

## ALTERNATIVE SOLUTIONS TO PSYCHOLOGICAL PROBLEMS OF ADOLESCENT PERIOD

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### ANNOTATION

This article presents the concept of alternative solutions to the psychological problems of adolescence in order to implement the idea of developing the mature generation.

**Keywords:** mature generation, emotions, maturity, humanity, value, personality, society, direction, moral qualities, alternative solutions.

The person, which is considered the central category of the science of psychology, contributes to the development of society by performing certain functions in all spheres of social life.

Since the first days of independence, serious attention has been paid to solving the problems of national spirituality, national education and upbringing in order to implement the idea of perfect generation. It's no secret that human behavior is changeable and diverse, and the existence of its individual characteristics and unique "styles" is never in doubt in anyone's mind. However, the diversity of this behavior does not mean that it is unlimited, because it is necessary to maintain a warm psychological environment for people to communicate, interact, unite them in different social groups, and live. If we look at the classic study of adolescence, we can see that there are various theories, hypotheses and fundamental research.

One of the major researchers of adolescence, the German philosopher and psychologist E. Spranger (1924) said that adolescence lasts from 14-18 years for girls and 13-19 years for boys, and the first stage of adolescence corresponds to 14-17 years. , explained that at this age the escape from childhood occurs. In his cultural-psychological concept of adolescence, he distinguishes three types of development.

The first type is a tense, crisis, intense night, and the teenager feels his second birth, as a result, a new "I" is born.

The second type - in the adolescent's adult life, calmness, calmness, and continuity are felt, and deep and serious changes do not occur in his personality.

The third type is such a stage of the development process that the teenager overcomes his internal experiences and crises with perseverance, forms and educates with active self-awareness. Thus, E. Spranger proved that the founders of this age are the realization of one's own individuality, the emergence of reflection, the opening of "I", and laid the foundation for a systematic study of the worldviews, values, and self-awareness of a teenager.

The issues of overcoming psychological problems and education during adolescence have become the most urgent problems of the present time. The moral-spiritual, political-social, ideological demands of the family, school, and society on the growing generation are increasing day by day.

Today, it is very difficult to visualize the internal and external factors that affect the future generation and change its experiences.

Most scientists who study adolescence pay more attention to how psychological problems are manifested in minors in aggression, emotional arousal, angry situations. Because at this age,

they have life experiences. will not be enough, but strive to be recognized by others and to be independent. Adolescence is one of the most characteristic periods of human ontogenetic development, when a person passes from childhood to youth and, in turn, differs from other periods by its relatively sharper and more complex transition. This period is called "transition period", "difficult period", "crisis period" in psychological and pedagogical literature. This period roughly corresponds to the time when children study in the 5-8th grade, and it takes place between the ages of 11-12 and 14-15 years. In some children, this period can be observed 1-2 years earlier or later. Taking this into account, it can be said that the period of adolescence in some children (in most cases, girls) begins at the age of 9-10, and in others it can last until the age of 16-17. The fact that adolescence is a difficult and complicated period is connected with many psychological, physiological and social factors. During this period, the content of all aspects of development: physical, mental, moral, social, etc. changes. During this period, serious changes occur in the life of a teenager, in his psyche, physiological and social state of his body. In most cases, there are different situations that are opposite to each other. By this time, the child is no longer a "child" and at the same time not yet an "adult". His relationship with himself and the people around him has a completely different character. His system of interests, social orientation is re-formed, his self-awareness, self-evaluation, value system changes. For him, the importance of his "I" and this "I" increases. At the same time, it is only theoretically possible to assume the influence of the genetic factor on the formation of human behavior, but empirical studies emphasize that the role of environmental influence is also of great value. In particular, the role of a dysfunctional family in the upbringing of a teenager, i.e., the influence of the family structure on the formation of "difficult" children, does not have a high index as one of the important reasons. On the contrary, according to Junger Tas, the lack of family control is interpreted as the main indicator of the formation of delinquent behavior. During adolescence, control is carried out in two ways: direct and indirect. The direct method of control consists of "direction", "regulation", "random conditions", "punishment". The indirect control method consists of "identification" and "positive communication".

Thus, there is a certain relationship between family members. These are expressed in the form of "hot" and "cold" mothers and those who can effectively use "physical" and "psychological methods". As a result, we have to work with the basic parameters of the socialized family, such as "supportive" and "controlling". Now, if we think about the content, for example, any changes in the structure of the family, school and neighborhood, which serves as a social institution, as well as the changes in the position of the parents, the teenager in the family and society, the situation of social opportunity and discrimination. may cause certain "deviations" in relation to their first impressions. At this point, we recommend the individual path of "difficult" teenagers through social institutions.

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