

UNDERSTANDING THE PSYCHOLOGY OF YOUNG GENERATION

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ABSTRACT

Educators in all education levels and fields, counsellors, administrators, and leaders clearly recognise that the new generation's psychology is different. They think, learn and act differently because they live in a world occupied with digital information. This literature review discusses and outlines the existing generation gap and its reflection on psychology of youths and related variables. Today's generation gap between parents and their college aged-children is caused factors. The "millennial generations" are individuals that have grown up with active technology such as: the internet, texting, video games, and computers, as a part of their everyday lives (Pricer, 2008). Students in the millennial generation are often raised in environments that emphasize individuality, information, entertainment and social interactions with peers and friends (Roehling et al., 2011).

Keywords: Psychology of young people, counselling, generation gap, gender, college, achievement.

INTRODUCTION

The scientific problem is that in recent years the profession is the professionalism of the youth of the vocational college vocational training of young people based on their interests; some shortcomings in the training of qualified specialists as a result of shallow knowledge is felt. This situation is at the level of demand for vocational guidance in the same vocational college means that it is not. As a result, young people turn to specialties in areas they do not want attachment, disregard for their professional interests, and so on. The upbringing of a person, his socio-psychological maturity is the main strategy of any state is one of the issues. Because a person is based on certain good ideas, intellectual requirements. It is impossible to build a society capable of perfection in all respects without education. Zero, this in the process, first of all, the education system, its content, and at the same time the education system psychological principles that serve to improve play an important role. Therefore, the status of public policy on the upbringing of a harmoniously developed generation and its perfect education It is no less brilliant than any of our young people todayb is a sign that serious attention is being paid to the future.

This was stated by President IA Karimov. It is also clear from his thoughts: —Education is a product of consciousness, but at the same time consciousness level and its development. Consequently, the education system. It is impossible to change consciousness without change. And without changing the mind, the ultimate goal cannot be to build a free and prosperous society. Today, in all educational institutions of the Republic, the student's socio-economic status. As long as the focus is on the future of development, everyone in the process the content of internal relations, which reflects the learning activity of the student to study, analyze and draw appropriate scientific and practical conclusions important. In addition, the attitude of the student to the learning process Respect for his individuality, uniqueness, his own abilities, profession and to accept the possibilities as naturally as they are, and on that basis to It requires the creation of specific socio-psychological conditions for its development.

We currently live in a globalized society, a society that is experiencing rapid changes as a result of tremendous developments in the digital technology, media, culture, language, social media and the fourth industrial revolutions. All these have contributed to creating a quick and accessible means of communication between different people, families, society, cultures, and countries around the world. The recent advancements we have witnessed in the world of digital technology, media technology, and social media have made the world as small global village, one in which people can communicate immediately and efficiently with one another. At times, the total digital communication as previous research has shown is estimated at 80-90% between individuals. While the remarkable and quick change of digital active technology, media, and social media has brought positive and different elements to individual and family lives at large.

Materials and methods

On the other hand, some youths encounter daily contradictions in their lives due to some of the complexities associated with technological advancements; leading to the creation of a generation differences and miscommunication which affects the relationships. Generation gap between youths and their parents is difference in beliefs, politics or values (Wikipedia, 2019). Historically, William Strauss and Neil Howe used birth dates ranges and collective cultural experiences to classify two distinct generations; a X generation and millennial and developed a theory of cyclical generation trends (Beinhoff, 2011). Today's generation youths are called a range of terms including: digital generation, internet generation (Net generation), millennial generation, Y generation and many others (McCrindle, 2009). In literature each generation is created once every 20-25 years (Bozavli, 2016). Individuals born between 1922 and 1945 are called a silent generation or traditional generation (Weeks, 2017) or matures (Christopher, 2016).

The baby boomers were born from 1946 to 1964 (Christopher, 2016; Weeks, 2017). Those born between 1965 and 1983 are named as X generation while those between 1984 and 2002 are called Y generation or Millennials and those after 2003 are a "Z" generation children and adolescence (Christopher, 2016; Weeks, 2017). Minet (2013) as cited in (Bozavil, 2016) states generations differ from one other in many aspects such as: qualities and attributes. Moreover, Minet further describes different generations: the traditional generations shows respect for authority, takes it responsibility but, is unable to communicate directly; baby boomers avoid conflict and are more optimistic. An X generation expresses global ideas and pro-freedom. A Y generation is sociable, self-confident, and flexible in work, a multitasked, tolerant and interested in technology. A Z generation grows up with modern technological tools such as the internet, smart phones, Ipads and notebooks and lives constant novelties in technology (Bozavli, 2016).

Educators in all education levels and fields, counsellors, administrators, and leaders clearly recognise that the new generation's psychology is different. They think, learn and act differently because they live in a world occupied with digital information, active AI-Lawati 47 technology, knowledgeably economy and heading towards fourth industrial revolution. A Y generation was raised by parents encouraged to self-growth, expressiveness, open educational opportunities, and material gain (Christopher, 2016). This generation favours multitasking, which refers to the act of doing multiple tasks at the same time instead of concentrating on one task at a time., this generation seems to be more impacted by their peer groups or social media influencers than their parents due to their constant engagement and interactions on social media and active technology.

This overreliance on digital sources of information exists in even a collective society such as Oman, and is represented by the fact that they are often closer to people on social media creating their own circle, than their own family members living in the same household. Moreover, family structures have changed from the extended family form to the nuclear family and other alternative forms. These changes have made today's families more independent of one another, decreasing family cohesion and playing a role in increasing generation gap. The digital active technology gap between children and parents is much greater than the actual age gap which may reflect negatively on family member relations/relationships.

There are many factors that play measure role in creating generation gap between youths and the past two generations in today's world. Personality characteristic, technological information, work values, and life style are explicit factors that create differences between generations due to the global environment, information economy, technology revolution and the era they live in. Today's youth generation's psychology is different from the past two generations. Some of them may have been brought up in child centred environments, in which they received parent's attention and care, receiving what they desire. The intense parental involvement from their Baby Boomer parents resulted in possession of strong family bonds (Christopher, 2016). However, this up bringing resulted in youth generation holding inflated expectation, and making their personal life a main priority (Myers and Sadaghiani, 2010; Christopher, 2016)

According to Wu and Chao (2011) generational cultural gaps represent the mismatch between an adolescent's ideals, and the perceptions of the parent-adolescent relationship. Choi et al. (2008) elaborate on this through their work on Intergenerational cultural dissonance. Intergenerational cultural dissonance refers to the existence of a clash between parents and children over cultural values, and is a particularly relevant issue for Asian American youth and Russian youth (Stepanova,2014). Stepanova (2014) studied 60 younger generation youths, 55 parents, 45 grandparents, and 40 educators. The results of the study revealed that the younger generation adapts to new values, negative numerical values, indicating a discrepancy between value orientations.

Stepanova (2014) recommended the generations establish and keep a sense of identity with each other and relay on ethno cultural experiences. Choi et al., (2008) investigated the mechanisms by which intergenerational cultural dissonance contributed to problem behaviors, particularly whether it predicts the emergence of parent-child conflicts, whether these conflicts have a direct impact on youth problem behaviors, and finally whether positive bonding with parents could mediate the impact of these conflicts on youths' problem behavior. The results of the study indicated that intergenerational cultural dissonance can predict problem behaviors by increasing parent-child conflicts, and thus leading to weaker positive parent-child bonding (Choi et al., 2008). The authors suggest that interventions that target youths' perception of intergenerational cultural gaps help them deal with conflict, and assist them in strengthening their bonds with their parents.

This literature review discusses and outlines the existing generation gap and its reflection on psychology of youths and related variables. Today's generation gap between parents and their college aged-children is caused factors. The "millennial generations" are individuals that have grown up with active technology such as: the internet, texting, video games, and computers, as a part of their everyday lives (Pricer, 2008). Students in the millennial generation are often raised in environments that emphasize individuality, information, entertainment and social interactions with peers and friends (Roehling et al., 2011). The technological gap between parents and their college-aged children is conceptualized as much greater than the actual age

gap, which could lead to a technological and emotional disconnect (Roehling et al., 2011). According to Patton (2012) many graduate students feel a form of disconnect from their family, when they are back home for the holidays or for good. Once back home, the students may experience tension, misunderstandings, and awkwardness often leading them to constantly waver between their cultures and identities.

Family members left behind may experience feelings of anger or envy that their loved ones had left them and came back changed (Patton, 2012). The former family dynamic may lead students to feel devalued and disrespected by their families. However, it is essential to note that such dynamics are not limited to first-generation students, or those from minority or working-class backgrounds. This disconnection between parents and graduate students occurs regardless of the parent's educational background (Patton, 2012). In a study researchers compared three age groups of 880 students (under 20, 20, 30) to investigate the differences between generation. They found students spent more time on digital technology, but the range of digital technology they used was limited; 30% of the students used digital technologies for 20 h per week.

On the other hand, 40 and 34% of them used digital technology up to 10 h per week. Moreover, the researchers did not find significant differences between the two generations due to the time spent on using digital technology (Kwok-wing and Kian-Sam, 2015). However, researchers in another study discovered that young generations use internet on smart phones for almost 24 hours connecting to social network, instant messaging, playing online games, e-reading, listening to music, and video streaming, online shopping, paying bills on line, and online studies. On the other hand, the older generations use internet for less than 6 h per day with a slight higher percentage of reading books or news (Anshari et al., 2016). In another study, researchers studied generation gap of 555 parents and 604 youths; they found out youths were perceived to be knowledgeable about interactive technology from both parties regardless of the interactive technology that they are using. The difference of knowledge between parents and youths was larger in the area of social networking; however it was smaller among the technologies that have been in use for long such as e-mails (Vaterlaus et al., 2015).

Thus, despite recent active technological advancements in communication through the Internet, smart phones and more particularly social media such as Skype (chat rooms, video chats) and so on, it is key to note that digital communication cannot replace the importance of face-to-face interactions and communication. In addition to technology, the way in which the millennial generation chose to communicate with their parents has an impact on broadening or narrowing the generation gap. On one hand, technological advances have made communication with their children more accessible as well as instantaneous to parents. This accessibility of communication has been aided by the emergence of technologies and devices such as cell phones, texting, and email that allow immediate communication (Pricer, 2008). The accessibility of communication has both a positive and negative impact on parent-child relationships. Parents are able to communicate more easily with their children, leading to the provision of more trust. They are also more able to assert more control and surveillances over their college aged children. This ease of communication may intensify the emergence of the "Helicopter parent" (Pricer, 2008). According to the literature, "Helicopter parents" are conceptualized as very overprotective, and are often overly involved in their children's lives. This often manifests in the parents hovering around their children's lives (Pricer, 2008). Furthermore, while overprotective parenting has always existed, the accessibility of communication may increase the overprotective behavior of „helicopter parents”.

RESULT AND DISCUSSION

This study sought to understand the perception of norms and cultural values, communication ways, and information levels factors. Also the result showed Science College students have a greater generation gap with their parents than Humanities College students on personality characteristics and technological information. The study results also revealed students' achievement decreases when they have a greater generation gap. Parents, educators, counsellors, co-workers, and directors at work in light of study findings can understand the youths' psychology and thus adjust through bridging the gap between them and youths. Moreover, the knowledge of generation gap is important when preparing or providing effective educational experiences, counselling programs for the youths. It is key for policy makers at universities to have access to such knowledge and to hold it in consideration before making any decisions, as well as, issuing any regulations or actions.

To conclude, we can see these recommendations.

- (1) Motivating previous generation to gain technological information and educational levels, which will build their self-efficacy and beliefs that digital information will enhance their effective social interactions with others (Tufts, 2010) and bridge the generation.
- (2) To gain creative thinking and adaptive management, and problem solving skills utilizing open-endings which will enable youths to narrow the generation gap
- (3) Understanding where the members of each generation are "coming from" will help parents, children, counsellors, educators, policy makers, and leaders work with them more effectively (Grotophorst, 2011).
- (4) To create more empathic educators, who will assist in establishing students' dialogues and gender discourses using practical tools and symbolic resources leading to bridging the generation and gender gap (Arar, 2014).
- (5) To encourage the provision of career counseling services by career counselors for all students at all education levels including higher education to receive career information about themselves and others such as: college programs, training institutions, and entrepreneurial opportunities.

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