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## FEATURES OF SELF-ESTEEM FORMATION IN ADOLESCENCE

*The article discusses with the problem of self-esteem development in adolescence as an essential component of personality, factors influencing its formation. Scientific approaches to the formation of self-esteem at the stage of adolescence are considered, aimed at the need to solve the problem of preparing the younger generation for living conditions in modern society.*

**Keywords:** adolescence, self-esteem, self-awareness of the individual.

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## ЖАСӨСПІРІМ КЕЗЕҢДЕГІ ӨЗІН-ӨЗІ БАҒАЛАУДЫ ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ

*Мақалада тұлғаның ең маңызды құрамдас бөлігі ретінде жасөспірімдік кезеңде өзін-өзі бағалауды дамыту мәселесі, оның қалыптасуына әсер ететін факторлар қарастырылады. Жасұрпақты қазіргі қоғамдағы өмір сүру жағдайларына дайындау мәселесін шешу қажеттілігіне бағытталған жасөспірімдік кезеңдегі өзін-өзі бағалауды қалыптастырудың ғылыми тәсілдері қарастырылған.*

**Кілт сөздер:** жастық шақ, өзін-өзібағалау, жеке тұлғаның өзіндік санасы.

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## ОСОБЕННОСТИ ФОРМИРОВАНИЯ САМООЦЕНКИ В ПОДРОСТКОВОМ ВОЗРАСТЕ

*В статье рассматривается проблема развития самооценки в подростковом возрасте как важнейшего компонента личности, факторы, влияющие на ее формирование. Рассмотрены научные подходы формирования самооценки на этапе подросткового возраста, направленные на необходимость решения проблемы подготовки подрастающего поколения к условиям жизни в современном обществе.*

**Ключевые слова:** подростковый возраст, самооценка, самосознание личности.

Adolescence is an important and difficult stage in the life of every person, the time of elections, which largely determines the whole subsequent life. It marks the transition from childhood to adulthood. This is the time when stable forms of behavior, character traits and ways of emotional response are formed, which in the future largely determine the life of an adult, his physical and psychological health, social and personal maturity. At this age, a worldview is formed, values, ideals, and life prospects are rethought. This period is characterized by the formation of consciousness and self-consciousness of the individual, and human behavior is regulated by his self-esteem, which plays a huge role in the formation of personality.

The personal characteristics of adolescence, the formation of their self-esteem were studied by psychologists and teachers B.G. Ananyev, L.I. Bozhovich, L.V. Borozdina, L.S. Vygotsky, W. James, I.V. Dubrovina, M.I. Lisina, G.R. Minkh, A.G. Spirkin, V.V. Stolin, L. A. Struk, E. Fromm, K. Horney, V. K. Shayakhmetova, E. Spronger, E. Erikson and others. The authors came to the conclusion that the formation of self-esteem occurs directly in adolescence.

The problem of formation of self-esteem of primary school age, youth as a component of self-awareness was studied by Kazakh scientists S.V. Vlasenko, A.K. Eliseev, A.H. Kanapina, A.K. Kukubaeva, G.T. Tuyakov, I.A. Timofeev and others.

Kazakh scientists addressed the issues of studying self-awareness and self-esteem. The subject of their research was approaches to the study of self-understanding by a person and an ethnic group as a whole, the structure of self-consciousness, the idea of ethnicity as part of the image of the "I", as well as the formation of professional self-esteem of a future specialist in the process of various activities, in the field of interethnic relations, taking into account special educational needs, etc.

Self-esteem is a complex personal education and refers to the fundamental properties of personality. Self-esteem is the value, significance that an individual gives to himself as a whole and individual aspects of his personality, activity, behavior. Self-esteem reflects the peculiarities of a person's awareness of their actions and actions, their motives and goals, the ability to see and evaluate their abilities [1].

The formation of self-esteem is influenced by many factors that act already in early childhood - the relationship of parents to each other and to the child, the position among peers, the attitude of teachers. Comparing the opinions of others about themselves, a person forms self-esteem, and it is curious that a person first learns to evaluate others, and then evaluate himself.

Investigating the level of self-esteem of younger adolescents during the period of adaptation, during the transition from primary school to secondary, V. K. Shayakhmetova and Minkh G. R. come to the conclusion that the main task in adolescence is to create a personal identity, that there is a recognition of a person that he is unique and different from other people and a basic recognition of himself even if not everything is perfect in his eyes. During this period, the personality is rebuilt and there is a transition from childhood models to more adult models, transferring energy from parents to peer groups. Identity develops in the process of continuous and dynamic interaction between oneself and others, due to the desire to feel belonging to a group and build a positive sense of self-worth of oneself and the group [2].

Despite the changes in the feelings of a teenager's self-esteem during this period, from a global point of view, the image of an individual increases in adolescence, and by the age of 14-15, a teenager masters the skills of introspection, introspection and reflection, analyzes his own results achieved and thereby evaluates himself. For many adolescents, a sense of self-esteem is formed significantly from feelings of self-esteem and personal satisfaction that arise from experiences at school and their families, when high self-esteem of adolescents is associated with self-acceptance and a sense of conformity and adaptation that a teenager feels with his achievements in significant areas.

Adolescence is a sensitive period from the emotional side, based on the many changes they go through (physiological, school, family and social system). A positive and strong self-perception will help them get through this period when they are protected from unnecessary and dangerous temptations, and relive their adolescence as a positive and developing experience. On the other hand, negative self-perception and low self-esteem can impair their ability to cope with the problems they face. Self-esteem is perceived both as a predictor and as a result. Low self-esteem puts a person at risk of emotional and behavioral disorders, as well as low self-esteem, and also low self-esteem is associated with risky behavior, low achievements and social rejection[3].

One of the main tasks in adolescence is the acquisition of new social abilities and personal skills designed to prepare a teenager for the role of an adult, writes L.I. Bozhovich. For many adolescents, social integration and a sense of belonging to a peer group are the main need in the world, and therefore relationships with friends are significant intersections that push adolescents to psychological growth and social maturity [3].

As part of the transition between primary and secondary school, teenagers are expanding the social network of a peer group and coping with new interpersonal challenges. Teenage friends share the most intimate thoughts and feelings with each other, and as a result they become sensitive to the needs and desires of others. As part of this process, they gain a deep understanding of the other and "themselves". Social acceptance of a peer group is one of the most significant areas for teenagers. Therefore, social support in the form of acceptance and approval from others is a powerful influence on self-esteem[4].

Studying the quality of adolescents' relationships with their peers, L.V. Borozdina found that adolescents whose relationships with peers were more positive and less negative reported higher levels of self-esteem. On the other hand, when a teenager in a peer group did not receive positive attention and support, the teenager expressed a negative attitude towards "himself", which contributed to low self-esteem. Various aspects of relationships with friends can provide adolescents with important information about their own implicit values in relation to others and, thus, affect their self-esteem [4].

The self-esteem of a teenager, as already noted, is formed in the process of equating him with those moral values and requirements that are accepted in the circle of peers. In those cases when teenagers change their social circle, the self-esteem of a teenager may suddenly change. Such instability is due to the fact that its internal foundations, the criteria on which a teenager relies when evaluating himself and others, have not yet developed,

"have not strengthened". The task of an adult is to see these difficulties of growth in a timely manner, to help a teenager [5].

The level of self-esteem is determined by the level of an individual's achievements and the degree of formation of personal qualities, the degree of importance of which is determined by the individual independently. The adequacy of self-esteem is determined by the result of correlating various value judgments of an individual about himself with the qualities he possesses, as well as the result of the process of self-knowledge.[6]

Thus, self-esteem plays a huge role in the formation of the personality of adolescents. In this regard, it is necessary to provide assistance to adolescents in its formation. First of all, it concerns parents of teenagers and teachers. They need to remember that it is their influence on adolescents, as the most important adults for them, that can have both a positive and negative impact on self-esteem, the consequences of which can be felt throughout later life.

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#### ДИНАМИКА УЧЕБНОЙ МОТИВАЦИИ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ КУРСА

*В статье рассматривается понятие «учебная мотивация» в контексте ее динамики в течение освоения учебного курса студентами. Обосновывается актуальность представленной темы, подчеркивается необходимость уделять внимание динамике учебной мотивации студентов в ходе освоения курса. Представлен анализ результатов исследования динамики учебной мотивации студентов в ходе изучения курса. Авторы делают вывод о том, что факторы, влияющие на динамику учебной мотивации студентов, должны учитываться при педагогическом дизайне курса.*

**Ключевые слова:** учебная мотивация, учебный курс, студенты, динамика учебной мотивации, объективные факторы, субъективные факторы.

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#### КУРСТЫ ОҚУ ПРОЦЕСІНДЕГІ СТУДЕНТТЕРДІҢ ОҚУ МОТИВАЦИЯСЫНЫҢ ДИНАМИКАСЫ

*Мақалада студенттердің оқу курсының игерудегі динамикасы тұрғысынан «оқу мотивациясы» ұғымы қарастырылады. Ұсынылған тақырыптың өзектілігі негізделеді, курсты игеру барысында студенттердің оқу мотивациясының динамикасына назар аудару қажеттілігі атап өтіледі. Курсты оқу барысында студенттердің оқу мотивациясының динамикасын зерттеу нәтижелеріне талдау*