

PSYCHOLOGY - ПСИХОЛОГИЯ -

LIA METREVELI

Professor, Georgian Technical University

NANA BOKUCHAVA

PhD student Georgian Technical University

PSYCHOSOCIAL PARADIGM OF ADOLESCENT CRISIS

DOI: <https://doi.org/10.52340/isj.2024.27.06>

Key words: adolescent, adolescent crisis, regularities, congenitancy, age characteristics, individualization, society.

Introduction

Biological-social development route from infancy to adulthood, conditionally can be divided into three main periods. Each of them is characterized by its specific canons and flow. The first period is typical with openness to the external world which is filled with absolute and ultimate trust. The second period is limited and only fragmentary connection is seen to the external world. The third period, which is known with a lot of names (the age of adolescence, puberty, transitional period, age of maturity, critical age), is the period when the borders open and the adolescent faces reality, who wants "to acquire the reality deep inside and he is able to do this, as he obtained spiritual unity in the previous periods. In his own world he discovered the center which everything is connected to and which everything is derived from – the self-concept. He goes out of this center to the external world and tries to make it suitable to his own norms. A child becomes socially active" (Lievoged, 2002). Adolescence is the period of age-related development, when the biological-psychological and personal formation passes beyond the childishness, but can reach the adulthood. The adolescent is still partly a child and partly an adult. Childhood is passed but maturity is still ahead "(Gogichaishvili, 1992). The chronological borders of transitional age is not unalterable and firmly fixed. Mainly there is a tendency of gradual prolongation. In the modern stage adolescence period includes

almost decade, from the age of 9/10 to 19/20. It must be mentioned that the duration of adolescence period and the qualitative side of process in each case is individual. Adolescence crisis is divided into three phases: 1) Pre-critical – involves the analysis and collapse of old habits, stereotypes and structures. 2) Culminating – reaching the crisis peak; 3) Postcritical – there is the formation of new moods, attitudes and relationships.

General aspects of adolescent crisis

The specificity of the adolescent's psychophysical development creates the certain crisis-ridden situation, which is shown in the conflict with yourself and social environment and in adaptation difficulty. Main factor of physical development is sexual maturity. Body transformation, fast growth, changes in the forms of certain body parts, changes in voice pitch, secondary sexual characteristics, extreme activation of passionate and instinctive aspects cause various troubles for the adolescent. As he has no distinct consciousness of the specificity of gender and sexuality, he feels anxious whether he overtakes or drops behind the peers, whether he is able or not to attract the opposite sex and etc. The adolescent's psychic state is not still on the very level to manage to make an adjustment to the body which is still in the situation of transformation and make subjectivation and integration of the fast-going biological-physical changes. The main characteristic of psychic development is the progressive and controversial-heterochromic quality of functioning. So-called the Father of Transitional age Stanley Hall thought that "

the age of adolescence is a chaos age, when the animal, anthropoid, barbaric tendencies clashes to the demands of social-cultural society. This period is full of rebel, stress and conflicts, there is dominated instability, enthusiasm, anxiety and contrast law” (Hall, 1987). He was the first who described typical ambivalence and paradox of an adolescent’s character. Hall defines the content of adolescence as the crisis of self-consciousness and after overcoming this crisis individuality appears. On the contrary of childhood period so called “naive realism”, the adolescent’s attitude to objective reality is cognitive. For him nothing is “obvious in itself”, tries to realize not only ongoing events but the events that he has experienced. For the first time the adolescent notices those changes that are connected to body. Gradually psychological characteristics and personal difference become the focus of his attention. The beginning of adolescence in the field of psychology is considered as the “bringing the subject to inner world of the feelings”, what is followed by the fact that conscious discovery of self-concept. The adolescent realizes that he can guess, think, want, judge, act and etc. Accordingly, the childish sense of “us” which is the part of “social global unity” is collapsed and ultimate individualization begins. Tendency of self-criticism and self-reflection starts rising. “Each adolescent faces some kinds of examination -he feels that he has to prove not being a child anymore. This certainly is insidious feeling as when we try to prove something to somebody we tread deeper and deeper. To oppose this, we definitely need to explain to adolescent that he doesn’t need to persuade us in the fact that he is not a child anymore” (Adler, 2014). Explanation helps us to reduce the quantity of provoking elements of adolescence crisis and somehow avoid destructive behaviour.

The beginning of adolescence crisis is the contradiction with parents. The adolescent’s parent’s icon does not come in accordance with idealized perceptions from childhood. “Discovery” of the fact that the parents are not the cleverest and all-capable is a huge disappointment, deep and painful process of adolescent’s life and the fate of every parent, however perfect the parent is. A disappointed

adolescent starts the fundamental reorganization of the psychic connections which were internalized in childhood. He tries to replace the family with the school. School has to introduce him the society rhythm which is different from the family, pave the way to adulthood. To teach him the constructive skills of self-assertion, painless ways of individualization, the art of presenting his personal characteristics. The teacher who is able to step into a soul of the student and construct the teaching methodology on the student cognition, has the chance to be the pillar of strength for the adolescent. Modern Georgian school as an institution is not able to fulfill its function as the icon of the teacher is distorted, (low social status, material hardship, continuous cycle of examinations and trainings), on the other hand teaching system copied from the other countries, that we call the sharing of experience, in reality it is an invasion of absolutely non-integrable cultural units into the traditional educational framework. Furthermore school and family have a symbiotic relationship. School doesn’t meet the socio-cultural order, but obeys the family whims and narcissistic model. Obviously, family engagement in learning process is highly important, but engagement means cooperation and not supervision. Unseparated homogeneity of family and school worsens adolescence crisis. The adolescent, passionate to be an adult and independent, escaping from the family, cannot find support nor in the school, so he runs away from the school too. “Running away” is also a significant form of actual protest of transitional age, to be against everybody and everything what is connected to order, social norms, obligations. “Running away” can be presented with various kinds of attitudes or being allied to pseudo-groups. Collapse of authorities is followed by the instability of adolescence process and its shifting to extreme situation. The adolescent who appears in a social chaos tries to survive by destructive behaviours, which is somehow the self-defense from emptiness and on the other hand this is the desperate form asking for help to the world of adults.

Instead of the way proposed by the family and society, the adolescent chooses his own way where he can get compensation for the traumas and offences, resentment, low self-assessment,

feeling of being guilty, unsafety, prohibitions and etc. all experienced in childhood. As Adler said this is the “attractive way for disappointed ones, way of rapid psychological success. It is much easier for him to be distinguished and become internally winner, getting rid of social and moral responsibility and breaking the law, than follow the fixed society laws” (Adler, 2014). Having shown the outer courage and selfishness, the choice of gaining the superiority always means inner weakness, which is more or less realised by the adolescent and chooses the situation where he can show his superiority. The adolescent is passionate to gain self-assertion among the peers. Their assessment has particular meaning and goes above the adults' evaluation quality. The influence of peers and their values is continuously reflected on the adolescent.

As well as the adolescent suffers from the need of particular person, who understands, gives advice and survives him from his own conflict-dualistic feelings. He starts searching “experienced” friend (boy searches for boys, girl for girls) and he thinks of him as perfect and chains onto him. In this developing phase not hetero tendencies lead but homoerotic, which passes away, but it must be mentioned while the “latent sexuality”, in this respect, the adolescent cannot sometimes escape from puberty. Identity crisis involves adolescent crisis about lost status, inconvenience of biological state to social one, self-competence validity towards the new status. In search of identity the following questions arise: Who am I? where am I coming from or where am I going to? What do I want and what do I expect from life? etc. To answer these questions there is a need of existence of philosophical-ethical landmarks, which helps the adolescent to relieve from the neurotic doubts and fears got from the childhood failures and suffers.

Provoking behavioural complexes of adolescent crisis

In adolescents specific behavioural reactions appear, so called complexes of age of adolescence, including “emancipation” behavioural type, directed to unbind from adults' care. “Hobby-reactions”- infatuations (intellectual-esthetic, body-manual, informational-

communicative, egocentric, venturesome and etc.), which is a blend of interest and passion elements. The aspiration to peer groups (mainly deviated) membership and absolute obedience of their “regime”. Direct and indirect reactions derived from sexual aspirations; behavioural reaction typical for childhood period but by certain circumstances kept in adulthood (compensation, sulk, imitation and etc.). Each above mentioned has specific character and may appear as a norm as well as a pathology; In the case of norm they reflect behavioural standard typical for the adolescent, they become less conspicuous and are not prominently reflected on an adolescent crisis. In the case of pathology, as a rule, they have stereotypical and generalized manner. It can arise in any situation, with any (including inadequate) reasons. They cause disadaptation of values, social mood and attitudes.

Crisis content of strive for recognition

Following own psycho-physical refreshments and discovery of opportunities, the adolescent's ultimately strong desire of social recognition is arisen. What is absolutely natural and not rarely followed by impulse of fight and aggression. If he cannot gain the recognition and respect from the surrounding people, adolescent tries to find other ways (like boasting, cigarette, alcohol, prescription drug-abuse, taking off the elder and etc.). The elder don't often realise the amendment necessity of “seniority” attitude; They don't confess the adolescent's “maturity” and they treat them like child. This kind of social barrier causes the growth of aggression and conflict coefficient of adolescent, which enhances the whim of fight in a very active adolescent and the conflict is directed to the environment. In a weak and shy adolescent inner conflict and inferiority complex arise. Also if the “adult world” neglects his demand of personal recognition, the adolescent tries his best to escape from it, he runs away and joins the group with the same situation. He searches and finds there his social unit weight. “If adults make social obstacle for adolescent and he feels that he cannot orientate appropriately, then he searches the help and finds where his inclinations and wishes are supported and can be encouraged too (Chrelashvili, 1968). It is significant that social

conflict can be reflected in much more dangerous forms, notably, there can be rapid and radical reevaluation of values gained through upbringing process and replacement with the opposite, socially unacceptable, dangerous behavioural norms. The adolescent tries to “change the world”, be the first, realize an urgent wish of getting a lot of attention with a lot of various ways. He is ready to sacrifice everything but because his age-related deterioration of working and effortful skills, he is not able to do a lot. It should be mentioned that the adolescent has a negative attitude towards the obligatory occupation, especially towards the learning. So he tries to search easier ways and finds them in the manipulation with visual characteristics: tries to follow the fashion ultimately or neglects the fashion with extravagant forms and contradicts to basic rules of dressing. Tries to have “romantic-wild” appearance, dyes hair and eyes with sharp colours, uses the swearing words and phrases, keeps talking and uses imagination while describing his “great success”, even though he feels that listener doubts about his stories.

Pubescence, as the definer of the adolescent crisis period

Puberty is preceded by the pubescence period, when adolescents' sexual difference, girls and boys' different personal directions are noticeable. Boys' moods and attitudes are tinged with ultimate aggression. They crave for the activities that make them able to reveal their will and physical power. They are keen on joining the groups, searching for risky and dangerous adventures or combating other groups. Being the part of group unities is attractive for the girls too, but they have indirect kind of aggression: they close themselves off, in the groups, shut themselves from the world, they are keen on the secret dreams, giggle, disobey adults. (Lievegoed, 2002).

On the background of physical development in the pubescence period extreme curiosity to own and opposite sex develops which can be variously revealed: unveiled sexual acts and dreams full of symbols, talks to peers, prohibited films/books and photos, games consisting sexual elements and etc. After satisfying the

interest these kinds of activities generally blow off though sexuality remains as one of the main problems among the lots for a long time.

In the period of pubescence there are some changes in perception of yourself and others. The adolescent has the feeble or lost feeling of reality and relatively, gets the reality in a transformed way. As the interest towards appearance enhances, the adolescent keeps observing and comparing his and others' appearance. He is neurotic about the “discovered flaws” of his appearance. The other extreme point is narcissistic crisis. Overrated almost grotesque assessment of his skills and abilities, extreme arrogance, continuous expectation of others' praise. Such egocentric demands mostly are not answered what is very irritating for the adolescent.

Psycho-social paradigm of age of adolescence crisis

There was a time when adolescence as an age category was not distinguished and attributed as crisis. In modern society when there is scientific-technological progress and prolongation of learning process, the interval between childhood and adulthood has increased and worsened. French ethnographer and historian P. Aries suggests that adolescence period has been dated since 19th century when the family shrank. Before industrialization there were broad family bonds, strong bonds to relatives, neighbours and friends. That was a strong psychological cell, which certainly did not exclude the contradiction between people and sometimes hatred too, but it was veiled so well that children perceived it as love. The child was surrounded by parents' substitutes and if parents were not able to “play their role well” there was always someone who could replace them in some ways and could protect the child from traumatic impact. Also the child was involved in parents' communication. In his memory he was supported by engrained security of the mother tongue to step in adults' real world. Modern family which even neglects grand parenting institute and includes only parents and children suffer from outer aggression and phobias. Also parents are fully oriented on children, “the aim of parents was to reach those peaks what they

wanted for themselves, but could not, in other words, everything is directed to child's "success", to "little" child who has to fulfill parents' unachieved ambitions.....full burden of parents' disappointment is loaded on child's shoulders(Dolto, 2005). Carrying their parents imaginations adolescents stay infantile, what is also accompanied by the parents' infantile attitude towards them. "Parents' care and control last almost to the age of marriage"(Aries, 1954).

According to Coleman's conception of " focal maturity" which formed as the effort of solving the "classical" theories related to adolescent crisis (Hall, Freud,Eriksonand etc.) and empirical researches of controversial assessments(Bandura, Oper, Elkinand etc.) the adolescent is able defensively, with minimal inner tension overcome typical psychophysical upheavals."(Mudrick, 2004). Coleman distinguished development zones of age of adolescence (puberty,cognitive, personal,social) and noted that " in specific period of time theadolescent has the most important "confined in a focus" problem and solves coherently" (Mudrick, 2004). According to Coleman it is necessary for society to get free from stereotypic prejudice, adolescence must be considered as the pathogenic and criminal period of a person's life. An adolescentcrisis is intensified and attributed to pathogenic kind by the attitude aboutan adolescent, which is arisen

from the "try and error" method by the society lacking from ideals and values, being in a crisis period itself.

Conclusion

Adolescent crisis as a phenomenon includes direct and indirect impact of the result of psychic processing of various kinds of transformation on adolescent's life, which was derived between two drastically different development periods. Its positive essence is that the adolescent gains conscious emancipation with thisway.

if the process goes safely theadolescent satisfies the demand of self-cognition and self-consolidation,becomes self-confident and stable to obstacles. The fate of an adolescent crisis doesn't resolve in only inner subjective area. Social-cultural and variety of political context where theadolescent has to live is vitally important. Convergence of modern extreme social crisis with an adolescent's psychic state creates urgent complex reality and forms serious social problems and psychic impasses of an adolescent crisis. Attitude about that the age of adolescence is going without crisis, discusses crisis provoking reason that theadolescent has no power to tackle the problems which are overwhelmed by the wrong attitudes of social society and newage characteristics.

References:

- [1]. Adler, A. (2014): Education of Children, „Geo“, Tbilisi.
- [2]. Aries, P. (1954): Time of History, Monaco.
- [3]. Gogichaishvili, T. (1992): The Psychological and Age Characteristics of Transitional Age Students,„Publishing of University of Tbilisi”.
- [4]. VygotskyL. (1983): Paedology of the Adolescent,„Pedagogika“, M.
- [5]. Dolto, F. (2005): Difficulties of Life , „Sakartvelos Matsne“, Tbilisi.
- [6]. Klee, M. (1991): The Psychology of Adolescent, „Pedagogika“, M.
- [7]. Krein, U. (2002): Secrets of formation of privacy, SPBPrime-Evroznak
- [8].Mudrick, A. (2004): Human Socialization, Publishing Center «Akademia».
- [9]. Lievegoed, B. (2002): Phases of Childhood, „Atsmko“ Tbilisi.
- [10]. Remschmidt,H. (1994): Adolescent-Youth Age. Problems of Personal Formation. M.
- [11]. Uznadze, D. (1912): Indroduction of Experimental Pedagogy, „Dzmoba“, Kutaisi.
- [12]. Steiner, . (1995): "Teaching methodology and vital conditions of education, „Arili“, Tbilisi.
- [13]. Jung, C. (1994): Spiritual Problems of Modern Individual, Publishing Group „Progress“, „Universe“, M.

- [14].Freud, A. (2016):Introduction to Child Psychoanalysis, Institute Humanitarian Studies, M
- [15]. Chkhartishvili, Sh. (1974):Social Psychology of Education, "Publishing of University of Tbilisi".
- [16]. Chrelashvili, N. (1968): Psychological Characteristics of Adolescent,Book: Children's Psychology, „Ganatleba“, Tbilisi“.

ЛИЯ МЕТРЕВЕЛИ

Профессор, Грузинский технический университет (Грузия)

НАНА БОКУЧАВА

Докторант, Грузинский технический университет (Грузия)

ПСИХОСОЦИАЛЬНАЯ ПАРАДИГМА ПОДРОСТКОВОГО КРИЗИСА

Резюме

Ключевые слова - подросток, подростковый кризис, закономерности, сознание, возрастные особенности, индивидуализация, общество.

В подростковом возрасте происходят существенные трансформации уже существующих сложных физических и природно-духовных структур, а также формирование зачатков новых социально-культурно-нравственных ценностей и сознательно-волевой поведенческой готовности. Подростковый кризис — это типичное эмоциональное состояние для естественного течения критических периодов жизни подростка, которое возникает в результате целенаправленной деятельности, как дискретный момент личностного развития, ограничения и блокировки. Тревожность усиливается в начале кризиса, затем активизируются стратегии решения проблем и психофизические ресурсы. Также повышается чувствительность восприятия, и даже очень малая поддержка становится полезной. Подростковый кризис — это абсолютно нормальное, ориентированное на развитие состояние, а не патология. Его функция заключается в обретении подростком личной автономии, необходимой для принятия ответственности и последующего психического развития. Усилия по преодолению барьеров подросткового кризиса (гендерно-сексуальность, эгоидентичность, деперсонализация, дереализация, дисморфофобия, нарциссические тенденции и т. д.) являются сложной психической работой, которая связана с огромным усилием и в значительной степени определяется типами социальной формации развития подростка. Если среда жизни подростка находится в кризисе (политическом, социальном, моральном, материальном), то формируется сложная (внутренне-внешняя) кризисная реальность, что делает подростковый кризис критическим психологическим состоянием максимальной дезинтеграции (внутрипсихический уровень) и делает его непобедимой личностной дезадаптацией (на социально-психологическом уровне), которая вызвана потерей основных жизненных ориентиров. Критические пиковые проблемы, очевидно, могут вызвать расстройство личности и поведенческие отклонения. Изучение и анализ как феномена психологических особенностей подростков, закономерностей возрастного развития и подросткового кризиса в контексте современной жизни является крайне актуальной проблемой, чтобы избежать психопатологической тенденции подросткового кризиса и проблемы превращения подростка в так называемого «трудного подростка».