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# Adolescent crisis and its interpretation in the framework of the cultural-historical theory

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**The evolution of approaches to understanding adolescence**

**The contribution of the cultural-historical tradition in understanding adolescence**

**The current research on adolescence**

**Discussion**



**At the beginning of the XX-th century - the time of the biological theories - development was perceived as a universal process which is regulated exclusively by biological factors and does not depend on any kind of social or cultural background**



Franz Boas (1858-1942 ) – a [German-American](#) anthropologist and a pioneer of modern [anthropology](#) who has been called the "Father of American Anthropology"



Margaret Mead



Ruth Benedict









The school of Franz Boas managed to prove that it is the social and cultural background which determines:

- duration of adolescence;
- the presence or lack of crisis and conflicts;
- the general character of this period

# “Age crisis”

L. S. Vygotsky defined the notion as “an integral change of a child’s personality which occurs regularly at junction of stable periods of development”.

For Vygotsky crisis is a special period of transformation of the social situation of development, when the neoformation of the previous period destroys the existing social situation of development and incites the emergence of a new one. For Vygotsky crisis is the principle mechanism of development.

New  
formations  
of the period

The diagram consists of two blue, arrow-shaped boxes pointing towards each other, meeting at a central point. The left box contains the text 'New formations of the period' and the right box contains 'Social situation of development'. The background is a gradient of yellow and orange.

Social  
situation of  
development

# **New formations of adolescence:**

- conceptual thinking**
- development of self-consciousness**
- development of reflexion**
- “feeling of adulthood”**

**-**

# **Phases of adolescent crisis** (according to L.S. Vygotsky)

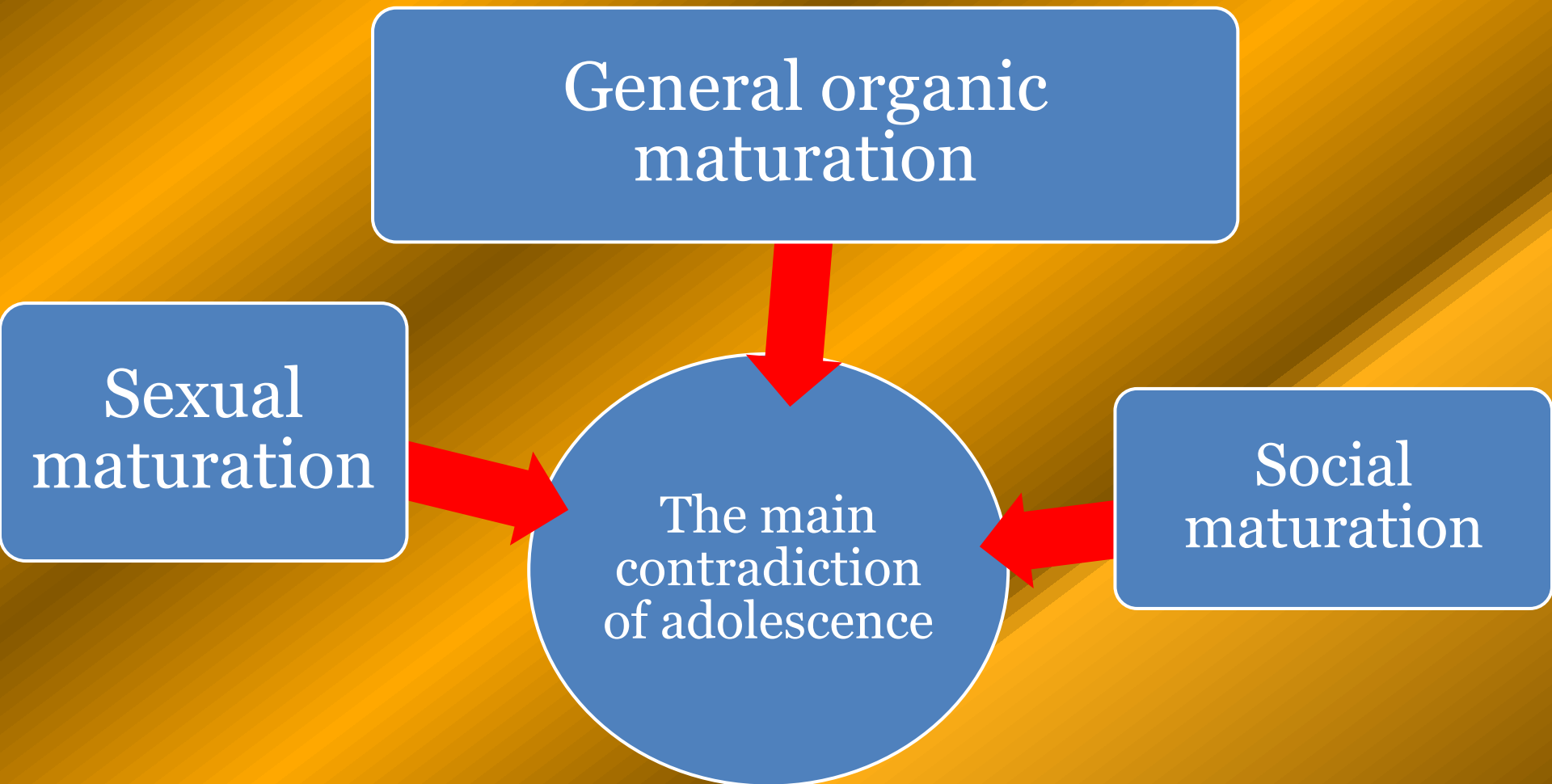
## **Negative**

(connected with  
the decay of the old  
relations)

## **Positive**

(connected with the  
formation of new  
relations and  
interests)

# L.S. Vygotsky about the main contradiction of adolescence:



**What do we know about the structure of age crisis?**

**Is it possible to indicate a particular psychological phenomenon which could be accepted as a conditional unit of age crisis?**

**Which psychological mechanism determines fundamental peculiarities of the crisis itself?**



# Inner role conflict

According to P. P. Gornostaii age crisis is always accompanied by the change of a subject's life roles, that is, by the decay of old and the emergence of new roles.

In this context role conflicts occur marking personality's role development which is one of the key elements of a subject's socialization throughout his/her lifetime.

principle of buds

principle of category (collision,  
conflict)

principle of the real and ideal form

principle of the cultural tools of  
development

principle of the lasting effect

## Ведущая деятельность подросткового возраста:

- Интимно-личностное общение (Д.Б. Эльконин, Т.В. Драгунова)
- Общественно-полезная деятельность (Д.И. Фельдштейн)
- Общественно-значимая деятельность (В.В. Давыдов)
- Проектная деятельность (К.Н. Поливанова)
- Социально-психологическое экспериментирование (Г.А. Цукерман)

# **“Age crisis”**

The notion was introduced by  
**P.P. Blonsky**  
and was defined as  
**“a qualitative leap in  
development”**.

**Age crisis -  
is it a norm of  
ontogenesis?**

The majority of modern scholars  
regard age crisis  
as a norm of ontogenesis,  
however  
they acknowledge its double  
nature and  
stress the need of special  
organization of this transition

The notion “inner conflict” appears in the research of many scholars (Merlin, Titarenko, Novgorodtseva, Konovalova, Kuznetsova, Vasil’eva). Sharing Polivanova’s point of view we regard conflict as an indispensable condition of normal development in crisis, a key element in the complex mechanism of development.

A. P. Novgorodtseva denotes the following types of inner conflicts:

- conflict of trust to the world,
- conflict of discrepant needs,
- conflict of ambiguous feelings,
  - conflict of “I-conception”
- conflict in the development of psycho-sexual function



Adolescence is the period when role development has a particularly swift, even dramatic character. At this age the main elements of role identity are shaped, which is closely related to personality's essential grounds, its core.

Our research is devoted to the study of the role conflict as one of the key preconditions of adolescent crisis and to the search of means which could help adolescents overcome the conflict and move to a higher level of development.

In order to study the phenomenon of inner role conflict an experimental research was carried out.

106 teenagers from 3 Moscow schools aged from 15 to 16 years took part in the experiment.

As diagnostic methods of the experiment  
were used:

**Questionnaire of role competence  
by P.Gornostaji**

**Scale of role conflict locus by P.Gornostaji**

**Q-Sort Method Test by B.Stephensen**

**Modified questionnaire for identification of  
adolescent accentuation types by A.Lichko**

**Scale of personality's anxiety by Prihojan**

**Individual conversation**

**1) There is a close connection between the components of role identity and other characteristics of the personality (e.g. type of accentuation, level of inner tension and level of anxiety). Therefore the formation of role identity is closely linked to the personality's development.**

**2) About 60% of adolescents who took part in the experiment suffer from inner role conflict.**

**This fact proves that inner role conflict is typical of teenage role identity. Moreover it has a strong influence on the formation of teenage personality and to a large extent determines the subject's behavior during this period of transition.**



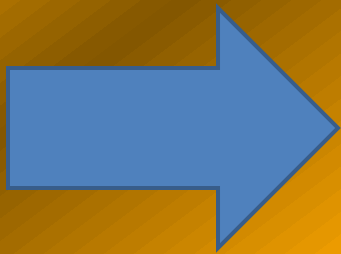
## *Hypothèse de l'étude:*

*l'introduction d'un élément de rivalité, de compétition dans le jeu de rôle va élever d'une façon considérable le niveau de son efficacité dans l'enseignement d'une langue étrangère aux adolescents.*



# Le 1<sup>er</sup> chapitre

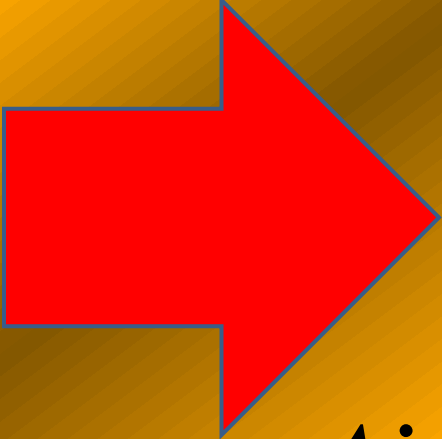
- L'analyse des particularités de l'adolescence
- L'étude du phénomène de la motivation chez les adolescents



Les motifs sociaux et surtout celui d'auto-affirmation occupe la première place dans la hiérarchie des motifs de cette catégorie d'âge

# Le 2<sup>ème</sup> chapitre

- Une analyse approfondie de de divers types de jeux (types, fonctions)
- L'étude des particularités de jeux de rôle, destinés à l'enseignement d'une langue étrangère (FLE)



*Ainsi notre hypothèse, s'est-elle avérée théoriquement: le niveau d'efficacité des jeux de rôle destinés aux adolescents peut être élevé à l'aide d'un élément de rivalité, de compétition, introduit dans le processus du jeu.*