

## PSYCHOLOGICAL CRISES IN PERSONALITY PSYCHOLOGY AND WAYS TO OVERCOME THEM

Bozarboyeva Namunaxon Davronbek qizi  
Andijan State University, Faculty of Social Economics,  
Teacher at the Department of General Psychology,

Mahmudjonov Ibrohimjon  
Andijan State University, Faculty of Social Economics,  
2nd year Student of Pedagogy and Psychology

### ABSTRACT

Age crises are periods of ontogeny that last up to a special year, characterized by these dramatic mental changes. They refer to the normative processes necessary for the normal progressive direction of personal development.

**Keywords:** psychophysical, emotional, psychological stress, difficulties, childhood crisis, early childhood crisis, preschool crisis, teenage crisis, adolescence crisis, adulthood crisis, old age crisis.

### INTRODUCTION

Today, with the acceleration of the intensive development process, there have been changes in certain standards that can assess the adequacy of an individual's development at any age in human life and are related to psychophysical, intellectual, emotional and personal development. These standards are also called age development tasks. The transition to the next stage takes the form of age-related developmental crises - life changes and turning points accompanied by psychological stress and difficulties, the form, duration and severity of the crisis differ significantly depending on individual and typological characteristics, social and microsocioal conditions can do.

Developmental crises can be marked by significant mental discomfort, sometimes even threatening the body's survival. Such transitions can occur spontaneously, as in a midlife crisis. They may be motivated by integrative psycho-technology, participation in mental practice. The psychological transition to a high level of well-being, clarity, and maturity is rarely smooth and painless. Conversely, growth is characterized by periods of confusion and painful questions, or periods of chaos and frustration in extreme cases. If these crises are successfully overcome, it can be a means of getting rid of outdated forms of life that limit a certain amount of chaos and disorder. There is an opportunity to reconsider old beliefs, goals, identities, lifestyles, "liberate" and adopt new, forward-looking life strategies. Psychological crisis, therefore, is both physical and mental suffering on the one hand, and change, development, and personal growth on the other.

Age-related crises in youth psychology, in turn, occur at different ages:

### **Childhood. One-Year Crisis**

Infancy (the first month of life) from birth to 1 year is the first year of life - infancy. It is a time for a child to develop from a child with little protection, little movement, very little reaction to the events around him, to a very fast-growing, active, fast-moving, active, cheerful child who can call for help. An infant develops very quickly, both physically, mentally and socially.

According to L.S. Vigotskiy, the onset of affective reactions of the type of emotional storm is a behavioral sign of a one-year-old crisis. The child demands what he wants, goes against the adults, cries and lies on the floor. The child's personal desire emerges, becomes his subject; I will appear.

In general, the crisis has a negative impact on the development of the child. This is followed by various disturbances: biorhythm disturbances (e.g., restlessness and sleep); impairment of vital needs (feeling of hunger); emotional anomalies (crying, irritability).

Understanding parents can direct the activity of a child striving for independence in the right direction. Caring for the child's maximum safety requires constant restrictions and trying to use the word "impossible" less often, carefully examining the items in the house and replacing the item the child wants with a safer one.

### **Early Childhood**

After infancy, a new stage of development begins - the first childhood period, which includes 1-3 years. Early childhood is the most important period in a child's life. The basis of development in this period is the child's ability to walk properly, communicate and master perceptual activities.

### **Crisis at age 3**

At age 3, the child begins to compare himself or herself to adults and seeks to perform actions that adults can (have the right) to do. He expresses his wishes in his own language, such as "When I grow up, I will give you a great car," "I will give you beautiful clothes," "I will build beautiful houses," and he will fulfill all his wishes, even if he speaks in the future. This is what he is trying to do today. Often this quality is manifested in determination and perseverance. This stubbornness is mainly reflected in the negative behavior of the child towards adults. At this age, when the child realizes his independence, the stubbornness to "do it myself" begins, and this manifests itself in the form of stubbornness. The 3-year-old crisis manifests itself as a result of the child's personality development and inability to perform the behaviors that adults perform. Willpower, ability, and many other qualities that emerge in times of crisis prepare him to take shape as a person.

### **Preschool Crisis: 7 Age Crisis**

At this age, childish directness in the child's behavior disappears. Symptoms of the crisis include squatting, trickery, and ridicule, which serve as protection from traumatic experiences. At the same time, the child exhibits a variety of behaviors at home, including the appearance of a pause between responses after the child is spoken ("behaving as if he did not hear", "must

be repeated a hundred times"), during the work ordered by the parent. disobedience behavioral patterns such as inability to crawl, waiting for praise are also observed. Of course, there are positive aspects of the crisis, such as interest in communicating with adults, talking about new topics such as politics, planets, school life, making personal decisions, engaging in independent commitments. The main forms of assistance to the child in overcoming the crisis of 7 years - trying to justify the reasons of students, trying to implement new forms of independent activity, reminding them of the need to complete the task, giving confidence that the child can do it, will help the child to overcome the crisis.

### **The Crisis of Teenage**

By the end of the primary school age, there is a deep motivational crisis in the traditional education system (sometimes called the motivational vacancy). In this age crisis, there is a general negative attitude towards school, ie: reluctance to go to school, reluctance to do homework, and quick conversations with teachers. This is because at that age, parents or teachers are very demanding. The less successful a child is in learning, the harder it is for him or her. Thus, the junior high school age group is 7-11 years old. Reading becomes a leading activity during this period, and parents can help their children overcome the crisis by engaging them in reading activities only through play.

### **The Crisis of Adolescence**

During this period, mostly meaningful communication dominates. It is becoming more and more common for boys and girls to communicate freely with their parents. Adolescents' interactions with adults are associated with the search for meaning in life, during which time choosing friends becomes a challenge for adolescent girls and poses a number of challenges. Because teenagers are more likely to be friends during this time. During this time many friendships are set; these are openness, trust, loyalty, assertiveness, mutual respect, mutual understanding, and adolescents become introverts if they fail to find these qualities. During this period, if a parent does not treat his child as a friend, if he is not interested in his thoughts and interests, if he does not talk to his child sincerely, the teenager will turn to moral deviations.

### **Crisis in Adulthood**

The course and duration of adult crises depend on personal circumstances. The driving force of development at this young age is an inner desire to grow and improve oneself. One of the causes of the crisis is the sudden change in health (unexpected illness, long-term illness, hormonal changes), the impact of the social environment, the problems associated with work, family.

The transition periods in adulthood are:

- First maturity-17-22 years;
- Transition to -30 years-28-33 years;
- Average maturity - 40-45 years;
- Transition to 50 years - 50-55 years;
- Adulthood - 60-65 years.

Adulthood crises are radically different from childhood crises, in which the main activities are constant, such as work, entrepreneurship, marriage, family, communication, etc. in childhood, leadership activities are constantly changing.

### **The Crisis of Old Age**

The crisis between maturity and old age occurs between the ages of 55-65. The crisis of old age can also be called a pre-retirement crisis, because the main factor in it is the social factor, the factor of reaching retirement age. During this time, people who have gone through that old age are increasingly thinking, "I don't need anyone anymore," "No one cares about me," "Am I old?" During this period, the "shock of resignation" is acute. One of the strategies for mitigating the crisis at this young age is the "new look at life" technique. These include: planning your free time in advance, looking for a new way of life, new ways to integrate into society, anticipating negative situations, events, and so on.

In general, the course of crises associated with adolescence depends on the person himself and those around him, because everyone interprets the word crisis differently and adapts his mood accordingly, optimistic approach to crises, seeing the positive aspects and crises can be easily overcome if the people around them act accordingly.

### **REFERENCES**

1. Davletshin M. G. "General Psychology" T-2000.
2. Z.T.Nishanova, N.G.Kamilova, D.U.Abdullayeva, M.Kh.Kholnazarova "Developmental psychology. Pedagogical psychology" T-2018
3. Nemov R.S. Psychology: Ucheb. for stud. vysshch. ped. ucheb. zavedeniy: V 3 kn. - 4-e izd. - M.: Gumanit.izd. center VLADOS, 2003. - Kn.2: Psychology of education.
4. Zimnyaya I.A. Pedagogical psychology: Uchebnik dlya vuzov. Izd. vtoroe, dop., ispr. i pererab. - M.: Logos, 2002.
5. Abramova G.S. Age psychology. - M: Academy, 1999.
6. Alder G. IQ ili muskulь tvorcheskogo intellekta. Per. s angl. S. Potapenko. - M: FAIR-PRESS, 2004.
7. Karimova V.M., Sunnatova R.I., Tojibayeva R.N. Independent thinking. - T.: Sharq. 2000.