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Identity vs confusion importance

Erickson believed that the adolescent's primary psychosocial task was to establish an identity. Teenagers struggle with the question of who Am I? This includes questions about their appearance, professional choices and aspirations, education, relationships, relationships, sexual relations, political and social, personal and interest salvo opinions. Erickson saw a period of confusion and experimentation with regard to identity and the course of one's life. During adolescence, we experience psychological cessation, where adolescents develop a commitment to identity while exploring options. The culmination of this exploration is a more coherent view of the self. Those who do not succeed in resolving this stage may retreat further into social isolation or be lost in the crowd. However, recent research indicates that few of this age period leaves this period with the realization of identity, and that most identity formation occurs during adulthood (Cocce, 2006). By expanding consideration of Eriksson's theory, James Marcia (2010) identified four identity cases representing the four possible groups of commitment and exploration dimension (see table 6.2). Table 6.2 Marcia's four identity-related obligations in the exploration of identity absent from the search for identity absent and the moratorium on the current moratorium on identity concealing, the least status, which is common to many children, is the dissemination of identity. The dissemination of identity is a situation that distinguishes those who have not explored options and have not adhered to an identity. Those who insist on this identity may drift aimlessly with little contact with those around them or have little sense of purpose in life. Those who are foreclosure salvage edited have made a commitment to identity without exploring options. Some parents may make these decisions for their children and do not give the teenager the opportunity to make choices. In other cases, adolescents may strongly recognize parents and others in their lives and want to follow in their footsteps. The moratorium is a status that describes those who are exploring in an attempt to establish an identity, but have not yet made any commitment. This can be an anxious and emotionally tense time period as teenagers experiment with different roles and exploredifferent beliefs. Nothing is certain and there are many questions, but few answers. Achievement refers to identity to those who committed after exploration. This is a long process and is often not achieved by the end of adolescence. During high school and college years, adolescents and young people move from identity dissemination and foreclosure to suspension and achievement. The biggest gains in identity development are in college, where college students are exposed to a variety of career choices, lifestyles and beliefs. This is likely to on questions about identity. Much of the identity work we do in adolescence and youth is about values and goals, as we strive to express a personal vision or dream of what we hope to achieve in the future (McAdams, 2013). Evolutionary psychologists have researched several different areas of identity development that include some key areas: religious identity: the religious views of adolescents are often similar to those of their families (Kim-Spoon, Longo, and Makulu, 2012). Most teenagers may question the specific habits, practices or ideas of their parents' faith, but few of them totally reject their family's religion. Political identity: The political ideology of adolescents is also influenced by the political beliefs of their parents. A new trend in the twenty-first century is the decline in party affiliation among adults. Many adults do not align themselves with the Democratic or Republican Party, but they see themselves as more independent. The government's efforts to address the

issue of the right to self-government are often the most important in the country. Professional identity: While adolescents in previous generations have portrayed themselves as working in a particular job, often working as an intern or part-time in occupations such as teenagers, this is rarely the case today. The process of developing professional identity takes longer, as most of the occupations that are occupied today require specific skills and knowledge that require additional education or are acquired in the same work. In addition, many of the jobs held by adolescents are not in occupations that most adolescents will seek as adults. Gender identity: This has also become a long-term task as gender attitudes and norms continue to change. Appropriate roles are evolving for males and females. Some adolescents may detherhisto gender identity as a means of dealing with this uncertainty, and may adopt more stereotyped male or female roles (Sinclair & Carlsson, 2013). Ethnic identity refers to how people reconcile with those of their racial or ethnic origin. The task of creating ethnic identity involves sorting and resolving positive and negative feelings and attitudes towards its own ethnic group and other groups and determining the place of the person for both (Vinnie, 2006, p. 119). When groups differ in their status in culture, groups from the non-dominant group must be aware of the customs and values of those who are in the mainstream culture. The opposite is rarely the case. This makes ethnic identity much less prominent for members of the dominant culture. In the United States, those of European descent engage in less exploration of ethnic identity, compared to those of non-European descent (Vinnie, 1989). However, according to the U.S. Census (2012), more than 40% of Americans under the age of 18 are ethnic minorities. For many ethnic minorities The discovery of ethnic identity is an important part of the formation of identity. The Vinnie model of ethnic identity formation is based on the Erickson and Marcia model of identity formation (Vinnie, 1990; 1999; 1999; 2000). Sid and Juan, 2014). Through the process of exploration and commitment, the individual has come to understand and create a moral identity. Vinnie proposes three stages or situations with regard to ethnic identity: unstudied ethnic identity: adolescents and adults who have not experienced racial identity issues may be in the first stage, and ethnic identity is ill-considered. This is often characterized by a preference for the prevailing culture, or when the individual has given little thought to the question of his or her ethnic heritage. This is similar to the spread in Marcia's identity model. This group also includes those who have adopted the race of their parents and other family members with little thought on the same issues, similar to the mortgage case of Marcia (Vinnie, 1990). Ethnic identity search: Adolescents and adults exploring the customs, cultures and history of their ethnic group are in the process of seeking ethnic identity, similar to the moratorium on Marcia (Vinnie, 1990). Sometimes some events awaken teenagers or adults to their ethnic group; Either a personal experience with prejudice, a highly described situation in the media, or even a more positive event that recognizes the contribution of a person from an individual's ethnic group. Adolescents and adults at this stage will indulge in their ethnic culture. For some, it may lead to the rejection of the values of dominant culture (Vinnie, 1990, p. 503). Ethnic identity: Those who have actively explored their culture are likely to have a deeper appreciation and understanding of their ethnic heritage, leading to progress towards a realized ethnic identity (Vinnie, 1990). The racial identity achieved does not necessarily mean that the individual is heavily involved in the customs and values of his or her own culture. One can be confident of his ethnic identity without wanting to preserve language or other customs. The development of ethnic identity takes time, with about 25 per cent of 10th-grade students from ethnic minorities exploring and resolving issues (Vinnie, 1989). The more ethnically homogenized the secondary school, the less identity is explored and accomplished (Umana-Taylor, 2003). Moreover, even in the most racially diverse secondary schools, adolescents tend to spend more time with their group, thereby reducing exposure to other races. This may explain why for many colleges it became a time of exploring ethnic identity. The transition to college may be an awareness-raising experience that stimulates exploration (Sid Wazmitia, 2009, p. 618). it is also important to note that those who do not achieve ethnic You may periodically review race issues. This cycling between exploration and achievement is common not only for the formation of ethnic identity, but in other aspects of identity development (Grotevant, 1987) is referred to as mama cycling or moving back and forth between endowment and achievement. Cultural/multi-ethnic identity: Ethnic minorities must wrestle with the question of how and how they are connected with the culture of the surrounding society and with the culture of their families. Vinnie (2006) suggests that people may deal with it in different ways. Some may keep identities separate, others may somehow combine them, while others may reject some. Cultural bi-identity means that the individual sees himself or herself as part of both the ethnic minority group and the wider community. The government's decision to re-arrest the author's family was a very difficult and difficult task. In some cases their appearance may be ambiguous. This can lead to others constantly asking them to classify themselves. Vinnie (2006) points out that the process of identity formation may begin earlier and take longer to accomplish in those who are not mono-ethnic. Who am I? What career do I want? What do I believe in? How should I dress today? Who am I going to hang out with? These questions and the like pass through the minds of adolescents who move into adulthood through what The Ericsson theorist defined as the fifth stage of psychosocial development: identity versus confusion in roles. The confusion between identity and role is a turning point in human development in which adolescents aged about 12 to 20 try to understand and invent who they are by testing different versions of themselves in different social settings. Identity formation begins to evolve as adolescents explore for greater independence, test boundaries, and make their own choices about profession, values, beliefs and goals. She gains self-confidence through experiences of meeting and overcoming these new challenges in life (Myers, 2014). The teenager successfully transitioning through identity versus the role of stage confusion leads to a sophisticated sense of individuality and self-worth and the formation of one's identity. On the contrary, when a teenager is unable to manage these achievements, there is confusion in the roles. With a role of confusion, the individual experiences seriousness doubt regarding the meaning and purpose of their existence, leading to a sense of loss and confusion (Sokol, 2009). How can parents or teachers be affected during the transition of adolescents through the stage of confusion between identity and perplexity? During the identity versus role confusion phase, parents and teachers alike may face teenagers exercising greater independence through acts of defiance or rebellion and Limits such as deliberately bypassing curfews, not completing homework or housework, dressing or acting in a manner not approved by a parent or teacher. During this time, the parent or teacher may feel a lack of control over the adolescent, and a power struggle arises. A teenager may question a parent repeatedly with why? Didn't? Why? One parent, tired of the constant questioning of parental authority, may become completely frustrated and blurt out, because I said so! That's why. Teenagers may become more curious around the world around them and wonder how they will fit into this big world in the years to come. The result is increased interest in asking a parent or teacher about various professional options. There is a great deal of change that occurs emotionally and mentally with the teenager during this stage and it can be difficult for a parent or teacher to keep up with the latest version of which the teenager is trying to be or become. Identity vs. Confusion Role is a phase of human development, according to Myers (2013), ... As with all phase theories, the sequence is not diminished. We start at the bottom of the score and climb to varying heights. The results of this phase are either identity or confusion in roles. A parent or teacher may use this information to help identify a teenager whose transition may appear to be stalled in the confusion of the role and help him find ways to carve out his or her identity and self-worth. While teenagers who move through this stage can create major power struggles between them and adults, a parent or teacher may find it better to keep this statement in mind: this must also pass. ReferencesMyers, D. G. (2014). Psychology (10 Ed). 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