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SELF-ESTEEM AND ESTIMATION OF SURROUNDING PEOPLE IN ADOLESCENCE

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Summary: The article deals with self-esteem of adolescents and its influence on their estimation of surrounding people. The types of attitude of adolescents to themselves and to the surrounding people are considered.

Key words: adolescents, attitude, estimation, relationships, self-esteem.

Анотація: Стаття присвячена самооцінці підлітків та її впливу на їх оцінювання оточуючих людей. Розглядаються типи ставлення підлітків до себе і до оточуючих людей.

Ключові слова: оцінювання, підлітки, самооцінка, ставлення, стосунки.

Аннотация: Статья посвящена самооценке подростков и ее влиянию на их оценивание окружающих людей. Рассматриваются типы отношения подростков к себе и к окружающим людям.

Ключевые слова: взаимоотношения, отношение, оценивание, подростки, самооценка.

The formation of the correct, error-free conception of another person is the necessary condition for effective interaction between people of all ages in all spheres of their life.

Self-esteem is a person's overall evaluation of oneself, own capabilities, traits and the position among other people. Being the core of a personality, self-esteem is the main regulator of his/her behaviour. Personal relationships with others, criticism, self-demand and attitude to own successes and failures depend on it.

Self-esteem is the positive or negative evaluation of the self. Positive self-esteem means positive attitude to herself/himself, self-respect, self-confidence. Low or negative self-esteem involves self-negation, sense of inferiority, feeling of insignificance, negative attitude towards herself/himself and personal identity. Self-esteem is always subjective, regardless of whether it is based on the personal judgments of an individual or on the existing socio-cultural standards.

Self-esteem of a person provides critical attitude towards herself/himself, constant adaptation to the opportunities offered by life requirements, the ability to set the goal independently, to evaluate own activities and the results. Self-esteem is a subjective basis for determining the level of aspirations i.e. the goals that a personality sets and considers herself/himself to be able to achieve.

As self-esteem is developed and formed during the whole life by the influence of various social factors, it has both individual and age characteristics. The study of self-esteem in adolescence has been of great interest to such scientists as R. Berne, L. Bozovic, I. Kon, A. Lipkin, L. Serbin, N. Maksimova, L. Sapozhnikov, P. Tsvetkova. It is explained by the fact that some of the most significant personal changes as for their manifestations and consequences associated with the restructuring of consciousness occur in this period of life. The process of Ego development in adolescence is actualized due to the increasing

significance of such processes as self-knowledge, self-improvement and seeking for the meaning of life. Self-esteem reflects the degree of development of a person's self-respect, other /his own worth and positive attitude to everything that is in the scope of Ego. An adolescent self-esteem is the personal judgement about own value which is expressed in attitudes. Family and family upbringing determined by parental values, settings and emotional attitude to a child play a significant role in the formation of adolescent self-concept.

Self-esteem influences individuals and determines their perception and understanding of others to such an extent that some researchers have even raised the question: "When I watch the other person, do I create my first impression of him and about his behavior in the situation or do I just compare him to me?" In fact, the knowledge of own characteristics and personality traits affect the evaluation and understanding of another person. Assessment is the mental process of reflecting object-object, subject-object and subject-subject relations. The final phase of this process is the evaluation result, which can be expressed by a sign and intensity of emotional experiences depending on the level and method of displaying relationships.

Identifying herself/himself in constant comparison with others, an adolescent is beginning to select and adopt the norms and patterns of relationships. All kinds of activities and relationships with others are included in the areas of perception.

Self-esteem of an adolescent is changing according to the feedback received by an individual. It is the presence of others that affects the behaviour of a teenager and his/her self-assessment. An adolescent may increase socially desirable patterns of behaviour and exclude socially unacceptable ones and it has a great influence on his self-esteem.

The image of another person formed in adolescence has not only cognitive, purely informational value but it is consciously used to regulate the relationships and interactions. It is proved by the fact that adolescents are beginning to attach more importance to dynamic expressive displays of a person, to activity and behaviour dynamics that is reflected in increasing frequency of recording of emotional and dynamic characteristics. These characteristics are the signals of certain emotional states of an individual that are usual and typical for his/her behaviour. They can say not only about the current condition of an individual but also about the intentions, i.e. they perform the specific regulatory function in terms of interaction and mutual communication.

Thus, the established self-esteem and self-image begin to regulate, to determine the perception process of another person, selectively directing his attention to the perception of the subjectively significant features.

We studied adolescent self-esteem and the estimation of surrounding people in adolescence. The subject of the research is the influence of self-esteem on the estimation of surrounding people in adolescence.

The purpose of the research is to identify the connection between self-esteem and the estimation of surrounding people in adolescence.

The research objectives are to conduct a theoretical overview on the connection between self-esteem and the estimation of surrounding people in adolescence; to identify adolescent self-esteem and the estimation characteristics of surrounding people in adolescence; to identify the type of adolescent self-esteem and the type of adolescent attitude to surrounding people; to compare the characteristics of self-esteem and the estimation of surrounding people by adolescents enrolled in a boarding school and adolescents enrolled in a secondary school; to analyze the connection between self-esteem and the estimation of surrounding people in adolescence.

The methods of research are:

1. The method of studying self-esteem by means of ranking procedure;
2. T. Leary method for diagnosing interpersonal relations;
3. SPSS statistical methods;

The characteristics of the subjects are the following: the research involved 40 adolescents (age range 14-15), 20 of which are the 8th grade pupils studying at № 14 boarding school for orphans and disadvantaged children and 20 adolescents are the 8th grade pupils studying at № 100 secondary school.

As a result of the empirical research the following conclusions were drawn: the majority of adolescents studying at the boarding school have adequate self-esteem, whereas the self-esteem of the majority of adolescents attending the comprehensive school is positioned as adequate.

Estimating the surrounding people the adolescents of the boarding school have the adequate estimation whereas the adolescents of the comprehensive school have the low one.

The adolescents of the boarding school assess themselves as striving for the leadership in relationships and willing to take the dominant position whereas they estimate the surrounding people as more dominant and having an influence on them. The adolescents of the comprehensive school assess themselves as striving for the leadership in communication and willing to take the dominant position as well, but they perceive the surrounding people as much more dominant and having the advantages and profound effects on them and it is perceived as a pressure on them. It may be due to the fact that adolescents attending the comprehensive school are able to see various social communities and therefore feel a stronger influence of society.

The dominant types of interpersonal relations among adolescents of the boarding school are suspicious and subordinate; they are characterized by the dominance of tendencies of nonconformity and proneness to conflict displays, self-distrust and compliance with the opinion of others. The perception of types of interpersonal relations of surrounding people can be described in the same way, but the suspicious type is expressed much stronger whereas the subordinate type is expressed lower.

The dominant types of interpersonal relations of adolescents attending the comprehensive school are suspicious and dependent; they are characterized by the dominance of tendencies of unconformity and proneness to conflict displays, self-distrust and compliance with the opinions of others. The types of interpersonal

relationships of surrounding people are perceived as suspicious and altruistic, that are characterized by the dominance of conformity settings, congruence in contacts with others and proneness to conflict displays.

Comparing two groups, obvious differences between the types of attitudes towards themselves and others were not found. Nevertheless the results in favour of extreme are expressed stronger in the group of adolescents studying at the boarding school and they are not striving for adaptive behaviour.

The significant differences in the type of positive attitude to themselves in both groups of adolescents were found.

The correlation between self-esteem and estimation of surrounding people in adolescence was not found.

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