

RELATIONSHIP OF PERSONAL SELF-ASSESSMENT AND THE USE OF PROTECTIVE MECHANISMS IN ADOLESCENCE

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ABSTRACT

The article analyzes the concepts of self-esteem of the individual, the mechanisms of psychological defense, considers and analyzes approaches to this problem.

Keywords: Self-esteem, defense mechanisms, self-esteem, personality, teenager.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In Uzbekistan, special attention is paid to the issues of upbringing harmoniously developed, independently thinking, proactive and energetic youth, capable of taking responsibility for the future of our country, using their potential in the name of the interests of the people, as well as realizing its intellectual and creative potential.[1]

In this direction, special attention should be paid to effective work with adolescents, since it is during this difficult transitional period that the child is in a situation of constant adaptation to physical and physiological changes, the adolescent seems to be in a state of stress all the time, and the restoration of personal balance should be considered leading characteristic of adolescence. The teenager interacts with the outside world, as a result of which self-esteem is formed and the opportunity to express himself in stressful situations.

In recent years, an increasing number of authors have turned to the study of the phenomenon of psychological defense as an important unconscious mechanism for regulating human behavior and activity. Both domestic and foreign psychologists (R.M. Granovskaya, F.V.Bassin, A.Freid, A.Adler, A.B. Karpov, etc.) were engaged in the development of the problem of psychological defense in adolescents. Psychological protection plays an important role in the formation of the personality and its needs. These mechanisms protect the person's awareness of negative emotional experiences, help maintain psychological homeostasis, resolve intrapersonal conflicts, and proceed at the unconscious and subconscious psychological levels. During adolescent crisis, the child is constantly under stress. It follows from this that the main feature of adolescence is the restoration of his personal balance. In this regard, there is a growing need to study ways to restore personal balance in adolescence.

In adolescence, it is very important for a child to maintain self-esteem and correspond to his own ideals, otherwise the teenager is in constant conflict with himself, which subsequently leads to depression. To avoid this, the teenager begins to use psychological defense mechanisms, which prevents a decrease in self-esteem.

Such an important personality trait as self-esteem, forming in adolescence, develops in accordance with the internal properties of the personality and its sphere of socialization, and

also has a dependence on the assessments of parents, teachers, classmates and close friends. At this age, self-awareness concentrates in itself the changes that occur in the development of the personality.

Many researchers note a gradual increase in the adequacy of self-esteem during adolescence. R. Burns explains this by the fact that adolescents rate themselves lower in terms of those indicators that seem important to them, and this decrease indicates their greater realism, while children tend to overestimate their own qualities.[2]

The self-esteem of a teenager, according to A.I. Kravchenko, is most strongly influenced by the pedagogical assessment, the parents of the teenager, the socio-psychological status in the peer group. Underestimation, as well as overestimation of one's strengths and capabilities, is far from harmless for a teenager. The habit of a certain position in the classroom - "weak", "medium" or "strong", which sets the tone for learning - gradually leaves an imprint on all aspects of the child's life.

All relationships of children also begin to take shape under the influence of this already "legalized" division of the class according to the results of educational activities.[3]

As a teenager grows up, the nature and characteristics of his vision of himself in society, the perception of society, the hierarchy of public relations change, his motives and the degree of their adequacy to social needs change.

A.A. Rean believes that in the first stage of adolescence, at the age of 12-13, along with the general acceptance of oneself, the child's situationally negative attitude towards himself is also preserved, depending on the assessments of others, especially peers.[4] At the same time, the adolescent's critical attitude to himself, the experience of dissatisfaction with himself is accompanied by an increase in the need for self-esteem, a general positive attitude towards himself as a person. A child of this age develops an attitude towards himself, when self-esteem loses its dependence on situations of success and failure, and becomes stable. Self-esteem at this age expresses an attitude in which the image of oneself relates to the ideal I.

At the second stage of this age, at the age of 14-15, "operational self-esteem" appears, which determines the adolescent's attitude to himself at the present time. This self-esteem is based on the adolescent's comparison of his personal characteristics, forms of behavior with certain norms that act for him as ideal forms of his personality.

The nature of self-esteem of adolescents determines the formation of certain personality traits. Adolescents with increased self-esteem are characterized by aggressiveness, anxiety, egocentrism and lack of the ability to find a way out of conflict situations.

Adolescents with adequate self-esteem are more self-confident, active, sociable, interested in various activities. They are less prone to depression. Teens with this self-esteem tend to do well in school.

Adolescents with low self-esteem differ in that they are more prone to depressive tendencies, a state of depression, and the formation of unhealthy habits. Such adolescents do not believe in themselves and lag behind in their studies. They are usually very dependent on public opinion and tend to be invisible, often feel stress from communicating with others and allow others to make decisions for them.

Self-esteem is often a psychological defense tool in adolescence. The level of self-esteem determines which mechanisms of psychological defense are chosen and used by adolescents.

The research results have shown that self-esteem affects the nature of a teenager's communication, relationships with others, the success of his activities, the further development of his personality, moral satisfaction. An assessment of one's own capabilities and abilities regulates the level of tasks that a person sets himself in life and for which he considers himself capable. Negative influences from the outside cause inadequate reactions in the adolescent, which neutralize the internal conflict, proceeding at an unconscious level. These reactions are issued involuntarily and are called defense mechanisms of the psyche, the first researcher of which was Freud, defining protection as a mechanism that acts in a situation of conflict and aimed at reducing the feeling of anxiety associated with it.[5]

There are studies of psychoanalysts and humanistic psychologists, which show the projection of psychological defense on human behavior.[6] [7]

Such behavioral defensive reactions as impatience, tension, destructiveness, apathy, fantasizing about the desired or distracting dreams, stereotypical forms of behavior, regression, recorded at the moment of frustration of needs were described by I. Hilgard.[8]

In a number of studies by V.K. Mager, E.T. Sokolova, R.M. Granovskaya was distinguished by "normal, preventive, constantly present in everyday life" of the individual protection from pathological, inadequate forms of adaptation.[9] [10] [11]

As can be seen, a unified approach has not been developed to the problem of self-esteem and the use of protective mechanisms, and the question of studying psychological defenses in adolescents remains open.

Today, the issues of target orientation of the school not only on the formation of a personality capable of assimilating and applying certain knowledge and skills, but also on the harmonization of interpersonal relationships among adolescents, as one of the leading conditions for their adaptation to educational activities, are very relevant, but poorly studied.

An experimental study of psychological protection and its characteristics in adolescents was carried out during 2017-2018, among high school students of school No. Z00 of the Sergeli district and school No. 107 of the Uchtepa district of Tashkent. The total number of students participating in the study is 92 students.

The aim of the study is to study the formation of self-esteem in adolescence in modern conditions and to determine the main factors of its formation and to develop methods of correction aimed at creating a positive image of "I", which would serve as a basis for self-regulation of behavior and activities of a teenager, actualization of his activity, better realization of his opportunities. The object of the research is adolescent children - students in grades 7,8,9. As a subject of research, the authors studied the social and psychological characteristics of personality protection in adolescence. A distinctive feature of the study is the identification of regularities in the relationship between self-esteem of a teenager and his use of protective mechanisms for the development of corrective exercises to increase self-esteem and harmonize the personality of a teenager.

Based on the experimental data obtained during testing of senior pupils of school No. Z00 of the Sergeli district and school No. 107 of the Uchtepa district of Tashkent., An analysis of the level of self-esteem of adolescents and the degree of their use of protective mechanisms was carried out. The data obtained are presented in the form of tables, where duplicate results are excluded and entered once.

The results of the analysis of the relationship between the level of self-esteem and the use of defense mechanisms showed that some are in a state of constant stress, which may indicate a neurotic state. Below (Table 1) there are data indicating that if a teenager's self-esteem is low (Self-Esteem Questionnaire, which indicates that below 42 points, self-esteem is considered low), [12] then the total tension of all protections (ONZ), [13] exceeding 50 percent, reflects real-life, but unresolved external and internal conflicts), exceeds the normative threshold and shows the relationship of self-assessment with protective mechanisms. It should also be noted that modern adolescents have a higher than average level of self-esteem.

Table 1. Use of defense mechanisms in children with low self-esteem

№	Number of students	ONZ, % (n/92*100)	Self-esteem score
1	6	59	39
2	2	63	38
3	2	64	36
4	5	60	36
5	1	72	38
6	1	61	25
7	4	60	35
8	4	60	37
9	4	60	39
10	1	61	37
11	1	67	37

It can be concluded that in general, in a normal situation, adolescents who are adapted, self-confident, do not use any protective mechanisms (Table 2). It should be noted here that in adolescents with average self-esteem, the level of use of defense mechanisms varies, but lies within the normal range (Figure 1).

Table 2. Use of defense mechanisms in children with normal self-esteem

№	Number of students	ONZ, % (n/92*100)	Self-esteem score
1	5	49	44
2	3	48	45
3	4	47	45
4	4	47	46
5	2	46	46
6	5	46	47
7	3	46	48
8	4	45	49
9	2	43	49
10	2	44	50
11	3	43	50
12	2	42	51
13	3	41	52
14	3	41	53
15	2	42	53
16	2	41	54
17	3	41	55
18	2	40	56
19	2	40	57
20	2	41	60
21	2	40	60
22	1	40	62

Based on the research, we can come to the conclusion that self-esteem and defense mechanisms are core personality formations that perform regulatory functions, act as a necessary internal condition for a person to organize his behavior, activities, relationships. There is a close relationship between self-esteem and the use of defense mechanisms. The study, on the one hand, confirmed the existence of a link between the adolescent's self-esteem and the use of defense mechanisms, on the other hand, it confirmed that if the social adaptation of adolescents is low, then defense mechanisms are triggered.

In the process of scientific research work, through analytical research and experimental testing, the following were developed:

1. Methodology for determining the level of self-esteem in adolescent children.
2. Psychocorrectional trainings for adolescents, which are aimed at helping children better know themselves, their strengths, develop self-esteem, learn to overcome insecurity, fear, increased anxiety in various situations, assert their rights and their own value.[14]

Based on the analysis of the conditions for the formation of self-esteem in adolescence, the main influencing factors and the degree of their influence have been established.

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