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Socio-Psychological Aspects of Personality Formation in Adolescence

L.S. Tursunov, Candidate of Psychological Sciences, Associate Professor

Department of Religious Psychology and Pedagogy
International Islamic Academy of Uzbekistan

Abstract

This article analyses the socio-psychological dimensions of personality formation during adolescence. Adolescence is interpreted as a transitional and crisis-sensitive stage in ontogenesis, during which the individual moves from childhood dependence toward emerging autonomy, self-awareness, social responsibility and value-based self-regulation. The paper emphasizes that adolescent personality development is determined by the interaction of three major factors: the social environment in which the child grows up, systematic education and upbringing, and hereditary-biological prerequisites. Particular attention is paid to the “sense of adulthood”, imitation of adult roles, intensification of self-evaluation, the growth of peer influence, emotional instability and the search for personal identity. The article argues that effective pedagogical and psychological support for adolescents requires careful consideration of their developmental contradictions, social needs and potential for self-realization.

Keywords: adolescence, personality formation, ontogenesis, social environment, education and upbringing, self-awareness, crisis period, sense of adulthood, identity, socio-psychological development.

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Introduction

From the perspective of phylogenesis and ontogenesis, adolescence represents one of the most complex and decisive periods of human development. It is a stage at which the child is no longer fully included among younger children, yet cannot be considered an adult in the complete social and psychological sense. Precisely during this period, the foundations of future personality, value orientations, moral responsibility, character and worldview are actively formed.

Every society seeks to create favorable conditions for the upbringing of young people as mature, socially responsible and competent individuals. In Uzbekistan, special attention is being paid to education, upbringing, professional orientation and the comprehensive development of adolescents. This policy is grounded in the understanding that a harmoniously developed young generation is a crucial factor in the intellectual, moral and cultural future of the nation.

In the context of a renewing society, young people are expected not only to master knowledge, but also to develop independent thinking, social initiative and a modern worldview. Therefore, the human sciences, including psychology, pedagogy and social psychology, face an urgent task: to study the developmental features of adolescence and to design effective mechanisms for guiding young people toward constructive life choices.

Determinants of Personality Formation in Adolescence

Modern developmental psychology explains the formation of personality as a process shaped by the interaction of several interrelated factors. The first factor is the external social environment in which a child is born, grows up and enters systems of interpersonal relations. The second factor is the long-term and systematic influence of education and upbringing. The third factor consists of hereditary and biological prerequisites that provide the natural basis for individual development.

Each person develops within a unique and non-repeatable social environment. Family, school, peer group, community and society as a whole create the network of social relations through which the adolescent acquires social experience. Within these relations, the individual participates as a member of a family, a student group, a class, a social community and, gradually, as a responsible subject of social activity.

The essence of personality is social in its nature. Consequently, the source of adolescents' psychological qualities, general activity, moral standards and self-concept is directly and indirectly connected with the surrounding social environment. Social experience acquired in communication with significant adults and peers influences the formation of mental qualities, moral traits, character, volitional properties, abilities, beliefs and worldview.

Ontogenetic Approach to Adolescent Development

Ontogenetic psychology studies age-related regularities of mental development, the formation of psychological processes, leading developmental factors and personality characteristics at different stages of life. Without a scientific understanding of the psychological laws of personality formation, it is difficult to solve theoretical and practical problems of education and upbringing successfully.

Adolescence is usually associated with the period from approximately 10-11 to 14-15 years of age. Contemporary adolescents often demonstrate earlier physical, mental and social maturation compared with previous generations. Processes of puberty, socialization and psychological growth become more visible at an earlier stage, which requires a more sensitive and differentiated educational approach.

Adolescence is a transition from childhood to adulthood. It is characterized by rapid physiological and psychological changes, growth of interest in the surrounding world, increased aspiration for novelty, formation of character, enrichment of the moral world and intensification of internal contradictions. New feelings, experiences and questions related to bodily and social maturity become part of the adolescent's developmental situation.

The Crisis Character of Adolescence

In psychological literature, adolescence is often described as a transitional period, a crisis period or a period of tension. This is because adolescents frequently experience difficulties in finding their place in new social conditions. Their behavior may include emotional outbursts, impulsive reactions, oppositional tendencies and a strong desire to defend their own opinion.

L.S. Vygotsky interpreted such phenomena as a crisis of mental development. After the primary school period, the child begins to build a new attitude toward the self as a distinct personality. This process can be conditionally divided into two stages: early adolescence and later adolescence.

At the first stage, the adolescent seeks to separate from the world of children and to emphasize belonging to the adult world. Interest in adult life becomes one of the central characteristics of this stage. Imitation of adults, insufficient critical evaluation of one's own behavior, the desire to be close to older people and increased dependence on peer groups are typical features of this period.

At the second stage, the adolescent becomes increasingly convinced that he or she is no longer a child. Self-awareness becomes clearer, the sense of personal dignity intensifies and the adolescent starts to focus more actively on self-knowledge, self-development and self-education. This stage is marked by the growth of reflection and by the formation of more stable ideas about the self.

The Sense of Adulthood and Social Contradictions

One of the most important psychological innovations of adolescence is the "sense of adulthood". The adolescent wants to be treated as an adult, or at least to appear adult in the eyes of others. This aspiration often seems easy to realize from the adolescent's subjective point of view, but it may conflict with actual social experience, responsibility and behavioral maturity.

The mismatch between adolescents' needs and real possibilities may create contradictions between adolescents and parents, teachers or mentors. Adolescents are highly imitative and emotionally receptive; their worldview and personal convictions are still in the process of formation. External influences may stimulate the emergence of personal opinions, but these opinions are not always sufficiently grounded.

This is why adolescents often try to insist on their own position even when adults give reasonable advice. At the same time, some psychological qualities necessary for mature behavior - prudence, thrift, caution, foresight and stable self-control - may still be insufficiently developed.

Self-Consciousness, Values and Moral Development

Adolescence is a sensitive period for the formation of worldview, beliefs, principles, self-awareness and self-evaluation. As the adolescent matures, such components of the self-system as the “ideal self”, the “moral self” and the “real self” gradually develop. Ideas about oneself become more differentiated and more stable.

In the formation of adolescent personality, it is necessary to consider the adolescent’s attitude toward the environment, social events and other people. Psychological studies show that many adolescents are capable of understanding moral concepts such as determination, modesty, dignity, sincerity and sociability. As they acquire scientific knowledge and life experience, more stable beliefs and moral ideals begin to emerge.

The adolescent’s “I” is reconstructed during this period. Attitudes toward others, toward oneself, toward interests and values change sharply. The adolescent’s first and most visible aspiration is to convince others that he or she is no longer a small child, but a growing and capable person.

Pedagogical and Psychological Implications

In adolescence, it is especially important to guide young people toward constructive activities according to their abilities and interests. Sport, vocational education, scientific research, art and creative activity can serve as productive channels for self-expression and personal growth.

Teachers, mentors and psychologists working with adolescents should recognize every achievement, provide encouragement and explain their advice in a respectful and convincing manner. Direct pressure or purely authoritarian communication can intensify resistance, whereas dialogue, trust and psychological support help adolescents develop responsibility and self-regulation.

The future of a renewing Uzbekistan depends to a significant extent on today’s adolescents and youth. Therefore, creating effective psychological and pedagogical mechanisms for their guidance is one of the urgent tasks facing contemporary psychologists and educators.

Conclusion

Adolescence is a complex but highly productive stage of personality development. It combines biological maturation, social expansion, emotional instability, search for identity and the gradual formation of moral

and intellectual self-regulation. The adolescent's personality is shaped through the interaction of social environment, education, upbringing and hereditary prerequisites.

An effective approach to adolescent development must recognize both the vulnerability and the potential of this age period. When adolescents are provided with meaningful communication, constructive social roles, opportunities for self-realization and competent psychological support, the crisis features of this period can be transformed into a source of personal maturity and social responsibility.

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