Amelia’s Life book

Submitted by

 Affiliation

 Date

**Early childhood stage 2 - 3 years of life**

At this age it is important to support the child's activities, to promote independence. If parents do not allow the child to do it for themselves, do not give choices, rebuke, constantly instruct, self-doubt, shame. is characterized by the physiological task of controlling the toddler over the body brackets. Also, at this stage, the toddler learns to grasp objects and leave them according to the parents' and the environment's requirements. The main psychological task is to achieve autonomy, and this is achieved when the parents provide the toddler with rigid requirements, but at the same time support his aspirations to do things alone and do not impair his trust. When parents expect the child for independence in places where he is not ready for them, or alternatively when they do not let him cope with any task on his own, feelings of shame and doubt will arise in him. Such a child may grow up to be a rigid and compulsive adult and may even lose the confidence gained in the previous developmental stage. When the right balance between a great deal of autonomy and a little shame and doubt is reached, the toddler will attain the degree of willpower and can advance to the next level.

Erikson believed that in Western culture, too early, he wants to achieve cleanliness, order - it is a shame if a child does not ask for a pot, is not clean, tidy. He thought that only around the age of 1.5 does the child understand the meaning of the pot. Praise is very important in raising a child. On the other hand, if a child is screamed, beaten, painfully punished, aggression develops during this period, which later becomes a character trait.

**Play age (4. -5. year of life Locomotive stage)**

At this age, children want to know everything, their curiosity seems to be intrusive. Everybody wants to establish, understand, do the same as adults. Realizes his senses through play. If the child is constantly criticized, rebuked, a feeling of guilt develops. What's the shame? It is a feeling of discomfort in front of other people. Feeling guilty is a feeling of discomfort in front of you. This phase occurs from usually 3-5 years. Erickson did not disagree with Freud about the centrality of the sexual identity question at this time, which was mainly reflected in the Oedipal conflict, but added equally important goals, such as the development of movement control and the enhancement of linguistic ability. The main psychological task during this period is to achieve an initiative - the child becomes active and active, takes responsibility for things like interactions with other children or care for small siblings, and gains environmental approval. At the same time, the child realizes that he is competing for his mother's attention with his father. This realization raises hostility toward the father and may lead to feelings of guilt. The successful solution, as in the classic adipyl model, lies in identifying with the father and internalization of the prohibitions and standards he places. In this case, the child builds a positive sexual identity and achieves a sense of purpose - the ability to set goals and move toward fulfillment, without guilt or punishment.

**The maturation phase** (**School age, 6-11 years)**

At this age, the formation of Superego, the formation of guilt, ends. Superego is equals to Turning external claims into internal claims. Ability to create something useful and commonly inferiority found. Capabilities and interests are developing. The child instinctively seeks out a realm that matches his ability, switching from one area to another. Parents should therefore be offered opportunities to choose from a variety of fields: music, arts, sports, languages ​​and so on. The child will choose the most suitable activity. Mr. Erikson emphasized that the school compensates for what was missing in the family.

This phase occurs between the ages of 6-11, corresponding to the elementary school age in the Western world. At this point, the child goes out into the world and is exposed to the elements of society and culture outside the family. The demands of the child are also increasing: it is necessary for high learning ability, for success in school and for responsibility. Manufacturing develops through the child's understanding that labor leads to output. If the child experiences failures in obtaining a productive identity, it may develop inferiority, and the child's feeling that it does not meet the challenges that life poses for him. The virtue of successfully resolving the crisis is a basic sense of ability, affecting his productive and professional identity in the future as well.

**Early Adolescence - Teenagers 12 to 18 Years (25)**

Identity is a person's individual self . Finding Identity - a child becomes an adult. A very difficult period of life. If development has taken place in the earlier stages of life with the formation of positive neoplasms, the identity crisis will be without major complications. One has to find the answer to two questions: who I want to be (profession) and who I want to be - moral self-determination. e virtue: loyalty.

This phase occurs at ages 12-18 (in American society, where there is no recruiting obligation, may continue until age 19-20) and it combines all the needs and roles worked in the previous four stages. During these years, the adolescent asks himself the classic question "Who am I?" And he does not oblige to a definite answer. It is a period of moratorium, a time frame for the adolescent to explore different identities and roles, with the goal of leaving him with a relatively cohesive personal, sexual, professional and social identity. Unlike classical psychoanalysts, who argued that the main conflicts at this time occur between ego and id, Ericsson argued that conflict is between different functions within the ego. Identity Formation includes 3 important components:

1. A sense of uniformity and consistency in the adolescent's identity.
2. A sense of consistency and consistency in the way others see it.
3. Correlation between personal perception of personality and social perception.

“Success in this task leads to self-determination of identity and personality. If the experience is negative or the environmental conditions do not allow for proper experience, the result will be role confusion and the adolescent's inability to choose a clear and consistent identity over time”( Munley,1995).Another result could be choosing a negative identity, such as delinquent identity. The virtue achieved is loyalty, which is consistently characterized by self-identity and identification with the family and society in which the adolescent grows.

The identity diffusion period can last for months and even years. The way out of identity diffusion: to grow up and become an adult, but sometimes unfavorable variants - get involved in socially disadvantaged groups, but sometimes you may not see any other way out than suicide. Formation of Negative Identity: When a teenager cannot assert himself to the good, asserts himself to the bad, turns his attention to what the public condemns (fooling, lame, blatantly behaving and dressing, etc.) Often parents and teachers promote negative identities formation.

**Youth stage 19 - 25 years**

ability to build close relationships (love) and feeling of loneliness

This stage usually occurs between the ages of 19-25, when the person finishes the maturation process and enters adulthood. E. Erikson wrote that many young people live with childhood scars in the soul: basic distrust, constant feeling of shame and doubt, guilt, inferiority, identity diffusion.

People develop close relationships during this period of life, provided they have had positive experiences in previous periods. If negative neoplasms predominate, a feeling of loneliness appears. This is observed when a powerful Superego is formed - complexes of inferiority, self-limiting, timid, insecure, timid. Feeling of inner loneliness. loyalty. This phase occurs at ages 12-18 (in American society, where there is no recruiting obligation, may continue until age 19-20) and it combines all the needs and roles worked in the previous four stages (Rosenthal,Gurney & Moore, 1991). From. During these years, the adolescent asks himself the classic question "Who am I?" And he does not oblige to a definite answer. It is a period of moratorium, a time frame for the adolescent to explore different identities and roles, with the goal of leaving him with a relatively cohesive personal, sexual, professional and social identity. Unlike classical psychoanalysts, who argued that the main conflicts at this time occur between ego and id, Ericsson argued that conflict is between different functions within the ego. Identity Formation includes 3 important components:

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**Early adulthood**

Personality Maturity + creative productivity

At this stage, which occurs between the ages of 25-50, the main attention is directed to the care and concern of children and the investment of resources to ensure security for future generations. During this time, the person has to give up and give of himself to take care of his children and their success brings him satisfaction. The positive result is fertility and good self-fulfillment, while a negative solution will lead to stagnation and a sense of disinterest in the next generation and life in general. Stagnation at this stage is sometimes referred to as a mid-life crisis. When the crisis is resolved positively, the utmost concern is that one's ability to take responsibility not only for himself, but also for his environment in general.

The period when people work, form families, bring up children, and achieve life goals. This period is characterized by a mid-life crisis (45 + 5 years). One understands that life is not infinite; If a person develops a positive self-esteem, ability to form relationships with other people, the mid-life crisis can go almost as seamlessly. In severe cases, depression, apathy, fluctuating self-esteem, doubts in relationships with loved ones, the search for a new relationship, self-criticism, negatively affect previous life. The way out of mid-life crisis: searching for a new path (new family, new education, profession, passion), worse - stagnation when life seems to stop in the midst of a mid-life crisis. One stops being interested in the new one, in life in the past, believes, I know everything, no one will tell me anything.

**Maturity / aging stage /Personality Integration Stage ( 50 – 60+ years )**

Peace of mind - a sense of personality as a whole, inner harmony, harmony with oneself. This phase takes place from the age of 50 to the end of life, in which the human editor summarizes the achievements and failures in his life. When one looks positively at one's development and achievements, one manages to integrate between the good and the bad he has achieved in his life and feels that he has a satisfying and meaningful life, the result will be a sense of ego uniformity. A negative result of such a summary will lead to a feeling of missing out and despair due to the inability to correct. Acquired virtue, accompanied by death and a sense of satisfaction from the passing of life. Despair, hopelessness, if unhappy with himself or with others, sees everything in gloomy colors. Blame others, believe life failed.

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