Studying Socialization of the Individual during Adolescence

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Abstract: This article discusses the personal opinions of scholars regarding the socialization of individuals during adolescence, their life views, the psychological states of socialization during adolescence, and the factors influencing it.

Key words: psyche, society, socialization, psychophysiological, sexual maturity, orphanhood, criminality, physical and psychological weaknesses.

The socialization of a child has a significant role in society, which is a detailed manifestation of social discipline and order. Prominent French psychologist Henri Wallon (1879-1962) analyzes the development of a child's psyche from a Marxist perspective. His main ideas are presented in research works such as "The Psychic Development of the Child" (1941), "From Action to Thought" (1942), and "Sources of Child Thinking" (1945). According to Wallon, the driving force of a child's psychic development is the process of increasing complexity of the environment in which the child lives and the child's joint activities within it. The conditions affecting a child's psychic development, the objects created by humanity, the behavior of people, and their relationships are of great importance. Initially, external influences play a crucial role in the child's psyche, and later, psychic development becomes more dependent on internal conditions. In turn, psychic development is intrinsically linked to the increasing complexity of the environment in which the child is active. Wallon emphasizes that the main outcome determining the child's psychic development is the child's growth as an individual. Development transitions from one stage to another with qualitative changes, and these transitional processes are characterized by crises. Wallon also specifically addresses the interplay between biological and social factors influencing mental development and critiques theories that consider the psychic development of a child as a repetition of humanity's progress.

One of the representatives of the neo-Freudian movement, Erich Fromm's works gained significant popularity among intellectuals in the capitalist world. Fromm moved to the USA in 1933 and worked at the Chicago Psychoanalytic Institute, later in Mexico in 1951. While Freud viewed biological forces as the sole driving force of behavior, Fromm argues that there are certain needs common to all, such as hunger, thirst, and sexual drives.

However, the needs that create differences in human character—love and hatred, the desire for power and submission, pleasure from emotional satisfaction and fear of it—are results of social processes. A person's delicate, beautiful, and rebellious feelings are not inherently given but are the results of a social process of self-discovery. A person is a part of society but cannot live in harmony with it because they are an individual entity. Fromm points out that the Middle Ages are considered a period of social security and unity in the history of European civilization: everyone knows their place in the social system, and no one feels loneliness or isolation from others. The Renaissance and Reformation (the period of awakening and reforms) disrupted the stability of the Middle Ages. People gained freedom but lost social security, and the individual's dependence on others intensified, making how they are perceived increasingly important.

Representatives of the sociogenetic approach consider a child's development to be a result of the influence of the surrounding social environment. Early proponents of this approach include Émile Durkheim (1858-1917), Gabriel Tarde (1843-1904), and Charles Blondel (1876-1939). According to Émile Durkheim, through development, a child assimilates the experiences, customs, and traditions accumulated by humanity. This process occurs through imitation. Imitative actions in society are as significant as heredity in biology, and a child is born with the ability to imitate. Charles Blondel criticizes Durkheim for contrasting the natural and social aspects of humans. He recognizes society as a system of relationships, helping the child to engage with the external world. Education, he emphasizes, ensures the strengthening of social behavioral norms. Under the influence of the social environment, not only cognitive processes but also emotional and motivational spheres are shaped.

German psychologist William Stern (1874-1938) attempted to overcome the one-sidedness of biological and sociological approaches. William Stern presents his views on the development of a child's psyche in his work "Psychology of Early Childhood."

"Psychological development," he writes, "is not merely a simple reflection of innate traits, nor is it simply the perception of external stimuli, but rather a result of the 'convergence' of external conditions for development and internal possibilities".

The psychic state of a child depends on the following factors:

- external environment;

- family environment;

- parental attitudes;

- friends.

The following factors can influence the process of socialization of a child:

The lack of compromise between parents and the absence of clearly defined moral principles for strengthening family relationships.

The psychological unhealthiness and lawlessness of the parents.

Poor living conditions, insufficient opportunities for the child's full development, preparation for lessons, and physical conditioning.

The school environment is not up to the required standards.

The family's poor reputation within the community, possessing a status of an unstable and dysfunctional family.

Various information, provocations, fabrications, rumors, and examples of immoral behavior that contradict family values reaching the child's consciousness through the Internet are among the social factors negatively affecting the child's socialization in recent years.

In our nation, there is a saying, "A bird does what it sees in its nest," meaning that the initial patterns of personal qualities are formed within the family, and under the influence of other groups in society, they are refined and developed. One of the most ancient and national values inherent to our Uzbek people is the closeness and familiarity of each family with their neighborhood. Alongside the family, the neighborhood also plays a significant role as a place of immense upbringing, moral example, and socialization. In some

neighborhoods, it has become customary to sweep the streets and sprinkle water in the morning, and everyone adheres to the cleanliness of the streets without breaking the tradition. Such a system of norms defines the differences, advantages, and disadvantages of each street and neighborhood, and the latter directly influences the socialization of the young people growing up in that neighborhood. Another important environment for socialization includes schools and other educational institutions. It is here that socialization and educational processes are harmoniously integrated. Our social perceptions are such that we perceive schools as places where we receive education and children assimilate knowledge systems; at the same time, this place is where socialization occurs. Overall, the social and spiritual environment in educational institutions is taken into account. Another important socialization environment is labor collectives. The significance and uniqueness of this environment lie in the fact that individuals usually come here when they have matured intellectually, possess certain experiences, and have formed their perceptions of life. Areas of socialization include: The individual's acquired profession, knowledge, skills, and practical work experience are crucial for life activities and influence the character of social norms in this environment. The nature of an individual's relationships with others and the environment they are influenced by are considered important indicators of their socialization during maturity. One of the main motivations for entering a job is the nature of that collective, the relationships within it, who the leader is, and their attitude towards the team; often, salary issues are considered only after these factors. Therefore, a good and healthy moral atmosphere based on justice and sincerity in labor collectives plays a significant role in each person's destiny. The peculiarity of socialization in adulthood is that the process of individualization occurs more distinctly and noticeably because an adult not only assimilates external influences but also imparts educational influence on others through their life experiences, knowledge, practical skills, and abilities, thus being able to serve as a personal example. From this perspective, the social essence of old age is that our

ancestors primarily engage in passing on their existing social experiences to others (children, grandchildren, young people in the neighborhood, etc.), which is especially valued among Eastern peoples. The current mechanisms of socialization contribute to the formation of new thinking among youth and foster loyalty to the homeland and a sense of patriotism. The most fundamental product of individual socialization is finding one's place in life and participating in activities that benefit society.

The adolescent period is the final stage of socialization. This period generally includes ages 13 to 19.

It is incorrect to say that psychophysiological changes do not affect the socialization process of adolescents. Their physiological changes (sexual maturity) distinguish a specific psychological shift: this condition prompts interests in the opposite sex, aggression, risk-taking without considering consequences, and a striving for independence. Among the internal psychological mechanisms, these interests and aspirations hold a special place. In the socialization process, adolescents' emphasis on art, novelty, and reputation reflects, on one hand, their desire to be independent and active, while on the other hand, it confirms the significant influence of cultural tools on youth.

According to observations by researchers in Russia, three main negative positions may emerge during adolescence: interest in drugs, violence, and inflicting harm. This is precisely why the adolescent period is referred to as a "transitional period" or a "difficult stage." Its essence is characterized by changes in the adolescent's behavior: a child who was previously dependent on their parents becomes a mysterious, self-confident adolescent capable of making independent decisions. While previously they followed their parents' guidance and worldview, they begin to evaluate two different worlds: alongside their parents' value system, a new set of perspectives emerges.
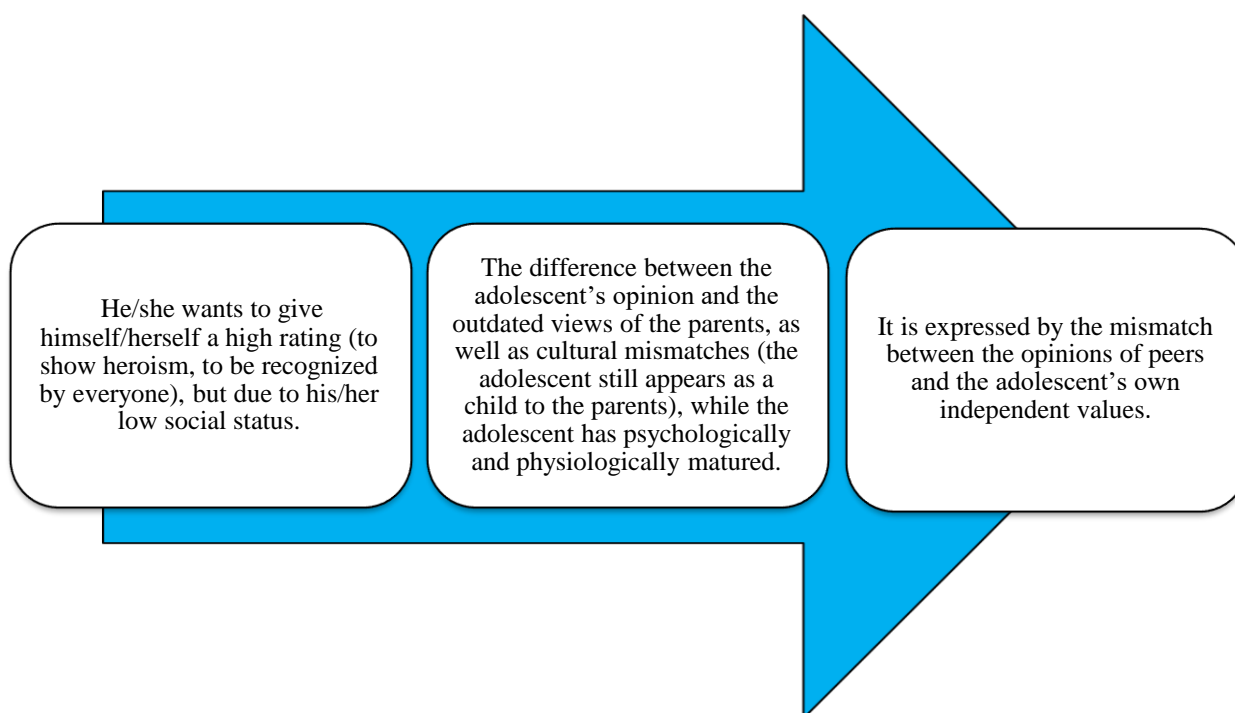
On one hand, they view themselves as children through their parents' eyes; on the other hand, they start reflecting the worldview and behaviors of their peers. The foundation

for their identity formation culminates during this period, intensifying their pursuit of higher levels of worldview. The understanding of "I" (the self) is shaped by experiences from parental life and helps them establish their place in society among friends. At the same time, they seek to assess the meaning of life through value-seeking experiences, and through this process, they form social symbols and perceptions of the social environment related to their sense of self.

Additionally, adolescents tend to make negative evaluations about others, expressing opinions about people's clothing, appearance, behavior, and actions. They strive to act according to their own thoughts and to implement whatever they find appealing.

The difficulties of adolescents' socialization can take three forms:

He/she wants to give himself/herself a high rating (to show heroism, to be recognized by everyone), but due to his/her low social status.

The difference between the adolescent's opinion and the outdated views of the parents, as well as cultural mismatches (the adolescent still appears as a child to the parents), while the adolescent has psychologically and physiologically matured.

It is expressed by the mismatch between the opinions of peers and the adolescent's own independent values.

The peer group is a friendly company of children of the same age. In some cultures, especially in smaller traditional societies, peer groups are formed based on age categories. Each generation has its own rights and responsibilities, which change as they grow older (age categorization typically applies to boys). The transition from one age group to another is marked by specific rituals. Friendships among peers of approximately the same age

usually last a lifetime. Relationships with peers often retain their significance throughout a person's entire life. This is especially true for small communities where individuals have an informal group of similar friends. Even in cases where this is not the case, relationships with peers continue to have a significant impact after childhood and adolescence. Informal groups of people of the same age in workplaces or other situations play a crucial role in shaping an individual's habits and positions. Another factor influencing adolescents' socialization is the media. The concept of "socialization" serves as a foundation that defines the uniqueness of the adolescent formation problem. According to J. Aronfried, socialization cannot rely solely on encouragement. Among the main reasons for the disruption of socialization, the following can be highlighted:

a) The attitude of adults towards adolescents as objects of influence rather than as individuals. Some adults' behavior shapes qualities in adolescents that they do not possess themselves. This leads to adolescents misinterpreting adult advice. When adolescents observe behaviors and demands from adults that they do not adhere to or that do not suit them, they begin to withdraw from them. They start searching for someone who does not deceive them and treats them as equals;

b) For many children, unfortunately, the family is a primary source of aggressive behavior and situations that lead to psychological trauma. An adolescent compares their family situation with those of peers based on what their peers say and the opinions of those around them, often drawing incorrect conclusions. Even if they are unable to do anything to improve the situation at home, they struggle. Adolescents see that their classmates and peers live in relatively comfortable conditions, which also has a certain impact on their development. Thus, contradictions arise in the still-forming concept of the adolescent. At this time, teachers' interactions with adolescents, without considering their family circumstances, relationships, and developmental opportunities, can lead to sharp turns in adolescent behavior;

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c) The conditions of an adolescent's life (orphanhood, criminality, physical and psychological weaknesses). A significant percentage of criminality is associated with adolescents whose living conditions are extremely difficult, i.e., children of criminal fathers or mothers, or both, who regularly consume alcoholic beverages in conflict-prone families. In many cases, such adolescents fall outside the control of adults and relatives, remain unoccupied, and as a result become susceptible to negative influences. They seek to attract society's and relatives' attention through their actions and present themselves as individuals within the circles they enter.

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