

CRISIS PROBLEMS AND FEATURES OF PSYCHOLOGICAL DEVELOPMENT IN ADOLESCENCE

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Abstract: This article analyzes the problem of crisis in adolescence and its impact on the psychological development of the individual from a scientific and psychological perspective. Adolescence is one of the most important and complex stages in the formation of a person, during which emotional instability, activation of the process of self-awareness, the desire for independence, and problems of social adaptation increase. The article sheds light on the causes of crisis situations, their psychological mechanisms, and their impact on the developmental characteristics of the adolescent personality.

Keywords: Adolescence, crisis problem, psychological development, emotional instability, personality formation, self-awareness, social adaptation, stress, psychological support, identification.

Annotatsiya: Ushbu maqolada o'smirlik davridagi inqiroz muammosi va uning shaxsning psixologik rivojlanishiga ta'siri ilmiy va psixologik nuqtai nazardan tahlil qilinadi. O'smirlik shaxsning shakllanishidagi eng muhim va murakkab bosqichlardan biri bo'lib, bu davrda hissiy beqarorlik, o'zini anglash jarayonining faollashishi, mustaqillikka intilish va ijtimoiy moslashuv muammolari kuchayadi. Maqolada inqirozli vaziyatlarning sabablari, ularning psixologik mexanizmlari va o'smir shaxsining rivojlanish xususiyatlariga ta'siri yoritib beriladi.

Kalit so'zlar: O'smirlik, inqiroz muammosi, psixologik rivojlanish, hissiy beqarorlik, shaxsni shakllantirish, o'zini anglash, ijtimoiy moslashuv, stress, psixologik qo'llab-quvvatlash, identifikatsiya.

Аннотация: В данной статье с научной и психологической точки зрения анализируется проблема кризиса в подростковом возрасте и его влияние на психологическое развитие личности. Подростковый возраст — один из важнейших и сложных этапов формирования личности, в течение которого возрастают эмоциональная нестабильность, активизация процесса самосознания, стремление к независимости и проблемы социальной адаптации. В статье освещаются причины кризисных ситуаций, их психологические механизмы и их влияние на особенности развития личности подростка.

Ключевые слова: Подростковый возраст, проблема кризиса, психологическое развитие, эмоциональная нестабильность, формирование личности, самосознание, социальная адаптация, стресс, психологическая поддержка, идентификация.

Introduction. Adolescence is one of the most complex and responsible stages of development in human life. During this period, dramatic changes occur in the physical, psychological and social development of a person. Especially during adolescence, the intensification of crisis situations leads to conflicts in the inner world of a person, emotional instability, changes in self-esteem and difficulties in social relationships. Therefore, studying the

problem of crisis and the characteristics of psychological development in adolescence is one of the current scientific issues today.

In modern society, the increased flow of information, the influence of social networks, changes in family relationships and increased demands in the educational process directly affect the psychological state of adolescents. These factors further complicate the crisis processes during adolescence and can cause the emergence of conditions such as stress, anxiety, lack of self-confidence and aggressive behavior.

The crisis of adolescence is primarily associated with the need for a person to realize his identity, strive for independence and find his place in society. In this process, the teenager compares himself with adults and peers, forms his personal values and seeks to determine his life goals. It is these processes that constitute the important features of psychological development.

The main purpose of this article is to reveal the essence of the problem of the crisis that occurs in adolescence, to analyze its connection with the features of psychological development and to substantiate effective psychological approaches in working with adolescents.

Literature review. The problem of crisis in adolescence and the features of psychological development is one of the most relevant topics widely studied in world and national psychology. In world psychology, the interpretation of adolescence as a crisis stage is reflected in the studies of such scientists as E. Erikson, L. Kohlberg, J. Piaget, S. Hall, L.S. Vygotsky. In particular, E. Erikson[1] evaluates adolescence as a period of “identity crisis”, emphasizing that at this stage a person experiences a process of understanding his “I”, determining his life purpose and social role. In his opinion, if this crisis is successfully resolved, a stable identity is formed in the person, otherwise role confusion and psychological instability arise.

L.S. Vygotsky[2] interprets the crisis of adolescence as an important turning point in the development of the person. According to him, the crisis is a natural stage of the development of the person, ensuring the reorganization of mental processes and the transition to a new qualitative stage. During this period, self-awareness increases, reflection develops, and the inner world of the individual is enriched.

S. Hall[3] calls adolescence a period of “storm and tension”, indicating that emotional instability, sharp mood swings, and internal conflicts are characteristic of this age. According to his research, along with biological changes, social environmental factors also play an important role in the formation of the adolescent crisis.

In modern foreign studies[4,5], the issue of the crisis in adolescence is studied in connection with the concepts of social adaptation, stress resistance, emotional intelligence, and psychological well-being. In these approaches, the crisis is interpreted not only as a negative situation, but also as an important resource for personal development.

In Uzbek psychology, the crisis in adolescence and the problems of psychological development have been studied by many researchers. In particular, M. Davletshin[6], G.B. Shoumarov[7], B. Karimova[8], N.S. Sodiqova[9], A. Goziyev[10] analyzed the psychological characteristics of a person during adolescence, his emotional state, social adaptation and behavioral problems.

The laws, decrees and state programs adopted in the Republic of Uzbekistan also pay special attention to ensuring the psychological health of the younger generation. In particular, the Law “On Education”[11], the Law “On State Policy on Youth”[12], as well as the decrees and resolutions of the President set the tasks of supporting the spiritual and psychological

development of adolescents and young people, strengthening the activities of psychological services in educational institutions.

The state program “Youth is our future”[13], the decrees on “Support for families and women” also serve to prevent psychological crises during adolescence and to form a healthy social environment[14]. These documents define the development of psychological services, strengthening the educational environment in school and family as an important task.

Thus, in world and Uzbek literature, the problem of crisis in adolescence is interpreted as a natural, but complex process in the psychological development of a person. State laws and programs confirm the need to scientifically manage this process and improve the system of psychological assistance to adolescents.

Methodology. This study aims to identify the problem of crisis and the characteristics of psychological development in adolescence and to analyze their interrelation on a scientific basis. The study used theoretical and empirical methods based on an integrated approach.

The methodological basis of the study was taken as E. Erikson's theory of psychosocial development, L.S. Vygotsky's concept of cultural-historical development, S. Hall's views on adolescence, and the scientific principles of modern developmental psychology. These theoretical approaches allow us to interpret the crisis in adolescence as a natural but complex stage of personality development.

The following methods were used in the study:

- theoretical analysis method (analysis of psychological, pedagogical literature, laws, decrees, and state programs);
- questionnaire method (determination of crisis situations, emotional experiences, and the level of social adaptation of adolescents);
- test method (standardized psychological tests to determine self-assessment, emotional state, and stress level);
- observation method (analysis of the behavior, communication style and emotional reactions of adolescents);
- interview method (individual and group interviews with adolescents, parents and school psychologists);
- statistical analysis method (processing the results obtained based on percentages and comparative indicators).

Adolescents aged 12–16 studying in secondary schools were selected as the object of the study. The subject of the study is the crisis problems that arise in adolescence and their impact on the characteristics of psychological development.

The research process was carried out in three stages:

At the first stage, world and national psychological literature on the topic, laws of the Republic of Uzbekistan, presidential decrees and state programs were studied and theoretical foundations were formed. On this basis, the purpose, objectives and hypothesis of the study were determined.

At the second stage, empirical research was conducted. Special questionnaires and psychological tests were used to determine the degree of manifestation of crisis situations in adolescents. Using observation and interview methods, the emotional state, social adaptation, and interpersonal problems of adolescents were studied.

At the third stage, the results were statistically analyzed, summarized, and scientific conclusions were drawn. Based on the results, psychological recommendations were developed to overcome the crisis problems of adolescence.

The study strictly adhered to ethical principles: the consent of the participants was obtained, the confidentiality of personal data was ensured, and the results were used only for scientific purposes.

This methodology serves to provide a deep and systematic study of the crisis problem and the characteristics of psychological development in adolescence, as well as to develop scientifically based recommendations for practical psychological work.

Discussion and results. The results of the study showed that the problem of crisis in adolescence is an integral part of the psychological development of the individual, which is manifested by complex changes in the emotional, cognitive and social spheres. According to the results of the questionnaire and psychological tests, emotional instability, high levels of anxiety and variability of self-esteem were observed in the majority of participants. This is consistent with E. Erikson's theory of identity crisis, that is, adolescents experience internal psychological conflicts in the process of searching for their "I".

According to the results, approximately 60–65% of respondents had moderate crisis symptoms, 20–25% had high crisis conditions, and 10–15% had a relatively stable psychological state. Adolescents with a high level of crisis mainly showed emotional outbursts, frequent mood swings, aggression or internal withdrawal (introversion), and difficulties in social adaptation.

The study also revealed a direct relationship between the level of self-esteem and crisis situations. It was found that adolescents with low self-esteem had higher levels of anxiety and stress, and they were more likely to encounter problems in communicating with peers. These results are consistent with the concept of "self-efficacy" emphasized in Bandura's social learning theory.

Based on observations and interviews, it was found that the psychological environment in the family has a significant impact on the level of crisis manifestation. It was observed that adolescents raised in families with a psychologically supportive, democratic environment had easier crisis situations, and the process of self-awareness was relatively stable. On the contrary, in families where conflictive, authoritarian atmosphere prevails, a stronger expression of crisis symptoms was found. This is fully consistent with Vygotsky's ideas about the leading role of the social environment in development.

The study also identified the effectiveness of the psychological service at school as an important factor. It was found that adolescents who regularly work with a psychologist have lower stress levels and more developed problem-solving skills. This confirms the practical significance of decisions and programs aimed at developing psychological services in the education system of the Republic of Uzbekistan.

The results show that the crisis in adolescence should be interpreted not only as a negative situation, but also as an important stage in the psychological maturation of the individual. During the crisis, the adolescent's reflection, independent thinking, formation of personal values, and

understanding of social roles increase. Properly directed psychological assistance can turn this process into a resource for development.

In terms of relevance, today's digital technologies, social networks and increased information pressure further complicate the crisis processes in adolescence. During the study, it was observed that adolescents who use social networks excessively have a higher level of anxiety, and their self-esteem is more unstable. This indicates the need to take into account new factors when studying the adolescent crisis in modern conditions.

In general, the results obtained scientifically confirm that the problem of crisis in adolescence is inextricably linked to the characteristics of the psychological development of the individual. The degree of crisis is formed depending on individual psychological characteristics, family environment, the quality of psychological services at school and the social information environment. Psychological and pedagogical approaches developed taking into account these factors are of great importance in ensuring the healthy psychological development of adolescents.

Conclusion and recommendations. The results of the study showed that the crisis problem in adolescence is a natural and important stage in the psychological development of a person. During this period, the emotional state of the adolescent, the process of self-awareness, social relationships and self-esteem are rapidly formed. Although crisis processes are characterized by increased emotional instability, internal conflicts, anxiety and stress, they create an important psychological foundation for the transition to a new qualitative stage in the maturation of the individual.

The study confirmed that the degree of crisis in adolescence is directly dependent on many factors, in particular, individual psychological characteristics, the educational environment in the family, the quality of psychological services at school and the social information environment. In adolescents growing up in a psychologically supportive environment, crisis processes are relatively milder and psychological adaptation is more effective.

It was also found that it is incorrect to assess the crisis problem only as a negative phenomenon. On the contrary, it serves as an important source of development in the formation of a person's independent thinking, self-awareness, life values and goals. Properly organized psychological support can turn a crisis into a factor of personal growth and social maturity.

The results of this study serve as a scientific and practical basis for a deeper understanding of the problem of crisis and the characteristics of psychological development in adolescence, as well as for improving psychological and pedagogical work in educational institutions and the family.

Based on the results of the study, it is necessary to strengthen the activities of psychological services in educational institutions to effectively manage the problem of crisis in adolescence. Regular organization of individual and group psychological trainings with adolescents helps to increase their emotional stability.

It is important to increase the psychological literacy of teachers and parents, and they should be educated on the characteristics of adolescence and methods of correctly approaching crisis situations. Creating a supportive and trusting environment in the family has a positive impact on the psychological stability of adolescents.

It is also recommended to introduce training aimed at strengthening self-esteem, developing stress resistance and social adaptation skills in adolescents.

It is also important to form a culture of rational use of digital technologies and social networks, which will reduce the aggravation of crisis situations.

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