

PSYCHOLOGICAL FEATURES OF ADOLESCENCE

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Annotation: The relevance of this topic is justified by the fact that adolescence is considered especially emotionally intense. The study of this emotional development of the adolescents occupies a leading role in psychology. Recently, the problem of emotional development has become increasingly relevant.

Key words: Diagnosis, emotional development, adolescence, study, emotional.

Features of adolescence. Each age has its own characteristics that influence the behavior and worldview of people. Adolescence is a long period of transition during which a number of physical changes occur associated with puberty and entry into adulthood.

Psychological characteristics of adolescence are called “adolescent complexes” by psychologists for a number of reasons: increased sensitivity to the assessment of strangers; extreme arrogance and categorical judgments in relation to others; contradictory behavior: shyness gives way to swagger, ostentatious independence borders on vulnerability; emotional instability and sudden mood swings; fight against generally accepted rules and popular ideals. Adolescence covers the period of life from 13 to 18 years (± 2 years). All psychological changes are caused by the physiological characteristics of adolescence and a number of morphological processes in the body. All changes in the body directly affect changes in the adolescent's reactions to various environmental factors and are reflected in the formation of personality. Anatomical and physiological features of adolescence Great changes occur in the endocrine system, which leads to rapid and disproportionate growth in body weight and length and the development of secondary sexual characteristics. Complex structural and functional processes changes occur in the central nervous system and internal structures of the brain, which entails increased excitability of the nerve centers of the cerebral cortex and a weakening of the processes of internal inhibition. Significant changes are observed in the respiratory organs and cardiovascular system, which can lead to various functional disorders (fatigue, fainting). The musculoskeletal system is actively developing: the formation of bone tissue is completed, an increase in muscle mass, therefore in adolescence it is very necessary proper rational nutrition. The development of the digestive system is completed: the digestive organs are extremely “vulnerable” due to constant emotional and physical stress. The harmonious physical development of the whole organism is a consequence of the normal functioning of all organ systems and affects the mental state of adolescents. Social and psychological characteristics of adolescence The psychological aspect of adolescence comes to the fore. The development of the psyche is characterized by increased emotionality and excitability. Feeling his physical changes, the teenager tries to behave like an adult. By showing excessive activity and unreasonable self-confidence, he does not recognize the support of adults. Negativism and a sense of adulthood are psychological new formations of a teenager's personality. In adolescence, the need for friendship and orientation towards the “ideals” of the team become more acute. In communicating with peers, social relationships are modeled and skills are acquired to assess the consequences of one's own or something's behavior or moral values. Features of the nature of communication with parents, teachers, classmates and

friends have a significant impact on self-esteem in adolescence age. The nature of self-esteem determines the formation of personal qualities. An adequate level of self-esteem creates self-confidence, self-criticism, persistence, or even excessive self-confidence and stubbornness. Teenagers with adequate self-esteem usually have a higher social status and do not have sudden jumps in their studies. Teenagers with low self-esteem are prone to depression and pessimism.

A teenager has a need to evaluate his capabilities in order to find his place in the team. At first, a teenager's self-awareness is based on the judgments of other adults (teachers and parents), the team, and comrades about him. The younger teenager seems to look at himself through the eyes of those around him. With age, in addition, he begins to independently analyze and evaluate his own personality. But since the teenager does not yet have sufficient ability to correctly analyze his own personal manifestations, on this basis conflicts are sometimes possible, generated by the contradiction between the level of the teenager's aspirations, his opinion of himself and his real position in the team, attitude, attitude towards him on the part of adults and comrades. Based on the development of self-education, the growth of demands on the teenager, his new position in the team, the teenager develops a desire for self-education, for the conscious and purposeful development of his positive qualities and inhibition of negative manifestations, overcoming negative traits, and eliminating shortcomings. However, relatively little life experience and a limited outlook often lead to the fact that a teenager's self-education takes on naive forms; in order to develop their will, children try, for example, to endure pain that they deliberately try to inflict on themselves. They force themselves to stop reading what - or books in the most interesting place hold your breath for a long time. And some say that the best way to develop will in yourself is to never give in to anyone or anything. From here it is clear how necessary it is for educators to help teenagers correctly understand their strengths and weaknesses, point out the correct ways of self-education, reasonable forms of self-control over behavior.

An important feature of adolescence is the formation

the central new formation of this age, a peculiar feeling of adulthood, when a teenager begins to believe that he is no longer a child, but becomes an adult, when he realizes his readiness to live in a group of adults as a full-fledged and equal participant in this life.

Teachers need to keep in mind that a sense of adulthood is a healthy and fundamentally valuable feeling. Therefore, one should not suppress it, but try to lead it in the right direction. Mutual understanding with teenagers must be gradual and reasonable rebuild, recognizing their rights to relatively greater independence and autonomy. Of course, all this should be within certain reasonable limits. There can be no question of a complete abolition of guidance and control, since the teenager really needs firm and constant guidance from adults. Teenagers need to be freed from petty supervision, excessive control, obsessive care, intrusive leadership - everything that, to some extent, would be justified in relation to a preschooler or primary school student. We must abandon the abuse of the tone of categorical instructions and orders, categorical demands. This is not about rejecting firm demands in general, but about rejecting their rude and harsh forms that offend a teenager's self-esteem and self-respect. Wasting time without meaning pushes teenagers to search for new "thrills." Alcoholism and drug addiction are closely intertwined in the structure of the deviant lifestyle of adolescents. Very often, teenagers celebrate their "merits": successful adventures, hooliganism, fights, petty thefts and drinking alcohol. It turns out that one of the available types of entertainment for teenagers is fighting. Thus, teenagers admit that they fight because there is nothing to do, nowhere to put their energy, and life is boring.

Subsequently, when explaining their actions, teenagers have a misconception about morality, justice, courage and bravery.

Throughout adolescence, there is a clearly defined dynamics of aggressiveness. Forms of aggressive behavior are typical for most teenagers.

One of the elements of the microenvironment in the relationships that shape personality is the family. At the same time, what is decisive is not its composition - complete, incomplete, disintegrated, but the moral atmosphere, the relationships that develop between adult family members, between adults and children. In joint activities, not only parents discover the character of their son or daughter, but also children get to know their parents better. A teenager needs joint activities with adults. Unfortunately, in our time, the number of dysfunctional families in which there is complete neglect, lack of control of behavior on the part of parents, indifference to the fate of the teenager, is growing, which is where children with behavioral problems appear.

But even in seemingly prosperous families, many problems of a psychological nature can be identified that lead to a crisis of adolescence.

There are 4 dysfunctional situations in the family:

Hyperprotection of various degrees: from the desire to be an accomplice in all manifestations of the inner life of children to family tyranny.

Hypoprotection often turns into neglect. The situation that creates a “family idol” is constant attention to any impulse of the child and excessive praise for very modest successes.

A situation that creates “Cinderellas” in the family. There are many families where parents pay a lot of attention to themselves and little to their children.

Ways to solve the problem. Forming a teenager’s range of interests based on his character traits and abilities. Maximum reduction of the period of his free time - “time of idle existence and idleness.” Involving a teenager in activities that lie in the sphere of interests of adults, but at the same time creates opportunities for him to realize and establish himself at the adult level.

Reducing the manifestation of aggression by attending sports schools, daily gymnastics at home using dumbbells, iron weights and boxing gloves (let teenagers beat each other in a peaceful fight, giving an outlet for accumulated energy so that aggression does not accumulate like static electricity, which tends to explode in painful discharges). Physical education can become a common and joyful activity for every family member.

Do not make excessive demands on the teenager that are not confirmed by his abilities. Honestly point out his successes and failures (attribute successes to his abilities, and failures to insufficient preparation). Do not praise a teenager, explaining his failures as an accident, because this creates the effect of inadequacy in the teenager. Passion for art, joint visits to cinema and theater, discussion of literary novelties, assistance in construction - this is not a complete list of those areas in which an adult can be together with a teenager.

Recommendations for parents

- Always be sensitive to the affairs of your children.
- Analyze with your children the reasons for their successes and failures.
- Support your child when things are difficult for him. — Try not to protect the teenager from difficulties.
- Teach you to overcome difficulties.
- Constantly monitor the child, but without overprotection.
- Encourage even the barely emerging needs for knowledge, for harmony and beauty, for self-actualization.
- Tell your child about your problems, about what worried you when you were their age.
- Buy your child books on psychology and self-knowledge. Always lead by example (teach with actions, not words).
- Talk to children as equals, respecting their opinions, avoiding moralizing, shouting, edification, and even more so irony.
- Advise you to take care of your appearance.
- Do not under any circumstances prohibit relationships with the opposite sex, do not stop conversations about the relationship between boys and girls.
- Get to know your child's friends, ask them to inform you about ways to spend time, but don't turn into a spy.
- Remember: mistrust offends! — Keep track of what books your child reads and what films he watches.
- Always be for your child, first of all, an older, wise friend and only then a loving mother (father)! The complete completion of the processes of socio-psychological and personal self-determination occurs, as a rule, after graduation, at the age of 18 to 21 years.

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