

PECULIARITIES OF CHILDREN'S DEVELOPMENT DURING THE TRANSITION AGE AND THE IMPACT OF THIS PERIOD OF CHILD DEVELOPMENT ON THE EDUCATIONAL PROCESS

PECULIARIDADES DO DESENVOLVIMENTO INFANTIL NA IDADE DE TRANSIÇÃO E O IMPACTO DESTES PERÍODO DE DESENVOLVIMENTO INFANTIL NO PROCESSO EDUCACIONAL

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Abstract. Adolescents meet a variety of difficulties on their way. Facing the challenges of the adult world, followed by hormonal, and sexual body restructuring teenagers have to win this battle, in another way, they will be destroyed by different types of effects. Adolescence is a secondary individuation when a child has to finally reject parents as objects of attachment, as authority figures find new authority figures and new objects of attraction outside the parental family. Parents, teachers and peers play an important role in adolescents growing up. Studying is one of the main tasks of adolescents. Depending on the individual peculiarities of teenagers they can try to avoid it or satisfy educational needs. The purpose of the work is to determine the peculiarities of children's development during adolescence and define their influence on the process of education. The work was based on scientific articles of the last decade. In the search process the terms: "adolescence/psychoanalysis", "adolescence / psychoanalytic pedagogy", "adolescence / educational problems", "adolescence / emotional problems", "adolescence/education", or "adolescence/parents", or "adolescence/peers" were used. It was settled that the educational activity of adolescents has its difficulties and contradictions, but there are also advantages that a teacher can and should rely on.

Keywords: adolescence, education, psychoanalysis, psychoanalytic pedagogy, teenagers.

Resumo. Os adolescentes encontram diversas dificuldades em seu caminho. Enfrentando os desafios do mundo adulto, acompanhado de reestruturação corporal hormonal e sexual, os adolescentes têm que vencer esta batalha, de outra forma, serão destruídos por diferentes tipos de efeitos. A adolescência é uma individuação secundária quando uma criança tem de finalmente rejeitar os pais como objectos de apego, à medida que as figuras de autoridade encontram novas figuras de autoridade e novos objectos de atracção fora da família parental. Pais, professores e colegas desempenham um papel importante no crescimento dos adolescentes. Estudar é uma das principais tarefas dos adolescentes. Dependendo das peculiaridades individuais dos adolescentes, eles podem tentar evitá-lo ou satisfazer necessidades educacionais. O objetivo do trabalho é determinar as peculiaridades do desenvolvimento infantil na adolescência e definir sua influência no processo de educação. O trabalho foi baseado em artigos científicos da última década. No processo de busca foram utilizados os termos: "adolescência/psicanálise", "adolescência/pedagogia psicanalítica", "adolescência/problemas educacionais", "adolescência/problemas emocionais", "adolescência/educação", ou "adolescência/pais", ou "adolescência/pares" foram usados. Ficou estabelecido que a atividade educativa dos adolescentes tem suas dificuldades e contradições, mas também existem vantagens nas quais um professor pode e deve contar. A principal vantagem do adolescente é a sua prontidão para qualquer tipo de atividade educativa, ele também é atraído por formas independentes de organização das aulas em sala de aula, material didático complexo e pela oportunidade de construir sua atividade cognitiva fora da escola. O grande problema do adolescente é que ele ainda não sabe realizar essa prontidão, pois não sabe realizar novas formas de atividade educativa.

Palavras-chave: adolescência, educação, psicanálise, pedagogia psicanalítica, adolescentes.

INTRODUCTION

The transition into adolescence is not easy – adolescents are completely "rebooting their operating system" through the rejection of familiar, previous representational systems created throughout childhood. Rejection in favour of a new system of representation, which includes a new body, the surrounding world. This is a painful process – the destruction and then the construction of a new subjectivity within a new world with all the complexities of creating this system.

If the adolescent is faced with aggression, conflicts and a lack of social environment, the renewal is highly disrupted, which affects the strategies of the whole life. In a negative scenario, when the adolescent faces aggression, misunderstanding, and non-acceptance of the immediate environment, he/she will spend his/her whole life striving to confirm his/her existence and his/her neediness. These adolescent children do not feel alive, they look for confirmation of their existence on their phone screens or social media. Through cruelty and negativity, they try to find validation of their existence.

In a positive scenario, the teen will know what he/she is, and understand his/her boundaries, him-/herself and his/her values. He/she will be able to withstand reality and be successful in it, not only on social media but also within him-/herself, choosing a life that has a place for him/her. "When I look, I am visible, which means I exist." "A "healthy" adolescent must necessarily be present in all the communities that are important to him/her at the same time: the family, the community of other adolescents, the adult world and isolation. He/she cannot stay only in the family, only in the community of adolescents, cannot feel like an adult all the time, and should not be alone in his/her room all the time. Fixation on one of these communities can be called one of the psychopathologies of adolescence.

In psychology, older adolescence is often referred to as the age of the second birth of personality. The developing self-consciousness of the personality allows the adolescent to realize his problems. Practice shows that for the first time, people begin to seek help from psychologists, especially older adolescents. The majority of such appeals are connected with emotional problems typical for the age and problems of relations with surrounding people.

LITERATURE REVIEW

For Freud, the adolescent period (11-12 – 21-22 years) is the period of completion of psychosexual development. Adolescence is one of the two most powerful and dramatic life crises requiring significant mental restructuring (the second such crisis is the midlife crisis) (National Academies of Sciences, Engineering, and Medicine et al., 2019).

Adolescents in their development must face two major challenges:

1. achieving autonomy and independence from parents (in different cultures this occurs in different forms);
2. identity formation, meaning a creative and independent self that harmonizes the different elements of a given personality.

John Hill proposed an interesting approach to the problem of adolescents' search for independence. He concluded that autonomy can be defined through the phenomenon of self-regulation. Independence implies accepting one's assessments and regulating one's behaviour, which can be defined by one phrase: "Think for yourself." Many adolescents learn to do just that. They reevaluate the rules, values, and limitations they deal with as children at home and school. Sometimes they encounter considerable parental resistance, which may transform into contradictions. However, usually, parents work with them to try to cope by reducing areas of conflict, helping them to develop independent thinking and self-regulation of behaviour (Adams et al., 1996).

Traditionally, adolescence is seen as a period of "storm and onslaught," a dramatic upheaval in emotions and behaviour. It was used by Anna Freud to refer to the emotional state that she believed characterized adolescence. She argued, "To be normal in adolescence is in itself to be abnormal." A. Freud, other Freudians and, later, neo-Freudians argued that the onset of adolescent biological maturation and increasing sexual drives cause conflicts with peers, with parents (Freud, 1997). The above two tasks can be combined into one: the task of the subject in the sphere of relationships, which should be solved in adolescence, is the task of secondary individuation (primary individuation occurs by the age of 3 when the child begins to feel separate and distinct from the mother as an object). Secondary individuation involves three tasks:

1. final rejection of parents as objects of attachment;
2. rejection of parents as authority figures;

3. finding new authority figures and new objects of attraction outside the parental family.

Secondary individuation implies a serious restructuring of the psyche. Parents often make a serious mistake during this period – they try to resuscitate what has long been dead – infantile idealization of their images. The result is narcissistic trauma (a blow to self-esteem).

A serious imbalance occurs in the psyche. A. Freud said that in this period all development starts from scratch. Development returns to the starting point: the balance between the forces of Ego and Id is the same as it was in the first year of life (Freud, 1997). The difference is that:

1. earlier the child could easily resort to the help of the parental Ego to somehow cope with his impulses, but now he will not willingly run to the parent either – the period of infantile idealization has passed, they are perceived more objectively;
2. now there is the Super-Ego and if the Ego does not oppose these impulses, it is involved in a strong conflict with the Super-Ego.

External manifestations of this imbalance are adolescent lability of affect, i.e. instability of emotional state: from depressive feelings to complete euphoria, etc. A. Freud described adolescence as a period of natural psychosis, through which any person normally passes in his development. The tasks of the Ego during this period are to restore the disturbed psychic balance, and to resolve the basic conflict of adolescence – the conflict between the need for relative freedom of urges and the need for social acceptability, for social adaptation (Freud, 1997).

A. Freud, based on the model of this conflict, described adolescence as a constant struggle between the Ego and the Id (this is precisely the internal process that manifests itself in the external lability of effect). And further A. Freud said that the character of the future mature personality will be determined by which of the sides in this struggle will win – Ego or Id, and whichever side wins – is equally bad. If the Id wins in the struggle, then the entry into adulthood will be accompanied by rampant urges, it will be a person who in life focuses only on their desires, and he will be deeply indifferent to others. If the Ego wins, the character laid down in the latent age will be fixed for the whole life: socially acceptable, but not allowing anything, having no desires, a person not living, but adapting. The optimum result will be achieved if in this struggle the Ego and Id "wear themselves out" and give up. Then we will get a person who, on the one hand, has sufficient liberation of drives, and on the other hand, takes reality into account and finds his place in it (Freud, 1997).

Modern psychoanalysis divides the adolescent period into two stages: 1) pre-adolescence; and 2) adolescence proper, the boundary between them passes by the appearance of the first menstruation in girls and the first pollutions in boys (Newman et al., 2020). Pre-adolescent stage. The child begins to feel that he has something wrong inside, something is happening to the body (external manifestations of this in boys – an increase in the frequency and duration of erections, in girls – a sharp increase in vaginal and general bodily sensitivity). This means that the development of the body has begun to outpace the development of the psyche.

Changes in one's body cause anxiety and the main mental task of the pre-adolescent period is to psychologically cope with bodily changes, the progress of physicality should cease to frighten. Dymorphophobia – fear of changes in his own body, his body to a teenager seems ugly. The relationship with his body can be both normal (a person accepts the body as it is, although he does not close his eyes to its shortcomings) and deeply disturbed (total idealization or devaluation). This task of establishing a relationship with one's body is exactly what is addressed in the pre-adolescent period. Another important point is that pre-adolescence is the beginning of re-development. Changes in one's own body cause a teenager to feel anxious, his behaviour leads to alienation from others, he becomes more withdrawn and in his relationships with people all the conflicts that have not been adequately resolved flare up again (Newman et al., 2020).

So, the basic conflict of adolescence is the conflict between the need for instinctual freedom and the need for social adaptation. External manifestations of the conflict are adolescent lability of affect. A paradoxical situation arises: if parents continue to pester the child with their attention – his rebellion intensifies if they wave goodbye and say: since you are already an adult – live as you know – he will feel abandoned (teenage depression of abandonment). Secondary individuation of the adolescent (primary individuation by age three).

To escape from the depression of abandonment, the adolescent turns to peers – an adolescent group (Selvam, 2017; Little, 2020). Hierarchy (there is a leader and those who are guided by him/her) and

heterogeneity by gender characterise them. The main importance of the adolescent group: it helps in the restructuring of the Super-Ego (value system). By the end of the oedipal phase, the child approaches with an already formed Ego and Super-Ego, but they are parental, borrowed. Later on, their restructuring takes place (in latency – Ego, in adolescence – Super-Ego) and they increasingly become their own. Relationships in the group play a huge role: different standards of the Super-Ego prevail in the group than in the parental family, and as a rule – softer, the arsenal of means of the Super-Ego expands (the adolescent learns that for some things you should not punish yourself so harshly), and all this leads to the stabilization of his attitude and self-perception.

But all of the above – again – is about a favourable development. That is, when a group of significant peers, now determining the development of the child, is a carrier of normal moral and ethical ideas and universal cultural values that will be internalized by the adolescent. Otherwise, we will have some kind of antisocial personality (Lereya et al., 2015). What reference group the adolescent will fall into, depends almost entirely on the quality of relationships previously formed in his family with significant loved ones. A teenager always has a choice – with whom to be friends. He chooses in conformity with his internal ideas, needs and tendencies, internalized in his own family.

In general, if adolescents develop self-esteem, a sense of competence, and a sense of belonging to a stable family and social system, they are less likely to engage in risky behaviour (Masselink et al., 2018). However, such thing as a completely safe environment is absent, and no child is completely invulnerable to the destructive forces ubiquitous in our society. The influence of different parenting styles on children's psychological characteristics continues into adolescence (Berthelsen et al., 2017). An authoritative style is most likely to lead to normal or healthy adolescent behaviour characterized by responsible, independent actions, as well as self-acceptance and self-control. In contrast, adolescents treated in an authoritarian style may be dependent and anxious in the presence of authority figures or defiant and aggressive. Often, though not always, the negative effects of authoritarian parenting are also observed across ethnic groups, as are the positive effects of an authoritative style.

The benevolent and clear control provided by authoritative parents reassures most adolescents. By this behaviour, they reassure their experimenting children. The consequences of failure are not irreparable because parents help to "glue the broken pieces back together." Authoritative parents also take into account the adolescent's strengthened cognitive abilities. For the first time, both parents and children can communicate using the same or related levels of reasoning and logic. In adolescence, parents and other significant adults constitute a kind of foundation, a zone of the understandable, a kind of "psychological rear" necessary for confident entry into the intriguing and at the same time interesting and disturbing world of peers, which is learned and "tested" (Malinowska-Ciešlik et al., 2019; Romero-Acosta et al., 2021). At the senior school age, peers are already to a greater extent regarded as an understandable, basic platform, where it is possible to orient oneself relatively confidently, while the world of adults, not least parents, becomes an object of interest, psychological analysis, and correlation with oneself. The latter is not surprising, since psychologists have long declared the increasing role of adults in the systems of significant relationships of high school students, oriented to future self-determination and, accordingly, interested in learning about the adult world (Romero-Acosta et al., 2021). Another important thing is that the loss of parents' importance is often declared for adolescents. And parents themselves increasingly feel unimportant in the lives of rebellious offspring. This understanding is far from the truth. Teenagers do not relegate parents to the level of "zero", but rather make them a "point of reference", a "base airfield" that ensures the safety of flights into the opening world of adulthood.

The weightiest among the life values of adolescents is the value of a happy family life (Malinowska-Ciešlik et al., 2019; Berthelsen et al., 2017). The level of anxiety and stress of the teenager is connected with the characteristics of parental attitude: lack of positive interest from the mother, hostility and inconsistency of parental manifestations of the father (Romero-Acosta et al., 2021). Lack of confidence in the presence of positive maternal feelings and anxious expectation of unpredictable reactions of the father neurotic adolescents, making them highly anxious personalities, which cannot but affect the level of their social adaptation and school success. The same study revealed a certain tendency of parental attitude change in its unfavourable variant for the adolescent (Berthelsen et al., 2017; Romm, and Metzger, 2021). If earlier parents, who were not capable of personality-oriented upbringing, realized authoritarian, dominant manifestations, then by the end of the twentieth century, non-interference relations became more common, which, perhaps, are seen by parents as more humane and in line with the "trends of the time". Striving for independence, manifested primarily in external forms of behaviour, the modern adolescent retains at a deep level the need for psychological support from parents, and its absence is a stressor. Many surveys based on

the type of opinion you take into consideration when making a decision show that the parent's point of view is taken into account by teenagers less and less. But this doesn't necessarily indicate a decline in the importance of parents (Malinowska-Cieślak et al., 2019). Rather, their role is changing. After all, if the base airfield malfunctions, free exploration flights will be very difficult.

There is a connection of various personal and behavioural problems with violations of the function of the family as a base that provides psychological safety (Berthelsen et al., 2017; Malinowska-Cieślak et al., 2019). Thus, she connects the problems of deviancy (law violations, alcohol and drug abuse, discipline violations, inadequate, "crazy", as the author calls it, behaviour), which are classic for adolescence, with the problems of power distribution in the family, inability to build conventional relations, understandable and accepted by all agreements. While parents compete for the right to influence the family, they are unable to properly act as a dominant force in the family hierarchy, which is necessary to define the acceptable limits of adolescent behaviour (Berthelsen et al., 2017). In this case, the adolescent, on the one hand, gets the opportunity to deviate, on the other hand, testing deviant forms of behaviour, achieves at least some cohesion in the parental family, trying to joint efforts to return him to a normal state (Agrawal et al., 2014).

The second group of psychological problems is based on the unsatisfied need for love (Padial-Ruz et al., 2020). It is not necessarily that the parent does not love the child enough. Rather, he does not show love enough. First of all, does not know how to understand and accept the child's feelings. Reduces the parental role to worrying about learning and good behaviour. In the struggle for love when there is no way to get it in productive ways, the teenager may use self-destructive strategies ("I'll die and watch you all grieve"). Through symptoms of dysfunctional behaviour that provoke parental anxiety, the child receives evidence that he or she is important to them. Typical symptoms are often related to bodily and emotional manifestations: depressive states, psychosomatic manifestations, anxiety, phobic reactions (unreasonable fears), eating disorders (both in the direction of overeating and pathological desire to lose weight), feelings of loneliness (Magnusson and Låftman, 2019).

A very serious factor in the unfavourable socio-psychological situation of adolescent development is the peculiarities of parenthood (Romm and Metzger, 2021), which can be combined into a general "unhappy parent syndrome". This includes guilt, helplessness, insecurity, depression, anxiety, etc., everything that counteracts the victorious, joyful, open to a new journey through life.

K. C. G. Jung argued that in each person from birth, there is something unique and unrepeatable. When a child is born, he or she already carries a grain of individuality and gradually reveals it as he or she grows up. This process of realization of one's unique potential, and movement towards inner integrity, carried out in the human psyche during life, is called individuation. As applied to a child, we can speak of individuation as differentiation, i.e. separation from the collective psyche, realization of one's self, liberation from the pressure of public opinion and family expectations.

The purpose is to define the main peculiarities of children's development during adolescence period and point out their influence on the process of education.

MATERIALS AND METHODS

For a complex search, we searched for relevant studies in databases DOAJ and EBSCOhost, for the last decade. To eliminate a large number of irrelevant works during the manual search, the terms: "adolescence/psychoanalysis", "adolescence / psychoanalytic pedagogy", or "adolescence / educational problems", or "adolescence / emotional problems", or "adolescence/education", or "adolescence/parents", or "adolescence/peers". The same search terms were used in the research database (EBSCOhost). The work includes articles devoted to the peculiarities of the adolescence period of children's development, their educational problems, and psychoanalytic approaches to their solving.

RESULTS

Entering adolescence brings with it serious changes in the child's attitude towards school and learning. The force that gives movement to the child's mental development is generated by the change in his real place in life. At a certain stage of development, the former place occupied by the adolescent in the surrounding world of human relations begins to be recognized by him as not corresponding to his capabilities, and he seeks to change it. There is an open contradiction between the adolescent's way of life and his opportunities. In conformity with this, his activity is reorganized. Thus, the transition to a new stage of development of his psychological life is made. Significantly expands all practical life experience – the desire of the adolescent

to take a new position in relations with adults, to acquire greater independence, a certain freedom of action, as well as a new way to build their relationships with peers (Steinberg, 2014; Newman and Newman, 2020).

What characterizes the teenage period? (Figure 1).

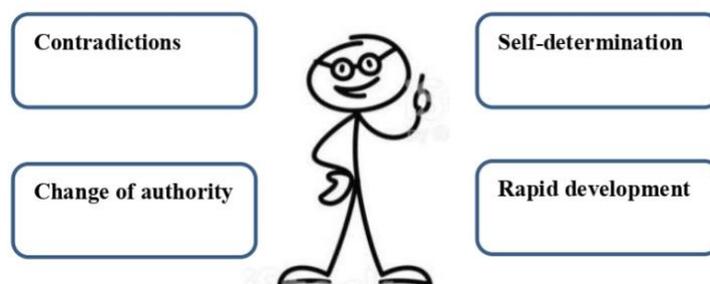


Figure 1. Main characteristics of adolescence

The teenage period is full of contradictions (Patton et al., 2018). On the one hand, the teenager has a so-called "sense of adulthood", and he demonstrates himself in every possible way as an adult, independent, independent. On the other hand, the teenager is very vulnerable and he vitally needs support, heart-to-heart talks, and understanding that he is loved, first of all, by his parents. On the one hand, teenagers' rebel against restrictions, and on the other hand, they need certain limits to feel the stability of this world (Steinberg, 2014).

Against the background of the development of the leading activity is the development of the central neo-formations of age, covering in this period all aspects of objective development: changes occur in the moral sphere, in terms of puberty, in the development of higher mental functions, in the emotional sphere (Figure 2) (Christie and Viner, 2005). The development of the need to be and be considered an adult turns into a dominant need during this period (the adolescent's desire to join the life and activities of adults), the development of new motives for learning, related to the ideal, professional preferences, when learning acquires personal meaning for many adolescents, the development of self-awareness, the desire to have one's assessment, one's own opinion (adolescents' behaviour and activities are largely determined by the peculiarities of self-esteem), formation of self-esteem in the process of communication with other people (interacting with others, adolescents constantly compare themselves with others and learn about themselves based on this comparison), development of reflection – the adolescent's ability to realize what he/she is doing and to argue and justify his/her activity, formation of stable emotional feelings, all these processes take place during adolescence. Relation to the opinion of the collective, community of interests, moral feelings, high demands on friendship, annoyance and the desire to give up everything (Steinberg, 2014; Newman and Newman, 2020).

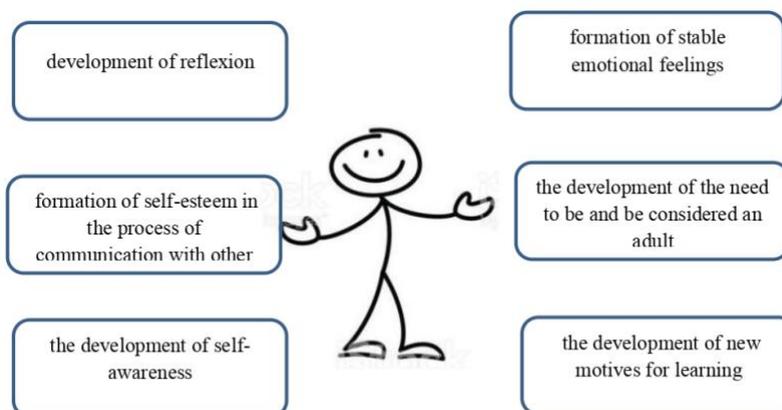


Figure 2. Developmental processes, which take place in adolescents.

At this stage, adolescents are absorbed in communication with peers, and the authority of adult peers goes into the background. Very often teenagers find idols among successful celebrities and try to imitate them. The teenager actively expresses himself and seeks answers to the questions "Who am I? What am I

like?" (Steinberg, 2014; Newman and Newman, 2020). During this period, identity formation and professional self-determination take place. In the body of a teenager, there are rapid physiological changes: hormonal surges, and uneven development of the brain. All this leads to the fact that the teenager is prone to impulsive actions and easily susceptible to neuroses. According to many physiological and psychological characteristics, teenagers seem to us to be adults, but it is far from being so.

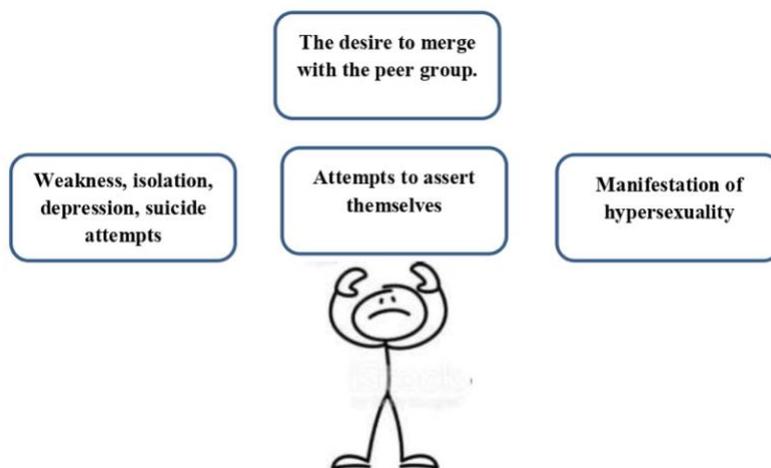


Figure 3. Four large groups of adolescent psychological problems

We can conditionally distinguish four large groups of adolescent psychological problems (Figure 3).

1. Adolescence is often called the period of puberty, and this is not without reason. During this period, the child's body is gradually preparing to fulfil its natural functions – to leave offspring. Together with the sexual system develops and hormonal, so teenagers try to learn more about sex. It is often at this age that the first sexual relations appear, which can also become a serious problem. In girls, hypersexuality often manifests itself as a desire to become more attractive to the opposite sex (Efrati and Gola, 2019). This is where a peculiar choice of clothing appears. Young boys and girls try masturbation for the first time, but knowing that this activity is not encouraged by society, they feel guilty. Also, in modern society, purity is not a sign of decency, so teenagers often feel self-conscious about their virginity.
2. Teenagers try to prove to adults their importance and independence from them, which sometimes goes quite radically: running away from home, addiction to bad habits, school truancy, conflicts with adults, stubbornness in proving their decisions, aggression in response to attempts to interfere in his private life. All these, in the child's opinion, help him to demonstrate his adulthood to himself and others (Hare et al., 2015).
3. This is where the fruits of upbringing (or lack thereof), properly chosen school and personal environment of parents will manifest themselves as nowhere else. Depending on what company the teenager fell into, he will become a positive or negative hero of society (Lereya et al., 2015; Winding et al., 2020; Bowes et al., 2015; Klomek et al., 2015). If his friends strive for achievement, then he is likely to reach for them to be accepted. If his peers turn out to be "bad company" aimed at crime, bad habits, and skipping school, then even the most exemplary teenager will begin to conform to the company with the same goal – to be accepted (Pontes et al., 2018). Psychologists believe that the choice of this or that company by the child depends on his initial interests, as well as on the degree of closeness and trust in the relationship with parents (Romm and Metzger, 2021). If a teenager is uncomfortable in the family, he is likely to contact the "bad company", because it is easier to communicate with them. If the adolescent has enough respect, warmth, love and understanding in the family, he grows up to be very self-sufficient, he does not need to prove anything to anyone, so he does not worry that adolescents with positive goals will not accept him: he believes in himself and socializes only for fun.
4. This problem of socialization is often faced by teenagers with low self-esteem, feelings of irrelevance and insignificance, and a weak nervous system. They have no friends at school and outside of it, do not go into contact with parents and adults, abandon their former hobbies and interests, and experience problems with communication. Often they stop taking care of

themselves: to observe hygiene, comb their hair, eat and sleep on time. In the modern world, most often such teenagers go into the virtual world: anonymously communicate with peers on the network, play online games and disappear at the computer all day (Endo et al., 2017).

During this period, the intellect develops, and cognitive needs become maximally expressed (Li et al., 2022). At the same time, adolescents experience the deepest interest in their personality. They try to evaluate their abilities and actions by comparing themselves with their peers and their actions. Through self-observation and comparison, ideas about themselves are formed. Thus, during the transition period, the self-concept of the individual is fully formed, which is considered to be another major new formation of adolescence. With the transition to secondary school, educational activities become more complicated: the number of school subjects increases, and five or six new teachers begin to interact with the class, who have their own style of teaching a lesson and their requirements. The methods and forms of teaching familiar to primary schoolchildren should be replaced by problem-based teaching, teaching teenagers to think, express their point of view, develop independence and a creative approach when doing homework. Otherwise, the student will be bored and uninterested in attending lessons.

By the time they enter secondary school, children are found to have: various levels of cognitive sphere – from a high level to a limited outlook; attitude towards learning – from positive and responsible to indifferent or negative; different ways of learning material – from the ability to work independently, find information, think, to the lack of flexible thinking and memorizing the material verbatim; varying volume and strength of knowledge.

Many parents and teachers would agree that the adolescent period is extremely difficult. Due to changes in psychophysiology, an obedient and kind child most often turns into a rude one, and his uncontrolled behaviour only pushes away close people. Problems also arise not only in interpersonal relationships but also in studies. If in the first years of education, a student learns something new with a special interest, then difficulties often arise when moving to secondary school. Difficulties mean the whole range of school problems that a student may have in connection with the start of secondary school. All these reasons can be combined into four groups of factors: psychological, pedagogical, social and physiological (Figure 4) (Christie and Viner, 2005).

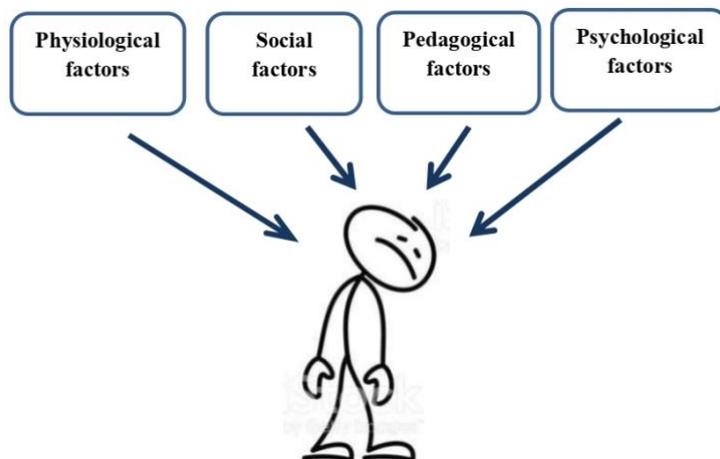


Figure 4. Groups of factors influence adolescents

Psychological factors:

1. Lack of formation of individual cognitive processes, and inability to manage them. New material for such children turns out to be incomprehensible or inaccessible for comprehension, memorization or reproduction. It is difficult to concentrate on a task, compare, generalize and draw conclusions. The mechanical type of memorization predominates over the semantic one.
2. Insufficiency or disturbance of the motivational sphere. This is one of the most common reasons for school failure. Educational activities become uninteresting, and the attitude towards grades becomes indifferent. Sometimes teachers and parents themselves are to blame for this because in many schools there are exclusively traditional teaching methods and an emphasis on grades.

A competitive spirit, typical tasks that do not create a problematic situation and do not require the inclusion of productive thinking – all this can quickly get boring for a teenager.

3. Violation of the emotional-volitional sphere of a teenager. This can manifest itself in disruption of social interaction, decreased determination, and inadequate assessment of one's abilities. The child gets tired quickly and is often in an anxious state.

Pedagogical factors:

1. The teacher's communication style. How the teacher organizes the educational process and how he presents the material determines how students acquire knowledge. Conflicts between teachers and teenagers contribute to the complications of the educational process.
2. The program according to which the training is conducted. It is important to ensure that each student masters the material covered and to select tasks in such a way that everyone gets involved in the work and everyone finds it interesting.
3. Unfavorable classroom environment. Conflicts with classmates can affect academic performance, because due to an anxious or aggressive state, learning the material will be difficult.

Social factors:

1. Unfavorable living conditions. In dysfunctional families, a child often grows up without a certain system of values, norms and rules. Parents are not interested in the teenager's life and all the things he likes and would like to learn or try. However the child cannot independently build a cognitive program outside of school, and this ultimately leads to pedagogical neglect.
2. Pedagogical neglect. It lies in the social immaturity of the child's personality. Neglect and a permissive attitude towards teenagers lead to intellectual passivity and a lack of educational motives.

Physiological factors:

1. Various types of diseases.
2. Deviations in mental development. Such as mental retardation, lesions of the central nervous system, which lead to persistent impairments in writing, reading and counting.

One of the main tasks and responsibilities of a teenager is to attend school and obtain satisfactory grades. However, in adolescence, many factors can lead to school problems that entail inevitable consequences: poor grades, changes in the social environment, avoidance of contact, truancy, and increased illness. During adolescence, schoolchildren are faced with many problems and fears, and their future largely depends on how effectively they cope with them and what solutions they find (Spielberg et al., 2014; Stenson et al., 2021). Some teenagers who try to avoid going to school by any means are not trying to avoid lessons, their main experience is social interaction with classmates, teachers, and peers, which is a mandatory part of school. Teenagers with high levels of social anxiety are often afraid of various things (Figure 5). A situation where parents, teachers, school professionals, and even law enforcement may have to intervene in peer-group problems is bullying (Winding et al., 2020).

Bullying involves long-term, repeated incidents of intimidation. It can include both physical harm and psychological abuse. It is worth noting that modern realities create fertile ground for cyberbullying – this is a type of intimidation that occurs through the Internet or digital gadgets. VK, Instagram, email, SMS and other online platforms are all possible means for cyberbullying. Both bullying and cyberbullying are crimes. The school administration and teachers must have a very strict policy in this matter. Bullying may result in severe depression in adulthood (Bowes et al., 2015; Klomek et al., 2015; Winding et al., 2020). A teenager who avoids school or is unsuccessful and has an outcast status should be asked about whether he or she is being bullied. Parents should also be aware of the warning signs of bullying, as many teens will not be able or willing to share this information.



Figure 5. Main fears of teenagers

Another important element in learning is the process of moral education. An essential feature of this education is a deep explanation of moral norms and rules, and the formation of moral views and beliefs in adolescents. They are more willing to comply with rules of conduct if these rules are understood and act as their moral principles.

During adolescence, a significant restructuring of learning motivation occurs (Raufelder and Kulakow, 2021; Martin et al., 2022). With the correct organization of educational activities and the development of the meaning of learning, the student's very attitude to the content of the lessons changes and a reorientation occurs from the result to the method of activity. Motives for learning acquire stability and independence from the situation. The puberty period is favourable for the formation of value orientations, sustainable interests, and the development of personal and professional self-determination. Correlating the motives and goals of educational activities allows a teenager to determine its true meaning (Martin et al., 2022). Correctly formed goals will help to implement current ones and create new motives for educational activities.

The behavioural characteristics of teenage schoolchildren, their rudeness and harshness, increase the possibility of situations in which the level of anxiety can become critical (Bozzini et al., 2021). This becomes the reason for refusal to attend school (the refusal can be either direct or indirect – psychosomatic), skipping certain lessons where the teacher imposes stricter rules and requirements, and ignoring assignments in which you have to present the material publicly, in front of the class.

Psychosomatic refusal manifests itself quite clearly and systematically. If a teen frequently tries to leave school due to stomach pain, headaches, or other vague physical symptoms, increased social anxiety may be to blame. Of course, this does not mean that you should not pay attention to the physical condition of a teenager. This means that a specialist doctor must conduct an examination and prescribe tests. If a psychosomatic reaction becomes a habitual way of reacting to stress, then consultation with a neurologist or psychotherapist is necessary (Biswas and Sahoo, 2023).

Various types of mental disorders often begin during adolescence (Polanczyk et al., 2015). Parents and educators should be aware of the signs and symptoms of depression and anxiety, which are two of the most common mental health problems that occur during adolescence. Some teens may develop eating disorders, obsessive-compulsive disorder, panic attacks, sleep paralysis, and even bipolar disorder (Carlén et al., 2022). As soon as a teenager stops feeling comfortable in terms of physical or psychological health, problems will begin in communication with loved ones and family, as well as a drop in grades, loss of interest in school and a decrease in motivation.

The quality of teaching academic disciplines at school is of the greatest importance for awakening cognitive interest in a subject in adolescence. There is a direct correlation between satisfaction with school and a positive attitude towards school with the personality of the teacher and the quality of teaching the subject. The most common emotional problem directly related to learning among adolescents is a negative attitude towards learning and school, which begins an “internal withdrawal from school.” This departure is expressed in the fact that school ceases to be the centre of his life for the student. The reason is selective readiness, increased sensitivity to certain aspects of learning, and internal readiness for more “adult” forms

of teaching organization. The teenager's problem is that he does not yet know how to realize this readiness because he does not know how to fulfil new forms of educational activity.

Investigation and identification of conflicts, emotions and problematic behaviour in children can bring a sensitive look to the level of difficulties teenagers meet with and intervene in such situations that occur in the classroom. The value of the object is to think about the existing connection between pedagogy and psychoanalytic action as a method that helps to explain exact scholarly conflicts and work on the subjectivity of teenagers (Neto, 2023).

DISCUSSION

Adolescence is a transitional age between childhood and adulthood (Patton et al., 2018). The beginning of this period is defined quite clearly in many theories – 11-12 years old, but the end of the transition age varies from 15 to 19 years old. There are several distinguishing features between an adult, an adolescent and a child. An adult is a fully capable person, responsible for his life and his actions. The older generation has already developed a certain system of norms and values, which allows them to behave more measured and wiser. Independence from other people's opinions and life experiences is also a sign of maturity.

A child lives in a world of his own, in which he owes no one anything. He has a strong bond with his parents and a trusting relationship. In the family, children receive constant praise and encouragement, which develops their adequate self-esteem. The leading activity is role-playing. Preschoolers do not think seriously about friendship, falling in love and choosing a profession. He does not carefully select his image and does not follow style and fashion.

Teenagers, on the contrary, are dependent on public opinion, especially on the assessments of peers. Therefore, appearance is extremely important for them. The pubertal period is characterized by emotional instability and susceptibility to aggression or depression. There are also dramatic changes in the body: accelerated growth and weight gain, hormonal restructuring, weakening of the system of arbitrary regulation and control of behaviour. In general terms, this can be called sexual and physical maturation.

Objective thinking passes to abstract-conceptual thinking. In adolescence, each child will have to adapt to significant changes in his body, and psyche, as well as take on a new social status. The main new formation of the transition age is the sense of adulthood. Teenagers want to sooner become independent and autonomous. They begin to imitate their elders, "trying on" different social roles. To create the most favourable situation for teaching teenagers, the teacher must take into account the listed factors and organize the work without harming the child. It is important to focus on the individual characteristics of each student and think through how effective learning can be created during the lesson, which will be aimed at productivity, creativity and independence.

When organizing the educational process with teenagers, it is important to take into account that their behaviour and activities are greatly influenced by the opinions of their peers. The main incentive is recognition among classmates and friends. The need for self-affirmation is extremely great; for this, a teenager is ready to do anything to fit in and have a high status among his classmates.

It is also necessary to succeed in the school curriculum and achieve positive results. The coincidence of assessment and self-esteem affects the emotional well-being of a teenager. Losing authority in the eyes of your comrades is the most common "tragedy" of the puberty period. Due to emotional instability, a teenager may react violently to insensitive remarks and view them as a humiliation of his personality. The teacher should not belittle students in his work and not make comments for everyone to see. Teenagers value tact in teachers, the ability to explain the material interestingly, organize work in class at a pace, involve all students in it and make it as productive as possible for everyone. Teenagers are characterized by collectivism, they are attracted to working together with friends, because the main incentive for attending school is communication with peers.

The best thing an adult can do is to listen and hear the teenager as an adult, showing respect for his experiences and emotions (Malinowska-Cieślak et al., 2019). In most cases, dramatic arguments resolve themselves or fade away. Sometimes intervention of adults is simply necessary. Sometimes adolescents simply decide not to be friends with someone anymore, and later on, the friendship tandem will reunite and continue their friendship. In any case, these quarrels can lead to the fact that your teenager wants to skip school or class, maybe the feelings will be so strong that he will not have any capacity to concentrate on homework. It is simply necessary to "stay in touch" with a teenager, be interested and honest, and in the most difficult situations, pick up and help (Malinowska-Cieślak et al., 2019).

The behaviour model of a teen depends on different circumstances: the type of character, lifestyle, the kind of society he/ she lives in, material wealth, family staff, etc. (Malinowska-Ciešlik et al., 2019). A teenager's behaviour is regulated by his self-esteem, and self-esteem is formed in the course of communication with people around him, and, above all, with his peers (Masselink et al., 2018). Peer orientation is associated with the need to be accepted and recognized in a group, or team, with the need to have a friend, in addition, with the perception of a peer as a model who is closer, clearer, and more accessible compared to an adult (Bowes et al., 2015; Padiál-Ruz et al., 2020). It's good if the teen is content with the present and simultaneously is focused on his/her future. Unfortunately, this happens not often. In modern society, early alcoholism, substance abuse and drug addiction, illegal behaviour are common.

Isolation, lack of understanding in family and school, and meeting with social groups or peers lead to social problems (Padiál-Ruz et al., 2020). The main reasons are dissatisfaction with relationships with adults and peers, insufficient workload with real affairs, the desire to assert and stand out, protest against the norms and rules existing in society, and protest against a group for which you mean nothing.

It is easiest for a teenager to communicate with peers, and if he is obstructed, the child turns out to be deeply traumatized. His desire to be approved, be alike, share the passions and rules of a group he likes, maintain his independence and individuality, and fearlessly express his feelings and opinions (Malinowska-Ciešlik et al., 2019). An adolescent wants to grow up as quickly as possible; it is important for him that society understands and accepts this. His chosen role is the role of an active and successful person, aimed at results. An adolescent dreams and fantasizes, according to his ideas. Adolescents usually are not able to explain what they want. In the case of danger or challenge, a teen tries to cope with them, if he/she successfully overcomes them, he/she accumulates experience and gains support for further growth.

One of the conflict reasons is the inconsistency of teenagers (Glassman et al., 2023; Tymula, 2019). An adolescent begins to understand the categories of past and future in general, he identifies that existence is not eternal, and this causes a wave of anxiety and fear. Only understanding of his independence and individuality inspires him with faith. The existence a big difference between the illusion of the ideal "I" and what is, is very awful.

Parents, peers, the environment, the media, and temptations, all of them influence teenagers (Malinowska-Ciešlik et al., 2019; Romm and Metzger, 2021). Opinions of parents and other adults influence teens' self-esteem and often are the background of conflicts (Masselink et al., 2018). An awkward, offensive and inadequate attitude of adults leads to aggressive or depressive behaviour in adolescents. Sometimes it may transform into chronic neuroses. Awareness of one's importance and a sense of belonging to a certain social group arise from infancy and influence the development of self-esteem. This fact must be accepted by parents and teachers (Malinowska-Ciešlik et al., 2019). Low self-esteem usually results from past violence, abuse, bullying, the indifference of loved ones, etc. (Masselink et al., 2018). A teenager knows little how to form trusting relationships, is absorbed by his looks and likes judging others. Adequate self-esteem is necessary to make a person trusting and friendly to the world (Masselink et al., 2018). Challenges for adolescents are an opportunity for self-development. The teen is sure that without him, the world will become worse. The formation of self-esteem is a long process; both parents and teachers participate in its development.

Conditions associated with the conflict between the teen and society are estrangement and unsociability. He/she appraises the judgement of his/her behaviour by others as a final indisputable characteristic (Bowes et al., 2015). The teenager feels like a persona non grata and, without support from others, exactly finds approval. This inclines the child to hide and seek protection in order not to get one more psychological trauma (Klomek et al., 2015). The estrangement of teenagers appears out by ignoring adults. Adaptability and unscrupulousness predispose a teen to be accepted by his group or by society, and the desire to be in trend. Teenagers often may be afraid of being a white crow, which makes them/dependent on their peers' opinions and feel uncomfortable without peers. To be accepted an adolescent may do something harmful and illegal. Under the influence of the environment, the conformity of adolescents and the laws of the group is formed. In response to group pressure, a person develops a special form of behaviour, namely, submission to the group, agreement with the opinion of the majority, and non-resistance to the group. Any child must be brave and confident to say "no" to anything that will impair him/her. He/she must understand that the ability to say "no" is worthy of respect.

Bad habits – starting with smoking, and drinking alcohol-containing substances and surfactants (Bozzini et al., 2021). It is rather difficult for a teen to say "no" if everyone in his/her peer group is doing it. He/ she inquires that if he says "no", he will be considered an alien (Klomek et al., 2015; Pontes et al., 2018). To be accepted by his/her peer group a teen may first try drugs and after that turn to be addicted.

Drug addiction among adolescents is a kind of protest. Teenagers revise their scale of values and appreciate people who help them take a step to a new stage of life. Later on, ideally, the child turns to be socialized and his goals are aimed at the common benefit.

The emergence of positive moral ideals in a teen is a necessary, and perhaps even decisive, condition for education in general. And, conversely, the emergence of alien ideals in children creates serious obstacles to education, since in these cases the demands of adults will not be accepted by the teenager, since they diverge from his requirements for himself, based on his ideal.

A characteristic age-related feature is the adhesion of adolescents to various groups (for example, sports or music fans) and emotional dependence on groups. Many teenagers, both at this and younger ages, are addicted to Internet communication and spend a lot of time in chat rooms and forums where they communicate with peers. As a rule, the higher the degree of trouble in a teenager's communication with his parents, the higher the degree of emotional dependence of the teenager on Internet communication (Romm and Metzger, 2021). The huge expenditure of time on such communication becomes one of the main problems for an adolescent in school studies, since there may simply be no time left for the latter. Another reason for problems in learning is the so-called teenage laziness, which manifests itself in the fact that a teen may not be able to force himself to study. The reasons for this phenomenon can be quite serious. For example, one of the most common causes is teenage depression. It can be due to several reasons:

- negative attitude towards one's body during puberty;
- the ability acquired during this period to critically perceive any information, to independently make one's judgments, without relying on the opinions of adults, and, as a consequence of all this, a possible fixation on negative assessments of life;
- loneliness, low popularity among peers;
- learning difficulties, low school performance.

Many teenagers suffer from a feeling of dullness in life and boredom. An attempt to overcome this feeling is to engage in activities, sometimes quite risky, aimed at obtaining strong emotions, and "drive". For boys, these activities can satisfy the need to "test themselves," to feel like a real man. Such activities include extreme sports, parkour, roller skating, attached to vehicles, etc. The risk of many such activities is very high, and such activities often end in accidents.

Depression in adolescence is very dangerous and can cause suicide (Pontes et al., 2018). This problem is especially relevant since recently the number of teenage suicides has increased significantly. One of the reasons for suicidal attempts by teenagers is a deadlocked relationship with their parents when the teenager experiences fear at the mere thought of having to tell their parents about academic failure. Another reason is often the teenager's unsatisfactory position among his peers (Klomek et al., 2015; Pontes et al., 2018). The following emotional problems become prerequisites for suicidal behaviour:

- the teenager's inability to understand and express his feelings, explain his experiences;
- the duality of the sense of his place in the world: on the one hand, he is no longer a child (overwhelmed by adult desires and passions), and on the other, absolutely powerless and completely dependent on the family (which at this time becomes less significant for him than the society of his peers);
- maximalism of assessments and judgments of oneself and others, and at the same time, the inability to predict the consequences of one's actions.

Psychoprevention of suicide goes beyond the scope of educational psychology (Pontes et al., 2018). It is necessary to remember that the following factors reduce the risk of depression and the risk of suicide attempts:

- good relationships with parents and peers;
- out-of-school employment of a teenager in sports clubs, creative clubs, etc.;
- a social role that implies high personal responsibility and moral obligations for the tasks performed (for example, patronage of younger schoolchildren, caring for the sick, etc.).

High school students face the most serious tasks: building new relationships with others, professional self-determination, autonomy from the family and other important components of entering adulthood. This period is characterized by frequent stress (Romeo, 2013; Anjum et al., 2022). Stress often creates uncertainty about the future. Changes in emotional life are manifested in an increase in emotional sensitivity,

emotional openness and, finally, in an increase in the ability to empathize. At the same time, anxiety and stress remain characteristic experiences (Sakthivel, et al., 2021). Many boys and girls complain about their weakness of will, instability, susceptibility to external influences and such character traits as capriciousness, unreliability, and touchiness. Stress may also be associated with the fact that awakening youthful sexuality does not find recognition from others and does not have culturally acceptable ways of expression. The state in which a high school student is at this time is called “developmental stress” by psychologists. The risk of suicide attempts as a means of coping with severe stress in combination with the experience of a dead end in one’s life situation also remains high (Pontes et al., 2018).

In these conditions, psychological and pedagogical assistance to students should include psychological support with an emphasis on individual strengths, the formation of adequate self-esteem, training in self-regulation and relaxation techniques, and constructive expression of negative experiences. Refusal of the authoritarian style of pedagogical influence, partnerships, understanding on the part of teachers and parents, and respect for the personality of boys and girls are the most important conditions that help them cope with stress and feel self-confident.

If a student is noticed to be prone to depression and suicide, it is recommended to use the following techniques to help change the situation. 1. Listen carefully. 2. Attentive attitude to all, even the most insignificant grievances and complaints of a teenager. 3. Giving confidence to the teenager that, together with his elders, he will cope with his problems.

The problem of learning motivation is one of the most important in psychology and pedagogy. The importance of its solution is determined by the fact that learning motivation is a decisive factor in the effectiveness of the educational process. The formation of interest in learning is the result of the entire educational process at school. Despite the improvement of the teaching system, the use of problem-based, developmental teaching techniques, and the accumulated experience and materials on the formation of motives for schoolchildren’s learning activities, there is a problem of effectively developing interests in learning, especially among adolescents. The main task of teachers at this stage is to preserve and maintain interest in learning. If this cannot be done, then learning motivation may begin to decline. The reason for the decline in school motivation: adolescents experience a “hormonal explosion” and a vaguely formed sense of the future; student-teacher attitude; teacher-student attitude; girls in grades 6-7 have reduced age-related susceptibility to educational activities due to the intensive biological process of puberty; personal significance of the subject; mental development of the student; productivity of educational activities; misunderstanding of the purpose of the teaching; fear of school. If a decrease in educational motivation is noticed, then it is necessary to establish the reasons. Afterwards, carry out work to eliminate this cause and take action or create conditions to increase educational motivation. Psychology knows quite a lot of specific conditions that arouse a student’s interest in learning activities and increase his learning motivation. For the success of training and education, it is important to form in students an adequate assessment of their achievements. Strengthen their confidence in their abilities. Only such self-esteem can support the desire to work independently and creatively. Personality characteristics such as indiscipline, irresponsibility, weak will, and lack of hard work, which are noted as the causes of low academic performance, constitute the conditions for the occurrence of retardation. All these features are associated to a certain extent with age characteristics. Failure to complete independent work, refusal to answer the teacher’s questions, and distractions in class can be caused by indiscipline and an irresponsible attitude to business. Superficiality, restlessness, and frivolity are characteristic of adolescence, and this is reflected to one degree or another in the success of learning. So, it is worth paying attention to the educational motivation of a particular student, since an adolescent is a complex individual with a unique developmental history inherent in him. Therefore, one should influence the student’s personality as a whole, giving a clear account of the combination (correlation) of the various properties of his personality. The formation of educational motives depends on the structure of educational activities in which the teenager is involved. By changing its forms and content, you can influence learning motivation and rebuild it.

Practical advice for teachers:

1. Encourage students for correct solutions to tasks, and praise them for success. This increases the child’s self-esteem and confidence in their abilities.
2. Provide individual and differentiated approaches to training.
3. When going through new material, it is worth taking into account the nature of the cognitive activity of low-performing schoolchildren and taking into account the pace of assimilation of

the program. This will allow each student to master the material covered and prevent school failure.

4. It is necessary to conduct discussions more often on topics of interest to schoolchildren. Organize joint educational activities. These can be thematic group tasks, intellectual games, or creating projects.
5. Pay attention to the quality side of learning. The passage of the material should be organized without haste so that each student can understand the topic. The emphasis on quantitative completion of tasks leads to school failure and loss of motivation.
6. The educational process should be structured in such a way that grades are not the main component of the entire education.
7. Do not compare students with each other. Otherwise, the teacher is more likely to create an unfavourable situation in the class, which will lead to competition and conflict.

Practical advice for parents:

1. Create internal motivation for studying. Personal socialization primarily occurs in the family. Parents are the main role models for a child.
2. Identify talents and develop them. Ask your teen what he would like to try or learn. Enrol him in clubs or training, and let him try himself in different areas. Every hobby or activity can be easily linked to school subjects.
3. Help people realize the value of learning. This can be done by comparing successful people who have achieved a lot in life with those who prefer to live without goals. If the teenager still does not understand why he needs to study and do homework, invite him to work for one day at a job that requires physical abilities, not mental ones. Most likely, he realizes that this is incredibly difficult and will choose to study. Moreover, this situation will allow him to create goals for the future.
4. Don't forget to praise your seemingly independent child. He, just as before, needs parental support and expects sincere joy for his successes.
5. Respect the teenager's opinion and choice.

CONCLUSION

The educational activity of a teenager has its difficulties and contradictions, but there are also advantages that a teacher can and should rely on. The latter, according to educational psychologists, consists of selective readiness and increased sensitivity to certain aspects of learning. The great advantage of a teenager is his readiness for all types of educational activities, which makes him an adult in his own eyes. He is also attracted by independent forms of organizing lessons in the classroom, complex educational material, and the opportunity to build his cognitive activity outside of school. The trouble for a teenager is that he does not yet know how to realize this readiness since he does not know how to carry out new forms of educational activity. Teaching these methods and not letting interest in them fade away is the main task of the teacher. Psychological support for high school students at the final stage of schooling is an important area of activity for psychologists and teachers.

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