

THE INFLUENCE OF SELF-ASSESSMENT ON THE FORMATION OF SELF-CONFIDENCE IN ADOLESCENCE**Dilnoza Gaibullaeva****Foundation doctoral student of the Research
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Annotation. The article reveals the characteristics of the influence of self-assessment on the formation of self-confidence in adolescence. In particular, an analysis of theoretical views on the manifestation of self-assessment in adolescence has been described. Also, the influence of self-assessment on the formation of self-confidence has been studied experimentally.

Keywords: adolescence, self-confidence, self-assessment, communication, interpersonal communication, trust, socio-cultural, self-awareness, self-expression.

**ВЛИЯНИЕ САМООЦЕНКИ НА ФОРМИРОВАНИЕ УВЕРЕННОСТИ В СЕБЕ
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Аннотация. В статье раскрыты особенности влияния самооценки на формирование уверенности в себе в подростковом возрасте. Изложен анализ теоретических взглядов на проявление самооценки, особенно в подростковом возрасте. Также экспериментально изучено влияние самооценки на формирование уверенности в себе.

Ключевые слова: подростковый возраст, уверенность в себе, самооценка, общение, межличностное общение, доверие, социокультурность, самосознание, самовыражение.

In recent years, much attention has been paid to the problem of studying trust in Russian and Western psychology. Trust, which is one of the main components of interpersonal communication, is present in almost all spheres of our life: in economics and politics, in medicine and education, in the cultural life of society, as well as in the life of every person.

In psychology, the phenomenon of trust is defined by J.Allen, A.Bandura, V.Vichev, L.Ya.Gozman, A.L.Zhuravlev, V.P.Zinchenko, I.S.Conn, E.A.Kronik, V.N.Kunisina, A.B.Kupreichenko, V.S.Safonov, T.P.Skripkina, E.A.Kholmogorov, T.Yamagishi and other scientists have studied [4], [6], [11].

Despite the abundance of work in the field of trust, today there is no general well-founded

concept of it, the structure, functions and types of trust are not fully defined, what is measured in empirical studies, in which the leading factors of trust are not developed, is always clear, since Trust is closely related to other socio-psychological phenomena.

Therefore, the study of the phenomenon of trust remains relevant today. Two complementary aspects of the phenomenon of trust are self-confidence and trust in the other. Self-confidence is an unconditional belief in one's own strength, self-importance, value and necessity.

Trusting another is the experience of unconditionally believing in a person's presence a sense of security, security and his positive essence.

It cannot be said that in some cases a person is completely confident only in himself (isolated from the environment), while in others he is completely confident in the environment (others).

This notion leads to a simplified ontological picture.

Strive for a harmonious combination of trust and self-confidence in the world, otherwise it can be either a risk of negligence or a complete alienation from the person himself.

The development of an optimal level of self-confidence is an indicator of the integrity and maturity of an individual.

Trust, F.Fukuyama believes that developed is the main feature of Human Society [12].

Modern society, with its constant socialistic-cultural changes and problems, affects the nature of interpersonal interactions between people, leads to significant changes in the relationships of people of different social groups, and the norms of old, generally accepted behavior change.

One of the most mobile social groups in our society is the student body.

It is the Union of the most prepared, educated part of youth, which is characterized by such characteristics as social prestige, which helps to form the psychological characteristics of students as a social group:

common interests, the general nature of work (study, lifestyle, etc.) help to develop harmony among students; the desire to fulfill your dream of getting an education, finding a job, etc.

forms the psychology of social progress.

Adolescents are also characterized by a high level of communication due to their active interaction with various social structures of society.

Thus, students are highly mobile, active social formation of society, which is most

sensitive to the changes and new demands of society.

Self-assessment plays an important role in the behavior and functioning of students in society.

It depends on how a person establishes relationships in his environment. The self-assessment of a teenager's personality, that is, the assessment of a teenager's self, his capabilities, qualities and place among other students, forms the basis of the personality of the future certified specialist.

It becomes an important regulator of his behavior, helping to keep abreast of his attitude towards learning and his success in educational activities.

Self-assessment affects the effectiveness of the student's activities and can be both an incentive and a brake in personal development, depending on the correct or incorrect attitude towards oneself.

In the psychological literature, the most common division of self-assessment is certain types: low, medium (sufficient), high.

All levels of self-assessment are formed under the influence of assessments from the outside, which then turn into self-assessment of a person.

Depending on how a person evaluates his capabilities, how adequate his self-esteem and level of aspiration are, how satisfied his basic social needs are: the need for achievement, recognition, influence, trust, the interaction of a person with society are built.

Self-confidence is the inherent attitude of a person to his inner world, "his subjectivity as a value" [3].

According to a number of studies (I.V.Savenkova (2009); I.Yu.Leonova (2014; 2017)) self-confidence is one of the main forms of personal internal formation and helps to assimilate the norms, values, principles that exist in society. It also gives the individual the opportunity to realize their abilities and capabilities in society, to show themselves to the fullest [1], [2], [5].

Modern researchers (I.Yu.Leonova, O.V.Golub) noted that today the role of self-confidence and World confidence as a factor in the constructive maturation of the younger generation has increased significantly [2], [7].

O.V.Golub argues that adolescence is a sensitive period to build self-confidence as an integral intrapersonal form that allows a teenager to move to a qualitatively new level of self-control [7].

In this age period, a special role in society is played by the need to confirm one's "I". This requires a teenager to have the necessary level of self-assessment (not lower than average) [7].

Personal self-assessment reflects the characteristics of a person's ability to assess his own actions and actions, their motives and goals, his skills and abilities [9].

N.V.The results of studies conducted by Prokhorova showed that in adolescence, the majority of subjects showed insufficient self-assessment [10].

The level of self-confidence in adolescence, to one degree or another, determines the usefulness of developing self-assessment in general, as well as the desire and quality of self-awareness of the teenager in the present and future. The problem of studying the characteristics of self-confidence of adolescents with different levels of self-assessment is currently gaining special relevance.

Adolescents with high self-esteem are characterized by a high level of self-confidence.

Such subjects have enough confidence in their ability to cope with various tasks and difficulties of everyday life in different areas of life. If they experience a certain degree of insecurity about themselves in certain areas, they tend to compensate for this with self-confidence in other areas.

Analyzing individual indicators of self-confidence among subjects with a degree of self-assessment, we found that low levels of self-confidence prevail in areas of life that may be related to behavior, such as the ability to build relationships with friends of life. Adolescent-specific tendencies with self-assessment (aggression, hostility, arrogance, etc.), which are perceived negatively by most adolescents, do not allow such subjects to establish effective interactions and reliable relationships with their peers.

At the same time, these subjects have a high self-confidence in relation to their ability to spend free time; characterized by a high average level of self-confidence in intellectual activity.

This may indicate that high levels of self-assessment in adolescents can often be associated with higher levels of intelligence and success in educational activities.

Adolescents with high self-esteem are also characterized by high levels of self-confidence.

An analysis of individual indicators of self-confidence in individual areas of life of subjects with this level of self-assessment showed that such adolescents have the highest level of self-confidence in such areas of life, for example, the ability to build relationships with young children, as well as solving everyday problems.

This allows us to conclude that having a high level of reflection, knowing their characteristics and capabilities, self-confidence (which characterizes subjects with a degree of self-assessment) allows such adolescents to be the most successful in solving everyday problems

and interacting with young children.

Adolescents with an average adequate level of self-assessment are also characterized by a high level of self-confidence.

An analysis of individual data on individual areas of self-confidence among such subjects showed that these subjects are characterized by the highest level of self-confidence in such areas as the ability to build relationships in the family, with parents and teachers.

This allows us to conclude that adolescents with an average adequate level of self-assessment, which can also be described as optimal, have the highest level of self-confidence and are more successful in building relationships with adults (family members, parents, teachers) than other subjects.

Adolescents with low self-esteem are characterized by a high level of self-confidence.

Analyzing individual indicators of self-confidence of these subjects in individual areas of life, we found that such adolescents are distinguished by a high level of self-confidence in the ability to spend free time interestingly; in the ability to build relationships with friends; in the ability to build relationships with elementary students; in the ability to please representatives of the opposite sex; in educational activities.

This allows us to conclude that subjects with a low level of adequate self-assessment have a much higher level of self-confidence. This may be due to the low level of aspirations of such adolescents.

So, during the study, we came to the following conclusions:

adolescents with low self-esteem are characterized by the lowest level of self-confidence in most areas of life;

- adolescents with low self-esteem have a much higher self-confidence and a higher level of self-confidence in relation to their ability to spend their free time fun;

- ability to build relationships with friends;

- ability to build relationships with elementary school students;

- the ability to please representatives of the opposite sex;

in educational activities;

- subjects with an average adequate level of self-esteem have the highest level of self-confidence and are characterized by the highest level of self-confidence in the family, in areas such as the ability to build relationships with parents and teachers;

- adolescents with a high level of self-assessment have the highest level of ability to build relationships with young children, as well as self-confidence in solving everyday problems;

- the self-confidence of subjects with a high level of self-assessment has one of the highest levels of confidence in the ability to build relationships with friends and the ability to spend free time.

The results of the study and their detailed analysis made it possible not only to determine the characteristics of self-confidence in the life spheres of adolescents with different levels of self-assessment, but also to identify problem areas that need to be corrected later.

It is known that we managed to focus our attention on studying the influence of self-assessment on the formation of self-confidence in adolescence. To do this, in the group of testers, the methodology "self-confidence assessment" (T.P. Developed by Skripkin), a study of general self-assessment (G.N. Developed by Kazanseva) self-confidence tests (N. Developed by Raydas). These methodologies were carried out in a group of Examiners and analyzed in quantity and quality.

Table 1.

The association between self-confidence and self-assessment in adolescence

Self-confidence components	Self-assessment indicators		
	7-sinf	9-sinf	Umumiy
In professional activities	0,24**	0,13	0,20**
In the intellectual sphere	0,22**	0,06	0,16**
When solving household problems	0,20**	0,08	0,17**
When building relationships with close people (friends)	0,25**	-0,02	0,10*
When building relationships with subordinates	0,08	-0,03	0,02
When building a relationship with a high-standing (Chiefs)	0,16*	0,04	0,12*
When building relationships with children (children)	0,18*	0,03	0,08
When building relationships in the family	0,23**	0,01	0,13**
When building relationships with parents	0,27**	0	0,13**
In favor of representatives of the opposite sex	0,26**	0,07	0,17**
Self-confidence in having fun free time	0,17*	0,28**	0,01
Self-confidence	0,35**	0,28**	0,33**
Social courage	-0,01	0,01	-0,002
Initiative in social relations	0,04	0,02	0,04

According to the results of the table, it turned out that professional activity with self-assessment has a high degree of relevance in students of the 7th grade ($r=0.24$; $p<0.01$), according to the general indicator ($R=0.20$; $p<0.01$). From the results, it was noted that self-assessment in professional activities does not have significant interaction in students of the 9th grade. From the results, it can be seen that confidence in professional activity acquires the character of active development in the first stage of adolescence. It is therefore indicated that moderate importance is acquired in the later stage of adolescence.

The methodology was noted to have a high degree of relevance in intellectual field and self-assessment 7th grade students ($r=0.22$; $p<0.01$), by general indication ($R=0.16$; $p<0.01$). At the same time, it should be noted that trust in the intellectual sphere has a significant connection with self - assessment, and along with the development of the individual, they are embodied separately as an independent component.

According to empirical data, it turned out that the construction of household problems has a high degree of relevance to self-assessment in students of Grade 7 ($r=0.20$; $p<0.01$), by general indicators ($R=0.17$; $p<0.01$). From the results it follows that the effective solution of household problems depends on the characteristics of the adolescent self-assessment system. Especially in harmony with the development of the individual, these phenomena are of particular importance in them.

Based on the results of the study, it was found that the construction of interactions with close people (friends) has significant correlation with self-assessment in 7th grade students ($r=0.25$; $p<0.01$), with a high overall index ($R=0.10$; $p<0.01$). According to reports, adolescent self-assessment a system of interaction with close people, friends plays an important role in finding a decision. At the same time, the emergence of a sense of seniority in the development of adolescence affects the formation in them of skills for an adequate assessment of themselves.

It has been found that testers have significant association with high - standing (headers) with self-assessment in Grade 7 students ($r=0.16$; $p<0.05$) and overall performance ($R=0.12$; $p<0.05$). It is known that the system of self-assessment in a teenager's personality looks inadequate, and it is mainly noted that this process is based on the feedback of adults. Correspondingly kata's character of assessment changes in adolescence and now try to assess themselves according to their capabilities without relying on those around them.

According to the results of the methodology, it was noted that the construction of interaction with children (children) has a significant degree of involvement in self-assessment in students of the 7th grade ($r=0.18$; $p<0.05$). According to him, the effective successful

relationship of a teenager with peers has its own impact on their self-assessment system.

Based on the results of the study, it turned out that self-confidence in the construction of relationships in the family has a high significance relationship with self-assessment in 7th grade students ($r=0.23$; $p<0.01$), in general indicators ($R=0.13$; $p<0.01$).

At this point, it should be noted that establishing interpersonal relationships in a family in an effective and purposeful way, mutual trust between them, the content of mutually supporting qualifications have their own impact on the self-assessment system of a teenager. This makes it important for a teenager to serve as a program in making future life path and professional plans.

Based on the results of the methodology, it was noted that the confidence in building relationships with parents has a high degree of relevance in adolescent self-assessment in 7th grade students ($r=0.27$; $p<0.01$), general indicators ($R=0.13$; $p<0.05$). At this point, it should be noted that the adolescent self-assessment system is influenced by the personal example of the parent. At the same time, in the life of a teenager, parents are embodied as an ideal image. In particular, the influence of the family environment, the parent, plays a key role in the changes that occur in adolescent behavior. The main thing is that the adolescent has an adequate view of the self-assessment system is associated with the level of health of the family.

Based on the results of the study, it was noted that the belief in liking the opposite sex has a high degree of significance correlation with self-assessment in 7th grade students ($r=0.26$; $p<0.01$) in general indicators ($R=0.17$; $p<0.01$). It is known that in adolescence, the desire for representatives of the opposite sex is observed, the passion is strong. During this period, it is observed that the feelings of mutual liking, love, affection between young men and girls are strong.

In turn, while this feeling was evident in more 7th grade students, it was observed that it did not have any significance in 9th grade students. From the results it can be seen that in the early stage of adolescence, the active aspiration towards the opposite sex has increased, while in the later stage we can see that it has greatly reduced its significant range.

According to the results of the methodology, self-confidence in having fun leisure time was known to have a high degree of significant involvement with self-assessment in 7th grade students ($r=0.17$; $p<0.01$), 9th grade students ($r=0.28$; $p<0.01$). It should be noted that at present, the issue of meaningful, effective, purposeful Organization of students' free time is one of the important requirements of today. In this context, we can see that the belief that adolescents spend their free time meaningfully, effectively affects their self-assessment system.

Based on the results of a psychodiagnostic examination with adolescents, self-confidence

is recorded in 7th grade students with self-esteem ($r=0.35$; $p<0.01$), 9th grade students ($r=0.28$; $p<0.01$), as well as in general indicators ($R=0.33$; $p<0.01$), an increase in the self-confidence of a teenager with a high degree of relevance is recorded on empirical data. In turn, an increase in self-confidence in a teenager's personality leads to the fact that he has high performance in educational activities, as well as a decision on a reasonable attitude towards his chosen profession in the future.

Based on the results of the study, it was found that self-confidence in building relationships with subordinates, Social Courage, Initiative in social relationships are independent components without having to interact with self-assessment. It was also found that there is a differentially significant relationship between self-confidence and self-assessment in adolescence. In particular, it has been observed that self-confidence and self-assessment interrelationships are relevant in Year 7 students, whereas in Year 9 students there is no correlation.

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