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**Annotation:** Therefore, the child's biological growth is a factor that causes growth and changes in his psyche. But psychological changes do not always have proportionality with biological growth. Because, on the one hand, mental growth has the character of individuality, on the other hand, it directly depends on certain social and psychological conditions.

**Key words:** mental growth, conflict, confrontation, crisis, caution, friendship, new needs.

It can be seen in the diversity and uniqueness of the changes and renewals that occur in connection with the growth of age that the maturation of a person is a complex phenomenon. It is known that with age, the child grows not only in terms of quantity, but also in terms of quality.

It is a bit more complicated for the mental growth and change that occurs in a child to have its place and position in real life. The reason for this is, on the one hand, the child's lack of experience, and on the other hand, the fact that adults do not fully understand the developmental characteristics behind the child's needs and aspirations. As a result, tense situations begin to arise in the relationship between children and adults. Due to such situations, the psychological experiences and conditions experienced by children and adults are expressed in the psychological language by the concept of crisis. So, the meaning of the concept of crisis consists of conflict and opposition in psychic growth. In this process, it is natural that disagreements arise between children and adults.

As the crisis arises as an obstacle between children's emergence of various needs and the possibilities of their satisfaction, under its influence, deviation in one direction or another occurs. For example, the need for independent action that arises in a child at a certain stage of development serves as a practical motivation for him to achieve independence, and the child achieves a certain level of independence. Secondly, due to the mistakes that adults can make in this process, due to their educational and educational mistakes, some negative defects may appear in their psyche. Therefore, it is necessary to call the crisis neither a negative nor a positive process. Because of this, parents, educators and pedagogues need to draw a correct conclusion and treat children with caution and friendship in times of crisis.

In the psychology of youth, 3-year-old, 7-year-old and adolescent crises of children are highlighted as the main crisis periods.

By giving proper education to a three-year-old child, influencing them, directing their actions in accordance with the purpose, they will be able to independently eat, dress, wash, clean their own place, and complete some tasks and tasks. can be taught to do it. Psychologists say that the achievements of a child up to the age of three can significantly change his behavior and cognitive processes. Nevertheless, the influence and role of adults in the child's growth remains the same as leadership, but the gradual growth ensures that the child becomes more independent.

Seeing the child's independence not only in his physical and mental capabilities, in realizing his attitude towards the process that he has the strength to do without the support of adults, but also in solving the problems of life that he does not have enough strength and ability to acquire certain practical skills. Possible

According to the psychologists N.A. Menchinskaya, V.S. Mukhina, the main factor of children's whims in the conflict of this period is the unfair, wrong, contemptuous treatment of the people around them.

According to A. N. Golubeva, who studied the psychological characteristics of children of junior school age, the educational influence on a child in unfavorable conditions causes the appearance of stubbornness in him. It should be emphasized that the stubbornness of children of this age is not constant, for example, the process of stubbornness in relation to their peers happens from time to time. They are stubborn mainly to older people, and even to a particular teacher or one of the family members. A.N. Golubeva points out that stubbornness in children can be prevented because it is not stable.

According to A.P. Larin's research, in unfavorable and inappropriate educational conditions, stubbornness can appear very early, even at the age of three. First of all, this feature sometimes occurs, but it is never aimed at all adults, that is, its object is a particular person or persons.

However, if this quality of the child's character stabilizes to some extent due to the negative influence of the environment, then it begins to turn into a generalized form aimed at the majority. It is also possible to find that stubbornness is directed towards a group of people.

According to the information collected by A.P. Larin, the main reasons for stubbornness are limiting the child's independence, extinguishing the sense of freedom and initiative, and belittling his consciousness.

These factors form the basis of the child's attitude towards adults and change to a certain extent during his mental development. Their change depends on adults' reasonable attitude towards the child, taking into account the stage of maturity he has reached.

The presence of stubbornness and bad behavior in the child's behavior due to the influence of certain conditions means that a serious change has occurred in his psyche, and now it is necessary to treat the child taking into account his current level of growth. .

The following can be recognized as the causes of a crisis in a child's psyche:

- adults do not take into account the child's physical and mental capabilities;
- preventing them from striving to find a decision in marriage independently of their wishes and desires;
- not to let them appear to eliminate some of the identified difficulties;
- restricting the child from acting independently.

If adults help children's wishes and aspirations as much as possible without opposing their wishes and independence, the difficulties in the process of forming their personality will disappear by themselves, conflicts or disagreements will be avoided.

If interpersonal relations in the family and preschool educational institutions are built on a scientific basis, based on certain rules and do not deviate from the framework of pedagogical etiquette, the above-mentioned conflicts cannot arise.

The appearance of stubbornness, stubbornness, disobedience to adults is the child's way of getting rid of dependence on adults and the appearance of the transition from preschool age to school age. The desire for independence comes to mind as a product of changes, updates, that is, the realization of personal behavior and "I myself" in this age period.

It is known from the researches of many psychologists that children show several forms of stubbornness during this crisis. Here is one of such manifestations corresponds to the 3-year-old crisis we are referring to. During this period, various qualitative and quantitative changes occur in his spiritual world. These changes depend on the fact that he discovers the world in a different way, and his psyche is enriched with information and information every day. At this age, a child has a sense of confidence in his own will, he begins to realize his identity. Self-awareness is achieved by overcoming contradictions and contradictions.

The period of crisis that occurs in other periods of psychic growth also happens in the same way, but the causes of crises in different periods are different. For example: the crisis that occurs at the

age of junior school is mostly related to the process of the child's educational activity and its progress.

School education changes the student's lifestyle, social status, the situation in the class community and family environment, its main task is to learn, acquire knowledge, acquire skills and abilities, learn the laws of nature and society. It consists of mastering. Education requires a certain level of organization, aspiration, volitional effort, activity and purposeful activity. Thoughtful, planned, mental work begins to take the place of involuntary behavior. In the process of education, the demands placed on the student are increasing and becoming more complicated.

From the first days of schooling, there are various conflicts, contradictions, and internal conflicts that drive the growth of a child of junior school age. At the root of these lies the level of mental maturity of the child and the contradictions between positive qualities and requirements. The ever-increasing demands ensure the child's continuous mental growth, and as a result of the selfless movement of this closed chain, human maturity is realized.

The period of adolescence is of special importance in the development of young people. The period of adolescence is characterized by imitability, lack of a fixed point of view, emotionality, courage, and tact. Therefore, special attention should be paid to teenage boys and girls who are susceptible to external influences. A transition from childhood to adulthood occurs during adolescence.

The power that moves the mental growth of the adolescent is distinguished by the manifestation of the system of contradictions between the new needs that created his activity and the possibilities of their satisfaction. These dialectical contradictions are manifested between the forms of reflection of the external world, which have become stabilized and stereotyped with increasing physical, mental and moral capabilities. The conflicts and contradictions that have arisen can be gradually eliminated by the formation of new psychological qualities in the adolescent personality by ensuring psychological maturity and complicating the types of activities.

The Viennese psychologist Z.Freud and his students consider adolescence as an unconscious desire to determine one's position, which arises as a target of some kind of first inclination given to a person from time immemorial.

Some psychologists have attached special importance to adolescence to the biological factors of biogenetic growth, that is, to sexual maturation. According to them, the subjective inner experiences of a teenager, leading to a mental crisis, create a unique situation in boys and girls. They believe that vices such as dissatisfaction, rudeness, stubbornness, cruelty, anger, resentment, which are considered characteristic of a teenager, are the product of sexual maturation, new feelings, inclinations, and experiences dominate the behavior of a teenager and determine his behavior.

It can be seen from the information provided about the crises that occur at different ages, that any crisis that occurs in the process of youth development is the cause and realization factor of one or another mental growth, renewal and changes in the child's psyche. appears as

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