақф Тушунчаси Ва Тарихдаги Вақф Ташкилотлари Ҳақида. Oriental Journal of Social Sciences, 2(2), 107-114.
20. Худайназаров, Ф. (2024). Кичик Бизнес Субъектлари Фаолиятини Ривожлантиришнинг Назарий Асослари. Iqtisodiyot va ta'lim, 25(2), 335-340.
21. Xudoynazarov, F. (2023). Islom Moliyasi–Muammolar Va Yechimlar. Iqtisodiy taraqqiyot va tahlil, 1(8), 109-114.
22. Худойназаров, Ф. (2023). Ислом Иқтисодиёти: Ибн Халдун Тавсиялари. Iqtisodiyot va ta'lim, 24(6), 351-356.
23. Худойназаров, Ф. (2023). Тўқима Ҳадислардан Ҳадисларни Сақлаб Қолишда Муҳаддислар Фаолияти. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 763-776.
24. Khudaynazarov, F. (2020). Political and Dynastic Relations Of Kievan Rus. The American Journal of Interdisciplinary Innovations and Research, 2(08), 55-64.
25. Сулейманова, Н. (2017). О номинативной функции предложения. Иностранная филология: язык, литература, образование, 2(4 (65)), 88-91.
26. Сулейманова, Н. М., & Идиев, А. Р. Ў. (2021). Макрономинатив Маъно Ортида Макропропозитив Структура Ҳақида. Academic research in educational sciences, 2(4), 798-802.
27. Сулейманова, Н. М., & Бобожонова, М. М. (2020). Связь Номинативных Значений Слова С Пропозитивной Структурой. In Лингвистика И Методика: Междисциплинарный Подход (pp. 141-144).
28. Сулейманова, Н. М. (2016). О Структурной Схеме Номинативного Значения. Ученый XXI века, (2-4).
29. Сулейманова, Н. Тил Белгиларининг Нутққа Кўчирилиши.
30. Rustamova, S. S. (2023, January). The Importance Of Speaking Activities In Teaching English. In International Conferences (Vol. 1, No. 1, pp. 357-361).
31. Sharifovna, R. S. (2022). Teaching Spoken English To Upper Class Pupils. Confrencea, 6(6), 87-89.
32. Sharifovna, R. S. (2022). Class Size And The Learning-Teaching Process In Upper Classes. Journal of new century innovations, 14(1), 86-98.