

PROBLEMS OF THE CRISIS PERIOD OF THE CHILD IN THE RELATIONSHIP WITH THE CHILD IN THE FAMILY

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ABSTRACT

In this article, recommendations are given about the age periods of the child's personality, the problem of crisis periods, and the ways of dealing with the child to get out of the crisis period.

Keywords: child, person, difficult period, crisis in mental development, transition period, relationship, crisis period, adolescent crisis, youth crisis.

INTRODUCTION

We know that the conditions of today are the reason for the imposition of very high demands on teachers and educators. At present, the occurrence of several problems in the relationship of parents with their children is caused by the peculiarities of age periods, as well as the ignorance of crisis periods in certain periods. In the transition of each child's personality from a certain age period to the next period, it is necessary that a crisis change in the child's personality occurs, and the problems of this crisis period are well known by parents, educators and teachers, with an appropriate attitude towards their individual characteristics. Especially childhood crises are severe in every child compared to other periods.

The crisis has been called by psychological scientists by one considerable name, studying the period with such psychological manifestations as "difficult period", "crisis in psychic development", "transitional period". The personality of the child L. The crisis state and changes in the period from the time of birth to adulthood. S. Vigotsky's work shows that the crises of youth in particular are more clearly covered.

The characteristic aspect of the crisis in the psychological life of the baby is the occurrence of eye contact with laughter, and at the same time, psychophysiological development in infancy is a complex process. The crisis accompanied by the birth of a child, the process of adaptation to the atmosphere in relation to the period of the mother's womb, creates difficulties in the life of the child. This period was described by L.S. What vigotsky called a "birth crisis". The baby's nose, ears, mouth in general, the skin will contain fluids from the mother's womb. The process of adaptation to the outside world depends on the degree of wellness of the child, and in the outside world, through a cry with a child's loved one, an emotional attitude enters into communication. Unconditioned reflexes induce those close to becoming conditioned reflexes through familiarity. The child expresses the attitude towards loved ones through various emotional states.

The period when a child turns 1 in life also causes crisis situations. Because the fact that a child at the age of one year begins to walk, the process of perception of space in it changes, creates a crisis.

The next crisis period in a child's life is the 3-year-old crisis. First of all, the crisis of 3 years depends on social ties. S. Vigotsky is credited with his work. Because during this period, the most important qualities inherent in the human race are formed such as character trait, attitude to the environment, to others, behavior, thinking and various manifestations of psychic reflection, such as consciousness. The necessary conditions are created for him to act independently. At 3 years old, the child begins to compare himself with adults and seeks to perform actions that adults can do, which they can perform. From the moment the child realizes that he can act independently, then "do it myself" begins, and this again appears in a way of stubbornness, stubbornness. The crisis during this period is the result of the child's personality developing to some extent and realizing that they cannot do the behaviors that adults perform. The will, competence and several other characteristics that arise in times of crisis prepare him for his formation as a person. Doing the things that the child does during this period in a specific way ensures that the crisis is going through a little easier. Doing things that the child will do can make this crisis go away.

The beginning of schooling coincides with the next physiological crisis, which will be 7 years old. In the child's body, sharp endocrine changes occur, which are associated with accelerated growth of height, enlargement of internal organs, vegetative changes. L.S. Vigotsky's work explains that this age crisis is characterized by 2 main symptoms. The subjective aspect of the child's psychological preparation for school education is that his desire, aspiration to study at school is inextricably linked with older people. During this period, the child realizes the responsible tasks of the members of the school team and tends to obey them, to follow their instructions, but since the children are not all the same, significant differences arise between them. Some children give up to school with their whole body, while another child goes to give up school for good. Negative attitudes towards Reading are often caused by adult intimidation. Again, it will be difficult for a child to get used to school conditions from kindergarten. In them, it is now required to be responsible in relation to the lesson. Cardinal changes in the system and activity of a child's social relations coincide with changes in all systems and functions of his body, necessitating strong tension from the child and the full use of his own internal capabilities. In doing so, treating the child based on his capabilities will help to overcome this crisis.

Adolescence is known by its name as the "transitional period", the "crisis period", the "difficult period". Cases of psychic explosion are also observed in the behavior of adolescents of this age due to their inability to find a place in alternative, new conditions. In his time, L.S. Vigotsky called such a state "crisis in psychic development." Adolescence is often characterized by features such as non-verbal aggression, stubbornness, tact, non-recognition of one's own shortcomings, urges.

Many adolescents experience self-dissatisfaction. Also the fact that existing thoughts do not coincide with the changes that are taking place in it today makes the teenager nervous. A lot of uncomfortable and anxious disorders are observed in it. This can create negative thoughts and fears about oneself in a teenager. Some adolescents are concerned about why those around them, adults, are also unable to realize that they are confronting their parents. This condition causes them to feel irritable from the inside, and a teenage crisis occurs. Crisis manifests as existing depression in a child, aspiration for memory, passivity or the opposite, stubbornness,

stubbornness, aggressiveness, the occurrence of negative attitudes towards life. This crisis is also associated with the spiritual growth of a teenager, as well as changes in his psyche. At such times, he feels a great need to communicate with a peer who, like himself, is undergoing great physiological and psychological changes. Of great importance is the influence on a teenager of his companion next to him, and his addition to bad or good people and moral image are manifested in the relationships of this peer.

In relations with the personality of the child in times of crisis, we offer the following recommendations to parents, caregivers and teachers.

1. In a relationship with a child, it is necessary to react taking into account the age characteristics and individual characteristics of the child's personality.
2. In a relationship with a teenager, to bring to him an attitude towards adults, and not as a child;
3. Preventing a teenage personality from becoming idle;
4. It is necessary to definitely take into account the interests of the teenage personality and direct it in the direction of this activity;
5. Loading, control of responsible tasks.
6. Each parent be sociable in a relationship with a teenager. The fact that his plans constantly ask for what he does should be justified on the basis of what he did wrong;
6. Teaching a teenage personality to self-educate gives a good result.

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