

SOCIAL ACTIVISM AND DYNAMIC CHARACTERISTICS DURING ADOLESCENCE

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ANNOTATION

The purpose of writing this article self-determination as a leading activity in early adolescence. In high school, psychological readiness to determine one's own destiny. High-level formation of psychological structures: theoretical thinking, foundations of scientific and civic worldview, self-awareness and advanced reflection. The development of needs that ensure the meaningful fulfillment of the individual (ethical relationships, value orientations, etc.). Develop and understand their own abilities and interests, form the necessary conditions for individuality as a result of a critical attitude towards them.

Keywords: Individuality, ability, ethical attitude, value orientation, subjective perception and others.

INTRODUCTION

During adolescence, everyone faces multiple critical periods throughout their development, which can be accompanied by frustration, resentment, helplessness, and sometimes anger. The reasons for such conditions may be different, but the most common is a subjective perception of the situation, in which people perceive the same events with different emotional colors. Under the influence of new social and biological factors, young men determine their place in society, choose a future profession. But not only are their views changing, but those around them are also reconsidering their attitudes toward social groups. This is also justified by a significant change in the appearance and maturity of adolescents. In the last century, the crisis of national identity has become more and more evident in every social group. It differentiates itself according to ethnic identity, language, values and norms of the people. This crisis can manifest itself both in the individual and in the entire population of the country. Transition from early adolescence to late adolescence is marked by a change in developmental accents: the period of pre-self-determination ends and the transition to self-awareness continues. In the psychological cycles of DB Elkonin and AN Leontiev, the leading activity in his youth was recognized educational and professional activity. According to DIFeldstein, the essence of development during adolescence is determined by labor and learning as the main activity.

Other psychologists talk about professional self-determination as a leading activity during adolescence. In high school, psychological readiness to determine one's own destiny. High-level formation of psychological structures: theoretical thinking, basics of scientific and civic worldview, self-awareness and advanced reflection. The development of needs that ensure the meaningful fulfillment of the individual (ethical relationships, value orientations, etc.). Develop and understand their own abilities and interests, form the necessary conditions for individuality as a result of a critical attitude towards them.

Communication in youth

- 1) the need for informal, confidential communication with adults;
- 2) friendship;
- 3) Establish relationships with people of the opposite sex;
- 4) Love.

The characteristic level of cognitive development in adolescents and adolescents in intellectual development is formally logical, formally operational thinking. This is an abstract, theoretical, hypothetical, unrelated to the specific conditions of the current external environment. - deductive thinking. By the end of adolescence, general mental abilities are already formed, but during adolescence they continue to improve.

There are four stages of personality development:

- 1) uncertainty of the person. The person has not yet chosen any clear beliefs and a clear professional direction for himself. He still hasn't faced a personality crisis.
- 2) initial identification. The crisis has not yet come, but the individual has already set goals and beliefs for himself, which is largely a reflection of the choices made by others.
- 3) Moratorium. The crisis phase is when an individual actively explores the possible options of personality in the hope of finding the only option that he or she may know is unique.
- 4) Reaching the person. The person emerges from the crisis and finds his own identity, on the basis of which he chooses for himself the direction of training and worldview.

These stages reflect the general logical sequence of personality formation, but this does not mean that each of them is a necessary condition for the next. Only the moratorium phase, in essence, inevitably passes through the phase of achieving personality, because the research carried out during this period serves as a necessary condition for solving the problem of self-determination.

Thus, the adolescent experiencing a crisis of identity completes the formation of personal identity and thus completes the process of sequential and repetitive synthesis that continues during childhood. The crisis of personality is very important for normal growth. The problem of personality, in its various aspects (dynamics, structure, types, etc.) is one of the main issues in modern psychology. The term "originality" in Russian is rarely and mainly used to mean "originality," but E. Erickson refers to the integrity and continuity of the personality. Forming a person is the most important task of developing him. E. Erickson developed his theory of identification, "I" in neuroses inconsistency based on clinical analysis. The importance of the identification phenomenon became clear to Erickson during psychotherapeutic practice after World War II. His patients were soldiers returning from a peaceful journey. Bravely enduring all the hardships of war, they suffered from neurosis in a peaceful life. Patients showed the following symptoms: fear, anxiety, isolation, loss of ability to communicate emotionally. The generality of these symptoms, according to E. Erickson, was characteristic of an uncertain personality. E. Erickson saw the cause of such a complex of neurotic symptoms in the change of social conditions of personality existence. Soldiers in the army occupy a clearly defined place in society and are included in social relations, they had a system of values, specific abilities, and personal qualities necessary for the accomplishment of sustainable goals and military missions. After the war, the soldiers had to join new social relations, find a new place in post-

war society. In other words, the soldiers had to form a new person to replace the old one. Difficulties in such restructuring led to a neurotic state, E. Erickson's disorientation or loss of identity. E. Erickson studied the socio-psychological mechanisms and methods of personality formation in the process of growth. The scientist drew a diagram of human development, distinguishing eight stages that cover the entire life from birth to old age. E. Erickson's model is based on an epigenetic principle derived from embryology: at each stage of development there are crucial moments for subsequent evolution. Personality creates in the subject a sense of the stability and continuity of his "I," despite changes in human growth and development. The transition from one form of identity to another leads to identity crises. The first integral form of identification is formed during adolescence (E. Erikson does not separate adolescents). This period is marked by the deepest crisis of life. Three areas of development lead to this crisis: rapid physical growth and puberty; emotional instability and "how I look into the eyes of others", "what I am" to bother with; the need to find a professional career that meets the acquired skills, individual abilities, and societal demands. built around. If a young person is unable to solve these problems, he or she will form an uncertain personality that can develop in four main areas: 1. withdrawal from psychological intimacy, avoidance of close interpersonal relationships; 2. blurred sense of time, inability to make life plans, fear of growing up and changing; 3. erosion of effective, creative abilities, inability to mobilize internal resources, and e 'any priority activities focus; 4. shaping "negative identity," refusing to self-determine, and choosing negative patterns for behavior. measured by the degree of political self-determination.1. "Unknown, blurred identity" is characterized by the fact that the individual is not yet clearly convinced, has not chosen a profession, and has not experienced a personality crisis.2. "Early, premature identification" occurs when a person is involved in an appropriate system of relationships, but not as a result of crisis and testing, but on the basis of alien ideas, following someone else's example. ladi. or authority.3. The 'moratorium' stage is when a person is in the process of a normative crisis of self-determination and chooses the only option that he or she can consider from among the many developmental options.4. At the stage of "mature identity" achieved, the crisis ended, the person moved from self-search to practical self-awareness.

Eric Homberger Erickson is an American psychologist. Born in 1902 in Frankfurt-May. Studied at the Vienna Institute of Psychoanalysis. In 1933, he moved to the United States, where he worked at Boston and Harvard University; then moved to Yelga, then to Berkeley, where he worked for more than a decade. In 1950, he published the book *Childhood and Society*, which became a psychological bestseller. With this he begins to reconsider some of the views of classical Freudianism and to design his doctrine of originality. In 1958, Erickson's book, *The Young Luther*, was published, which was the first experiment in applying the psycho-historical method. It was followed by *Gandhi Truth* (1969) and other works. Thus, during adolescence, everyone experiences a crisis in the form of a whole social and personal choice and identification, which in one way or another is associated with the need to determine their own destiny. If a young man cannot solve these problems in time, he will develop an inadequate personality. Scattered, blurred identity is a situation where a person has not yet made a responsible choice, such as a profession or worldview, which makes his or her "I" image vague

and ambiguous. An unresponsive personality is one in which the young man has adopted a peculiar personality, which has undergone a difficult and painful process of introspection, which he has already incorporated into the system of adult relationships, but this choice is made under external influence, not consciously.

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