



ADEQUATE SELF-ESTIMATION AS A FACTOR OF SUCCESSFUL INTERPERSONAL RELATIONSHIPS IN ADOLESCENTS

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ANNOTATION

The nature of interpersonal relationships in any community is quite complex. They manifest both the purely individual qualities of the personality - its emotional and volitional properties, intellectual capabilities, as well as the norms and values of society assimilated by the personality. In the system of interpersonal relations, a person realizes himself, giving to society what he perceives in him. It is the activity of the individual, his actions that are the most important link in the system of interpersonal relations. Entering into interpersonal relations of the most diverse in form, content, values, structure of human communities - in kindergarten, in the classroom, in a circle of friends, in various kinds of formal and informal associations - the individual manifests himself as a person and provides an opportunity to evaluate himself in the system of relations with others.

KEY WORDS: *adolescence, self-esteem, self-confidence, interpersonal interactions.*

Self-esteem is a very important element in the psychological development of a teenager as a person, which is formed under the influence of various factors. Self-esteem also affects various areas of adolescent activity. The main factors influencing the formation of a teenager's self-esteem are the situation in the family, social factors, the Internet, academic performance, external data, relationships with teachers [1, p.226].

Self-esteem is an assessment by a person of himself, his qualities, abilities, capabilities, place in the system of relationships with other people [2, p. 352; 3, p. 44]. It is the most important component of self-consciousness and the self-concept of the individual, the result of an emotional and value attitude towards oneself and the process of self-knowledge. As the core of a person's self-awareness, self-esteem is an important internal mechanism for self-regulation of activities and behavior; it is formed in the process of interaction and communication with other people.

Self-esteem in psychological science is also considered in the context of the problem satisfaction / dissatisfaction of a person with himself, together with such concepts as "self-image" and "level of claims". The feeling of self-satisfaction plays determining role in activity, behavior, personal development and is considered as synonymous with self-esteem.

In the process of interaction, adolescents often experience difficulties due to various reasons. As a result, in the process of communication, contradictions, misunderstanding, barriers occur, as a result of which conflicts arise in a group of

adolescents, which are very often intractable. A teenager with a low status in a group has, as a rule, low self-esteem, a high level of personal and situational anxiety, communication difficulties, which prevents him from expressing himself. Over time, these qualities are fixed in the form of character traits, and having matured, such a person is unlikely to be successful in his activities. All these features also determine the peculiarities of the relationship of adolescents with each other, the style of communication and behavior [4, p.65].

A significant contribution to the development of the problem of interpersonal relations and the formation of self-esteem was made by B. G. Ananiev, M. S. Kagan, A. S. Makarenko, V. N. Myasishchev. The close relationship between the two problems - interpersonal relations and communication - can be traced in the works of A. A. Bodalev, A. E. Voiskunsky, V. A. Goryanina, M. S. Kagan, N. V. Kazarinova, V. N. Kunitsina, A. A. Leontiev, A. V. Mudrik, B. D. Parygina, etc. R. Burns, L.I. Bozhovich, I.S. Kon and others.

A person as a person is formed in a group, he is a direct and indirect spokesman for intra-group relations. The group is a significant factor in the socialization of the individual, i.e. the group itself acts as a collective subject of a certain type of activity, and through it the individual is included in the entire system of social relations. In this regard, the group most fully reflects the main features of the social system within which it is formed and functions. In adolescence, self-esteem is actively formed in young people, and society largely influences its



development, and it should be noted that in most adolescents, it is formed inadequately.

A holistic approach to the problem of active formation of adequate self-esteem involves considering the interpersonal relations of adolescents as an activity aimed at satisfying the central need of this age - communication with peers based on awareness, knowledge and evaluation of oneself, one's qualities. Therefore, the formation of adequate self-esteem of adolescents is of particular relevance. Each person evaluates himself, experiencing satisfaction or dissatisfaction from his personal qualities. Too high and too low self-esteem can become a source of internal personality conflicts. Self-esteem is a person's assessment of himself, his capabilities, qualities and place among other people. With the help of self-esteem, the behavior of the individual is regulated. Thus, relationships with other people are important and relevant for a person of any age. However, their importance increases precisely in adolescence.

Psychologists note that many factors influence the formation of self-esteem: the attitude of parents, position among peers, interaction with teachers. Self-esteem of a teenager is often ambiguous and unstable. On the one hand, he perceives himself as an exceptional and extraordinary person, and on the other hand, he is tormented by doubts about his significance and skill (Sorokoumova, 2007). Comparing himself with other people, a teenager learns new adult norms of behavior and relationships between people, forms ideals and standards to follow in life and work. As a result of this process, he either achieves true self-acceptance, when his own perception is closest to the ideal "I", or finds himself in a situation of acute intrapersonal conflict (Sidorov, 2006).

For example, it is believed that an adequate level of self-esteem contributes to the formation in a teenager of such personal characteristics as self-confidence, self-criticism, perseverance. The connection of adequate self-esteem with educational and social activity is manifested in the fact that such students have a large field of interests, a fairly high and stable level of academic performance, high social and personal status, their activity is aimed at various types of activities, while interpersonal contacts are moderate and aimed at knowledge of oneself and others in the process of communication and interaction.

The presence of excessively high self-esteem limits the adolescent in the possibilities of participating in various activities, such adolescents are more likely to choose those areas of activity in which they are confident of their success, and their communication is often of little substance and is aimed at confirming their self-esteem and asserting their status.

Low self-esteem in adolescence can adversely affect the realization of certain personal qualities and abilities and make it difficult to fully communicate with both peers and adults. The study of self-esteem of modern adolescents is a

serious and urgent task, the solution of which allows clarifying its psychological content in the conditions of modern realities, identifying conflict zones, and also determining its resources for effective personality development.

The formation of self-esteem is associated with the development of independence of adolescents. If independence is consciously granted to a teenager by adults, then there is no contradiction between the feeling of self-esteem that is forming in a teenager and the attitude of elders towards him, and therefore there is no dissatisfaction with the attitude of adults and, accordingly, there are no grounds for manifesting various forms of protest and proving one's adulthood. If the independence of a teenager arises only because of certain circumstances of life, while maintaining the attitude of adults towards him as if he were small, then a contradiction appears between this attitude and the feeling of self-esteem that is formed in the teenager, which is found in the clashes and conflicts of adolescents and adults.

According to Z.S. Kurbanova "self-esteem of a teenager is associated with his status in the group interaction of peers: adolescents occupying a high social status may have both adequate and inflated self-esteem; adolescents occupying an average level of social gradation, for the most part, have adequate self-esteem, however, in this social group there are adolescents with both low and high self-esteem; adolescents who occupy a low social status among their peers have, for the most part, low self-esteem, but there are also adolescents with high self-esteem" [5 , p. 94].

Work on the formation of an adequate self-esteem of a teenager should include various forms, methods, methods of organizing educational activities that allow revealing the subjective experience of students. When organizing extracurricular and extracurricular activities, it is necessary to include adolescents in group work [6, 7]. In our opinion, the inclusion of adolescents in group activities contributes to the development of the following skills in them: listening to others, empathy, adequately assessing their work, highlighting not only positive, but also negative aspects, and arguing assessments. Thus, a positive impact on the development of adolescent self-esteem can be provided by actively including them in group work and optimizing their relationships with peers.

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