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CHARACTERISTICS OF SELF-ATTITUDE IN ADOLESCENT PERIOD

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Abstract

The article aims to determine the place of psychological factors influencing the formation of self-relation during adolescence. According to him, the analyzes of scientists regarding the formation of self-relation during adolescence are described. In particular, the manifestation of self-relation in the adolescent personality is highlighted on the basis of empirical research.

Keywords: personality, adolescence, self-esteem, self-relation, humanity, self-confidence, self-control, self-relation, self appreciation, self-acceptance, self-attachment, internal conflict, self-blame.

ОСОБЕННОСТИ САМООТНОШЕНИЯ В ПОДРОСТКОВОМ ПЕРИОДЕ

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Аннотация

Статья посвящена определению позиции психологических факторов, влияющих на формирование самооотношения в подростковом возрасте. По его словам, описан анализ ученых по вопросам формирования самооотношения в подростковом возрасте. В частности, на основе эмпирических исследований было выделено проявление самооотношения у подростка.

Ключевые слова: личность, подростковый возраст, самооценка, самооотношение, человечность, уверенность в себе, самоконтроль, самооотношение, самооценка, самопринятие, самопривязанность, внутренний конфликт, самообвинение.



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In determining the psychological analysis of self-relation, self-awareness as an independent object is often carried out with two aspects, that is, the process of acquiring knowledge about oneself and self-awareness. . From this point of view, a number of scientists distinguish the following aspects of self-relation. For example, A.F. Lazursky and V.N. Myasishchchev are shown as an integral part of the system of perfect relationships, and I.I. Chesnokova and V.V. Stolin are shown to be formed in the process of self-relation and communication. Also, V. V. Stolin makes it possible to determine the characteristics of how a person communicates with others and the characteristics of interaction with other people.

At this point, the Georgian scientist N.I. Sarzhveladze introduces the term "attitude towards oneself". It is understood and focused on the human need and its satisfaction. In the theories of V.A. Yadov and D.N. Uznadze, it is understood as the formation of self-relation. They rely on the theory of dispositional control of social behavior. Foreign scientists A.F. Lazursky and V.N. Myasishchchev defined self-relation as emotion and perception of oneself as a responsible social subject.

In modern psychology, he interprets the concept of self-relation as determining the vital needs of a person and his social status. In short, self-attitude is defined as an attitude towards oneself and a unique image. Self-relation is the sum of content and dynamic aspects of a person, who should accept his emotional values as a responsible and proactive person of social activity. Also, by I.G. Chesnokova, studying the influence of self-attitude on the processes of self-awareness, she points out that people rely on emotional factors in the process of evaluating other people, but they say that people themselves do not realize this. The main stage of the formation of a person as a person coincides with the period of adolescence, passing through the difficult path of ontogenetic identifications of becoming like other people, acquiring socially important personality traits, the ability to empathize, and an active moral attitude towards people. attitudes, norms, rules of behavior in society, etc. are manifested in the ability to learn. One of the main tasks of development is the formation of an attitude towards oneself, the understanding of who one is and what place one occupies in society [2].

Self-awareness as a person, as well as a participant in social relations, is a necessary condition for a child to become a full-fledged member of society. It is known that the dynamics of self-relationships in childhood, adolescence and youth are studied in the scientific research of B. G. Ananov, L. I. Bojovich, L. S. Vygotsky, M. I.



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Lisina, V. S. Mukhina, D. B. Elkonin, E. Erikson and other authors. z found its reflection.

The transition from adolescence to adolescence is characterized by an increase in the individual manifestation of self-relationships within the framework of the formation of a new level of self-awareness, their unification in the form of a stable structure, and their relationship to oneself.

According to the data collected by S.R. Pantelev, the self-relation in adolescence has a dual nature. On the one hand, it is determined by internal sincere criteria of one's own personal value, originality, interest and ability to arouse positive emotions in others. On the other hand, it is a self-evaluation according to external criteria and standards, and they are carried out more as a result of the influence of adults. According to empirically collected data, by the age of 17-18 years of an individual's development, self-relation structure provides information on its instability and immaturity. Because the attitude towards oneself in this period has not been realized, synchronicity is not observed in its development. Also, in individuals of this age, a hesitant nature of attitudes towards oneself is observed. At the same time it becomes more general and begins to acquire a holistic character. As a result, the criteria and fundamentals of self-assessment change [1]. At this point, it should be noted that the formation of self-attitude during adolescence is characterized by the development of self-awareness, self-evaluation, and self-esteem. First, we tried to check the degree of interrelationship of self-attitude characteristics during adolescence. For this purpose, the methodology of "Study of self-relation" (developed by S.R. Pantelev) was used in our research work. In order to clearly express the information on the conducted methodology, it is reflected in the following table.

Table 1 The dynamics of changes in self-attitude during adolescence

Components of self-relation	Class	Arithmetic mean	t-criterion	P _≤
Humanity	7th grade	7,05	-2,622	,009
	9th grade	7,56		
Self-confidence	7th grade	9,26	-5,069	0.00
	9th grade	10,58		
Self-management	7th grade	7,75	-1,711	,088
	9th grade	8,21		
Self-attitude	7th grade	6,37	-2,610	,010



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	9th grade	7,00		
Self-esteem	7th grade	8,19	-2,610	0,00
	9th grade	9,61		
Self-acceptance	7th grade	7,69	-5,290	0,014
	9th grade	8,31		
Self-reliance	7th grade	6,78	-2,486	,278
	9th grade	6,52		
Internal conflict	7th grade	8,15	3,491	0,001
	9th grade	6,77		
Self-blame	7th grade	5,57	2,825	0,005
	9th grade	4,90		

According to the data presented in the table, a highly opposite significant relationship is observed in the group of test takers of the humanism scale ($t=-2.162$; $p\leq 0.01$). It is natural for the results to be in this order. It is known that in the early stages of the adolescent group, inability to get along with peers and teachers, underdeveloped communication skills, and lack of interpersonal skills are observed. At the same time, we can see that as a result of the age-related development of the behavior culture, the personality of the adolescent person has decreased.

If we pay attention to the results of the test subjects' self-confidence scale, it was found that there is an ontogenetic relationship between them ($t=-5.069$; $p\leq 0.01$). Even so, it is related to the characteristics of this young age. In fact, in order to develop a sense of self-confidence in a teenager, it is explained by the fact that they first develop such processes as self-awareness and self-evaluation. An opposite significant relationship was observed in the group of those who tested that the methodology reflects the attitude towards oneself ($t=-2.610$; $p\leq 0.01$). It can be seen that it is explained by the lack of understanding of the content of self-relationships in the group of teenagers who participated in the research. It is worth noting that the self-reflection of adolescents can be a result of the social environment they live in and the education they receive. From this point of view, a significant connection is noted in the reflection of relations with oneself.

A significant relationship between the courses was noted at a high level among the adolescents who participated in the study on the self-esteem scale ($t=-2.610$;



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$p \leq 0.01$). It can be seen from the results that in the early stages of adolescence, the predominance of the feeling of not fully realizing one's identity and dignity was noted. Accordingly, with the transition of teenagers to the senior year, it is evidence that the skills of understanding their personality and values in front of others have increased. From the results, it can be seen that the realization of the self-perceived value is inextricably linked with the ontogenetic development.

If we pay attention to the results of the methodology on the scale of self-acceptance ($t = -5.290$; $p \leq 0.01$), an ontogenetic relationship is noted. The results show that there are significant differences in self-acceptance among the test group. At this point, it is worth noting that the formation of self-acceptance in a teenager's personality is his ability to imagine the views of abilities and opportunities with the awareness of their positive and negative qualities. For this, a teenager's personality must have a self-regard.

If we pay attention to the results of the self-acceptance scale of the methodology, an opposite significant relationship is noted ($t = -5.290$; $p \leq 0.01$). It can be seen that in the adolescent group, there is a positive correlation in the levels of self-acceptance with the transition from course to course. It should be noted that we all know that self-acceptance in a teenager is naturally related to the system of self-relationships. Therefore, self-acceptance in adolescence is explained by an increase in the level of self-knowledge.

Among the adolescents who participated in the study, a highly significant relationship is observed according to the internal conflict scale ($t = -3.491$; $p \leq 0.01$). It is known that the youth team consists of a group of young people with different views and worldviews. When young people with different beliefs and views come to a decision on a certain issue, there is an internal conflict between them. It can be seen that in the group of teenagers there are cases of conflict resolution without realizing it. In most cases, such situations are determined by the fact that adolescents do not fully understand tasks and assignments related to educational and social activities.

If we pay attention to the results of the self-blame scale of adolescents, a highly significant relationship is observed in them ($t = 2.825$; $p \leq 0.01$). If we look at the activities of teenagers, the fact that they did not acquire the necessary knowledge and skills in time, and learn the secrets of their chosen profession, causes them to feel guilty. Also, the observation of such a situation in a teenager is characterized by



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the lack of interest in their chosen profession, the uncertainty and difficulty of materials within the scope of academic subjects, and the inability to successfully master them in time.

It is known that teenagers are required to fulfill the assigned tasks and tasks responsibly, feeling responsible. As a result, it is natural for teenagers to feel guilty about their work that was not done on time. Therefore, the feeling of self-blame increases in the group of teenagers as they move from course to course. This can be explained by the expansion of knowledge, increased life experience, self-analysis and self-assessment skills in our teenagers.

According to the results of empirical research, the development of self-relation during adolescence is determined by the level of mental development of a person. An increase in the level of knowledge of a person leads to the development of self-relationships, the breadth of worldview, the formation of life experience depending on age.

According to the results of the experiment aimed at studying the relationship between the components of self-attitude, a significant relationship is noted between them. It is characterized by the presence of more positive connections between the self-attitude system in particular.

It can be seen from the mentioned opinions that the formation of self-relationships in a teenager indicates that they have decided on the system of relations to self-awareness, self-development and health. At this point, it should be noted that the development of a teenager's attitude to his health is related to a number of factors, such as his value system, self-confidence, self-management. passed.

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