

## Crises of Seven-Year-Old Children: Their Causes and Psychological Recommendations for Easy Overcoming

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**Abstract:** This article identifies the 7 periods of adolescent crisis in the psychology of adolescence, their causes, and specific psychological recommendations for overcoming them. It discusses the positive and negative aspects of this crisis.

**Keywords:** Child, crisis periods, habit, social factors, emotions, development, new era.



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### Introduction

In order to cultivate willpower in a child, it is essential to create appropriate conditions, as volitional qualities are formed only through consistent practice. Following a daily routine plays an important role in developing discipline, organization, and neatness. Adults should serve as role models for children; however, example alone is not enough. Positive actions and behaviors must be incorporated into daily routines, since it is through active engagement that a child acquires necessary skills, habits, and moral values.

Childhood is a dynamic period of growth marked by numerous developmental milestones. Among them, the transition from preschool age to early school age—approximately around seven years old—stands out as particularly transformative. This period, often referred to as the "**seven-year-old crisis**," represents a key moment in a child's psychological and emotional evolution, when major shifts in self-awareness, behavior, motivation, and social interaction begin to emerge. While the term "crisis" might suggest something negative or pathological, in psychology, it more accurately denotes a turning point or challenge that can foster development if properly navigated. The age of seven is not just the beginning of formal education—it is also the point at which many children begin to develop a clearer sense of self-identity. They move from the world of play and family-focused experiences to a broader social environment with rules, expectations, and structured demands. In school, they are expected to sit still, concentrate, follow instructions, cooperate with peers, and begin mastering academic skills. These new roles and responsibilities create internal tension, especially as children become more reflective and aware of their own abilities and limitations. Psychologists have long noted that children at this age often undergo internal changes that are not immediately visible but can manifest in behavior that adults might

misinterpret. For example, a previously cheerful and compliant child may become moody, resistant, or withdrawn. This change may concern parents and educators, yet it is a natural developmental phenomenon driven by neurological, cognitive, and emotional growth. Moreover, the development of volitional qualities—such as self-control, persistence, and the ability to delay gratification—begins to accelerate at this age. These qualities are not innate; they must be cultivated through supportive interactions, consistent routines, and meaningful challenges. The importance of daily structure, positive adult role models, and guided practice in social behavior cannot be overstated. Without these, children may struggle to manage the new responsibilities placed upon them. As the child's world expands, so does the importance of social feedback. Children begin comparing themselves to others, seeking approval not only from parents but also from teachers and peers. Their emotional responses become more complex, and their ability to process praise, criticism, success, and failure matures. These changes form the foundation of self-esteem and motivation, both of which are essential for long-term academic success and emotional resilience. Therefore, understanding the causes and manifestations of the seven-year-old crisis is crucial for educators, parents, and psychologists alike. The goal is not to eliminate the crisis, but to support the child through it, helping them emerge stronger, more independent, and better prepared for the challenges of school life. This study aims to explore the underlying psychological changes associated with this period, identify the common behavioral patterns that may arise, and provide evidence-based recommendations for easing the transition through positive adult involvement and developmental support.

### **Literature Review**

Some psychologists believe that to succeed in school, a child must have a well-formed understanding of the world and a certain level of mental development. However, in practice, there are cases where children with well-developed imagination and the ability to read and write still struggle with school. They face challenges in meeting the demands of school and teachers. Conversely, other children with less developed imaginations adapt well to the school environment. This, a specific level of mental development is important but not the sole factor for school readiness. It is not a decisive criterion, as age also plays a critical role. Some researchers argue that the maturity of volitional qualities is key to a child's readiness for learning, but this view is not always objective. Around the age of seven, a child begins to develop self-awareness, making it appropriate to transition to systematic education. K. D. Ushinsky noted that children do not immediately recognize learning as a goal-oriented activity—their goals may often shift. As a result, children frequently move from one activity to another without completing tasks. This behavior stems from preschoolers' emotional responsiveness: at this age, emotions play a significant role in motivation. If a goal evokes strong emotions, the child will demonstrate willpower and persistence. The formation of personal consciousness begins as early as ages 5–6. This is reflected in their desire to assume a certain social role and form meaningful relationships with adults. Preschoolers begin dreaming about school well before enrollment. They often ask adults about school life and eagerly await the start of school. If one of their friends begins attending school, they may feel envious and want to join. This desire reflects a deeper motivation to engage in a new system of social relationships.

### **Methodology**

The emergence of the "I myself" concept at this age fosters personality development and marks the beginning of individuality. The appearance of independent actions signals a new growth stage. Preschoolers develop strong moral emotions during this period. Traits such as a sense of duty, kindness, honesty, friendliness, and cooperation begin to form, along with volitional qualities like independence, discipline, courage, and resilience. Preschool age is a time of active creative development, evident in building games, technical and artistic creativity. This is when special talents may begin to emerge. Imagination, thinking, and speech begin to integrate, indicating the

formation of inner speech, a vital component of cognitive activity. Cognitive processes merge in the child's quest to master their native language. Speech development is completed during this period, and through language education, the child internalizes moral norms and values that shape their moral compass. This age crisis was studied by the prominent Russian psychologist L. S. Vygotsky, who referred to it as the "crisis of 7 years," highlighting behavioral and character changes in the child. Spontaneity begins to fade, and signs of crisis may include evasiveness, sarcasm, and ridicule—used as defense mechanisms against distressing experiences. Children begin to understand themselves through the generalization of their emotions and experiences, leading to the following behavioral changes: A pause between adult instructions and the child's response (as if the child doesn't hear). Delays in fulfilling parental requests. Increased concern with appearance and clothing—wanting to look "grown-up." Stubbornness, persistence, capriciousness, repeated reminders about promises. Painful reaction to criticism and a strong desire for praise.

### **Analysis and Results**

One of the most important components of personality development is the ability to assume a meaningful social role and a need for social interaction. The relevance of this topic lies in the significant impact of age crises on personality formation. Several key strategies can help a child overcome an age-related crisis: Explaining the reasons behind specific requirements; Creating conditions for the development of independent activity; Reminding them of the importance of completing assigned tasks; Expressing confidence in the child's ability to manage tasks. The crisis of early school age is often associated with the challenges of academic activity and adaptation. Starting school transforms a child's lifestyle: their social status, role in the group, and position in the family change. The main focus becomes learning—gaining knowledge, developing skills, and understanding the rules of nature and society. School demands organization, goal-orientation, willpower, and active participation in the learning process. Gradually, involuntary behavior gives way to conscious, purposeful intellectual work. As children grow, the expectations placed on them become more complex and demanding. This process is rooted in the conflict between the child's level of psychological maturity and the requirements placed on them. Increasing demands necessitate ongoing psychological growth, which fosters personality development. The seven-year-old crisis often manifests as resistance to commonly accepted norms of discipline. At ages 7–8, the child prepares for a new life stage involving school. Overcoming emotional challenges helps the child adapt to this new environment, accept its rules, and internalize social norms.

### **Conclusion and Recommendations**

This, a child's readiness for school represents a stage of social maturity. However, a child cannot reach this stage alone—it is the result of a comprehensive upbringing system involving both preschool institutions and the family. By age seven, a child grows significantly in physical, emotional, and behavioral terms. They learn to control their behavior, refrain from inappropriate actions, and understand social rules. They begin to value work and perform responsibilities, such as classroom duties. They gradually learn to live in a group setting. By this age, the child's life experience broadens: they know the names of many objects and how to use them. Their memory and imagination improve, allowing them to memorize and retell poems and stories. Their speech becomes more developed, enabling effective communication with both peers and adults. The emotional sphere of the seven-year-old also strengthens significantly. Qualities like kindness, compassion, and camaraderie continue to develop.

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