



ADOLESCENT CRISIS AND THE PSYCHOLOGICAL FACTORS THAT REMOVE THEM.

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ABSTRACT

This article describes in detail the psychological features of adolescence and the psychological analysis of crises, crises, situations that occur during adolescence. There is a wide range of psychological factors that overcome the psychological crises that occur during adolescence.

KEYWORDS: Adolescence, crisis, crisis, conflict, ontogeny, age periods, activity, cognitive.

The development of any society depends on its future. It is expedient to build the future together with young people, on the basis of their new worldviews. In the process of personality formation, it develops under the influence of various factors. During adolescence, this developmental process accelerates.

Adolescence is studied as a separate period of human ontogenetic development, the specificity of which lies in the intermediate position between childhood and adulthood. This involves a much longer lifespan. It begins at the age of 11-12 and ends at the age of 15-16. L.S. Vygotsky proposes to consider adolescence in terms of interests that determine the structure of the direction of reactions. For example, the behavioral characteristics of adolescents (declining school performance, deteriorating relationships with parents, etc.) can be explained by a radical restructuring of the entire system of interests at this age. [1].

D. Elkonin calls adolescence 11-17 years old, based on the criteria of changing the leading activities. However, it is divided into two stages: high school age (11-15 years), the type of communication activity and high school age (15-17 years), education and professional activity become the leading stage. [2]

It should be noted that L.S.Vigottsky and D.B.Elkonin generally considered adolescence to be stable, although it continues with great violence. The time that separates adolescence from elementary school and youth, L.S. Vygotsky considered the crises to be 13 and 17 years, respectively. DB Elkonin and TV Dragunov consider 11-12 years as a period of transition from primary school to adolescence. The crisis that separates adolescence from



adolescence, D.B. Elkonin considers the crisis to be 15 years old, and the crisis that separates youth from adulthood is a 17-year crisis. [2].

Adolescence boundaries are not clearly defined, they are individual for each adolescent. In addition to the concept of “adolescence”, the concept of “transition period” is also used. During this period, the adolescent goes a long way in his development: through internal conflicts, external disturbances and ups and downs with himself and others, he can acquire a sense of identity. At this age the child lays the foundation for conscious behavior, and a general direction emerges in the formation of moral ideas and social relations.

Specific features of adolescent cognitive development often lead to difficulties in school: academic failure, misbehavior. The success of the training depends in many ways on the motivation of the training, the personal meaning of the training in adolescence. The main condition of any study is the desire to learn, to measure oneself and the student. But in real school life, a teenager does not need to learn and even has to deal with a situation that actively resists learning.

It is important to know the characteristics of the adolescent’s cognitive area, as these characteristics need to be taken into account when teaching parenting.

Leading positions begin to be occupied by socially useful actions and sincere and personal communication with peers. It is during adolescence that new learning motives emerge that are related to ideal, professional intentions. Teaching has a personal meaning for many teenagers.

Elements of theoretical thinking begin to take shape. Thinking goes from general to specific. Adolescents work with hypotheses in solving intellectual problems. This is the most important achievement in the analysis of reality. Operations such as classification, analysis, generalization are evolving. Reflexive thinking develops. The adolescent’s personal intellectual operations become the object of attention and evaluation. Adolescents will have the logic of adult thinking.

Memory develops in the direction of intellectualization. It doesn’t make sense, remember. Adolescents easily choose irregular or non-standard speech forms and deviations from teachers, parents, and find violations of the rules of nonverbal speech in books, newspapers, radio, and television announcers’ speeches. Adolescents can change their speech depending on the style of communication and the personality of the interlocutor,



depending on the characteristics of the adult. For teens, the reputation of a cultured native speaker is important. A personal understanding of language, its meanings and meanings, makes the adolescent's self-awareness individual. The highest meaning of development lies in the individualization of self-awareness through language.

Perception is a very important cognitive process that is closely related to memory: the perceptual properties of a material also determine its storage properties.

During adolescence, attention is voluntary, and t by the adolescent the dead can be established and controlled. Individual changes in attention depend on individual psychological characteristics (increased agitation or fatigue, decreased attention after previous somatic illnesses, craniocerebral injuries), as well as decreased interest in learning activities.

The connection of memory with mental activity, with the intellectual processes of adolescence, is of independent importance. As a teenager grows older, the content of his mental activity changes in the direction of the transition to thinking in concepts that reflect the relationship between reality events more deeply and comprehensively.

The essence of a teenager's mental development is to develop his or her self-awareness. One of the most important characteristics that characterize a teenager's personality is the emergence of self-esteem stability and the "I" image. An important content of a teenager's self-awareness is his or her physical 'self' image - the idea of comparing and evaluating oneself in terms of 'masculinity' and 'femininity' standards.

Physical development traits can lead to a decline in self-esteem and self-esteem in adolescents, leading to fear of being misjudged by others. Appearance flaws (real or imaginary) can be very painful until you feel very low, even self-denying.

Adolescents have a strong need to communicate with their peers. The leading motive of a teenager's behavior is the desire to find his or her place among his or her peers. Lack of such an opportunity often leads to social adjustment and delinquency. Peer assessments began to be more important than teachers and adults. The influence of the group to the maximum extent of the adolescent is confirmed by its values; if his popularity among his peers is at stake, he will be of great concern.

Trying to find herself in a new social position, the teenager is trying to move from student work to another area of social significance.



Adolescents' stubbornness, negativism, resentment, and aggression are often emotional reactions to self-doubt.

Adolescent developmental status (adolescent's biological, mental, personality, and character traits) implies crises, conflicts, and difficulties in adapting to the social environment. A teenager who has not successfully overcome a new stage of his psychosocial development, whose development and behavior deviate from the generally accepted norm, receives the status of "difficult". This is especially true for adolescents who engage in anti-social behavior.

Here are the risk factors: physical weakness, developmental characteristics of the character, lack of communication skills, emotional maturity, uncomfortable external social environment. Adolescents develop specific behavioral reactions that form a specific adolescent complex: - emancipation reaction, a type of behavior in which the adolescent tries to free himself from adult care.

From the above, it can be seen that adolescence is a period of active formation of the individual, the return of social experience through his personal activity to change his personality, the formation of the "I". The central neoplasm of the adolescent personality in this period is the formation of a sense of adulthood, the development of self-awareness.

Thus, adolescence is a very responsible period because it often determines the future of human life. Confirmation of independence, formation of personality, development of plans for the future - all this is formed at this age.

Psychological characteristics of children in the crisis of adolescence During this period, the child develops a sense of adulthood, often devaluing parental authority. Conflicts can often arise in the family, often with the teenager protesting any attempt by the adult to interfere in his or her life. It is through this conflict that adolescents learn about themselves, their capabilities, and their need for self-affirmation. [3]

If this does not happen, and the period of adolescence passes without problems, without contradictions, two variants of the course of the "delayed crisis" may be encountered in the future: the course of the crisis, especially painful and violent at the age of 17 years. -18; The elongated baby position of the role of 'child' characterizes this person at a young age and even in adolescence.



During a crisis of adolescence, a child wants everything at once. Man sees opportunities that are open to him, but in reality he does not know how to control his actions and desires. Needy parents, their love and care, their opinion, the teenager strives to be independent, to be equal with the parents.

The main feature of a teenager is personal instability. Many teenagers become very nervous because of their physical condition or appearance and blame themselves for failure. These feelings are often unconscious and lead to tensions that are difficult to deal with in adolescents. Against this background, any external challenges are particularly tragically perceived.

Separately, adolescents associated with mental growth and mood swings. The crisis should be emphasized.

1. Meditation on the inner world and a deep dissatisfaction with oneself arises. The difference between previous perceptions of oneself and the current image. Self-dissatisfaction can be so strong that obsessive states arise: unbearable depressing thoughts, doubts, fears about oneself. However, not every teenager experiences a mental crisis. The past, in most cases, goes away on its own: loved ones are often unaware of the emotional experiences of adolescents.

2. Stages of adolescent crisis: negative or critical period, when old habits and stereotypes change; the culmination stage (during adolescence - it is 13 years, but this point is, of course, arbitrary); the next stage of criticism, viz. the period of formation of a new awareness of the person, the construction of new interpersonal relationships, etc.

Psychologist's advice for parents

1. Parents should pay attention to the age-related development of the child so as not to miss the first signs of adolescence. Parents should take the child's individual developmental pace seriously. If a child starts to feel like a teenager, don't think of him as small. But also, "don't force a child into adolescence." Maybe your son (or daughter) will need a year or two more than their peers. There is nothing wrong with that.

2. Parents should respect all the words and positions of the teenager, no matter how stupid and mature they may seem to you.



3. Allow your teen to become independent as soon as possible. It is tedious and tedious to consult him in every detail. ("What wallpaper do you think is better to buy? Cheaper and worse, or better, but more expensive?").

Embrace him without shame in yourself and your family problems. ("Today my boss cursed that customers were complaining again ... What can I do? How would you act in my place?").

Let the teenager understand that you see him or her as an equal family member, not in words but in deeds

4. Ask your son (or daughter) to do what you want to achieve. If you are late somewhere, call home. Tell us not only about where and with whom you are going, but also about the content of your time. Give your friends and acquaintances detailed and, if possible, multidimensional features. This will allow you to learn more about your son's (or daughter's) friends.

Invite frequent guests to your place. If you, as a parent, have an "open day," you'll see who your child spends most of their time with. And if something goes wrong, you can take action in a timely manner.

Instead of sharing your feelings and experiences in conclusion, sometimes your child will also tell you something.

Share your worries with your teen. Ask your young child for advice. Contrary to popular belief, sometimes teenagers are very sensitive and polite in assessing and correcting the situation of others. Also, in this case, the chances of the child addressing you with the problem will increase significantly. Try to find and correct the mistakes made in the earlier stages of parenting.

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