

**Problems of the psychoanalytic direction of mental development as the formation of personality.**

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**Abstract:** The main idea of depth psychology (psychoanalysis) - Unconscious aspirations serve as the force that stimulates and directs the development process. Since this energy is innate, development is considered, in fact, as self-development, the transformation of those drives that are naturally inherent in a person (aggression, libido, anxiety, feelings of inferiority) and are not recognized by him. Also in these theories we can see the first attempts to create an age periodization.

**Key words:** Social environment, learning, principles, society, critical thinking, social factors, social influence.

Developmental psychology is primarily a fundamental theoretical discipline, but the knowledge gained in it and the methods developed are used in applied areas. L. Montada proposes to single out 6 main tasks related to the scope of application of developmental psychology in practice:

1. Orientation in the life path, i.e. determination of the level of development. The sequence of age-related changes in the form of a description of the quantitative functions of development or qualitative stages of development. On this basis, statistical age norms of development are built, thanks to which it is possible to give a general assessment of the course of development both in individual cases and in relation to various educational and educational issues. So, for example, knowing what tasks children of 7 years old independently solve, it is possible to determine whether a particular child is below, above or on par with the norm. At the same time, it is possible to determine whether the educational and educational requirements correspond to this norm of independence.

2. Determining the conditions for development and change. Explanatory models of developmental psychology are focused primarily on the analysis of the ontogenesis of personality traits and its disorders, taking into account the settings of the development environment, interaction with educators, special events, and also, as an ideal case, the interaction of all these variables. At the same time, psychologists are interested not so much in short-term as long-term influences of developmental factors. Knowledge of the conditions makes it possible to delay developmental disturbances (prevention) and make appropriate decisions to optimize the course of development.

3. Forecast of stability and variability of personality traits. Many activities in the practice of educational and educational work - explicitly or implicitly - suggest a forecast of further development. Thus, for example, the right to care for a child after the divorce of the parents is retained by the mother only if it is considered that this will be best for the further development of the child. To make such predictions, knowledge is needed about the stability or instability of the properties and conditions for the development of both the personality itself and the personality in the group. Due to the numerous factors involved, such psychological forecasts are often erroneous.

4. Explanation of development and correction goals, i.e. determines what is possible, real, and what should be excluded.

5. Planning for corrective actions, i.e. what needs to be done to get the desired effect from the intervention. So, corrective measures are needed only if the set development goals are not achieved, if the development tasks are not mastered, or if there is a fact that the development conditions lead to its undesirable course. Here one should distinguish between: 1) the goals of development of the individual himself; 2) development potentials of the individual himself; 3) social requirements for development; 4) development opportunities. Accordingly, corrective measures should be differentiated according to their purpose. Often there is a discrepancy between these goals, which

should be the object of correction. The purpose of the planned correction may be the prevention of developmental disorders, the correction of development, or the optimization of developmental processes. In any case, informed decisions must be made about when the intervention promises to be successful, where it should be applied, and which method should be chosen.

6. Evaluation of developmental correction, i.e. that the corrective action has taken. Modern developmental psychology refrains from a hasty assessment of the effectiveness of certain corrective actions. She believes that a real assessment can only be obtained as a result of long-term observation of the individual, during which both positive effects and side effects should be established. It is also believed that the evaluation of effectiveness is largely determined by the scientific paradigm that the psychologist adheres to.

In psychology, there are several methodological principles that have a great influence on the tasks it solves and on the methods of studying the spiritual life of people. The most important of them are the principles of: Determinism Systemic Development. The principle of determinism implies that all mental phenomena are connected according to the law of cause-and-effect relationships, i.e., everything that happens in our soul has some reason that can be identified and studied and which explains why exactly that and no other consequence. What example can you give? (For example, a person made a mistake with the choice of profession and in his future professional life is maladjusted, he has a low mood background, etc.)

Even in antiquity, scientists first spoke about determinism, about the existence of a universal law, the Logos, which determines what should happen to man, to nature as a whole. Democritus, who developed the detailed concept of determinism, wrote that people invented the idea of chance in order to cover up ignorance of the matter and inability to manage.

Later, in the 17th century, Descartes introduced the concept of mechanical determinism, proving that all processes in the psyche can be explained on the basis of the laws of mechanics. This is how the idea arose about the mechanical nature of human behavior, which obeys the law of reflex. Echoes of mechanical determinism can even be found in early 20th-century psychology, such as the theory of energyism, which was accepted by many well-known psychologists, and also in some postulates of behaviorism, such as the idea that positive reinforcement enhances the response, and negative reinforcement weakens it.

But an even greater influence on the development of psychology was exerted by biological determinism, which arose with the advent of the theory of evolution. In this theory, the development of the psyche is determined by the desire for adaptation, i.e. everything that happens in the psyche is aimed at ensuring that the living being adapts as best as possible to the conditions in which it lives. The last kind of determinism, which can be called psychological, proceeds from the fact that the development of the psyche is explained and directed by a specific goal. However, unlike the understanding of the goal in antiquity, when it was considered a given force external to a person, in this case the goal is inherent in the very content of the soul, the psyche of a particular living being and determines its desire for self-expression and self-realization - in communication, cognition, creative activity. Psychological determinism also proceeds from the fact that the environment is not just a condition, a zone of human habitation, but a culture that carries the most important knowledge, experiences that largely change the process of becoming a person. Thus, culture is considered one of the most significant factors influencing the development of the psyche, helping to realize oneself as a bearer of unique spiritual values and qualities, as well as a member of society. Psychological determinism, in addition, suggests that the processes taking place in the soul can be aimed not only at adapting to the environment, but also at resisting it - in the event that the environment interferes with the disclosure of the potential abilities of a given person.

The principle of consistency describes and explains the main types of communication between different aspects of the psyche, the spheres of the mental. He assumes that individual mental phenomena are internally interconnected, forming integrity and acquiring new properties due to this.

The systemic nature of the psyche presupposes its activity, since only in this case both self-regulation and compensation are possible, which are inherent in the mental even at the lowest levels of development of the psyche. Consistency in understanding the psyche does not contradict the awareness of its integrity, since each system is unique and integral.

So, for example, the theory of HMF is based on the principle of consistency. And the zone of proximal development is a logical consequence of the law of the formation of higher mental functions, which are first formed in joint activity, in cooperation with other people, and gradually become internal mental processes of the subject. When a mental process is formed in joint activity, it is in the zone of proximal development; after formation, it becomes a form of actual development of the subject. The principle of development states that the psyche is constantly changing, therefore the most adequate way to study it is to study the patterns of this genesis, its types and stages. No wonder one of the most common psychological methods is genetic.

The English psychologist G. Spencer for the first time identified the stages of development of the psyche. He studied the genesis of the psyche. Proceeding from the fact that the human psyche is the highest stage of development.

Which did not appear immediately, but gradually, in the process of complicating the living conditions and activities of living beings. The original form of the psyche - sensation, developed from irritability, and then from the simplest sensations, diverse forms of the psyche appeared, representing diverse forms of the psyche, representing interconnected levels of consciousness and behavior. All of them are original tools for the survival of the organism, particular forms of adaptation to the environment.

The principle of development says that there are two ways of development (genetic-biological and social) of the psyche in the process of the formation of the human race and in the process of a child's life. Studies have shown that these two types of development have a certain correspondence with each other. So, for example, in the theory of recapitulation (G.S. Hall), that is, a multiple repetition in ontogenesis of the main stages of phylogenetic development.

Theories that appeared later proved that such a rigid connection does not exist and development can accelerate or slow down depending on the social situation. And some stages may disappear altogether. Thus, the process of development is non-linear and depends on the social environment, on the environment and upbringing of the child. Many scientists have come to the conclusion that the logic of the formation of the psyche, its self-deployment, is the same in the development of the human race and the development of an individual.

In addition to these principles, developmental psychology and developmental psychology relies on such principles as:

Unity of consciousness and activity. The principle of the unity of consciousness and activity states that consciousness and activity are in continuous unity. Consciousness forms the inner plan of human activity. If we put the principle of the unity of consciousness and activity as a basis, then we can trace the development of a number of branches of psychology that study specific types of human activity. In developmental and differential psychology, three groups of tasks are solved: research, diagnostic, and correctional.

Research tasks consider the object of science at different levels: Consideration of the problems of the age dynamics of individual aspects of the psyche (psychophysiological functions, processes, properties), as well as their relationships throughout the entire life cycle of a person, belongs to a more specific level. Research tasks of developmental and differential psychology are aimed at a more complete and deeper understanding of the object and subject of science.

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