

N.S. Zhubanazarova¹, Z.B. Madaliyeva¹, N.K. Toxanbayeva¹,
Sh.B. Khadrova¹, Z.Zh. Aijanova²

¹Al-Farabi Kazakh national university, Kazakhstan, Almaty, e-mail: zhubanazarova@mail.ru,
e-mail: madalievaz.b@gmail.com, e-mail: Toksanbaeva@mail.ru, e-mail: sadikova.nazira@mail.ru
²Caspian State University of technology and engineering, Kazakhstan, Aktau, e-mail: a.zamira969@gmail.com

FEATURES OF SELF-ESTEEM OF A MODERN TEENAGER

The article socio-economic changes in modern society have a significant impact on the formation of the personality of the future generation and the level of their socio-psychological adaptation. This occurs in adolescence, characterized by contraindications. Adolescence includes such complex changes as the formation of self-awareness and behavior, self-esteem and the development of an independent, independent system of self-esteem and self-esteem. Such conditions provided the basis for a broad discussion of evaluation at this stage of development. At the same time, along with various psychological and social factors, self-esteem contributes to the normal implementation of the socialization of the child and the norms of social behavior.

The article reveals the essence of the concept of "self-esteem" of psychological characteristics of a modern teenager in the personal development of a modern teenager, forms a structural model of self-esteem on the basis of these theoretical knowledge and defines the characteristics of self-esteem of adolescents in modern conditions of training and education. On its basis, the features of self-assessment of students in grades 7-10. It is also important to apply this scientific work to improve the interaction and understanding of adolescents in the family and to train teachers working with adolescents.

Key words: adolescence, self-knowledge, self-esteem, image I", autonomy of behavior, relationships with peers.

Н.С. Жұбаназарова¹, З.Б. Мадалиева¹, Н.К. Токсанбаева¹, Ш.Б. Хадрова¹,
З.Ж. Айджанова²

¹Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ., e-mail: zhubanazarova@mail.ru,
e-mail: madalievaz.b@gmail.com, e-mail: Toksanbaeva@gmail.ru, e-mail: s.hadrova@mail.ru

²Ш.Есенов атындағы Каспий мемлекеттік технологиялар және инжиниринг университеті,
Қазақстан, Ақтау, e-mail: a.zamira969@gmail.com

Қазіргі заман жеткіншектерінің өзіндік бағалау ерекшеліктері

Бұл мақалада қазіргі қоғамдағы әлеуметтік-экономикалық өзгерістер келешек ұрпақтың тұлғалық қалыптасу процесі мен олардың әлеуметтік-психологиялық бейімделу деңгейіне айтарлықтай ықпал етуде. Бұл әсіресе ішкі қарама-қайшылықтармен сипатталатын жеткіншектік кезеңде орын алады. Жеткіншектік кезең өзіндік сана мен мінез-құлықтың қалыптасуы, өзіндік бағалау мен өзіндік қатынастың дербес, тәуелсіз жүйесінің өңделуі. Осындай жағдайлар дамудың осы кезеңіндегі өзіндік бағалау мәселесіне кеңінен тоқталуға негіз болды. Сонымен қатар, түрлі психологиялық және әлеуметтік факторлармен қатар, өзіндік бағалау баланың әлеуметтенуі мен қоғамдық мінез-құлық нормаларының қалыпты жүзеге асуына зор ықпал етеді.

Мақалада қазіргі заман жеткіншектерінің тұлғалық дамуындағы психологиялық ерекшеліктеріне, «өзіндік бағалау» түсінігінің мәні, құрылымы мен қызметтеріне теориялық талдау жасалып, сол теориялық білімнің негізінде өзіндік бағалаудың құрылымдық үлгісі құрылды және оқыту мен тәрбиелеудің қазіргі жағдайындағы жеткіншектердің өзіндік бағалау ерекшеліктерін анықтау көзделді. Зерттеудің нысаны – 7-10 сынып оқушыларының өзіндік бағалау ерекшеліктері қарастырылды. Сонымен қатар, бұл ғылыми жұмыстың отбасында жеткіншектердің өзара қатынасы мен өзара түсіністігін жақсарту мақсатында және жеткіншектермен жұмыс істейтін педагогикалық кадрларды даярлау ісінде қолданылу қажеттілігі зор болып табылады.

Түйін сөздер: жеткіншектік кезең, өзіндік сана, өзіндік бағалау, «Мен» бейнесі, мінез-құлықтық автономия, құрбылармен қарым-қатынас.

Н.С. Жубаназарова¹, З.Б. Мадалиева¹, Н.К. Токсанбаева¹,
Ш.Б. Хадрова¹, З.Ж. Айджанова²

¹Казахский национальный университет им. аль-Фараби, Казахстан, г. Алматы,
e-mail: zhubanazarova@mail.ru, e-mail: madalievaz.b@gmail.com, e-mail: Toksanbaeva@gmail.ru, e-mail: s.hadrova@mail.ru
²Каспийский государственный университет технологий и инжиниринга им. Ш.Есенова, Казахстан, г. Актау,
e-mail: a.zamira969@gmail.com

Особенности самооценки современных подростков

В данной статье представлены результаты социально-экономических изменений в современном обществе и их существенное влияние на формирование личности будущего поколения и уровня его социально-психологической адаптации. Это происходит в подростковом возрасте, характеризующимся противопоказаниями.

Подростковый возраст включает в себя такие комплексные изменения, как формирование самосознания, поведения, развитие самостоятельной системы взаимоотношений и самооценки. Такие условия послужили основой для широкого обсуждения оценки на данном этапе развития. Вместе с тем, наряду с различными психологическими и социальными факторами, самооценка способствует нормальному осуществлению социализации ребенка.

В статье раскрывается сущность понятия «самооценка», ее структура и функции, психологические характеристики современных подростков в личностном развитии, на основе этих теоретических знаний формируется структурная модель самооценки и определяются особенности самооценки учащихся 7-10 классов в современных условиях обучения и воспитания. На ее основе рассмотрены особенности самооценки. Результаты этой научной работы можно использовать для улучшения, взаимодействия и понимания подростков в семье и подготовки педагогических кадров, работающих с подростками.

Ключевые слова: подростковый возраст, самопознание, самооценка, образ «я», автономия поведения, отношения со сверстниками.

Introduction

Socio-economic changes in modern society have a significant impact on the process of formation of the personality of future generations and the level of their socio-psychological adaptation. This especially holds a special place in adolescence, characterized by internal contradictions.

Adolescence includes such complex changes as the active formation of self-consciousness, the development of an Autonomous independent system of self-esteem and self-esteem, orientation to external evaluation, respectively, the formation of their own behavior. Such conditions served as a basis for studying the issue of self-assessment at this stage of development. At the same time, along with negative psychobiological and social factors, self-esteem is one of the main psychological mechanisms that contribute to the normal implementation of the socialization of the individual and the norms of social behavior (Feldstein, 1987: 156-162).

In modern socio-economic conditions, it is particularly important to achieve a high level of development of the personality of a teenager, taking measures of responsibility, their implementation in life and mastering such qualities as self-confidence and independence. Modern teenagers find it very difficult to navigate rapidly changing life

situations (Abramov, 2002: 62-68). Therefore, the study of the features of self-esteem of the younger generation, along with modern social changes, is one of the urgent problems.

Along with physical development in adolescence, there is an intensive implementation of cognitive cognitive processes in the child. The development of psycho-cognitive processes is bilateral in nature: quantitative and qualitative. According to quantitative changes, a child can solve intellectual tasks more quickly, easily and effectively compared to a child of early school age. Qualitative changes are reflected in the structure of the thought process (Ananyev, 1994: 136-148). Therefore, changes in the structure of psycho-cognitive processes can be noticed, especially in the intellectual sphere. In adolescence, the theoretical thinking of the child develops. The operations acquired in early school age, this period move on to the formal-logical operation (period of formal operations according to Piazhe J.). Characteristic features, such as the development of the child's thinking at this stage, are:

1. Ability to navigate in solving mental problems;
2. The ability to analyze generalized ideas, to look for logical contradictions and errors of thought (Krakow, 1970: 205-213).

In adolescence, the child's mood fluctuates. However, a teenager can independently control

the manifestation of his feelings compared to junior school. He tries to hide various situations in school (bad grade, hearing for bad behavior) with feelings such as anxiety, excitement. But certain circumstances (conflicts with teachers, parents, friends) contribute to the emergence of sociality (impulsivity) in the behavior of the child (Dragunov, 1967: 101-118). In severe cases, affecting the child, with strong discontent and resentment, maybe escape from home, even suicide. The role of communication with peers in this case is very important for the child. Communication with peers is the main source of new interests that form norms of behavior. This is due to the emergence of certain needs for friendship, understanding each other, support, and preservation of color.

Communication with peers is one of the important factors contributing to the formation of the personality of a teenager. This need originates from about 4-5 years and reaches the takeoff limit in adolescence. M. Chauvin believes that relationships with peers are a special form of communication and interaction of adolescents, which has been and will occur at all stages of human society.

In adolescence, the child seeks autonomy, is, there is a need to achieve their independence, independence and begins to assume the responsibilities and rights of an adult. There are two types of autonomy:

1. Behavioral autonomy is the achievement of independence, freedom in making their own decisions without controlling the external environment.

2. Emotional autonomy-getting rid of emotional dependence on parents (Rais, 1999: 196-203).

Changes in behavior of adolescents, is widely described in the writings of R. Havighurst. Such changes include the adaptation of the adolescent to their physical condition, the achievement of an adult sexual role, ability to establish adult interaction with people of the opposite sex, the development of the brain, the formation of values that promote behavior, social responsibility, career choices and preparation for professional careers, achieve economic independence, preparation for family life. The effective solution of these problems is provided by the development of the mental sphere of the teenager, the expansion of self-consciousness. The development of the mental sphere of the teenager is the Central core of mental development and plays an important role in the formation of personality. According to Jean Piaget, a teenager, firstly, perceives himself as an adult, and secondly, begins to think about his future and make life plans. That

is, piaget is of the opinion that in adolescence a personality is formed and a life program is created (Piaget, 1932: 42-49).

In adolescence, the "I" of the child develops, self-esteem is formed as a basis for regulating behavior. Self-esteem of the child at this stage significantly affects such processes as self-education, self-education and personal development in General. The child is accustomed to his appearance, forms a stable image of the body, takes the appearance and in accordance with it stabilizes the level of attraction. Gradually, new qualities of the image "and" begin to appear in the first place – mental abilities, volitional and moral qualities that affect the effectiveness of communication with the environment and activities.

Many foreign and domestic scientists were interested in such issues as physiological and psychological changes in adolescence, the way of life of a teenager, the formation of self-consciousness. Thus, according to M. Mead, adolescence covers different times in ordinary civilization, sometimes it can be limited to several months (Dragunov, 1976: 76-82). As L.I. Bozhovich noted, all teenagers are characterized by reflection, which causes the need to understand themselves and get the desired image. Failure to meet these needs leads to a teenage crisis (Bozhovich, 1995: 252-263). I. S. In one of the words, Cohn tried to reveal the image of a teenager: "a teenager is a project of a future personality, a sketch, a drawing that will always occur in a completed portrait." K. Levin connects the crisis of adolescence with society, in his opinion, there are two groups living in society: a children's group and an adult group. The teenager remains among these two groups, does not want to join the group of children, and the older group is not ready to accept it (Kulagina, 1997: 76-82).

One of the important problems in the personal development of the younger generation is the formation of self-consciousness. It manifests itself as a complex quality of mental activity and shows the process of continuous development of personality (Rubyn, 1979: 119-125). And self-esteem, which is the main component of self-consciousness, is a specific stage in personal development (Chesnokova, 1977: 92-107).

Self-assessment is an assessment of the person, their abilities, capabilities, qualities and their place among other people. Self-esteem to a certain extent determines the activity of the individual, the attitude to themselves and other people (Lipkina, 1976: 64-77).

The scientific literature presents three levels of self-esteem:

a high level is different from self-esteem and can lead to conflicts with the environment. It breeds qualities such as doubt, guilt, even aggressiveness.

normal (adequate) assessment is the ability to educate yourself, to adhere to a normal attitude to others. This is a real assessment of the person himself, his abilities and actions, human qualities. A normal assessment allows a person to take a critical look at himself, to properly direct his efforts in various difficulties, to meet the requirements of the environment.

low level-forms feelings such as self-distrust, anxiety, anxiety. Low self-esteem of the child has a negative impact not only on themselves, but also on the lives of others. To make a child feel happy, it is necessary to have a positive feedback about yourself (Savonko, 1969: 95-102).

1. Self-esteem has a regulatory and defensive activities, contributing to the behavior of adolescents, activities and communication with the environment, the development of the child's personality. Showing self-respect, the level of feelings of satisfaction or dissatisfaction, self-esteem can serve as a basis for accepting achievements and failures, setting goals to a certain extent (Con, 1984: 135-147) I.S. Kohn, A.I. Lipkina, E.A. Svonko, S.M. Prikhodzhan, E.A. According to Serebryakova, adolescence is suitable for the formation of self-esteem.

Self-esteem of adolescents in modern psychology is considered in the framework of 2 directions:

1. the direction linking self-esteem with the search for its formation;

2. the direction providing structure of self-assessment and their interrelation (Maslov, 2000: 83-87)

Self-esteem in adolescence is one of the new internal structures and changes aggressive behavior. Self-assessment at this stage consists of the following structural components:

- Self-respect;
- Emotional attitude to yourself;
- Awareness of your achievements;
- Operational self-assessment (Soloviev, 1973: 9-11);

• The process of self-assessment of a child in adolescence consists of the following features:

• Deepens the content area of self-esteem from early adolescence to adult adolescence and the child pays more attention to their physical qualities, relationships with peers than educational activities.;

• Because of the increase in the ability of a teenager to experience self-esteem, his self-esteem will be at a more normal level, the teenager is able, along with his positive qualities, to find negative qualities.

• In self-esteem begin to be clearly traced moral qualities, abilities and will.;

• There is a process of transition of the child from external assessment to internal assessment;

• Self-esteem affects the success of the teenager and the socio-psychological level in the team, regulates the process of communication;

• Lack of a normal level of self-esteem can lead to delinquent behavior in the child;

Thus, in adolescence, the child's self-esteem is actively formed, an independent system of self-esteem and attitude is created, the ability to join the inner world develops. During this period, the child learns his abilities and understands the uniqueness. In the consciousness of the child, the process of orientation to internal evaluation from external evaluation increases. As a result, it forms its own concept of "I", providing further formation of behavior.

The level of cognitive activity of adolescents is closely related to their self-esteem. Adolescents who show low activity in the field of cognitive relations rarely associate success and interests in educational activities with their opportunities, efforts focused on external assistance and support (Turusova, 1991: 10-16)

Social activity and life plans of a teenager directly depend on self-esteem. According to psychologists, for the normal development of personality is very important to have a normal level of self-esteem, ie the ability to really see their capabilities, the level of achievement of their goals and evaluate themselves-one of the conditions for the correct orientation of the child in life (Borozdina, 1999: 25-31). Modern teenagers rely on certain rights, try to impose duties on themselves. The formation of a teenager as a person causes the need for detachment and is manifested in this negativism. Negativism is an initiative of active search of own independence of the teenager. However, teenagers are not yet ready to be truly alone with their "me", so they tend to peer group. During this period, the child begins to evaluate relationships with their peers, friends become very important people (Bozhovich, 1997: 152-160).

Results of discussions and research

Self-esteem is a complex component of self-consciousness, the structure that regulates human behavior and adaptation to the environment. According to the scientific literature, self-esteem is a certain indicator of the quality and level of mental development of the individual, the level of self-determination (Panteleev, 1991: 90-96).

In psychology, there are various methods aimed at the study of personal qualities, mental States, self-esteem. In order to study the self-esteem of modern

adolescents, we are guided by the methodology of S.A. Budassi. 60 children from 7-10 grades of secondary school took part in the study. Among them: 15 children-oralman (respondent), 15 children-local, 15 children-from incomplete families, 15 children-from incomplete families. We processed the answer sheets of all subjects and conducted a comparative analysis of the results. S.A. Budassi the technique of research of personal qualities of S.A. Budassi allows to carry out quantitative research of self-assessment of teenagers, that is to measure it. The main purpose of processing the result is to determine the relationship in the assessment of personal qualities inherent

in the concepts of “ideal Self” and «true self”. The methodology includes 48 personality traits that are taken into account and is carried out in three stages (table 1). Among these qualities, the teenager chooses 20 qualities that the ideal person should have. Now evaluating these selected qualities by the degree of unfavorability and estimating the price of 1, 2, 3, 4 on column d1... it should be noted in numbers. Next, the assessment of the selected qualities of the teenager on the level of their manifestation. This is 1, 2, 3, 4 to column d2... is performed with the notation of numbers (Budassi, 1977: 33-52). Need to have a value if one number is not repeated multiple times.

Table 1 – is to determine the relationship between personal qualities (quality 48 in the job)

| | | |
|------------------|----------------------------|-----------------------------|
| 1. Accuracy | 17. illusion | 33. spotted |
| 2. Illiteracy | 18. slowdown | 34. goodwill |
| 3. deep thought | 19. fantasy | 35. incorrectness |
| 4. Vigilance | 20. doubt | 36. judgments |
| 5. compassion | 21. hatred | 37. criticism to themselves |
| 6. Takats | 22. reliability | 38. restraint |
| 7. rudeness | 23. flexibility | 39. honesty |
| 8. morality | 24. tenderness | 40. compassion |
| 9. charity | 25. Composition | 41. Shame |
| 10. modesty | 26. insomnia | 42. business |
| 11. caring | 27. attractiveness | 43. industry |
| 12. jealousy | 28. ease | 44. cowardice |
| 13. anger | 29. caution | 45. reliability |
| 14. revenge | 30. attention | 46. passion |
| 15. truthfulness | 31. doubt | 47. stoniness |
| 16. persistence | 32. the positional feature | 48. egoistic |

The main purpose of processing the result is to determine the relationship between personal qualities. The value of the relationship is determined by the coefficient of rank correlation. To determine the coefficient, it is necessary to first determine the difference of ranks $d_1 - d_2$ for each quality and enter the result in column d of the study Protocol. Find the square of each resulting value $(d_1 - d_2)^2$ that you want to write in the graph d^2 . At the same time, calculated the total squared difference of ranks ($\sum d^2$), which is included in the formula: $r = 1 - 0,00075 \times \sum d^2$ (1), where r – is

the correlation coefficient (an indicator of the level of self-identity). In addition, the results of this technique can be calculated by the formula: $r = 1 - (6\sum d^2 / (n^3 - n))$ (2), where n – considered qualities (in our case $n=20$) (S.A. Budassi, 1977:43-55). Given that in this version of the method $n=20$, we performed the calculation by the Formula (1).

Standards:

1. If, aspires to $r + 1$, it means a high level of self-esteem, a favorable relationship between “true” and “ideal” and “ideal”. if $r + 1$ is from 0.9 to +1, this is an excessively high level of self-esteem.

2. If, aspires to r-1, it is a low level of self-esteem. It is an indicator of an unpleasant connection or incompatibility between the “ideal” and the “real.” when approaching the r-1, the

amount of incompatibility increases. 3. at $-0,5 < r < + 0,5$, self-esteem is normal. Adolescent response sheet (Protocol analyzed as a sample) (table 2).

Table 2 – Adolescent response sheet (Protocol analyzed as a sample)

| d_1 | The individual quality | d_2 | The difference of rank- $d=(d_1 - d_2)$ | d^2 |
|-------|----------------------------|-------|---|--------------------|
| 6 | 1. accuracy | 1 | 5 | 25 |
| 9 | 17. illusion | 7 | 2 | 4 |
| 7 | 22. reliability | 2 | 5 | 25 |
| 8 | 27. attractiveness | 6 | 2 | 4 |
| 10 | 32. the positional feature | 8 | 2 | 4 |
| 11 | 34. goodwill | 20 | -9 | 81 |
| 1 | 38. restraint | 9 | -8 | 64 |
| 12 | 39. honesty | 19 | -7 | 49 |
| 14 | 40. compassion | 10 | 4 | 16 |
| 5 | 41. Shame | 18 | -13 | 169 |
| 13 | 42. business | 4 | 9 | 81 |
| 15 | 43. industry | 3 | 12 | 144 |
| 17 | 45. reliability | 11 | 6 | 36 |
| 2 | 3. deep thinking | 5 | -3 | 9 |
| 16 | 8. morality | 14 | 2 | 4 |
| 3 | 9. charity | 12 | -9 | 81 |
| 18 | 11. care | 13 | 5 | 25 |
| 19 | 15. honesty | 15 | 4 | 16 |
| 20 | 24. tenderness | 17 | 3 | 9 |
| 4 | 18. slowdown | 16 | -12 | 144 |
| | | | | $\Sigma d^2 = 990$ |

Now the result is applied to the formula: $r = 1 - 0,00075 \times 990 = 1 - 0,7 = 0,3$ therefore, the indicator showed that the self-esteem of the subject is at a normal level.

At the next stage, to determine the features of self-esteem of the modern teenager, we divided 60 children taken for the study, according to family and social status, processed the answer sheet of each teenager, compiled a survey Protocol. We analyzed the results of studies from single-parent and single-parent families, as well as oralmans and local children, determined the percentage value of each of them.

According to the results of the study, most children from single-parent families showed a low level of self-esteem (Fig.1). In our opinion, this is due to the financial situation of the child in the family, education and communication of parents, insufficient love of the father or mother, incompatibility with other peers. Therefore, the teacher should pay special attention to such students. After all, a low level of self-esteem can hinder the development of a child's personality and create a “teenage complex” in it.

In the social situation, we have identified several features of self-esteem of adolescents (Fig. 2).

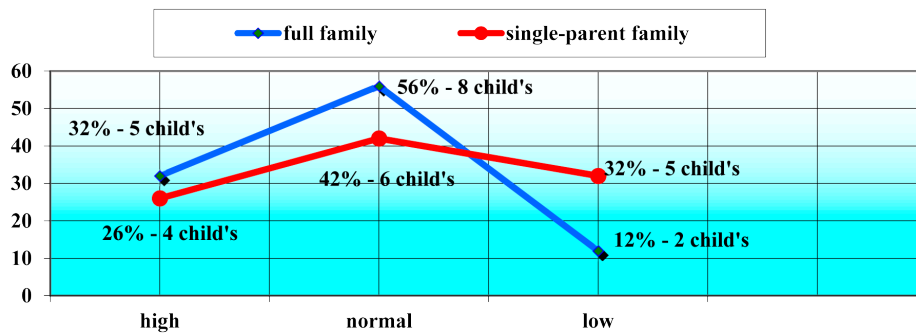


Figure 1 – Features of self-esteem of adolescents from incomplete and incomplete families (%)

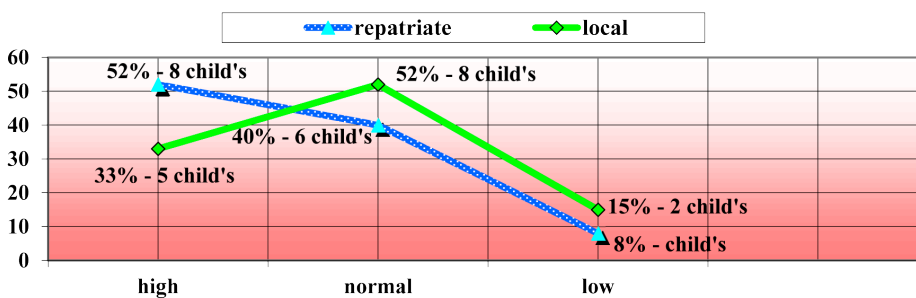


Figure 2 – Features of self-assessment of local and oralmans teenagers (%)

According to the results of the study, the majority of oralmans showed high self-esteem compared to local children (Fig.2). This shows that they are confident in themselves, that they should set goals for themselves and work towards achieving this goal.

As we saw in the results of the study, children from single-parent families showed a relatively low level of self-esteem compared to adolescents from a full family. In our opinion, this is due to the financial situation, education and relationships of parents, lack of love of the father or mother. Therefore, we believe that the teacher should pay special attention to such students. After all, low self-esteem can hinder the personal growth of the child and create a “teenage complex” in him.

In order to determine the level of self-esteem of oralmans and adolescents from local families, we analyzed their results, calculated the interest rate, focused on tables and charts. Only one feature is that in the study of children’s self-esteem, we covered the ages of 15 and 16. That is, in the study of children from incomplete and single-parent families, we pay attention to 13 and 14 ages, oralmans and local adolescents-15-16 years.

The adequacy of self-assessment indicates that it is of the right nature, that is, a person really

appreciates his place, opportunities and qualities in life. Adequate self-esteem allows a person to make effective plans based on their capabilities.

Adequacy-compliance with the requirements of people and conditions. Adequacy-this means compliance. Self-esteem of the child depends on the assessment of the environment at an early age. With increasing age the self-esteem becomes more normal and independent (Lichko,1983:255).

With an excessively high level of self-esteem, a person does not think that failures are the result of their mistakes, laziness and improper behavior. “They arise only from random situations that occur now and here” (Petrovsky, M. G Yaroshevsky, 2001:6370). To date, this technique Budasi widely used in the assessment of self-identity. This method determines the level and adequacy of self-esteem.

Conclusion

The conducted research work allowed us to draw the following conclusions:

The self-esteem of a person in adolescence is influenced by the quantitative and qualitative composition of the family, social level, gender characteristics.

Features of self-esteem of adolescents in a full and incomplete family according to the composition of the family are characterized by different levels.

Unlike local children, oralmans evaluate themselves, their personal qualities at a certain level.

The age dynamics of self-esteem was determined: maximum self-esteem – in grade 9, minimum self-esteem – in grades 7-8, normal self-esteem – in grade 10.

Summing up the results of our research work, I would like to emphasize that adolescence is a

period of intensive development of personality. In accordance with the current level of development of the country, new living conditions are created that contribute to the structure of self-esteem of adolescents.

The financial situation in the family, the upbringing of parents, the nature of communication with the child plays an important role in the formation of the personality of a teenager. All such cases affect the intrapersonal world of the child and form the features of his self-esteem.

References

- Abramova G. S. (2002) Age psychology [Developmental age psychology]. M.: Eksmo-Press, 72 p.
- Ananyev B. G. (1994) Problems of adolescence [Psychology of adolescence problems]. Pitter, 176 p.
- Bojovich L.I. (1995) Yzbrannye psihologicheskyye trudy [Selected psychological works]. M.: Education, 352 p.
- Bozhovich L.T. (1997) Problems of personality formation [Self personality formation]. M.:Voronezh, 352 p.
- Borozdina L. V. (1999) Theoretical and experimental study of self-esteem: abstract. ... Diss. doctor. the course of studies. sciences'. [The theoretical and experimental study of self-esteem: abstract. ... Diss. doctor. the course of studies. Sciences]. M., 45 p.
- Budassi S.A. (1977) Sposob issledovaniya colychestvennykh harakteristik lychnosti v gruppe. Voprosy psychology [Method of research quantitative characteristics of personality in the group]. Questions of psychology, no 2, pp. 133-143.
- Con I.S. (1984) In search of himself. Personality and self-awareness. [Personality and self-awareness]. M., 335 p.
- Dragunova T.B.(1976) Podrostok [Teenager]. M.: Eksmo-Press, 96 p.
- Dragunova T.B., El'konin D.B. (1967) Vozrastnye i individual'nye osobennosti mladshih podrostkov [Age and individual characteristics of Junior adolescents]. M.: Science, 156 p.
- Krakov A.P. (1970) O podrostkah [About teenagers]. Moscow: Progress, 272 p.
- Kulaginal.Yu. (1997) Vozrastnaya psychology [Developmental psychology]. M.: Eksmo-Press, 176 p.
- Lichko A. E. (1983) Psychopathy and accentuations of character of teenagers [Accentuations of character of teenagers] Pitter, 255 p.
- Lipkina A.I. (1976) Samooc'enka shkol'nika [Self-esteem of the student]. M.: Eksmo-Press, 94 p.
- Maslova E.A. (2000) Psihologicheskaya priroda samooc'enki, mesto samooc'enki v structure samosoznaniya lichnosti. [The psychological nature of the self, a place of self-esteem in the structure of consciousness of the person]. Novosibirsk, 123 p.
- Panteleev S. R. (1991) Self-Relation as an emotional-value system [self emotional-value system]. M.: Eksmo-Press, 110 p.
- Petrovsky A.V., Yaroshevsky M. G. (2001) Psychology: Textbook for students of higher pedagogical educational institutions [Pedagogical educational institutions] High school, no 3, 637 p.
- Piazhe J. (1932) Rech' i mishlenie [Thinking and speech]. M.: Education, 92 p.
- Rais F. (1999) Psychologies podrostkovogoy iunosheskogo vozrasta [Psychology of adolescence and youth]. Pitter, 296 p.
- Rubyn A.A. (1979) Genezis i struktura samosoznaniya v psychology. [Genesis and structure of self-consciousness]. L., 219 p.
- Savon'ko E.Y. (1969) Oc'enka y samooc'enka kak motivy povedeniya shkol'nikov raznogo vozrasta. Voprosy psychology [Evaluation and self-assessment as the motives of students of different age]. Questions of psychology, no4, pp. 107-117.
- Solov'eva A.E. (1973) Samooc'enka kak factor vospitaniya v iunosheskom vozraste [The raised from self as a factor in education in adolescence]. M., 19 p.
- Trusova O. V. (1991) Dynamics of the formation of the subject of self-evaluation [The dynamics of the formation of the subject of self-evaluation]. L., 16 p.
- Feldstein D.I.(1987). Readings in psychology [AboutReadings in psychology]. Moscow: Progress, 256 p.
- Chesnokova I.I. (1977). Problema samosoznaniya v psychology [The problem of consciousness in psychology]. M.: Eksmo-Press, 144 p.

Литература

- Абрамова Г.С. Возрастная психология. – М.: Эксмо-Пресс, 2002. – 72 с.
- Ананьев Б.Г. Проблемы подросткового возраста. – М.: Эксмо-Пресс. 1994. – 176 с.
- Божович Л.И. Избранные психологические труды. – М.: Просвещение, 1995. – 352 с.
- Божович Л.Т. Проблемы формирования личности. – М.: Воронеж, 1997. – 352 с
- Бorozдина Л.В. Теоретико-экспериментальное исследование самооценки: Автореф. ... дисс. докт. психол. наук. – М.: Наука, 1999. – 45 с.

- Будасси С.А. Способ исследования количественных характеристик личности в группе // Вопросы психологии. – 1977. – №2. – С.133-143.
- Драгунова Т.В., Эльконин Д.Б. Возрастные и индивидуальные особенности младших подростков. – М.: Наука, 1967. – 156 с.
- Друганова Т.В. Подросток. – М.: Эксмо-Пресс, 1976. – 96 с.
- Кон И.С. В поисках себя. Личность и самосознание. – М.: Наука, 1984. – 335 с.
- Краковский А.П. О подростках. – М.: Прогресс, 1970. – 272 с.
- Кулагина И.Ю. Возрастная психология. – М.: Эксмо-Пресс, 1997. – 176 с.
- Липкина А.И. Самооценка школьника. – М.: Эксмо-Пресс, 1976. – 94 с.
- Личко А.Е. Психопатии и акцентуации характера подростков. – М.: Наука, 1983. – 255 с.
- Маслова Е.А. Психологическая природа самооценки, место самооценки в структуре самосознания личности: Автореф. ... канд.психол.наук: 08.00.05. – Новосибирск: Новосибирский Государственный Университет, 2000. – 123 с.
- Пантелеев С.Р. Самоотношение как эмоционально-ценностная система. – М.: Наука, 1991. – 110 с.
- Петровский А.В., Ярошевский М.Г. Психология: Учебник для студентов высших педагогических учебных заведений. – М.: Высшая школа, 2001. – 637 с.
- Пиаже Ж. Речь и мышление. – М.: Просвещение, 1932. – 92 с.
- Раис Ф. Психология подросткового и юношеского возраста. – СПб.: Питер, 1999. – 296 с.
- Рубин А.А. Генезис и структура самосознания личности. Автореф.дисс. ... канд.психол.наук. – М.: Просвещение, 1979. – 219 с.
- Савонько Е.И. Оценка и самооценка как мотивы поведения школьников разного возраста // Вопросы психологии. – 1969. – №4. – С.107-117.
- Соловьева А.Е. Самооценка как фактор воспитания в юношеском возрасте: Автореф. ... дисс.канд.пед.наук: 09.05.16. – М.: Московский Государственный Университет, 1973. – 19 с.
- Турусова О.В. Динамика становления субъекта самооценивания: Автореф. ... дисс. канд. психол. наук. – СПб.: Питер, 1991. – 16 с.
- Хрестоматия по психологии / Под ред. Д.И. Фельдштейна. – М.: Просвещение, 1987. – 256 с.
- Чеснокова И.И. Проблема самосознания в психологии. – М.: Эксмо-Пресс, 1977. – 144 с.