

**SOCIAL IDENTIFICATION CRISIS IN THE PERSONALITY OF MODERN
YOUTH AND ITS IMPACT ON ACTIVITY**

Kholmiraev Zafar Mirzamadinovich

First-year master's student in Psychology at
Tashkent University of Economics and Technologies
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Abstract. This thesis analyzes the social identification crisis in the personality of modern youth and its influence on educational, professional, civic, communicative, and creative activity. In modern society, young people form their identity under the influence of globalization, digital culture, unstable social values, social media, and changing models of success. These factors create opportunities for self-expression, but at the same time increase uncertainty, social comparison, role conflict, and weakening of stable belonging. The aim of the study is to reveal the essence of social identification crisis among modern youth and to determine its impact on youth activity. The research is based on theoretical analysis of classical and modern scientific literature. The study uses the concepts of identity crisis, identity status, and social identity proposed by Erikson, Marcia, Tajfel, and Turner. The results show that social identification crisis can reduce youth activity through low motivation, weak commitment, social withdrawal, fear of failure, and dependence on external approval. However, under supportive educational and social conditions, this crisis may also stimulate self-search, civic awareness, creativity, and professional development.

Keywords: youth, social identification, identity crisis, personality, activity, civic engagement, social media, self-concept.

Introduction. The problem of youth identity has become one of the most important issues in modern psychology, pedagogy, and sociology. Youth is a period in which a person defines his or her social role, values, future profession, worldview, and belonging to different social groups. At this stage, the question "Who am I?" is closely connected with "Where do I belong?", "What is my role in society?", and "What kind of person should I become?"

According to Erikson, identity formation is a central developmental task of youth, and identity crisis appears when the individual cannot integrate personal abilities, social expectations, and future plans into a stable self-image. Marcia developed this idea and explained identity development through two main processes: exploration and commitment.

In the modern world, social identification has become more complicated. Young people are influenced by family, education, peers, national culture, global trends, professional expectations, and digital media. These sources often transmit



different and sometimes contradictory values. For example, traditional society may emphasize stability, respect, and collective responsibility, while digital culture may promote popularity, individual success, and external appearance.

Social media has become a particularly powerful factor in youth identity formation. It gives young people opportunities for communication, self-expression, and participation in different communities. However, it also increases social comparison, dependence on likes and comments, and pressure to create an idealized image. As a result, some young people may lose authenticity and begin to construct identity according to external approval rather than inner values.

Social identification crisis can be defined as a state of uncertainty and contradiction in a young person's social belonging, values, roles, and self-definition. It appears when the individual cannot clearly answer which group he or she belongs to, what values are important, what social role should be accepted, and what future direction should be chosen.

This crisis directly affects activity. In this thesis, youth activity means purposeful participation in education, work, social life, communication, civic initiatives, creativity, and self-development. Stable identity usually increases activity because the person understands his or her goals and social role. Identity crisis, on the other hand, may reduce motivation, responsibility, and initiative. At the same time, if properly guided, crisis may become a source of development, self-search, and active social participation.

The aim of this thesis is to analyze the social identification crisis in modern youth and determine its influence on different forms of activity.

The objectives are:

1. To explain the theoretical essence of social identification crisis.
2. To identify the main factors causing this crisis among modern youth.
3. To analyze its influence on educational, professional, civic, and creative activity.
4. To propose recommendations for reducing its negative effects.

Materials and Methods

This study is based on theoretical and analytical methods. The research does not use original statistical data; instead, it analyzes scientific literature, compares theoretical approaches, and develops a conceptual explanation of the problem.

The methodological basis includes developmental psychology, social identity theory, personality psychology, and youth sociology. The main theoretical sources



are Erikson's concept of identity crisis, Marcia's identity status model, and Tajfel and Turner's social identity theory.

The research was conducted in three stages. First, the concepts of identity, social identification, and identification crisis were analyzed. Second, the main social, psychological, educational, and digital factors influencing youth identity were identified. Third, the impact of identification crisis on youth activity was interpreted through theoretical synthesis.

This method is appropriate because the topic requires conceptual clarification before empirical measurement. In future studies, the proposed ideas may be tested through questionnaires, interviews, observation, or comparative analysis of youth groups.

Results

The analysis shows that social identification crisis in modern youth has several main components.

The first component is value uncertainty. Young people often receive different value messages from family, school, university, peers, media, and the internet. When these values contradict each other, the young person may not know which direction to follow. This weakens internal motivation and makes activity unstable.

The second component is role confusion. A young person may not clearly understand his or her role as a student, future specialist, family member, citizen, friend, or independent individual. When social roles are unclear, responsibility also becomes weak. The person may avoid long-term goals and choose only short-term emotional satisfaction.

The third component is unstable group belonging. Social identity depends on belonging to meaningful groups. If youth do not feel accepted by family, educational institutions, peer groups, or society, they may search for belonging in unstable online communities or informal groups. This may either support self-expression or lead to destructive behavior.

The fourth component is dependence on external approval. In digital culture, young people often evaluate themselves through likes, followers, comments, and popularity. This creates a fragile self-concept. If approval is present, the young person feels valuable; if approval is absent, confidence decreases. Such dependence reduces independent activity and increases imitation.

The fifth component is fragmentation of personality. A young person may present one image at home, another at university, another among friends, and



another on social media. Some flexibility is normal, but excessive fragmentation weakens authenticity and stable self-understanding.

The main factors causing this crisis are rapid social change, globalization, digitalization, weakening of intergenerational dialogue, professional uncertainty, educational formalism, and social inequality. These factors make it difficult for youth to build a stable identity and choose a clear life direction.

The impact of social identification crisis on educational activity is significant. If a student does not connect education with personal goals and future identity, learning becomes only a formal obligation. Such students may attend classes but remain passive, avoid initiative, and study only for grades. However, if identity crisis is directed into constructive exploration, it can increase interest in self-development, career planning, and professional learning.

The crisis also affects civic and social activity. Young people who do not feel belonging to society may become indifferent to social problems. They may avoid volunteering, public initiatives, and community participation. In contrast, those who transform identity search into social responsibility may become active in youth organizations, civic projects, and social movements.

Professional activity is also influenced by identity crisis. Young people with unclear professional identity often change goals, avoid responsibility, and depend on others' decisions. They may choose a profession because of prestige or popularity rather than personal interest and ability. This reduces persistence and long-term professional growth.

Communication and creativity are also affected. Identity crisis may cause fear of judgment, social anxiety, excessive conformity, and low confidence. However, it may also become a source of creativity, because many creative ideas emerge from internal search, conflict, and the desire for self-expression.

Thus, the influence of social identification crisis is ambivalent. It may reduce activity when young people lack support, values, and clear goals. But it may stimulate development when there are proper educational, psychological, and social conditions.

Discussion

The findings show that social identification crisis should not be understood only as a negative psychological condition. In youth development, crisis may be a normal stage of searching for self, values, and social position. The problem appears when this crisis remains unresolved and turns into passivity, alienation, or unstable behavior.



Erikson's theory helps explain why identity crisis is especially important during youth. At this stage, the individual must integrate personal abilities, past experiences, and future expectations into a coherent identity. Marcia's theory shows that crisis may become productive if exploration leads to commitment. Tajfel and Turner's theory explains that belonging to meaningful groups strengthens self-esteem and increases social activity.

The connection between social identification and activity can be explained through several mechanisms.

First, identity gives meaning to activity. If a young person understands who he or she wants to become, learning and work become personally significant. Second, identity creates belonging. A person becomes more active when he or she feels connected to a group, institution, or community.

Third, identity strengthens self-efficacy. A stable self-concept helps young people believe in their abilities and overcome difficulties.

Fourth, identity forms value orientation. Without clear values, activity becomes random, imitative, or dependent on external pressure.

Fifth, identity supports future planning. Young people become more active when they can imagine a realistic and meaningful future.

Therefore, educational institutions should not only provide knowledge, but also support identity development. Students need opportunities for reflection, discussion, mentorship, project work, volunteering, professional orientation, and civic participation. These activities help transform identity crisis into constructive exploration.

Family and teachers must also strengthen dialogue with youth. Instead of imposing ready-made identities, adults should help young people understand their abilities, values, responsibilities, and future possibilities. This approach increases independence and social activity.

Conclusion

Social identification crisis in the personality of modern youth is a complex phenomenon connected with value uncertainty, role confusion, unstable belonging, digital comparison, and professional uncertainty. It appears under the influence of rapid social change, globalization, digital culture, and contradictory social expectations.

However, identity crisis is not always destructive. Under supportive conditions, it may become a source of self-search, reflection, creativity, civic awareness, and professional growth. The main task of education and society is to



help young people transform uncertainty into meaningful exploration and stable commitment.

Thus, modern youth policy and education should focus not only on knowledge and discipline, but also on identity support, value formation, social belonging, and active participation. Only in this case can young people become socially active, responsible, and self-confident members of society

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