

## PERSONAL IDENTITY AND SOCIAL ADAPTATION DURING ADOLESCENCE

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**Abstract:** This article analyzes the processes of personal identity and social adaptation in adolescence from a psychological perspective. The specific features of adolescence, the formation of identity, problems encountered in adaptation, as well as modern psychocorrectional methods are highlighted. Theoretical views and practical recommendations on the topic are given.

**Keywords:** adolescence, identity, social adaptation, psychological development, psychocorrection, modern approaches

**Introduction.** Today, the mental state, personal development and adaptation to society of young people, especially adolescents, are one of the most relevant topics in psychology. Adolescence is an important transitional period in human life, during which the processes of forming personal identity and adapting to the social environment take place. Therefore, an in-depth study of the psychology of this period is of great importance in applied psychology.

Personal identity plays an important role in the process of a person’s self-understanding, finding their place in life, and adapting to the social environment. This process is especially active during adolescence and early adulthood. Identity theory is one of the important topics in modern psychology.[1]

Adolescence is a period from 10-11 years to 14-15 years. Today’s adolescents have some physical, mental and political advantages over their predecessors. They are more actively developing in terms of sexual maturation, socialization, and psychological development. For most students, the transition to adolescence begins in the 5th grade. “A teenager is no longer a child, but not an adult either” is the definition that expresses an important characteristic of adolescence. Adolescence is a period of transition from childhood to adulthood, characterized by its own physiological and psychological characteristics. At this stage, children’s physical and mental development accelerates, their interest in various things in life increases, their desire for novelty increases, their character is formed, their spiritual world is enriched, and conflicts flare up. Adolescence is a period of puberty, characterized by the emergence of new feelings, sensations, and complex issues related to sexuality. At this age, dramatic changes begin to occur in the development of adolescents. These changes are both physiological and psychological. Height growth is uneven: girls grow 5-7 cm, boys grow 5-10 cm. Growth in height occurs due to the elongation of the first metacarpal bones and the enlargement of the spine. [2]

If we look at the classical study of adolescence, we will witness the presence of various theories, hypotheses and fundamental research. One of the bright psychological concepts specific to adolescence is the cultural-historical theory created by L.S.Vygotsky (1930) at the beginning of the 20th century, which gives an interpretation of the symptomatology of this age, the stable and historical variability in adolescent psychology, and scientific concepts related to its phenomena. LS Vygotsky considered the interrelationship of education and development. In this he created the following situation. Difficult forms in the child’s mental life are formed in the process of communication, which means that communication in a relatively systematized form - in education,

forms development, creates new mental information, improves higher mental functions. Education plays an important role in the formation of the psyche, and its forms change in the process of development.

In psychology, identity is a person's perception of himself as a whole and permanent person. E. Erikson is one of the founders of identity theory. According to him, the formation of identity is especially important during adolescence. At this stage, the individual experiences situations of finding his own identity (identity) or role confusion (role confusion). E. Erikson sees identity as a key stage of psychosocial development. According to him, in adolescence, the individual tries to understand his own identity.

In psychology, identity (from Latin *identitas* - “self”, “similarity”) is a person's perception of themselves as a permanent, integral, logically consistent individual. Identity plays a key role in self-recognition, finding one's place in social groups, and determining one's life path.

J. Marcia developed Erikson's theory and proposed four types of identity:

1. Identity Achievement: The individual has explored and chosen their own path.
2. Identity Crisis (Moratorium): in the research phase, but no final decision has been made.
3. Foreclosure: Accepting the opinions of others without seeking them out.
4. Identity Diffusion: There is neither search nor decision.

There are several types of identity:

Personal identity is the process by which a person answers the question “Who am I?” It is the basis for how an individual understands themselves, differentiates themselves from others, and determines their social role, beliefs, values, goals, and plans for the future. [2]

Social identity is the feeling of belonging to a particular group (ethnicity, religion, profession, gender). Cultural identity is a sense of self based on one's cultural values and traditions. Adolescents begin to deal with issues such as self-awareness, identifying their interests, and choosing a future career. Factors that influence the formation of personal identity during this period include family, educational institutions, peer groups, media, personal experiences, and the cultural environment.

The family is the first social group that transmits values and beliefs. A person's first identity experiences are formed in the family.

Friends and peers - shape self-concept through social comparison. Interaction with friends and peers plays an important role in strengthening identity. Culture: Cultural values and traditions are one of the main factors in shaping identity. The education system broadens one's outlook and influences career choices.

Mass media and the internet offer different models of identity.

Self-awareness is deepened through personal experience - successes and failures. A person's life experiences, successes and failures, develop identity.[3]

Identity crisis is associated with a person's inability to understand themselves and find their path in life. This condition is more common in adolescence. Identity crisis is a state in which a person is confused in their self-understanding. This condition often occurs during adolescence and is characterized by the inability to determine a person's identity and place in life. Psychological help, social support, and personal experience are important to overcome such a crisis. Signs of an identity crisis: inability to determine one's role, lack of purpose in life, lack of self-confidence, social isolation. Psychological help and a positive social environment help overcome this crisis. Adolescence is a stage of transition from childhood to adulthood, characterized by physical, mental, and social changes. During this period, a person's desire to think independently, realize their

identity, and find their place increases. According to Erikson’s theory of psychosocial development, it is during adolescence that issues of identity and role clarity are resolved [4].

Psychological problems encountered in social adaptation Social adaptation is the process of constant active adaptation of an individual to the social environment and the result of this process. Despite the fact that social adaptation is continuous, it is usually associated with periods of radical change in the individual's own activities and the social circle surrounding him. The adaptation process takes the form of active influence on the social environment and the passive acceptance of the goals and values in the environment with compromise. Social adaptation is one of the main socio-psychological factors of individual socialization. The effectiveness of social adaptation largely depends on how similar (adequate) the individual perceives himself and his social relations. Incorrect or insufficient social perception of himself leads to a violation of social adaptation, the most tragic manifestation of this condition (reality) is the fact that the individual with autism avoids communicating with others and is immersed in the world of his own inner experiences. The problem of social adaptation is studied in world psychology in such scientific directions as psychoanalysis, autism, deprivation. The main attention is paid to adaptation disorders (mental disorders, alienation, apathy, alcoholism, drug addiction, etc.) and psychotherapeutic methods of its correction (correction), means of autotraining, sociotraining. Perfect adaptation occurs when a person’s entry into the environment occurs through his behavior, activity, and behavior. Adaptation of a person to the environment of large or small groups increases the effectiveness of social adaptation, helps to improve the educational process.

Adolescents often face problems in their relationships with their peers. Social pressure, lack of self-confidence, difficulties in school and family conflicts negatively affect the adjustment process. These situations can in some cases lead to conditions such as depression, anxiety and even aggression.

Today, the emergence of aggressive behavior norms in children and youth is due to the unhealthy psychological environment in families, the fact that parents prioritize child rearing, and the increasing number of dysfunctional families. This requires the promotion of psychological and pedagogical knowledge in educational institutions and neighborhoods, not only among young people but also among their parents, in order to prepare young people for social life.

In our study, we used the Renee Hill method to study the importance of relationships in the social adaptation of adolescents. The Renee Hill method used in the study was used to study the formation of relationships in younger school-age children, and we used it to study the social adaptation of adolescents.[5]

The table below presents the results of a study conducted using the Rene Hill methodology.

| No. | Participants | Family climate | Communication level | Level of empathy | Adaptation scores | Adaptation level |
|-----|--------------|----------------|---------------------|------------------|-------------------|------------------|
| 1   | Student 1    | Warm           | Good                | Medium           | 75                | High             |
| 2   | Student 2    | Cold-blooded   | Low                 | Low              | 48                | Low              |
| 3   | Student 3    | Warm           | High                | High             | 82                | Very high        |
| 4   | Student 4    | Moderate       | Medium              | Medium           | 65                | Medium           |
| 5   | Student 5    | Cold-blooded   | Low                 | Medium           | 50                | Low              |
| 6   | 6th student  | Warm           | High                | High             | 85                | Very high        |
| 7   | 7th student  | Moderate       | Medium              | Medium           | 63                | Medium           |
| 8   | 8th grader   | Warm           | Good                | High             | 78                | High             |

Adaptation points and levels:

low level of adaptation 0-49 points;

medium level of adaptation 50-69 points;

high and very high level of adaptation is 70-100 points.

The role of family, school and society, the warmth of the family environment, the effectiveness of psychological services at school and a positive social environment in society are important factors for the healthy psychological development of adolescents. Open communication with parents, constant work with school psychologists and participation in constructive activities in society facilitate the socialization of adolescents.

In conclusion, personal identity is an important psychological process in human life, and its formation is important for successful adaptation in society. Psychologists, educators and parents should consciously approach this process and help young people form their own identity, as the problems of personal identity and social adaptation during adolescence are important issues for every society. The cooperation of family, school and psychologists, the use of modern psychological approaches ensure the formation of adolescents as healthy individuals. Therefore, every educator and psychologist should deeply study the characteristics of this period and develop appropriate strategies.

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