



## CHARACTERISTICS AND PROBLEMS OF CRISIS AGE PERIODS SCIENTIFIC ANALYSIS OF SCIENTISTS

**Rjabova Zebiniso Akhmadovna**

*Graduate student of the Bukhara Institute of Psychology and Foreign Languages*

**Annotation:** *This scientific article talks about the division of age periods into several periods and the opinions of scientists about it.*

**Key words:** *the essence of the crisis, internal contradictions, one age stage of development, three-year crisis, adolescence, etc.*

The starting point for introducing the concept of youth developmental crises is to divide the developmental period into separate stages.

As a starting point, let's take the existence of critical periods or crises during the transition from one age stage of development to another, when the previous form of human relations with the outside world breaks down and a new system of relations with the world appears. and people are formed, which is accompanied by serious psychological difficulties for the individual himself and his social environment.

Traditionally, such studies have focused on childhood crises (three-year-old crisis, adolescence, etc.). However, many authors (Niemelä, 1982; Erikson, 1996), taking into account the periodicity of adult life, write not only about the existence of age crises, but also about the need to continue the development process. Indeed, during the crisis, a person performs important spiritual work: he reveals the contradictions between who he really is and who he wants to be, what he has and what he wants to have. During these periods, he begins to understand that he overestimated some moments of his life and underestimated others. A person can realize that he does not show his abilities, does not realize his ideals. At the same time, he may vaguely feel that something is wrong. And only when a person begins to understand that something needs to be changed not in the social environment, but in himself, he begins to build a new life on a real basis.

The essence of each crisis is that a person must choose between two alternatives to solve the problems of age-related development. The decision made affects the success and development of the next life.

It should be emphasized again that in this guide, the regulatory crisis will inevitably appear in most people's lives.



As a working definition of a crisis for psychological counseling, we accept the following: A crisis is a collision of two realities: a mental reality with a person's worldview system, behavior, etc., and an objective reality that contradicts his previous experience.

This fact has already been perceived by man, but has not been changed, and it is difficult or impossible to change it now, because it requires qualitatively different mechanisms that do not exist now (Kukhlaeva, 2001).

L.S. Vygotsky considered development to be an internally determined, goal-directed process that proceeds not uniformly, but rather through the emergence and resolution of internal contradictions. Therefore, he focuses on transitional or critical periods, when in a short period of time such changes occur in the child that are noticeable to others. According to Vygotsky, a crisis or critical period is a period of qualitatively positive changes, the result of which is the transition of a person to a new, higher stage of development. The essence of the crisis is the destruction of the existing social state of development and the emergence of a new one. According to Vygotsky, the main characteristics of crisis periods are:

The presence of sudden changes in a short period of time;

Uncertainty of the borders of the crisis, that is, it is difficult to determine the moments of its beginning and end;

Conflicts with others and difficult upbringing of the child, his departure from the system of pedagogical influence;

Existence of destruction in development:

The processes of death and contraction, disintegration and disintegration formed in the previous stage come to the fore" (Vygotsky, 1984).

Vygotsky's proposals are also used to understand the patterns of adult development.

Unlike Vygotsky and his followers, A.N. Leontiev shares the concepts of «critical period» and «crisis». If the critical period is an inevitable transition from one stage of mental development to another, then crises may not occur with adequate external control of the development process (Leontiev, 1981). The emergence of a new activity is connected with the mechanism of the emergence of new motives, «movement of the motive to the goal». A crisis (a painful, acute period of development) is not a necessary sign of transition from one stable period to another, from one leading activity to another (Leontiev, 1983).

A great place in the psychology of age crises is occupied by the works of L.I. Bozovich. In general, Bozhovich's position continues to develop questions related



to Vygotsky's concept of «experiencing» (Bozhovich, 1995). Božović's work introduced the concept of internal position to the study of experience. This concept is studied in particular detail in the case of a child's transition from preschool education to primary school age.

Thus, in general, in Russian psychology, the main place is to look at crises as a behavioral syndrome of the age transition, which includes a painful reaction of the child to the insufficient pedagogical influence of adults.

The exception is the position of D.B. Elkonin, expressed in the article «On the problem of periodization of mental development in childhood» (1971). He defines crises as a transition from one system to another (from mastering a motivationally demanding area to an operational-technical area and vice versa). At the same time, transitions between periods are called «big» crises. At the moment, a new era and a new era are opening in the development of the field of motivational needs. The transition between periods within one period is described as a «small» crisis, which opens the next period of formation of the child's intellectual and cognitive powers.

Thus, in general, there are two main positions in the understanding of critical age in Russian psychology

1. Recognizing a critical age as a necessary moment of development, in which special psychological work is carried out, consisting of two oppositely directed, but basically the same changes: the appearance of a neoplasm (changes in the personality structure) and the emergence of changes. A new state of development (changing the social state of development). This is the position of L.S. Vygotsky and D.B. Hand and horse.

2. Recognition of the need for qualitative changes, which consists in changing the leading activity and simultaneously moving to a new system of relations. At the same time, the main focus is not on psychological mechanisms of development, but on external conditions, social conditions. In this form, the position of A.N. Leontiev, L.I. Bojovich and others. In recent years - in foreign and domestic psychology, many authors come from the idea of the need for norms and crises.

Therefore, the crisis means the conflict of the opposite tendencies that arise as a result of reaching a certain level of psychological maturity and social requirements imposed on the individual. A crisis is not a destructive thing. On the contrary, Erikson uses the concept of «crisis» in the context of developmental ideas «to define not the threat of disaster, but the moment of change, a critical period associated with the increase of vulnerability and the increase of potential, and, as a result, the crisis. Ontogenetic source of good or bad adaptation» (Erickson, 1996).



According to Erikson, during his life, a person experiences eight psychosocial crises characteristic of each age, the positive or negative outcome of which determines the direction of the further development of the personality.

### BOOKS:

1. Artemov V.A. Psychology training inoctrannomu yazyku. - M.: «Pedagogy», 1989. - P.103.
2. Bim I. L. Nekotorye actualnye problemy covremennogo obucheniya inoctrannym yazykam.- YAISH. 2001, No. 4.- S.39
3. Yoralieva U.K. Specific features of teaching foreign languages in the preschool education system and the possibilities of using interactive methods in it. Journal of modern education. -T., 2014, issue 9.-27 p.
4. Mansurov, N., & Jalilova, V. (2021). METHODOLOGY FOR PROFESSIONALS
5. OBUCHENIya-NAUCHNAYa OTRASL PROFESSIONAL NOY PEDAGOGIKI. Zbírnik naukovix prats SCIENTIA.<https://ojs.ukrlogos.in.ua/index.php/scientia/issue/view/26.03.2021/487>