

**PSYCHOLOGICAL PECULIARITIES OF SELF-CONSCIOUSNESS
DEVELOPMENT IN ADOLESCENCE**

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Annotation: The article analyzes the psychological peculiarities of the development of self-consciousness in early adolescence. In particular, the basic concepts related to the phenomenon of self-consciousness and its structure are revealed. Special attention is paid to the concept of "Self-concept", which defines the structure of self-consciousness.

Key words: consciousness, self-consciousness, self-concept, self-esteem, level of demands, the discovery of one's inner world.

In the conditions of humanization of modern Ukrainian society, the interest to the formation of the value-semantic field and the development of the creative principle of the personality is increased. The formation of self-consciousness is a prerequisite for the harmonious development of the personality, creative self-determination, self-realization and successful adaptation to changing social conditions. Therefore, the problem of studying the formation and development of self-consciousness of the personality, the formation of self-esteem as a structural component of the system of self-consciousness becomes especially relevant today.

The problem of consciousness and self-consciousness is one of the central issues in psychology, philosophy and sociology. Its significance is due to the fact that the doctrine of consciousness and self-consciousness is the methodological basis for solving not only many important theoretical issues, but also practical problems in connection with the formation of the life position of the personality.

Consciousness is defined as the highest human-specific and speech-related function of the brain. Its essence is in the general, evaluative, purposeful reflection and constructive and creative transformation of reality, preliminary mental construction of actions and prediction of their results, in reasonable self-regulation and self-control of human behavior [1].

Self-consciousness is a complex psychological structure that includes such components, as awareness of one's identity; awareness of one's own "Self" as an active, effective principle; awareness of one's mental properties and qualities, as well as a certain system of socio-moral self-esteemes [2].

Researchers identify three main components of self-consciousness:

1) cognitive, which is a system of ideas and knowledge of the individual about himself or herself;

2) emotional and evaluative, which consists in the emotional evaluation of ideas and knowledge of the individual about himself or herself, the emotional attitude to himself or herself;

3) behavioral (regulatory), which covers all those manifestations of mental activity, in which there is a conscious regulation of their own actions, deeds, their attitude to others and to themselves.

The structure of self-consciousness is set with *self-concept*, which can be represented as a cognitive system that regulates behavior in appropriate conditions. The self-concept includes the evaluative aspect of self-consciousness. It is a dynamic system of human perceptions of oneself, which includes both one's own awareness of one's physical, intellectual, and other qualities, and self-esteem, as well as one's subjective perception of external factors that affect one's personality.

The formation of the self-concept of personality occurs gradually in the process of life experience accumulating. Self-esteem is the central component of the self-concept. It is the assessment of oneself by the personality, one's abilities, qualities and place among other people. According to the realities the self-esteem can be adequate and inadequate. Inadequate self-esteem, in turn, is divided into over-esteem and under-esteem. Self-esteem performs the regulatory and protective functions,

affects the behavior, activities and development of the personality, his or her relationships with other people. It is closely related to the *level of demands* [1].

Depending on what is to be estimated — individual aspects of personality, specific characteristics that are manifested only in some activities, or personality in general, there are two types of self-esteem: global, which means general self-esteem of the personality, and partial, which belong to different levels of properties cognition. Holistic self-esteem of the personality is formed on the basis of individual self-esteems of various aspects of his or her mental world. The process of a single self-esteem forming, which is synthesized from many partial ones, is distributed over time unevenly, which complicates the formation of general self-esteem [3].

Self-esteem and self-consciousness develop intensively in early adolescence. The development of self-consciousness goes in all directions: awareness of one's physical existence, awareness of one's body; awareness of oneself in activity, in relationships with people. However, the depth and nature of awareness changes. The desire for independence of all esteems grows sharply. One of the most valuable psychological achievements of early adolescence is *the discovery of one's inner world*. The young person begins to perceive and comprehend his or her emotions not as derivatives of certain external events, but as states of one's own "Self" [4].

The formation of personal identity is a particularly significant process in the development of youth self-consciousness. The formation of identity in early adolescence ends with a more structured system of value orientations, which determines the life priorities and the sequence of goal setting and implementation. Due to the feeling of individual identity, unity and continuity of one's own "Self", a young person is ready to choose life goals, to construct the life prospects, to make well-considered life choice.

As part of the formation of a new level of self-consciousness the development of a new level of self-esteem and self-attitude takes place. One of the central points here is the change of preconditions, criteria for self-esteem. They are shifted "from outside to inside", acquiring the qualitatively new forms, comparing with the criteria for evaluation of other people. The transition from partial self-esteems to the general,

holistic one creates conditions for the formation of one's own attitude to oneself, quite autonomous from the attitude and assessments of others, partial successes and failures, various situational influences, etc. Further intensive development of self-consciousness and self-esteem will be conducted at a young age. Increasing of the importance of the system of self-values for the formation of the self-concept and strengthening the personal, psychological, dynamic aspects of self-perception allow us to assess it as a level inherent of a mature person. Early adolescence is an important period of identity formation, when the realization of personal self-determination is a condition for further harmonious development of personality [5].

Thus, in early adolescence all the prerequisites for identity achieving are formed: physical and sexual maturation ends, a transition to formal abstract thinking takes place, which allows to summarize and evaluate one's own life experience, to comprehend the information coming from the outside world and to form an adequate self-image. The structure of self-consciousness in early adolescence reflects interpersonal relationships, interactions between individual mental phenomena, which ensures optimal and positive development of the personality. It is in early adolescence that a special personal phenomenon emerges, i.e. self-determination. Self-consciousness provides inner coherence and self-realization of the personality, his or her satisfaction with life; regulates the emotional state. It develops in the process of self-actualization of the personality throughout life.

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