

## Relationship Between Emotional Attitude to Learning and Self-Relationship in Adolescence

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**Abstract:** The article focuses on issues related to the formation of an emotional attitude towards learning activities in adolescence. Initially, foreign scientists analyzed theoretical ideas about the manifestation of self-attitude in the personality of adolescents. At the same time, the influence of attitudes towards oneself on the formation of an emotional attitude towards learning in adolescence is highlighted on the basis of research.

**Keywords:** adolescent personality, attitude, learning activity, self-attitude, emotional component, emotional component, cognitive activity, motivation for success, anxiety, anger, self-respect, autosympathy, the scale of expectations from others, self-interest, self-confidence, attitude towards others, self-acceptance, self-management, self-blame, self-interest, self-understanding.



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The current stage of development of psychological science and practice shows the relevance and important scientific and practical significance of the problem of the individual's attitude towards themselves. The genesis of the attitude towards oneself, its content and structure can significantly influence the formation of a holistic harmoniously developed personality, its communication, behavior, and ability to adapt. Consistency and systematicity of self-attitude are defined as the main conditions for successful socialization of the individual. It should be noted that in foreign psychological literature, there is no generally accepted concept of "self-attitude." In the science of psychology, more or less advanced views on its ontological state have been formed.

Self-attitude is a concept used to express the specificity of a person's attitude towards their "I" [4]. A person's attitude includes: self-respect, empathy, self-acceptance, self-love, a sense of compassion, self-esteem, self-confidence, self-deprecation, self-blame, dissatisfaction with oneself, etc.

At the same time, self-attitude includes cognitive, emotional, and conative components. The cognitive component encompasses thinking, feeling, imagination, perception, visualization, memory, and other processes. Perception informs a person about themselves, is determined by self-perception in the form and content of activity; Thanks to management, a person is able to play one or another role in interpersonal relationships.

With the help of reflection processes (analysis, synthesis, reasoning, drawing conclusions), a person forms an opinion about himself. In the process of self-knowledge, a person knows their

own characteristics, encourages their behavior, explains the reasons for their actions to themselves and others, and thanks to imagination, they can imagine themselves, their life in various and ideal ideas, and they can design their life.

The emotional component includes attitudes towards oneself: auto-sympathy and self-esteem, self-satisfaction or dissatisfaction with oneself, positive attitude towards oneself or negative attitude towards oneself.

The conative component includes a person's ability to be prepared for internal actions: self-confidence, self-praise, self-confidence or, conversely, self-blame, self-control and correction, manifested in the attitude expected from others. The pattern of actions towards oneself is carried out differently depending on how a person relates to themselves.

Most authors emphasize that adolescence is the most important period in the formation of attitudes towards oneself (I.S.Kon, V.S.Mukhina, et al.). This is due to the fact that the uncertainty and inconsistency of adolescent development at this age stage are characterized by various aspects. At the same time, the numerous limitations inherent in this age and the emergence of a new need to be an adult require a lot of work from the adolescent in establishing their attitude towards themselves, and most importantly, towards themselves[1].

L.S. Vygotsky asserts that adolescence is the most unstable and changeable period, full of stress and conflicts, in which instability, passion, confusion prevail, and the law of contrasts reigns. It is during adolescence that the foundations of conscious behavior are created on the basis of a qualitatively new structure and composition of their activities. As a result, a general direction is formed in the formation of moral ideas and social relations.

The multifaceted school life of adolescents, their perception, cognitive, communicative, organizational, and other abilities manifested in educational activities are objective and subjective factors that determine the level and modality of their attitude towards themselves. How effectively or ineffectively adolescents overcome their problems, how they affirm their "I" in a group of friends, how their level of aspiration corresponds to their capabilities, and how successfully they implement ways of self-expression - all this can determine them.

The adolescent's relationships develop primarily with peers, who act as a group of corresponding notes. Self-awareness as a person occurs in adolescents, as a rule, in the process of communication with peers. Therefore, psychologists emphasize communication with peers as one of the leading activities in adolescence. Self-knowledge, the isolation and comparison of one's "Self" with others creates conditions for the adolescent's self-improvement. Adolescents evaluate their abilities, successes, external attractiveness, moral character, social role in the peer group, shortcomings, experience all this emotionally, strive to gain the respect and trust of peers.

In the adolescent's life (in communication, at school, with friends, parents, etc.), there are problems that they cannot solve themselves, and this leaves a mark on their physical well-being, emotional state. Therefore, it is very important for adolescents to act in the world around them. This is often due to personal characteristics, that is, adolescents who have sufficient self-esteem are better adapted to society. Thanks to self-assessment, the adolescent can record the result of self-knowledge. But it should be remembered that self-esteem is a combination of rational and emotional components [5].

The emotional component of self-esteem describes the experience that adolescents learn about themselves. Along with the development of self-knowledge, the development of one's attitude towards oneself also occurs. Often, a peculiar combination of specific and general self-esteem can be observed in adolescents. In this case, the adolescent immediately determines the wide-ranging nature of each positive and each negative specific self-assessment. At the same time, self-esteem, as a rule, differs between poles: either everything is very bad, or everything is very good, the

average level itself does not exist. Adolescents of this age are very sensitive to external assessments and feedback. Scientists note that adolescents tend to theatricalize their lives: they constantly seem to live on stage, thinking about how they look from the outside, how they act, how they express themselves, as if looking through another person's eyes. Teenagers are interested in knowing what people around them think about them.

In adolescence, self-esteem is formed under the influence of two tendencies simultaneously: on the one hand, the significance of the assessments of other people; on the other hand, orientation towards one's own internal criteria, self-esteem. It should be noted that in various situations, one or another trend can prevail [6].

In adolescence, due to the instability of attitudes towards oneself, the latter becomes especially significant. Therefore, through a low level of external self-esteem, adolescents satisfy the need for stable self-esteem.

If elements of self-awareness are disrupted during adolescence, this has a very significant impact on the behavior of adolescents. By assessing themselves, their capabilities, and personal qualities, adolescents form an attitude towards themselves. This indicates that psychological well-being is a leading factor in adolescence. Many scientists (I.G. Andreeva, I.S. Kon, L.A. Regush, O.V. Kukhlaeva) emphasize that a positive attitude towards oneself is a favorable factor for psychological well-being and activity in society. The authors note that the main component of the "I-concept" is the attitude towards oneself, which is based on reflection and autosympathy, self-acceptance, self-esteem, self-respect, self-esteem, and self-confidence. These characteristics can be combined in a positive and negative attitude towards oneself. It is determined that a positive attitude towards oneself is an important factor leading to successful self-realization.

Negative attitudes towards themselves are characteristic of adolescents who depend on the opinions of others and external conditions. These adolescents are distinguished by a sense of closeness. As a result, they underestimate themselves and exhibit negative qualities. A distorted attitude towards oneself manifests itself in the unwillingness of adolescents to change anything in their lives. Such adolescents feel inferior and defective. Therefore, adolescents try to prove their identity at the expense of others. Therefore, the tendency to manifest themselves in various forms indicates a strong desire to stand out among peers. The negative pole in shaping attitudes towards oneself creates difficulties in socialization. This hinders the adolescent's development in the internal and external aspects of life. In turn, these difficulties influence the development of characteristic traits of the adolescent's personality, which can contribute to the manifestation of deviant behavior [5].

I.G.Andreeva, in her work "Studying the Characteristics of Adolescents' Self-Attitudes," notes that most adolescent subjects are characterized by a moderate level of specific attitudes. At the same time, in the experimental and control groups, adolescents with a low level of self-esteem (low self-esteem, negative emotional attitude towards oneself, psychological instability, and maladaptation) were identified. This indicates the absence of effective methods of self-management and the ability for adequate self-esteem in adolescents. This indicates a strong tendency towards aggression, dependence, and antisocial behavior. In turn, this group, having empirically studied the problem, noted that adolescents need psychological assistance and correction of their attitude towards themselves.

Adolescence and early adolescence are characterized by a desire to resolve problems and conflicts emotionally. This is indicated as a period for reassessing relationships and laying the "foundation" for creating future meaning. The emotional sphere is one of the areas where the characteristics of adolescents' emotional knowledge about the world are poorly developed and difficult to study directly.

Age-related maximalism and egocentrism overly criticize the aspects that adolescents can observe in the life of surrounding people, family, and society as a whole. If it is not possible to significantly change the situation, adolescents, with the help of humor, succeed in changing their attitude towards what is happening, personal and social maturity, and more tolerantly accepting others. Humor is expressed in the fact that adolescents often behave aggressively towards close people when it is impossible to use real aggression. It also becomes a temporary solution that can ease the tension of existing needs under personal or social prohibition[2]. On the one hand, humor is the result of the activity of a particular teenager, and on the other hand, it reflects the position of a particular teenager as a member of society [3]. In our opinion, the sense of humor serves as one of the ways for adolescents to experience emotional experience and understand the complex world of adults. Humor helps to get rid of one's problems. Thus, with the help of a sense of humor, adolescents try to mask their needs and interests, without directly controlling consciousness. Learning humor, especially in adolescence, helps adults understand many of the difficulties and individual concerns of adolescents.

Within the framework of our research work, it is important to study the influence of reflexive processes on the formation of an emotional attitude towards education in adolescence. For this purpose, the methodology of A.D. Andreeva "Diagnostics of emotional attitude to learning and learning motivation" and the test questionnaire of S.R. Panteleyeva "Self-Attitude" were conducted in the adolescent group. The obtained results were analyzed quantitatively and qualitatively and reflected in the table.

**Table 1 Intercorrelation between emotional attitude to learning and reflexive processes in adolescence**

Self-attitude components	Criteria of emotional attitude towards education			
	Cognitive activity	Success motivation	Anxiety	Anger
Self-attitude	-0,05	0,02	-0,03	0,01
Self-respect	-0,07	-0,06	-0,11	-0,09
Autosympathy	0,02	0,18**	0,12*	0,05
The scope of expectations from others	0,01	0,06	0,04	0,11
Self-interest	0,23**	0,22**	0,15**	0,13*
Self-confidence	0,18**	0,33**	0,25**	0,28**
Attitude towards others	0,13*	0,08	0,04	0,01
Self-acceptance	0,04	0,10	0,1	0,12*
Self-government	-0,09	-0,13*	0,20**	-0,18**
Self-blame	0,007	-0,03	0,01	0,01
Self-interest	0,15**	0,24**	0,27**	0,28**
Self-understanding	-0,08	-0,14*	-0,13*	-0,10

According to the results of Table 1, it was noted that autosympathy has a high correlation with success motivation ( $r=0.18$ ;  $p\leq 0.01$ ), and anxiety ( $r=0.12$ ;  $p\leq 0.05$ ) has a significant correlation. According to the results, it was noted that autosympathy is an independent component of cognitive activity, not interconnected with anger. Self-interest has a significant correlation with cognitive activity ( $r=0.23$ ;  $p\leq 0.01$ ), with motivation for success ( $r=0.22$ ;  $p\leq 0.01$ ), with anxiety ( $r=0.15$ ;  $p\leq 0.01$ ), with anger ( $r=0.13$ ;  $p\leq 0.05$ ). According to the research results, autosympathy is a 16-point scale that combines thoughts reflecting friendship and hostility towards one's "self." The measure included things related to "self-acceptance" and "self-blame." From a meaningful point of view, the scale on the positive pole combines self-affirmation in general and in important parts, self-confidence and positive self-esteem, on the negative pole - seeing shortcomings in

oneself, low self-esteem, readiness to blame oneself. These things show emotional reactions to oneself, such as anger, hatred, mockery, self-judgment ("and this serves you right").

It is known that self-confidence includes ideas about oneself as an independent, strong-willed, energetic, confident, self-respecting person. A positive plus in the measurement corresponds to a high level of self-esteem, self-confidence, and lack of internal tension. Low indicators indicate dissatisfaction with oneself and one's capabilities and doubt in the ability to earn respect. It was established that self-confidence has a high degree of significant correlation with cognitive activity ( $r=0.18$ ;  $p\leq 0.01$ ), with motivation for success ( $r=0.33$ ;  $p\leq 0.01$ ), with anxiety ( $r=0.25$ ;  $p\leq 0.01$ ), with anger ( $r=0.28$ ;  $p\leq 0.01$ ). It was observed that attitudes towards others have a significant correlation with cognitive activity ( $r=0.13$ ;  $p\leq 0.05$ ). According to the results, it was noted that cognitive activity is an independent phenomenon without interconnection with the motivation for success, anxiety, anger.

It was noted that self-acceptance has a significant correlation with anger ( $r=0.12$ ;  $p\leq 0.05$ ). According to the results, it was observed that self-acceptance is an independent phenomenon, not interconnected with cognitive activity, motivation for success, and anxiety. It was established that there is a highly positive relationship between self-regulation and anxiety ( $r=0.20$ ;  $p\leq 0.01$ ), with anger ( $r=-0.18$ ;  $p\leq 0.01$ ), and with motivation for success ( $r=-0.13$ ;  $p\leq 0.05$ ). It was noted that self-interest has a high degree of significant correlation with cognitive activity ( $r=0.15$ ;  $p\leq 0.01$ ), with motivation for success ( $r=0.24$ ;  $p\leq 0.01$ ), with anxiety ( $r=0.27$ ;  $p\leq 0.01$ ), with anger ( $r=0.28$ ;  $p\leq 0.01$ ). According to the results, self-acceptance - the upper pole - corresponds to a friendly attitude towards oneself, agreement with oneself, approval of one's plans and desires, emotional, unconditional acceptance of oneself as it is, even with some shortcomings. The lower pole indicates the absence of the listed qualities - a lack of self-acceptance, which is an important sign of internal adaptation.

It is known that self-awareness corresponds to the upper pole - a friendly attitude towards yourself, agreement with yourself, approval of your plans and desires, unconditional acceptance of yourself emotionally, as you are, even with some shortcomings. The lower pole indicates the absence of the listed qualities - a lack of self-understanding, which is an important sign of internal adaptation. It is noted that there is a positive correlation between self-understanding and the motivation for success ( $r=-0.14$ ;  $p\leq 0.05$ ), and anxiety ( $r=-0.13$ ;  $p\leq 0.05$ ). According to the results, it was observed that self-understanding is an independent component of cognitive activity, not interconnected with anger. According to the results of the experiment, from the criteria of emotional attitude to learning, it became known that knowledge, success, anxiety, anger are independent phenomena, not interconnected with the components of self-attitude.

Based on the data collected as a result of the research work aimed at examining the influence of self-attitude on the formation of an emotional attitude towards education in adolescence, we were able to formulate the following conclusions:

- the formation of self-attitude in adolescence is associated with the harmonious development of reflexive processes in them, such as self-awareness, self-esteem, self-management, and upbringing;
- the role of cognitive, conative, and emotional components of self-attitude in adolescence is important;
- psychological changes characteristic of the adolescent's personality, innovations, the formation of a sense of greatness can lead to their development as a person and effective assimilation of knowledge;
- based on the research results, it was determined that such components of self-attitude in adolescence as autosympathy, self-interest, self-confidence, self-acceptance, self-management,

self-interest, self-understanding have a positive impact on the development of an emotional attitude towards learning;

- according to the analysis of empirical data, it was established that reflexive processes such as self-attitude, self-respect, the scale of attitudes expected from others, and self-blame are a separate phenomenon without affecting the formation of an emotional attitude towards education.

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