

INTERPERSONAL RELATIONSHIPS AS A FACTOR IN THE FORMATION OF THE PERSONALITY OF ADOLESCENCE

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ANNOTATIONS:

The adolescent period is the most crucial period, since the foundations of morality are formed here, social attitudes, attitudes towards oneself, people, and society are formed. In addition, at this age, character traits and basic forms of interpersonal behavior are stabilized. All these qualities develop in the process of communication between a teenager and people. Communication is becoming the leading activity of a teenager. Communication plays a very significant role in the formation and development of self-awareness, and the correct image of "I" is formed in a child only when the people around him are sincerely interested in it. The article examines the features of the development of interpersonal relationships in adolescents. The results of the study of the development of two motives are presented: the desire for people, the fear of being rejected, three possible "types" of perception by the individual of the group are identified.

Keywords: Interpersonal relationships, striving for people, fear of rejection, pragmatic, collectivist, individualistic type.

INTRODUCTION:

For a teenager, the most relevant is group interpersonal interaction, communication in the company of peers. The degree of "involvement"

in the group determines both the style of interpersonal interaction and the direction of personal development. Frequent causes of communication difficulties, according to researchers, can be individual psychological characteristics of communication, including intellectual, volitional, personal manifestations of a person.

Imitations of someone's behavior are characteristic of adolescence. More often, the behavior of a significant adult who has achieved a certain success is imitated, and first of all, attention is paid to the external side. With a lack of criticality and lack of independence in judgments, such a role model can have a negative impact on the behavior of a teenager.

In adolescence, children develop two systems of relationships that are different in their significance for mental development: one with adults, the other with peers. Both of them continue to form in the middle school years. Fulfilling the same general socializing role, these two systems of relationships often come into conflict with each other in terms of content and the norms that regulate them.

In connection with the above, the age-related task of developing interpersonal interaction skills becomes the most significant and relevant for a teenager, since adolescence is the most sensitive period for the development of interpersonal interaction skills.

However, in modern practice, there is a contradiction between the need to study the characteristics of interpersonal relations in adolescence with peers and insufficient theoretical knowledge and methodological equipment of the practical activity of a teacher-psychologist in this direction.

Psychological sciences of types: the desire for people, the fear of being rejected. The subjects undergoing testing according to this method, before starting the study, receive instructions of the following content: "You are offered several dozen judgments, after reading which you must express the degree of your agreement with each of these judgments using the following scale: +3 - completely agree, +2 - agree, +1 - rather agree than disagree, 0 - neither yes nor no, -1 - rather disagree than agree, -2 - disagree, -3 - strongly disagree.

The measure of your agreement with this or that statement can be expressed by a number with the appropriate sign, affixed on a piece of paper next to the number of this judgment. "The proposed questionnaire assesses two motivational tendencies that are functionally interrelated and correlated with the need for affiliation: the desire for people and the fear of rejection. Accordingly, the subjects are offered two different questionnaires for answers, one of which is designed to assess the first motivational tendency, and the other - the second.

The results of the study in the experimental group showed that 35% of students have a high level of development of the motive "striving for people", combined with a high level of development of the motive "fear of being rejected". An individual with such a combination of both motives is characterized by a strongly pronounced internal conflict between the desire for people and their avoidance, which

arises every time he has to meet with strangers. The average level of development of the motive "striving for people", combined with a low level of development of the motive "fear of being rejected", was revealed in 20% of adolescents. Such a person is actively looking for contacts and communication with people, experiencing mostly only positive emotions from this. A low level of development of the motive "fear of being rejected" in conjunction with a low level of development of the motive "striving for people" was shown by 45% of students. An individual with such a combination of both motives, on the contrary, actively avoids contact with people, seeks loneliness.

The diagnostic data "Affiliation Questionnaire" allows us to assert that 50% of students have a high level of development of the motive "striving for people", combined with a high level of development of the motive "fear of being rejected". An individual with such a combination of both motives is characterized by a strongly pronounced internal conflict between the desire for people and their avoidance, which arises every time he has to meet with strangers. The average level of development of the motive "striving for people", combined with a low level of development of the motive "fear of being rejected" was revealed in 25% of adolescents. Such a person is actively looking for contacts and communication with people, experiencing mostly only positive emotions from this. A low level of development of the motive "fear of being rejected" in combination with a low level of development of the motive "striving for people" was shown by 25% of students. An individual with such a combination of both motives, on the contrary, actively avoids contact with people, seeks loneliness.

Also, a methodology for assessing the relationship of a teenager with the class was carried out, to identify three possible "types" of perception by an individual of a group: an obstacle to his activity (pragmatic), a means to an end (collectivist), and independent value (individualistic).

The formative stage of the experimental work is based on the system of correctional games, exercises, classes with elements of training.

TRAINING OBJECTIVES:

- 1) providing participants with the opportunity to get to know each other better;
- 2) the development of empathy in students;
- 3) the formation of the ability to listen and give feedback;
- 4) the development of group cohesion.

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