



THE INFLUENCE OF SELF-ATTITUDE ON THE FORMATION OF SELF-CONFIDENCE IN ADOLESCENT PERIOD

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Abstract. The article aims to study the influence of self-confidence on the formation of self-confidence in adolescence. In it, theoretical views on the manifestation of self-relation in adolescence are put forward. In particular, the influence of self-confidence on the formation of self-attitudes during adolescence has been studied on the basis of empirical data.

Key words: adolescent, personality, self-attitude, self-confidence, self-esteem, attitude towards self, self-esteem, self-sympathy, extent of relational expectations from others, self z self-interest, self-confidence, attitude towards others, self-acceptance, self-control, self-blame, self-interest, self to understand.

Introduction. One of the most important moments in the development of a child's personality during adolescence is his self-awareness, the need to understand himself as a person. A teenager develops an interest in himself, his inner life, personal qualities, the need to self-evaluate, compare himself with other people. He begins to look at himself, seeks to know the strengths and weaknesses of his personality. The need for self-awareness arises from life, practical activity and is determined by the growing demands of adults in the group. A teenager needs to assess his capabilities in order to find his place in the team. Initially, the teenager's self-awareness is based on the ideas of others about him - parents, teachers, school class, group, friends. Teenagers see themselves through the eyes of others. As you move to a more mature stage, a tendency to independently analyze and evaluate yourself begins to form. But since the adolescent's personality does not yet have sufficient knowledge and skills to correctly analyze its individual manifestations, he may encounter conflicts with peers due to the child's arrogance, the discrepancy between the level of his claims and his real position in the group.

Literature review. In foreign psychology, self-esteem is often defined as an important emotional component of a person's self-awareness. It, firstly, is based on self-knowledge, and secondly, it creates the basic conditions for self-control, self-realization and self-development.

In Russian psychology, the personality is represented as a system of a person's attitude to the surrounding reality, in which three links are distinguished - attitude to oneself, attitude to others and attitude to the world as a whole [1]. The first link is the most important, since it participates in any process of manifestation of a person as a social subject.

N.F. Kravsova considers self-esteem as a multidimensional structural-level component of self-awareness, a relatively stable and actively maintained by the individual personal characteristic [5]. A.D. Astrasov understands it as an expression of the meaning of "I" for a person, a stable positive or negative feeling towards oneself, which includes two subsystems: the self-esteem system and the system of emotional-value relations [2].

N.N. Krylova says that the development of self-esteem is inextricably linked with the process of a person's formation as a person.

It is formed gradually, as a result of his inclusion in the system of relationships of people around him and his own activities [6]. The child's attitude towards himself directly depends on the nature of the attitude towards him of his immediate environment. With the maturation and expansion of the social circle, the content of self-esteem is replenished in a process outside the family circle. Gradually, there is a transition from the conditioning of the formation of self-esteem through relationships with the social environment to its decisive role in the formation of the leading life position of the individual and his behavioral styles. It is also generally accepted that self-esteem has a complex structure.

Emotional and evaluative attitude towards oneself is the result of the processes of social comparison or comparison with the norms and ideals developed in society. A person can independently observe this specific attitude in himself. This depends on current life experiences and can change. As we grow older, the two subsystems become more balanced [7].

Depending on the prevalence of positive, negative or ambivalent (conflictual) self-presentation, three corresponding modalities can be distinguished - positive, negative and ambivalent [8].

The first is usually associated with a holistic acceptance of one's own personality, the second - with a general negative self-evaluation and a distorted self-image, and the third - with a conflicted self-perception and an increased level of self-esteem and self-blame.

As an affective component of a person's self-awareness, the cognitive component (self-knowledge) is not perceived by the person as something neutral, but, on the contrary, causes appropriate assessments and feelings in him. The concept of "emotional-value self-attitude" is often used to describe the emotional component of self-awareness.

This construct reflects the person's attitude to what he has learned and "discovered" about himself.

In this case, experience is defined as the internal dynamic basis, the way of being of the self-attitude. Through it, a person understands the value meaning of his attitude towards himself.

L.V. Borozdina believes that one should not confuse three different elements of self-awareness: self-image, self-esteem and attitude towards oneself, although with the development of the individual they merge into one [4]. U. Molchanova notes that self-esteem is the basis of the process of self-awareness, which largely determines a person's activities, governs his behavior and activities. It consists in a person's understanding of what this or that knowledge about himself means to him, his understanding of its significance for himself and others. Its core embodies the values accepted by a person [2]. On the one hand, the attitude towards oneself reflects the position of the individual in relation to his own manifestations. On the other hand, it largely determines how a person manifests himself in his relations with the outside world. It allows a person to correctly set priorities, correlate his strengths and weaknesses, and determine future prospects (based on circumstances and personal capabilities).

According to R.S. Nemov, the increased need for individualization of the adolescent personality, combined with maximalism in the evaluations of others, can complicate the processes of developing relationships with oneself, as they also strive to find and demonstrate their individuality: "...individualization simultaneously creates an acute need for self-expression and penetration into the inner world of another" [10].

Discussion. Based on the model of favorable self-attitude presented in the work of T.S. Levi [9], it is possible to determine the structure of the optimal self-attitude or, as we have said, the favorable self-attitude for the adolescent personality. And when considering the fact that the self-attitude itself represents a complex structure, a certain expression and relationship of its components is considered favorable. In addition, according to the ideas of S. Panteleyev [11], the self-attitude includes the following components: closeness, self-confidence, self-control, reflected self-attitude, self-evaluation, self-acceptance, self-attachment, internal conflict and self-blame. If we consider in more detail the favorable expression of each scale, we can describe them as follows:

1. Openness - this component is considered favorable when the indicators on the scale are low. It determines the degree of sincerity of the individual towards himself. In another embodiment, the teenager, especially, relies on a socially desirable image, without giving himself the opportunity to be himself.

2. Self-esteem - a high score on the "self-esteem" scale is positive.

3. Self-control - is manifested in the expression of high performance. In this component, we can observe the degree of responsibility for choosing a person's life position. In another embodiment, with low levels, a person may feel that something is happening to him, which depends on those around him.

However, it should be noted that very high indicators on this scale are also a danger zone, because a person who believes that everything depends only on him is unrealistic, it is difficult for him to accept what cannot be changed, and he often becomes so.

4. Self-reflective attitude or reflexive "I" - the essence of the measurement of this component is that sympathy and antipathy towards himself are inherent in the surrounding individuals. Obviously, sympathy from other people is positive. However, the expectation of sympathy almost always does not correspond to reality and becomes a danger zone for high vulnerability. A person who always expects sympathy experiences very strong disappointment when he has a negative attitude towards himself.

5. Self-esteem - high indicators can be considered acceptable, which can tell us that a person feels the value of his inner world, his "I". This scale can act as a resource, since a person who has high self-esteem, but low indicators in other areas, can feel his unfulfilled potential and is ready to use great abilities to realize it.

6. Self-acceptance - a high score on this scale indicates that a person treats himself with emotional empathy. This is one of the fundamental moments that create the conditions for personal development. High self-acceptance does not mean not criticizing himself. On the contrary: a person who accepts himself allows himself to be realistic in his perception of himself, is aware of his shortcomings, weaknesses and mistakes, and can work to eliminate them.

7. Self-binding - average indicators on this scale are acceptable, since very high indicators may indicate a person's psychological rigidity and openness to change, and low indicators may indicate a high level of dissatisfaction with oneself. At the same time, it is important to note that when determining comfort, it is important to take into account the characteristics of a person's age and life situation.

8. Internal conflict and self-blame. Low indicators on this scale are favorable. At the same time, indicators on this scale naturally increase during the period of "internal restructuring", age-related and existential crises.

Based on the above material, we can conclude that the optimal, comfortable self-esteem of an adolescent is characterized by the following: a high level of self-esteem, a sense of responsibility for the events in his life, a positively reflected self-attitude (not devoid of realism), high (but not off-the-chart) self-esteem, a high level of emotional self-acceptance, indicators of internal conflict and self-blame, etc.

A person with a positive attitude towards himself allows himself to be open to himself, that is, he does not hide his true self from himself.

If a person's performance falls into the average range, he can be sure that his self-esteem is the same as most people. However, for many people, these values are far from optimal, at which a person feels psychologically comfortable.

Shunday qilib, o'smir uchun o'z-o'ziga bo'lgan munosabatni shakllantirish, birinchi navbatda, o'z shaxsini shakllantirishga, lekin atrofdagi odamlarning ta'siriga, ijtimoiy faoliyat sub'ekti sifatida o'ziga nisbatan oqilona munosabatda bo'lishga, o'zini o'zi hurmat qilishga va atrofdagi tengdoshlarining o'ziga nisbatan hurmatiga asoslanadi. Agar o'smir o'zini o'zi bo'lishga imkon bersa, o'zini barcha xilma-xillikda afzalliklari va kamchiliklari bilan qabul qilsa, bu o'z-o'ziga bo'lgan munosabatning rivojlanishidan, uning realizmidan va yuqori moslashuvchanligidan dalolat beradi.

Keltirilgan nazariy tahlillarga asoslanib, quyidagi xulosalarni shakllantirish imkoniyatiga ega bo'lamiz:

- o'smirlik davri shaxs taraqqiyotida muhim davr sifatida e'tibor qaratiladi;
- shaxsda o'z-o'ziga bo'lgan ishonchning tarkib topishi ulardagi o'zini o'zi anglash, nazorat qilish, o'zini o'zi boshqarish va o'zini o'zi tarbiyalash kabi refleksiv jarayonlarning ta'sir negizida amalga oshadi.;
- o'smirlik davrida o'z-o'ziga bo'lgan ishonch va o'z-o'ziga bo'lgan munosabat o'rtasida mustahkam ijobiy aloqadorlik ko'zga tashlanib, mazkur hodisalarning o'zaro samarali rivojlanishini taqazo etadi.
- o'smirlik davrida o'z-o'ziga bo'lgan ishonchning rivojlanishi ulardagi hayot haqidagi tasavvurlarning tarkib topishi, shaxsga nisbatan pozitiv yondashuvlarni tarkib topishi bilan taqazolanadi.

Conclusion. Thus, the formation of a self-image for a teenager is based, first of all, on the formation of his own personality, but also on the influence of people around him, on a rational attitude towards himself as a subject of social activity, on self-esteem and respect for himself by his peers around him. If a teenager allows himself to be himself, accepts himself in all his diversity with his advantages and disadvantages, this indicates the development of his self-image, its realism and high flexibility.

Based on the theoretical analysis presented, we can formulate the following conclusions:

- adolescence is considered an important period in the development of the individual;
- the formation of self-confidence in a person occurs under the influence of reflexive processes such as self-awareness, control, self-management and self-education.;
- during adolescence, a strong positive relationship is observed between self-confidence and self-esteem, which implies the mutually beneficial development of these phenomena.
- the development of self-confidence in adolescence is explained by the formation of their ideas about life and the formation of positive approaches to the individual.

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