

**SELF-ATTITUDE AS A CRITERION OF SELF-UNDERSTANDING IN
ADOLESCENT PERIOD****Makhmudov Abdurasul****Namangan State University, independent researcher**

Abstract. The article highlights the issues of connection between the formation of self-relationship in adolescence and the level of self-understanding in them. Also, the level of manifestation of self-relation in the adolescent personality was determined based on empirical studies. Age-related developmental characteristics of self-relation in adolescent personality have been revealed in particular.

Key words: personality, self-relation, emotional value, social activity, humanity, self-confidence, self-control, self-attitude, self-esteem, self-acceptance, self-attachment, internal conflict, self-incrimination.

**САМООТНОШЕНИЕ КАК КРИТЕРИЙ САМОПОНИМАНИЯ В
ПОДРОСТКОВОМ ПЕРИОДЕ****Махмудов Абдурасул****Наманганский государственный университет,
независимый исследователь**

Аннотация. В статье освещаются вопросы связи формирования отношения к себе в подростковом возрасте и уровнем самопонимания у них. Также на основе эмпирических исследований был определен уровень проявления самоотношения в личности подростка. В частности, выявлены возрастные особенности развития самоотношения личности подростка.

Ключевые слова: личность, самоотношение, эмоциональная ценность, социальная активность, человечность, уверенность в себе, самоконтроль, самоотношение, самооценка, самопринятие, самопривязанность, внутренний конфликт, самообвинение.

In the study of 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. In particular, A.F. Lazursky and V.N. Myashchchev are shown as an integral part of the perfect relationship system, 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 allows to determine the characteristics of how a person communicates with others and the characteristics of interaction with other people [3]. At this point, the Georgian scientist N.I. Sarzhveladze [2] introduced the term "attitude towards oneself" in the field of psychology. 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-regard as emotion and perception of oneself as a responsible social subject.

In modern psychology, he interprets the concept of self-relation as determining a person's vital needs and his social status. Self-attitude is briefly described as an attitude towards oneself and one's own image. Self-relation is the sum of content and dynamic aspects of the 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 emphasizes that people rely on emotional factors in the process of evaluating other people, but they put forward the opinion that people themselves do not realize this [5].

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, it is manifested in the ability to master socially important personality traits, the ability to empathize, an active moral attitude towards people, norms, rules of behavior in society, etc. 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.

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-relation during childhood, adolescence and youth B.G. Ananov, L. I. Bojovich, L. S. Vygotsky, M. I. Lisina, V. S. Mukhina, D. B. Elkonin, It is reflected in the scientific research of E. Erikson and other authors [4].

The transition from adolescence to early 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. Panteleev, 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 the 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 personality development, it provides information about the structure of self-relation, its instability and immaturity. Because in this period the relationship to oneself is not understood, synchronicity is not observed in its development. Also, individuals of this age have a dual nature of their relationship with themselves. At the same time, it becomes more general and begins to acquire a holistic character. As a result, the criteria and basis of self-evaluation change [1].

It is known that the formation of self-attitude during adolescence is characterized by the development of self-awareness, self-evaluation, and self-esteem. Within the framework of our research, we tried to check whether the system of self-relationships in adolescence is related to the realization of individual potential. First, we tried to examine the degree of interrelationship of self-attitude characteristics during adolescence.

For this, in our research work, the "Methodology of studying self-attitude" (developed by S.R. Panteleev) was conducted. In order to clearly express the information on the conducted methodology, it is reflected in the following table (Table 1).

According to the data presented in the table, a highly opposite significant relationship is observed in the group of people who tested the scale of humanity ($t=-2.162$; $p\leq 0.01$). It is natural for the results to be in this order. It is known that, in the early years, the group of teenagers is not able to interact with their peers, teachers, lack of communication skills, and lack of ability to fully express their thoughts. At the same time, we can see the loss of humanity as a result of the age-related development of behavior culture in teenagers.

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 ($t=-5.069$; $p\leq 0.01$). The distribution of the results in this order is characterized by the psychological changes of this period. In fact, it is explained by the development of reflexive processes, such as self-awareness and self-evaluation, in order for a teenager to develop a sense of self-confidence.

Table 1

Dynamics of changes in self-attitude during adolescence

Components of self-relation	Синф	N	Arithmetic mean	t-criterion	P \leq
Humanity	7th grade	140	7,05	-2,622	,009
	9th grade	137	7,56		
Self confidence	7th grade	140	9,26	-5,069	0.00
	9th grade	137	10,58		
Self management	7th grade	140	7,75	-1,711	,088
	9th grade	137	8,21		
Attitude towards self	7th grade	140	6,37	-2,610	,010
	9th grade	137	7,00		
Self-esteem	7th grade	140	8,19	-2,610	0,00
	9th grade	137	9,61		
Self-acceptance	7th grade	140	7,69	-5,290	0,014
	9th grade	137	8,31		
Self-reliance	7th grade	140	6,78	-2,486	,278
	9th grade	137	6,52		
Internal conflict	7th grade	140	8,15	3,491	0,001
	9th grade	137	6,77		
Self-blame	7th grade	140	5,57	2,825	0,005
	9th grade	137	4,90		

If we pay attention to the results of the testers on the scale of self-reflection of the methodology ($t=-2.610$; $p\leq 0.01$), an opposite significant relationship was observed. It can be seen that it is explained by the lack of awareness of the content of self-relationship in the group of adolescents who participated in the study. It is worth noting that the self-reflection of adolescents can be a result of the social environment in which they live and the education they receive. From this point of view, a significant connection is noted in the reflection of attitudes towards oneself.

Among the adolescents who participated in the study, it was found that there was a significant correlation between the courses at a high level on the self-esteem scale ($t=-2.610$; $p\leq 0.01$). From the results, it can be seen that in the early stages of adolescence, the feeling of not fully realizing one's identity and value is predominant. 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. The results show that the realization of self-esteem is inextricably linked with 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 between the test groups. 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, the attitude towards oneself should be formed in the adolescent personality. Therefore, self-acceptance in adolescence is explained by an increase in the level of knowledge about oneself.

A highly significant relationship is observed on the internal conflict scale ($t=-3.491$; $p\leq 0.01$) among the adolescents who participated in the study. 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, the existence of conflict situations without realizing it is noted. In most cases, such situations are determined by teenagers as a result of not fully understanding tasks and assignments related to educational and social activities.

If we focus on the results of adolescents on the self-blame scale, 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 the lack of interest in their chosen profession, the inability to successfully master the materials within the scope of academic subjects due to the uncertainty and difficulty. It is worth noting that the teenager is required to fulfill the task assigned to him on time, with a sense of responsibility, responsibly.

As a result, it is natural for teenagers to feel guilty about their work that was not done on time. Therefore, as the adolescent group moves from course to course, the feeling of self-blame increases. 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 the individual. An increase in the level of knowledge in a person encourages the development of self-relationships, the breadth of worldview, the formation of life

experience depending on age.

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