

THE STUDY OF SELF-ASSESSMENT COMPONENTS IN ADOLESCENTS IN SCIENTIFIC RESEARCH METHODS

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Abstract. The article covers the approaches of foreign and local psychologists to the phenomenon of self-evaluation in a person and theoretically analyzes the content of self-evaluation.

Keywords: self-assessment, the result of cognition, quantitative signs, personality psyche, global self.

INTRODUCTION

The three-component structure of self-awareness by most psychologists I. I. Chesnokova, V. S. Merlin considers self-awareness to be a unity of three aspects: self-awareness, self-regard emotional-emotional attitude and self-control. A person's knowledge about himself is diverse in its structure, and self-expression serves as a psychological mechanism of self-awareness.

The concept of self-awareness appears as a result of a person's self-evaluation and knowledge. In the process of developing self-awareness, it is characteristic that it is divided into stages, that is, periods of time. Quantitative signs accumulate in them, gradually leading to the development of new qualitative characteristics in self-awareness. Each aspect of self-awareness is determined by the way of life, communication in the leader's activities, the level of development of the individual's psyche.

LITERATURE ANALYSIS AND METHODOLOGY

As a social being, a person recognizes himself as a member of a society, a group: age, gender, profession, family, etc. are his social status, roles, social relations with other people. The object of self-awareness is the subject of knowledge that understands the person himself, his personal characteristics, orientation and relationships, mental states, processes, characteristics, character, abilities, his of activity actions in its manifestation, relations with the outside world, self-knowledge, communication and the quality of the subject of work. He knows his individual characteristics, features of appearance, functions of his body, somatic characteristics, etc. According to his analysis of the concept of self-awareness - the meaningful aspect of self-awareness, V. James is one of the first scientists to consider the concept of I in the field of self-awareness. According to his point of view, global self, personal self is considered as a dual formation consisting of two components - self-conscious and self-object. These two sides of self-awareness always appear simultaneously in each person. As an object, I include:

- material self (clothes, house, family),
- physical self (body),
- social self (social recognition of a person, his reputation),

- spiritual self (the subject of "thinking" itself).

James sees the moving self as the subject of thought, but in describing the empirical self it goes beyond consciousness.

DISCUSSION

In their studies, psychologists distinguish different aspects of the study of "I". In particular, R. Meili identifies three aspects in the study of "I":

1) centralization of many mental functions and events. A person feels himself as the subject of his actions, perceptions, thoughts, feelings, and reflects his uniqueness and inseparability with what was before.

2) "the composition of me" or a set of objects that define its area.

3) "defense mechanisms". In general, protection refers to a set of non-biological motives aimed at strengthening their sense of power and worth.

I. S. Kohn shows the following aspects of the "I" problem:

1) "I" – personality (identity). Man maintains his identity by maintaining and reproducing his structure as the environment changes 2) "Ego" – (subjectivity). This representation is related to the concept of the subjectivity of the mind, the actor, the observer, and in the study of this aspect, which is called the self, the attention of researchers is focused on the processes and mechanisms of conscious self-control of behavior.

3) Specific processes, mechanisms of self-awareness, the level of adequacy of self-awareness, the components of self-image, the dynamics of their change, in the general balance of mental activity It increases the role and importance of self-awareness. The above aspects of the problem of "I" are interrelated and they complement each other: "the uniqueness of the psyche and behavior of the individual without any regulatory principle that requires self-awareness "Ego" as a mechanism of regulation refers to the continuity of mental activity and the existence of information about oneself. coordinates his actions.

Meili's and Cohn's views have in common that they distinguish the "I" as an active, moving, and object "I." The object of the subject's reflection becomes a different content of the "I". It also distinguishes the uniqueness of the "I" problem. It reflects the uniqueness of the human personality, its inseparableness from previous events.

A person forms his image in the process of self-reflection. According to I. S. Kohn, along with "I", the active object and the moving subject "I" should be distinguished as the object of thinking, perception, reflecting, categorical I as an image. I. S. Kohn understands "self-image" as a social attitude (setting system), which allows to present its structure not as a random set of components, but as some system of cognitive, emotional and behavioral signs.

I. I. Chesnokova considered the image of the Self in the field of self-awareness of the individual. Self-awareness is manifested as a complex process of indirect self-awareness by a person, developed over time. In the process of self-awareness, self-observation, introspection, a generalized image of me is formed in the process of combining many unique, unique images. It reflects the general, specific and important features of this

subject. Self-image is a clear result of the process of self-knowledge. According to the author, the generalized image of me is similar to the concept of self, the concept of self affects the worldview, determines the main direction of a person's behavior.

Another approach to describing self-image was approached by N. I. Nepomnyashey. The two sides of the self-image can be seen as distinct values. The assessment of reality given by others is important for the subject and is based on his personal assessment. The advantage of this approach is that the author considers self-image as a phenomenon related to personal orientation and values. The limitation of this approach is that the author interprets his concept based on research on children's mental development.

M. I. Lisina's consideration of the formation of the image of self in the early stages of ontogenesis within the framework of communication is of great interest. The main factors in the formation of the idea of self-awareness are the leading activities characteristic of each age stage of the child's mental development and the form of his communication with the people around him, and these factors are closely related to each other. As a holistic education, the components of the self-image are two components: cognitive (self-knowledge) and affective (attitude to oneself), which are an inseparable unit.

A. N. Krylov theoretically considers the self-image as a factor in the development of the individual, the self-image is the basis of his external relations, the first

first of all, it is formed as a result of the internalization of communication, and according to the author, it is an internalized communication.

Summarizing the above, we can say that in the early stages of ontogenesis, the affective side of the relationship prevails over the cognitive side, and in the process of development, an affective-cognitive unity of the image of the self is formed.

According to the definition given in the dictionary of psychology, "Self-awareness of a developed person, which determines the character of the person's attitude towards himself and the level of self-evaluation, self forms a complex system that includes a general self-evaluation that reflects the degree of acceptance or non-acceptance of the whole, and a person's self-evaluation, the relationship to certain aspects of his characteristics, actions, and the success of individual activities describes. Self-evaluation can occur at different levels of consciousness"

Self-assessment is characterized by the following steps:

1. Level: high, medium, low
2. Correlation with real success: adequate and inadequate
3. According to structural features: conflicting and non-conflicting.
4. According to the nature of temporal classification, the following are distinguished: predictive, topical and retrospective

Often, in the study of self-esteem, it is divided into two functions: protection and regulation. In order to regulate behavior, a person must have sufficient information about the state of activity and the characteristics of his personality. Evaluating its possibilities, a person organizes or rejects his activity.

Self-assessment consists of two interrelated aspects:

1. To the effectiveness of the activity result. Aspects of a person's mind, thinking, judgment, choices, beliefs, interests, abilities, cognitive processes, and needs.
2. Self-esteem (a sense of personal worth). Self-confidence; positive self-development, the principle of the right to be happy, comfort in the correct understanding of thoughts, needs, desires and needs, to feel that joy is an inseparable desire.

Self-esteem is the ability to see oneself as capable of fulfilling life's tasks and worthy of happiness.

The image of "I" is not only the idea or concept of a person about himself, but also his social attitude, the attitude of a person to himself. Therefore, three components can be distinguished in the image of "I":

- 1) cognitive (cognitive) - self-knowledge, self-awareness;
- 2) emotional-evaluative - valuable attitude towards oneself;
- 3) behavior - characteristics of behavior regulation.

The image of "I" is not a static, but a dynamic formation of a person. The image of the "I" is usually defined as such in psychology, the real "I" can appear as self-awareness during the experience. This "me" is always changing, for example the "me" before the competition or the "me after the competition", the "me" before the exam or the "me after the exam" is different. At the same time, it must be as "I" and the "perfect me" in the subject's image to meet social norms and expectations of others. It depends on what a person strives for, who he wants to be in the future, and similar qualities. There may also be a fantastic "I" that does not yet exist. In this case, a person looks at himself through the object of his desires, without taking into account his real capabilities. Usually, the imaginary "I" is accompanied by the words "if", that is, if it is possible, it expresses how the subject wants to be.

All "I's" in a person exist in a person at the same time. If one of the "I's" is superior to the others, this can affect his personality. Thus, if the predominance of specific fantasy ideas in a person is not accompanied by actions that help to realize the desired thing, a violation of human activity and self-esteem occurs. The degree of correctness of the image of "I" is one of its most important aspects - a person's self-awareness, that is, a person's assessment of himself, his capabilities, qualities, and his place among other people. is determined in the study. It is one of the most important and most studied aspects of a person's self-concept in psychology.

How does a person realize self-awareness? It is known that a person becomes a person as a result of cooperative activities and communication with other people. Such activities and connections provide important guidelines for his behavior and actions. Therefore, one of the sayings that we can quickly hear in kindergarten is: "A perfectly good child, he always sleeps during the day"; or: "Darling is bad, he eats badly." From this point of view, o "the teacher gives the child a grade to evaluate his behavior. According to such instructions, we constantly compare what we do with what others expect of us. After all, everything that a person does for himself, he also does for others, only himself. seems to

be doing something for zi. The resulting self-characteristics come from comparing aspects of oneself that one constantly observes with what one sees in other individuals.

When a person has some information about himself, he looks at other people and compares himself with them. He assumes that this person is not indifferent to his qualities and actions. All these are included in the criteria of a person's self-evaluation and determine his psychological well-being. In other words, a person is always surrounded by such people, among whom he determines his evaluation criteria. In psychology such people consider themselves necessary or important because their ideals are the ideals of this person, their interests are the interests of this person.

A characteristic closely related to self-evaluation is the level of demands of a person, his self-evaluation is obtained by the level of necessary demands. The level of demands is the level of the "I" image, which is reflected in the level of difficulty of the goal that a person sets for himself. Psychologist James developed a formula that shows that a person's self-esteem depends on his requirements.

$$\text{Self-Assessment} = \frac{\text{Success}}{\text{Requirements}}$$

The formula shows that self-assessment can be done in two ways. A person can increase the demands for maximum success or decrease them to avoid failure. The level of demands usually increases in case of success, indicating that a person is ready to solve more complex problems, in case of failure, it decreases accordingly. It is necessary to clearly define the level of requirements of a person in a particular activity.

L.V. Borododina concludes that if self-evaluation dominates a person, its expression is the level of demands, that is, the level of demands is a manifestation of self-evaluation in the actions of a person. A similar problem arises when distinguishing between the concepts of self-esteem and achievement motivation. For example, H. Heckhausen states that "achievement motive acts as a self-evaluation system."

According to E. A. Serebryakova, ideas about opportunities make the subject unstable when choosing goals: his requirements rise sharply after success and fall sharply after failure.

Thus, self-evaluation is an indispensable companion of our "I". It is manifested not in what a person thinks or says about himself, but in the way others react to his achievements. A person's behavior is regulated with the help of self-evaluation.

I. Kon and R. Meili define self-assessment as a meaningful aspect of self-awareness of a person as an assessment of his capabilities, qualities and place among other people.

A. V. Petrovsky points out that "the result of self-evaluation is a kind of projection of the real "I" onto the ideal "I". and the value and importance he gives to individual aspects of his activity and behavior. It works as a process of relatively stable structural formation, self-awareness, self-knowledge and self-evaluation.

In the works of A. N. Leontiev, the basis of self-evaluation is the value system adopted by a person. It is the central knowledge of a person and the central component of self-understanding, it is interpreted as the knowledge of a person directly involved in the regulation of his behavior and activities, as an autonomous characteristic of a person, a

person's own shows that it finds its place as a central component that is formed with the participation of his activity and reflects the uniqueness of his inner world.

T. Shibutani says about self - self-evaluation: "if the person is represented as organized values, then the core of the functional unit is self-evaluation." Within the framework of learning, self-evaluation is given a leading role: it is the basis of the process, an indicator of the individual level of its development, and self-self is described as an aspect of the person organically included in the process of cognitive cognition.

The first reflects a person's knowledge about himself, and the second - his attitude towards himself as a measure of self-satisfaction. In the activity of self-evaluation, these components work in an inseparable unity: it is impossible to implement it in its pure form, as mentioned by I. I. Chesnokov.

The problem of self-awareness (I-ego, I-image, I-concept) is very relevant today. In the conditions of modernity, this is related to the need to determine the level of importance of a person, his ability to change himself and the world around him. In the psychological researches of different authors, the structure of self-evaluation is presented in a mixed way. Some researchers have tried to pay more attention to the study of the image of "I". At the same time, they pay attention to different approaches in studying and understanding the image of "I". Self-image is understood as an installation system. In the value system of a person, I always have a certain value weight, and the components that make up it also have their own value value in each case. The dynamic formation of the psyche over time, from single situational images to a generalized image of "I", the concept of "I" according to other researchers who study the problem of self-relation and its structure.

Within the framework of the study of personality, the structure of self-esteem is considered. Explores the structure of self-awareness from the point of view of personal identification. Often, there are some differences among Russian scientists about the three-component structure of self-awareness.

The diversity of theoretical approaches requires the analysis of these problems. L. S. Vygotsky, studying the problem of the structure of self-awareness and self-evaluation, points out six directions that describe its structure

1. accumulation of knowledge about oneself,
2. increase in their consistency and validity;
3. deepening knowledge about oneself, psychologization (gradual emergence of ideas about one's inner world);
4. integration (understanding oneself as a whole);
5. development of internal ethical criteria in self-evaluation of the individual, derived from objective culture;
6. self-evaluation processes develop individual characteristics of a person.

The structure of a person's self-esteem depends on the social environment to which he belongs. The relationship between the socio-cultural environment and self-esteem does

not lie in the influence of the environment on the rate of development of self-esteem, but rather in the type of self-concept depends on the nature of development.

RESULT

The generalized image of the "I" of the person, arising from individual situational images, includes ideas about its essence, social value, general characteristics. In it, individual sensations are united, something stable, generalized, unchanging is distinguished in all perceptions. This generalized image is expressed in a corresponding concept of self.

Z. V. Diyanov and T. M. Shchegoleva, analyzing this problem, note that not every person transforms his ideas into a stable system. In some people, they work in the form of individual situational images of "I" without the formation of the "I"-concept, the concept is an indicator of the maturity of self-awareness, a higher stage of self-awareness. It is a rational component of his mind. Self-awareness includes other components of consciousness. Such a component is self-relation. It depends on the system of emotional value relations in relation to one's "I". It manifests itself as a "positive" or "negative" feeling for self-awareness. These emotions are expressed in specific internal evaluations, for example: self-comparison, self-control, self-blame.

Psychologists V.F. Safii, V.A. Alekseev, A.M. Prikhojan conducted research on the problem of personality formation and self-evaluation.

According to their research, self-assessment during the transition from adulthood to adolescence is carried out from a more subjective, psychological point of view. If students in VI-VIII grades rarely talk about their feelings and experiences, then most students in upper grades talk a lot about the changeability and situational nature of their behavior and character. opinions expressed. In the upper grades, self-evaluation begins to be about external academic evaluations. Thus, a person's self-evaluation is an important indicator of a person's maturity.

How a person treats himself depends on how people around him treat him. Self-esteem is the core of a person's defining characteristic.

Self-evaluation includes evaluation of one's activity in the team, one's position to other members, one's attitude. A person's activity, his participation in team activities, his desire to self-educate, self-evaluation was initially formed under the influence of individual activity results. These results are always evaluated by others. Therefore, the assessment of others determines self-assessment. The feeling towards oneself is formed due to the opinion expressed by others. If the people around him always treat him with respect, he will begin to consider himself worthy of real respect. On the contrary, if the child is shown regular disrespect and the main attention is focused on his shortcomings, he will conclude that he is not worthy of respect. A different situation can occur in relation to this situation:

- Indifference
- Rudeness
- Aggression

Self-esteem is formed, and they become more and more independent from the opinions of others and the concrete results of their activities. With stable forms of self-evaluation, he will have the principle of self-reinforcement. This child has both high self-esteem and low self-esteem applies. A person's level of self-esteem is determined not by what he expresses in public, nor by what he sincerely thinks about himself, but by how he regularly acts towards himself.

CONCLUSION

If the person is very sensitive to being ignored, if the manifestation of emotional weaknesses in him tries to avoid situations by force, if he indulges in dreams to the extent that his ability to work is impaired, the conclusion is about his lack of self-confidence. can be issued. On the contrary, a person seems to be very humble, if there are criteria that allow him to make a judgment about high self-esteem, he follows his point of view without blaming others.

M. Rosenberg (1965) based on the research of more than 5,000 high school students aged 15-18 came to the conclusion that in adolescents with insufficient self-esteem, the "I" image is characteristic of the instability of their thoughts about themselves.

American psychologist Howard Chkalon (1980) has shown that self-dissatisfaction and self-esteem always lead to low self-esteem. who emphasized that it is a normal natural result.

Thus, the structure of self-evaluation is a unit of self-knowledge (understood as a reflection of its permanent ideas about its essence and social value), self-awareness and self-control. reflects a person's level of knowledge about himself and his attitude towards himself.

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