

Mannapova Katerina

Kharkiv National University of Internal Affairs, Ukraine

Adolescence as a period of acquisition of adult identity

Adolescence is a period of age crisis, the positive meaning of which is to satisfy the teenager's need for self-knowledge and self-affirmation through the struggle for independence in relatively safe conditions, which does not take extreme forms, with crisis symptoms being episodic phenomena, intensity and different ways of expression. The peculiarities of the manifestation and course of adolescence are determined by the specific social circumstances of life and development, the position of the teenager in the world of adults.

Confronting yourself with adults and actively gaining a new position - a natural phenomenon, productive for the formation of adolescent personality. A teenager, if provoked by prohibitions, would then be able to test his own strength in overcoming these prohibitions and to push the boundaries that set the boundaries of his independence. It is because of this collision that the teenager recognizes himself, his capabilities, satisfies the need for self-affirmation.

The crisis of adolescence is related to the changing social situation of development and leading activities. The social situation of development is a special position of the child in the system of relations, accepted in this society. In adolescence, it represents a transition from dependent childhood to independent and responsible adulthood. The teenager takes an intermediate position between childhood and adulthood. In adolescence, leading activities change to intimate-personal communication. It is in the process of communication with peers is the formation of a new level of awareness of the child, the skills of social interaction, the ability to obey and at the same time to assert their rights [2, p. 151].

The main psychological phenomenon that characterizes adolescence is a sharp jump in the formation of self-concept. This is mainly due to the development of self-awareness. During this period, it is enriched by such an important discovery as the teenager's opening of his inner world. With the discovery of one's "I", one gets the

sometimes impossible task of determining what "I" is? In this way, the teenager, whether he wants it or not, receives a spiritual, psychological task that he must solve.

The main psychological acquisition of adolescence is the discovery of one's inner world, since for the child the only conscious reality is the outside world, where she projects her fantasy. Fully aware of her actions, she is not yet aware of her own psychological states. With the awareness of its uniqueness, dissimilarity to others comes a sense of loneliness. The youthful "I" is not yet defined, vague, it is often experienced as a vague concern or a sense of inner emptiness that needs to be filled [5, p. 54].

The central psychological process of self-awareness is the formation of personal identity, a sense of individual identity, continuity and unity. The most detailed analysis of this process is given by E. Ericsson.

According to E. Erickson, adolescence is built around an identity crisis consisting of a series of social and individual-personal choices, identifications and self-determinations. If a teenager is unable to complete these tasks, he or she has an inadequate identity that can be developed along four main lines:

1. A departure from psychological intimacy, avoidance of close interpersonal relationships;
2. Blurring of sense of time, inability to make life plans, fear of growing up and change;
3. Blurring of productive, creative abilities, inability to mobilize their internal resources and focus on any major activity;
4. Formation of "negative identity", rejection of self-determination and selection of negative role models [1, p. 98].

D. Baumrind put forward four types of identity development, as measured by the degree of professional, religious and political self-determination of a young person.

1. "Uncertain, blurred identity" is characterized by the fact that the individual has not yet developed any clear convictions, has not chosen a profession and has not faced the crisis of identity.

2. "Premature, premature identification" takes place if the individual joined the appropriate system of relationships, but did so not on his own as a result of the crisis and test, but on the basis of other people's thoughts, imitating another's opinion or authority.

3. The moratorium type is characterized by the fact that the individual is in the process of a regulatory crisis of self-determination, choosing from numerous options the only one that can consider his own.

4. At the stage of achieved, "mature identity" crisis is over, the individual has gone from finding himself to practical self-realization.

An adolescent with an uncertain identity can enter a moratorium stage and then achieve a mature identity, but may also remain permanently at the level of blurred identity or go on the path of early identification, refusing active choice and self-determination [4, p. 26].

Throughout the process of identity formation, adolescents have to correlate their own values and behavior with those of their family. On the one hand, successful parents give their children a sense of security and support in a loving environment. On the other hand, they encourage children to become independent adults, able to act in society independently of others. The way parents interact with teens has a significant impact on their adulthood. As adolescence is an era of significant and often dramatic transformation, the family as a social system is also undergoing a change, as is the nature of intergenerational communication.

Most researchers point to the leading role of the system of interpersonal relationships in the formation of self-concept and sense of identity. In adolescence, the features of another person, which make it possible to establish trusting, close, friendly relations with her, come to the fore. The benchmark for comparison and evaluation is one's own style of communication, and perhaps the communicative style of parents, since these three elements - I, the mother and the father - usually act as the main carriers of personal qualities associated with communication. Parents continue to play a major role in organizing the perception of themselves and others, which is consistent with the data that parents' deideologization and emotional separation from

them is not a norm of development, but an indicator of experiencing psychological distress complicated by the course of the adolescent crisis, but rather by conflicts with the parents themselves, so global and more relevant to the individual aspects of a teenager's life.

This age is characterized by a desire to be like someone, that is, to create sustainable ideals. For adolescents who have just entered adolescence, the most important criteria in choosing the ideal are not the personal qualities of the person, but the most typical of his behavior and actions. They distinguish certain personal qualities of people (moral, strong-willed qualities, courage for boys, etc.) to which they aspire.

Social self-determination and self-seeking are inextricably linked to the formation of an outlook. The worldview is a view of the world as a whole, a system of ideas about the general principles and principles of being, the human life philosophy, the sum of all its knowledge. The cognitive prerequisites of the worldview are the assimilation of a certain and quite a considerable amount of knowledge (both scientific and vital - scientific worldview and life outlook) and the ability of the individual to abstract thinking, without which scattered special knowledge does not fit into a single system. The worldview search involves the social orientation of the individual, that is, the awareness of oneself as a part, an element of social community, the choice of one's future social status and the ways to achieve it.

The interests of the child are directed, first and foremost, to the knowledge of the world and themselves in this world. During this period, children are improving their ways of knowing, actively accumulating information, information about what has been and is happening. Activity (inner desire for effective development of the surrounding reality, self-expression towards the outside world, activity towards oneself and the surrounding reality), independence (independence of choice and responsibility for the results of their actions), reflexivity (knowledge of internal mental acts and states) are improved. Self-development (movement to emotional and cognitive maturity, which is expressed in the pursuit of achievement and in an

adequate level of aspirations), constructive interaction with the environment (regulating the boundaries of one's Self with the outside world) [3, p. 52].

The development of theoretical thought in explaining the crisis in adolescence is the gradual accumulation of generalizations, which indicate that the peculiarities of manifestations and course of adolescence are determined by the specific social circumstances of adolescent life and development, his social position in the world of adults.

References

1. Erikson E. (1996) *Identichnost': yunost' i krizis* [Identity: youth and crisis]. M.: Izdatel'skaya gruppa "Progress". [in Russian]
2. Gippenreyter YU. B. (2002) *Obshchat'sya s rebenkom. Kak?* [Communicate with the child. How?]. M.: CheRo. [in Russian]
3. Gorlova N.V. (2019) Razresheniye konfliktov avtonomii: podkhod k issledovaniyu lichnostnoy avtonomii podrostkov [Conflict resolution of autonomy: an approach to the study of personal autonomy of adolescents]. *National Psychological Journal*, No. 1 (33), pp. 47-58.
4. Libin, A.V. (1999) *Sistemnaya psihoterapiya D. Baumrind* [Systemic therapy D. Baumrind]. SPb.: Piter. [in Russian]
5. Yakovleva N.F. (2014) *Vospitaniye i samovospitaniye kharaktera detey i podrostkov* [Education and self-education of the character of children and adolescents]. M.: FLINTA. [in Russian]