

## **The Influence of Self-Assessment on the Formation of Self-Confidence in Adolescent Age**

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**Abstract.** *The article is devoted to the psychological characteristics of the influence of self-esteem on the formation of self-confidence in adolescence. Initially, an analysis of theoretical approaches to the manifestation of self-confidence in adolescence is presented. At the same time, the issue of the influence of self-esteem on the formation of self-confidence in adolescence was investigated based on empirical data.*

**Key words:** *personality, self-confidence, self-esteem, interpersonal communication, self-confidence, social courage, social connections, initiative, trust, socio-cultural changes.*

In recent years, foreign psychology has been paying special attention to the study of the problem of trust. It is known that trust, which is one of the main components of interpersonal communication, is encountered in almost all spheres of human life: economics and politics, medicine and education, and the cultural life of society. In psychological science, the phenomenon of belief has been widely studied by J. Allen, A. Bandura, V. Vishev, L. Ya Gozman, A. L. Zhuravlev, V. P. Zinshenko, I.S. Kon, E. A. Kronik, V. N. Kunisina, A.B. Kupreyshenko, V.S. Safonov, T.P. Skripkina, E. A. Kholmogorov, T. Yamagishi, and others [4], [5], [6].

It should be noted that, despite the extensive work in the field of trust, there is currently no general, well-founded understanding of it. Therefore, the structure, functions, and types of trust have not been fully defined, and its leading factors have not been developed. In empirical research, what is measurable is always clear, because we all know that belief is closely connected with other socio-psychological phenomena.

In turn, the study of the phenomenon of trust remains relevant today. When studying the phenomenon of trust, it is important to distinguish two complementary aspects: trust in oneself and trust in another. Self-confidence is unconditional faith in one's own strength, in one's own importance, worth, and necessity.

Believing in another is connected with the experience of unconditional belief in the sense of security in human activity and its positive essence.

This, in turn, means that in some cases a person fully trusts only himself (separated from the environment), while in others he fully trusts the environment (others).

The development of an acceptable level of self-confidence determines the indicator of a person's integrity and maturity. According to F. Fukuyama, belief is the main characteristic of a developed human society [7].

Modern society, with its constant socio-cultural changes and problems, influences the nature of interpersonal relationships between people. As a result, various social groups lead to significant changes in human relations, and old, generally accepted norms of behavior change.

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

It is known that self-assessment plays an important role in the behavior and activity of students in society. This depends on what kind of relationships a person establishes in their environment. Self-assessment of the adolescent's personality, that is, the adolescent's assessment of himself, his capabilities, qualities, and his place among other students ensures his development as a harmoniously developed generation in the future.

As a result, it becomes an important regulator of his behavior. It helps to be aware of his attitude towards learning and his success in educational activities. Self-assessment influences the effectiveness of student activity and, depending on the correct or incorrect attitude towards oneself, can be both a stimulus and a hindrance to personal development.

It is known that in psychological literature, self-esteem is divided into such types as high, medium, and low:

All levels of self-esteem are formed under the influence of external assessments, which subsequently transform into a person's self-esteem.

Depending on how a person evaluates their capabilities, how adequate their self-assessment and level of aspiration is, how much their basic social needs are satisfied; the need to achieve success, recognition, influence, trust, the relationship of a person with society is built.

Self-confidence refers to a person's unique relationship to their inner world, "to their subjectivity as a value." At this age, the need to affirm one's "I" in society plays a special role. This requires the adolescent to have the necessary level of self-esteem (not below the average level) [1].

Personal self-esteem reflects the characteristics of a person's ability to evaluate their own behavior and actions, their motives and goals, their skills and abilities [2].

The results of research conducted by N.V. Prokhorova showed that in adolescence, the majority of subjects show insufficient self-esteem. It has been established that this develops in close connection with the characteristics of the personality's self-esteem system [3].

It has been established that the level of self-confidence in adolescence develops in close connection with the characteristics of the self-esteem system. In turn, the problem of studying the characteristics of self-confidence in adolescents with different levels of self-esteem is currently of particular relevance. Therefore, adolescents with a high level of self-esteem are characterized by a high level of self-confidence.

Such subjects have sufficient confidence in their ability to overcome various tasks and difficulties of everyday life in different spheres of life. If adolescents experience a certain degree of insecurity in certain areas, they try to compensate for it with confidence in other areas.

Analyzing individual indicators of self-confidence among subjects with a level of self-esteem, we revealed a predominance of a low level of self-confidence in life spheres, which may be associated with behavior, such as the ability to build relationships with friends. With negative self-esteem (aggressiveness, hostility, arrogance, etc.), perceived by most adolescents, tendencies characteristic of adolescents are distinguished. This does not allow such subjects to establish effective interaction and trusting relationships with peers.

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

As a result, adolescents' self-esteem can often be associated with a high level of intelligence and success in educational activities. In turn, adolescents with a high level of self-esteem are also characterized by a high level of self-confidence.

This level of self-esteem allows for the analysis of individual indicators of self-confidence in individual spheres of life of subjects. It has been shown that such adolescents develop the ability to

establish relationships in such areas of life, including with young children. It was also shown that they have the highest level of self-confidence in solving everyday problems.

This indicates the presence of a high level of reflection, knowledge of their characteristics and capabilities, self-confidence (this characterizes subjects with a level of self-esteem). This allows us to conclude that it allows adolescents to be the most successful in solving everyday problems and interacting with young children.

Adolescents with an adequate average level of self-esteem are also distinguished by a high level of self-confidence. Among such subjects, it was possible to analyze data on individual areas of self-confidence. As a result, subjects are distinguished by the highest level of self-confidence in such areas as the ability to build relationships with the family, parents, and teachers.

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

Adolescents with a low level of self-esteem are characterized by a high level of self-confidence. Analyzing the individual indicators of self-confidence of these subjects in individual spheres of life, we were able to determine that such adolescents are characterized by a high level of self-confidence. This includes spending their free time interestingly, establishing relationships with friends, communicating with peers, liking the opposite sex, learning activities, and more.

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

- 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 such areas as the ability to build relationships in the family, with parents and teachers;
- adolescents with a high level of self-esteem have the highest level of ability to communicate with peers, as well as self-confidence in solving everyday problems;
- It was noted that subjects with a high level of self-esteem have one of the highest levels of confidence in the ability to establish relationships with confident friends and the ability to spend free time.

The results of the study and their detailed analysis made it possible not only to study the features of self-confidence in the spheres of life of adolescents with varying levels of self-esteem, but also to identify problem areas that need further correction. This, in turn, indicates the need to pay attention to determining the influence of the level of self-confidence on the manifestation of self-esteem in adolescence. It is especially important to study the extent to which the manifestation of adolescent self-confidence depends on the characteristics of their self-esteem system.

As is known, we managed to focus our attention on the study of the influence of self-esteem on the formation of self-confidence in adolescence. For this purpose, the methodology of G.N. Kazantseva "Learning self-assessment" was used in the group of subjects, and the tests of V.G. Romek "Confidence in oneself" were used in the group of subjects. The collected empirical data were analyzed quantitatively and qualitatively and reflected in the table.

**Table 1. Relationship between self-confidence and self-esteem in adolescence**

<b>Components of self-confidence</b>	<b>Self-assessment indicators</b>		
	<b>Grade 7</b>	<b>Grade 9</b>	<b>General</b>
Self-confidence	0,20**	0,23**	0,12*
Social courage	0,16*	0,28**	0,17*
Social relations initiative	0,10*	0,33**	0,18*

According to the results of the table (Table 1), it was found that self-confidence has a significant correlation with self-esteem in 7th grade students ( $r=0.20$ ;  $p<0.01$ ), 9th grade students ( $r=0.23$ ;  $p<0.01$ ), and in general indicators ( $r=0.12$ ;  $p<0.05$ ). The results show that an increase in self-confidence in adolescence has a positive effect on the characteristics of their self-esteem system. In particular, it is noted that with an adequate form of self-esteem in the personality of adolescents, their self-confidence also develops effectively.

It was noted that social courage and shyness have a significant correlation with self-esteem in 7th grade students ( $r=0.16$ ;  $p<0.05$ ), with general indicators ( $r=0.17$ ;  $p<0.05$ ), and a high degree of correlation in 9th grade students ( $r=0.28$ ;  $p<0.01$ ). According to the research results, although the manifestation of social courage - shyness, shyness in the personality of an adolescent influences the system of self-esteem, it was found that they do not always have the same force of influence. At the same time, the active involvement of adolescents in social life can be assessed as the influence of the system of relationships with peers and adults.

It was noted that social connections have a significant correlation with initiative self-esteem in 7th grade students ( $r=0.10$ ;  $p<0.05$ ), with general indicators ( $r=0.18$ ;  $p<0.05$ ), and a high degree of correlation in 9th grade students ( $r=0.33$ ;  $p<0.01$ ). It should be noted that the initiator of social relations or the development of passivity in the personality of an adolescent has a positive impact on the characteristics of their self-esteem system. Especially in the process of schooling, adolescents have the opportunity to effectively engage in socially useful activities. Most importantly, the adolescent is an active initiator and organizer of the events organized by the educational institution. From this point of view, the increase in social activity in the personality of adolescents is inextricably linked with the features of their self-esteem system.

Based on the results of the conducted research, a significant correlation was observed between the characteristics of self-confidence and the system of self-esteem in adolescence. Based on this, we have the opportunity to formulate the following conclusions:

- a positive correlation was observed between self-confidence and self-esteem in adolescence, and age-related differential differences were noted;
- a high degree of significance of the relationship between the components of self-esteem and self-confidence was revealed in 9th grade students, and the increase in self-esteem also influences the strengthening of the components of self-confidence;

A significant correlation was observed between the components of self-esteem and self-confidence in 7th-grade students, it was noted that self-confidence - lack of self-confidence - has a high correlation with self-esteem, social courage - shyness, timidity, social connections - initiative - passivity;

- in adolescence, the components of self-esteem and self-confidence are interconnected and are associated with such reflexive processes as self-awareness, self-control, self-management, self-education.

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