

**SELF-ESTEEM AND RELATIONSHIP STATUS IN A SYSTEM OF
INTERPERSONAL RELATIONS IN A GROUP OF YOUNGER
TEENAGERS**

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Summary: The adolescent status in a system of personal relationships is a major precondition for the formation of personality. This article considers the concept of the interaction of an individual and the community, describes the personal characteristics of adolescents with different status position in the group.

Keywords: adolescents, group, peers, personality, relationships, status.

Анотація: Статус підлітка в системі особистих взаємин є серйозною передумовою формування її особистості. У даній статті розглядається уявлення про взаємодію особистості і колективу, описуються особистісні характеристики підлітків, що мають різне статусне положення в групі.

Ключові слова: взаємини, група, однолітки, особистість, підлітки, статус.

Аннотация: Статус подростка в системе личных взаимоотношений является серьезной предпосылкой формирования его личности. В данной статье рассматривается представление о взаимодействии личности и коллектива, описываются личностные характеристики подростков, имеющих различное статусное положение в группе.
Ключевые слова: взаимоотношения, группа, личность, подростки, ровесники, статус.

The personality formation of an individual should not be considered in isolation from the society in which he/she lives, from the system of relations in which he/she is included. A society "does not consist of individuals but expresses the sum of those connections and relationships in which these individuals are to each other" [4, p. 63].

The transition from primary school age to adolescence is characterized by a number of important changes in physical, mental and emotional development of pupils. Motivational – requirement sphere i.e. the sphere of communication and emotional contact is beginning to manifest itself. The increasingly complicated learning activity makes adolescents communicate [2, p. 178].

Adolescence is the period of the onset of intense formation of world outlook, moral beliefs, principles and ideals, systems of value judgments. An understanding of realization of himself as a member of society is reflected in the position of "I'm in the society", and a certain level of development of relations in society in the position of "me and society" [7, p. 185–187].

Adolescence appears to be an important period in the development of a child, having a particular significance in personality formation. Intensive extension and strength of a teenager position "I and society" is provided by socially useful activities, as participating in it teenagers get not only the opportunity to draw attention to them and express themselves, but also to see his "I" in the assessment of others, to feel.

Several domestic and foreign scientists such as Bozovic L.I., Kolominsky Y.L., Petrovskiy A.V., Feldstein D.I. and other researchers have directed their

attention toward the problems of adolescence, the adolescent relationships with peers and adolescent communication [1, 2, 5, 7]. The issue of relationships between members of a study group with a different status is of particular interest concerning adolescence, when a developing personality is at the ontogenetic stage, which is characterized by a predominance of individualized focus over the need to adapt.

The objective of our research is to study the effect of the relationship status of a teenager in a group on the level of self-esteem. The subject of the research is the dependence of an early adolescent self-esteem on the relationship status in the group. The object of the study is self-esteem and status position in a group.

Having considered the problem of interconnection between self-esteem and a status in the system of interpersonal relationships of early adolescents in a group of pupils, we made up some conclusions.

The sense of adulthood and self-consciousness are becoming the new formation of adolescent mental health. It leads to the beginning of changes both in a teenager personal identity and in the scope of his/her interests and needs. The formation of motivational -requirement sphere makes a teenager increase all forms of communication. Such communication can not take place only within the framework of training activities, since the characteristics and features of children development at this age are determined by the knowledge that own abilities has increased significantly.

It was found out that the "preferred" and "isolated" young teenagers in the class have different systems of orientations. "The preferred" are more focused on joint activities. When they realize the threat of a loss of status, their behavioral strategy is becoming more active and the activity is becoming more intensive, focused and organized. The adolescents with a disadvantaged position in the class are focused mainly on the relationships with peers. In the case of a threat to their existing disadvantaged position in a group they affectively respond to the situation and are even willing to break off relations with the peers.

Both popular and unpopular students vary in their level of social development of personality. The popular teenagers show the more mature approach to conflict analysis. They analyze the situations quite objectively and consider them even rather distantly. The perception of the events by unpopular teenagers is within limits of a particular conflict. They either avoid making the decisions or do not think about the consequences of the taken actions, focusing only on immediate results.

One of the most important milestones in adolescent personality development is the formation of personal identity, the need to understand himself/herself as a person. This period seems to present the biggest challenge to a young person's self-concept. Many changes occur and a teenager hardly knows who he/she is. It is the time for the beginning to test values. There appears both the interest to himself/herself, to his/her inner life, to his/her own qualities and the needs for self-assessment, for making a comparison of himself/herself with other people. Teenagers are beginning to explore themselves seeking to know their strengths and weaknesses. The need for self-knowledge requiring ongoing self-

awareness and self-consciousness arises from everyday life and practical activity, from the desire to find their own place in the group. It is also determined by the growing demands of adults [10, p. 142-154].

Adolescence is the time of great developmental variety among peers. Peer groups significantly influence a teenager's intellectual and personal development. Adolescents feel the need to be part of something important; they want to be accepted members of a group. Teenagers attain more confidence when they feel that they have enough ability to belong and be the part of something worthwhile. In the process of moving away from the dependence on parents toward eventual independence, early teenagers enjoy participating in activities away from home. They seek opinions and recognition from their peers and tend to identify with larger groups of peers based on shared characteristics. They are ready to become junior leaders but also may be tempted to drop out of the group. Mature friendship skills are beginning to develop and peer relationships become more selective and stable. These factors greatly influence both the formation of self-esteem and the status of an individual in the group.

Communication of early teenagers in the educational process is the most developed whereas in the field of informal relationships it is the least developed. A low coefficient of group cohesion demonstrates that quite a few members of the group are dropped from the general structure of communication at the moment. Most members of the group evaluate their actions, abilities or the surrounding world adequately and have the status of "the preferred" or "stars". Most of them have a combination of medium, high or very high level of aspirations and medium or high self-esteem. A moderate discrepancy between these levels is the most favourable. Some pupils have very high self-esteem combined with the divergence between the level of aspirations and self-esteem. It indicates that the teenagers are "closed" to outside experience on various grounds (protection, infantilism, self-sufficiency, etc.). They are insensitive either to their errors or to the remarks of others.

The analysis of interconnections of self-esteem, as an element of self-consciousness, allows us to see the role that this fundamental component plays in the life and personality development, i.e. in the process of its formation. Self-esteem of "the preferred" is higher than self-esteem of "the neglected". It is explained by the fact that adolescents who have relationships with a larger number of social groups feel more confident. A wide range of relationships allows younger teenagers estimate sensibly both their abilities and the surrounding people, i.e. teachers, parents and friends. Having studied the connection of the adolescent self-esteem with their status position in the interpersonal relationships we found out that, in general, the higher adolescent self-esteem, the lower his status position in the group. Overrated self-esteem index is connected with low status of younger teenagers in the group.

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