

THE RELATIONSHIP OF ADOLESCENTS' SELF-ATTITUDE AND THE CHOICE OF PREFERRED BEHAVIOR STYLE IN A CONFLICT SITUATION

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Abstract

Adolescence is a difficult period of sexual and psychological maturation. The transition from childhood to adulthood takes place at this stage with all aspects of development: physical, mental, moral, social, as a result of which qualitative new formations are created. The main new formation of this age is the development of self-awareness. The self-awareness demonstrated by a teenager leads to the formation of a relatively stable level of self-esteem and ambition, which creates a request for independence, self-affirmation, and recognition of one's rights by adults. During adolescence, the formation of self-awareness and self-esteem is greatly influenced by communication with peers. For the process of successful socialization and adaptation of a teenager, a person's interpersonal relationships play an important role, on which a person's mental and psychological health and the success of educational activities also depend. During socialization, personal characteristics, consciousness and self-awareness with its components are formed, which, in turn, have a great influence on interpersonal relationships, the emergence and overcoming of interpersonal conflicts.

The article presents the relationship between the preferred style of behavior and self-attitude of adolescents in a conflict situation. Self-attitude, as a part of the system of self-awareness, is involved in the formation of ideas about one's own personal characteristics and abilities, expressed through awareness of one's role in society, advantages and disadvantages, management of emotions and behavior. A person's choice of behavior in a conflict situation is determined by the person's psychological characteristics, the level of development of self-awareness, self-esteem, direction of activity and value system.

The aim of the study was to find out the relationship between individual components of adolescent self-attitude and preferred behavior styles of a person in a conflict situation.

From the results of the research, it becomes clear that the use of competitive and cooperative behavioral styles expressed by the protection of one's own interests is conditioned by self-attitude, self-interest, self-understanding, autosympathy and expectation of communication from others. And the manifestation of preferred

styles of compromise and avoidance in a conflict situation is due to adolescents' self-blame, high expectation of positive attitude from others and low level of self-esteem. Competition and cooperation are considered active styles of behavior, while avoidance and compromise are considered passive.

Thus, in a conflict situation, passive forms of behavior are positively correlated with self-blame, self-understanding, and the expectation of positive attitudes from others, and active forms are related to a person's self-interest, self-sympathy, and self-understanding. Depending on self-esteem and self-attitude, a person can acquire a preferred style of behavior in conflict situations, which will be aimed either at protecting one's own interests or at satisfying the demands of others.

Keywords and phrases: Self-attitude, self-understanding, self-acceptance, self-esteem, preferred behavior style, cooperation, competition, compromise, avoidance.

ВЗАИМОСВЯЗЬ САМООТНОШЕНИЯ ПОДРОСТКОВ И ВЫБОРА ПРЕДПОЧТИТЕЛЬНОГО СТИЛЯ ПОВЕДЕНИЯ В КОНФЛИКТНОЙ СИТУАЦИИ

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Аннотация

Подростковый возраст – сложный период сексуального и психологического взросления. На этом этапе происходит переход от детства к взрослости со всеми сторонами развития: физическим, психическим, нравственным, социальным, в результате чего формируются новообразования. Главным новообразованием этого возраста является развитие самосознания. Самосознание, проявляемое подростком, приводит к формированию относительно стабильного уровня самооценки и амбиций, что создает потребность в независимости, самоутверждении, признании своих прав со стороны взрослых. В подростковом возрасте на формирование самосознания и самооценки большое влияние оказывает общение со сверстниками. Для процесса успешной социализации и адаптации подростка важную роль играют межличностные отношения человека, от которых также зависит психическое и психологическое здоровье человека, успех учебной деятельности. В ходе социализации формируются личностные характеристики, сознание и самосознание с его компонентами, которые, в свою очередь, оказывают большое влияние на межличностные отношения, возникновение и преодоление межличностных конфликтов.

В статье представлена взаимосвязь предпочитаемого стиля поведения и самоотношения подростков в конфликтной ситуации. Самоотношение, как часть системы самосознания, участвует в формировании представлений о собственных личностных особенностях и способностях, выражается через осознание своей роли в обществе, преимуществ и недостатков, управления эмоциями и поведением. Выбор человеком поведения в конфликтной ситуации определяется психологическими особенностями человека, уровнем развития самосознания, самооценки, направления деятельности, системы ценностей.

Целью исследования было выяснить взаимосвязь между отдельными компонентами самоотношения подростка и предпочтительными стилями поведения подростка в конфликтной ситуации.

Из результатов исследования становится ясно, что использование стратегии поведения сотрудничества и соперничество, выражающееся в защите собственных интересов, обусловлено интегральным чувством «за» собственного «Я», самоинтересом, самопониманием, аутосимпатией, ожидаемом отношением от других. А проявление предпочтительных стилей компромисса и избегания в конфликтной ситуации обусловлено самообвинением подростков, высоким ожиданием положительного отношения от других и низким уровнем самоуважения. Соревнование и сотрудничество считаются активными стилями поведения, а избегание и компромисс – пассивными.

Таким образом, в конфликтной ситуации пассивные формы поведения положительно коррелируют с самообвинением, самопониманием и ожиданием положительного отношения со стороны других, а активные формы связаны с самоинтересом, аутосимпатией и самопониманием.

В зависимости от самооценки и отношения к себе человек может приобрести предпочтительный стиль поведения в конфликтных ситуациях, который будет направлен либо на защиту собственных интересов, либо на удовлетворение требований других.

Ключевые слова и словосочетания: Самоотношение, самопонимание, самопринятие, самооценка, предпочтительный стиль поведения, сотрудничество, конкуренция, компромисс, избегание.

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Համառոտագիր

Դեռահասության տարիքը աճնավորության կյանքի սեռական և հոգեբանական հասունացման դժվար շրջանն է: Մանկությունից հասունության անցումը այս փուլում տեղի է ունենում զարգացման բոլոր՝ ֆիզիկական, մտավոր, բարոյական, սոցիալական կողմերով, որի արդյունքում ձևավորվում են որակական նոր կազմավորումներ: Այս տարիքի հիմնական նորագոյացությունը ինքնագիտակցության զարգացումն է: Դեռահասի մոտ դրսևորվող ինքնագիտակցությունը հանգեցնում է հարաբերականորեն կայուն ինքնագնահատականի և հավակնությունների մակարդակի ձևավորմանը, որն էլ ինքնությունության, ինքնահաստատման, մեծահասակների կողմից իր իրավունքների ճանաչման պահանջմունք է առաջացնում: Դեռահասի հաջող սոցիալականացման և հարմարման գործընթացի համար կարևոր դեր ունեն անձի միջանձնային հարաբերությունները, որոնցից կախված է նաև անձի հոգեկան ու հոգեբանական առողջությունը, ուսումնական գործունեության հաջողությունը: Սոցիալականացման ընթացքում ձևավորվում են անձնային առանձնահատկությունները, գիտակցությունն ու ինքնագիտակցությունն իր բաղադրիչներով, որոնք իրենց հերթին մեծ ազդեցություն ունեն միջանձնային հարաբերությունների ու միջանձնային կոնֆլիկտների առաջացման ու հաղթահարման վրա:

Հոգվածում ներկայացված է կոնֆլիկտային իրավիճակում դեռահասների վարքի նախընտրելի ոճի և ինքնավերաբերմունքի փոխազդեցությունը: Ինքնավերաբերմունքը, որպես ինքնագիտակցության համակարգի մաս, մասնակցում է անձի կողմից սեփական անձնային հատկանիշների, ընդունակությունների վերաբերյալ պատկերացումների ձևավորմանը, արտահայտվում հասարակության մեջ իր ունեցած դերի, առավելությունների և թերությունների գիտակցման, զգացմունքների և վարքի կառավարման միջոցով: Կոնֆլիկտային իրավիճակում անձի կողմից վարքի ընտրությունը պայմանավորված է անձի հոգեբանական առանձնահատկություններով, ինքնագիտակցության զարգացման մակարդակով, ինքնագնահատականով, ակտիվության ուղղվածությամբ, արժեհամակարգով:

Հետազոտության նպատակն էր պարզել դեռահասների ինքնավերաբերմունքի առանձին բաղադրիչների և կոնֆլիկտային իրավիճակում անձի նախընտրելի վարքային ոճերի միջև փոխկապվածությունը:

Հետազոտության արդյունքներից պարզ է դառնում, որ սեփական շահերի պաշտպանությամբ արտահայտվող մրցակցություն և համագործակցություն վարքային նախընտրելի ոճերի կիրառությունը պայմանավորված է ինքնավերաբերմունքի «Սեփական Եսին» կողմ լինելու, ինքնահետաքրքրվածության, ինքնահասկացման, ինքնահամակրանքի և ուրիշներից շփման սպասման հետ: Իսկ կոնֆլիկտային իրավիճակում փոխզիջման և խուսափման նախընտրելի ոճերի դրսևորումը պայմանավորված է դեռահասների ինքնամեղադրանքի, ուրիշներից դրական վերաբերմունքի սպասման բարձր և ինքնահարգանքի ցածր մակարդակի հետ: Մրցակցությունը և համագործակցությունը համարվում են վարքի ակտիվ ոճեր, իսկ խուսափումն ու փոխզիջումը՝ պասիվ:

Այսպիսով՝ կոնֆլիկտային իրադրության մեջ պասիվ վարքային ձևերը դրական համահարաբերակցային կապերով կապված են ինքնամեղադրանքի, ինքնահասկացման և ուրիշներից դրական վերաբերմունքի սպասման հետ, իսկ ակտիվ ձևերը՝ անձի ինքնահետաքրքրվածության, ինքնահամակրանքի, ինքնահասկացման հետ: Ինքնագնահատականից ու ինքնավերաբերմունքից կախված՝ անձը կարող է կոնֆլիկտային իրավիճակներում նախընտրելի վարքի ոճ ձեռք բերել, որը կամ ուղղված կլինի սեփական շահերի ու հետաքրքրությունների պաշտպանությանը, կամ ուրիշների պահանջների բավարարմանը:

Բանալի բառեր և բառակապակցություններ. Ինքնավերաբերմունք, ինքնահասկացում, ինքնաընդունում, ինքնահարգանք, վարքի նախընտրելի ոճ, համագործակցություն, մրցակցություն, փոխզիջում, խուսափում:

Introduction

The relevance of the study is dictated by significant social changes that have transformed the conditions affecting the formation of personality. Under these conditions, the role of self-awareness as a leading construct in the formation and development of personality increases. A person's self-attitude contributes to the formation of self-regulation, self-realization and self-development. A person's self-attitude and its role in the personality structure are among the topical issues of modern psychological science. At the same time, the basis of self-development is self-esteem, reflection, level of ambition, as well as self-respect, self-acceptance and self-understanding from the components of a person's positive or negative self-attitude. According to Myasishchev's theory of relationships, individual behavior depends on self-attitude, which is the central component of a person's inner world, determining the integrity of the individual, organizing internal values and ideas about the surrounding reality. In this regard, studying the self-attitude of adolescents in choosing the preferred style of behavior in conflict situations seems to be an extremely important task [4, p. 208].

Adolescence is a difficult period of sexual and psychological maturation. It covers ages 11 to 15 of a person's life. This age range is also often described with words like "difficult", "crisis", "transitional", "puberty". The transition from childhood to adulthood takes place at this stage with all aspects of development: physical, mental, moral, social, as a result of which qualitative new formations are created.

According to Khudoyan, Vygotsky believes that the main feature and the main contradiction of adolescence is the non-coincidence of the three aspects of adolescent maturation: sexual, general organic and social. [1, p. 51]. He sees adolescence as a transitional crisis period and connects it with the problem of interests. Vygotsky considers adolescent reflection and the self-awareness formed on its basis to be a new development of this period.

Khudoyan notes that Hall called this period the "Storm and Pressure" period. He describes the content of this age as a crisis of self-awareness, which a person overcomes to achieve personal development [1, p. 45]. Feldstein referred to Benedict's research on adolescent crisis, according to which Benedict distinguished two forms of transition from childhood to adulthood: continuous and discontinuous, which were also related to the social conditioning of the adolescent crisis. This transition occurs continuously when the demands and rules of behavior presented to the child and adults are general. The gap is apparent in the case when the requirements for the child and the adult are very different [8, pp. 12-14].

According to Piaget, "developmental decentration" occurs during adolescence. The adolescent is freed from the dependence of his field of understanding and begins to view the world from the perspective of changing it. According to him, the life plan of a person is finally formed in the stage of adolescence and youth, which is of great importance for the further development of his life. For the development of this program, Piaget emphasizes logical thinking [5]. According to Elkonin, the central development of this age is self-esteem and the desire to be an adult. [14, pp. 59-60].

Adolescence is considered as a transitional and difficult crisis period also by Leontev, Spranger, Bozhovich and others. Adolescence is a period of rapid and uneven development that leads to disproportionate somatic changes. The latter can be perceived painfully by a teenager. The "hormonal storm" manifested by the endocrine system, which is the result of puberty, has a great influence on the behavior of adolescents. As a result, the teenager becomes emotionally unstable, impulsive, exhibits high excitability and inadequate, unbalanced reactions, which complicates relationships with the outside world.

The main new formation of this age is the development of self-awareness. The self-awareness demonstrated by a teenager leads to the formation of a relatively stable level of self-esteem and ambition, which creates a request for independence, self-affirmation, and recognition of one's rights by adults.

During adolescence, the formation of self-awareness and self-esteem is greatly influenced by communication with peers [9, pp. 363-369].

Adolescents are characterized by the need to engage in active emotional

contact with their peers. They strive to occupy a very specific position among their peers and become extremely sensitive to their opinion.

In order to overcome conflicts in interpersonal relationships, the teenager has a preferred style of behavior, which is determined by the orientation and activity of the person, the level of self-esteem and self-attitude.

Pantileev, Petrovsky, Spirkin, Chesnokova, , James, Rogers and others examined the problem of human self-attitude.

Stolin considers self-awareness as knowledge and ideas about oneself, evaluations given to them and self-attitude. He distinguished three components of self-attitude: sympathy, respect and intimacy. Studying the structure and components of self-awareness, he distinguishes vertical and horizontal structures of self-awareness. The basis for horizontal level separation is the individual's knowledge about himself, on the basis of which the individual identifies or separates himself from the people around him. In other words, they are unifying or differentiating components.

First, at the unifying level, there is knowledge about the characteristics and ideas that connect a person with others. This acts as a basis for self-identification, because by identifying with other people, a person also gets knowledge about himself. At the second level are the knowledge on the basis of which the subject separates himself from the surrounding, which causes a feeling of uniqueness in the individual.

According to Stolin's vertical level of self-consciousness, it is determined by the sources of activity during the development of a person. In the vertical level of self-awareness, he distinguished three levels: self-awareness of a biological individual, self-awareness of a social individual and self-awareness of a person. **[10, pp. 123–155].**

Chesnokova . studied the features of the development of self-awareness in ontogenesis. She distinguishes two levels in the structure of self-awareness, which differ from each other in the nature of knowledge about oneself.

According to Chesnokova, in the first level of self-awareness the subject's knowledge refers to the "I-other" level. At this level, the subject recognizes the personal qualities of another person, evaluates them, shows a certain attitude towards them.

The second level is the higher level of self-awareness: this is the level of self-acceptance and self-knowledge. At this level, the knowledge is in the "I-I" relationship. The subject is aware of his certain qualities and shows a certain attitude towards them. Chesnokova believes that it is this level of development that contributes to the formation of life plans, value orientations, and the value system in general **[12].**

Chesnokova introduced into the theoretical concepts of self-relation the concept of "emotional-value attitude towards oneself," which is a unique type of emotional-value living, where a person's attitude to everything that a person knows, understands or discovers is expressed **[13].**

Stolin proposes a hierarchical model of the structure of self-attitude, where

three levels of self-attitude are distinguished.

1. general attitude,
2. self-attitude, in which self-respect, self-compassion and self-interest are considered,
3. the level of specific actions on one's "Self".

Antsupov, Shipilov, Grishina, Thomas, Kilman and others referred to the psychological analysis of conflict situations and the study of behavioral styles of a person in conflict situations.

Antsupov conditioned the choice of the style of behavior in a conflict situation with the person's attitude towards the conflict and the position towards a certain form of behavior in the conflict situation [2].

Shipilov identifies four strategies of behavior in a conflict situation: struggle, protecting one's own interests within the framework of norms and rules, manipulation and open dialogue between the parties [2]. Grishina, unlike Shipilov, distinguishes three behavioral styles manifested in a conflict situation: escape, fight, dialogue [3, pp. 221-241].

Thomas and Kilman believed that there are two main styles of behavior in a conflict situation: in one case, a person takes into account the interests of other people in a conflict situation and is guided by them during conflict resolution, in the other case, the main way for a person to resolve a conflict is to protect his own interests. Based on these two main directions, Thomas distinguishes five ways of overcoming the conflict.

1. Confrontation or competition, manifested by the protection of one's own interests to the detriment of the interests of other conflicting parties.
2. Adaptation, in which a person gives up his own interests in favor of the interests of other people.
3. Compromise, which is a means of reaching an agreement through mutual concessions.
4. Avoidance, in which both compromise and self-interest are excluded.
5. Cooperation, when the conflict gets a constructive solution, the interests of the conflicting parties are satisfied through an alternative.

The choice of each of the mentioned behavioral styles is determined not only by the specifics of the conflict situation, but also by the person's attitude towards the conflict and its resolution, self-attitude and personal characteristics [15].

The aim of this study was to find out the relationship between individual components of adolescent self-attitude and preferred behavior styles of a person in a conflict situation.

In order to study the interdependence between self-attitude and the preferred style of a person in a conflict situation, individual components of teenagers' self-attitude and preferred behavioral styles of a person in a conflict situation, we conducted a research, the sample of which was 87 teenagers of ages 14 to 15.

Methods

For the purpose of the research, we used Stolin and Pantileev's "Self Attitude Questionnaire" [11, pp. 123–130], with the help of which we studied teenagers' self-confidence, self-control, self-acceptance and self-understanding, as well as the general attitude of the person towards himself.

The questionnaire includes the following tables: measures the subject's general feeling for or against his own Self, self-respect, autosympathy, attitude expected from others, self-interest.

The questionnaire also includes 7 tables, which are designed to reveal the expression of this or that position regarding the Self of the subject. There are self-confidence, attitude of others, self-acceptance, self-control, self-blame, self-interest, self-understanding.

A general self-attitude is an internal feeling for or against oneself.

Self-respect is the aspect of self-attitude that combines belief in one's own strengths, abilities, energy, independence, assessment of one's capabilities, control over one's life, and being consistent in understanding one's self. The autosympathy chart reflects self-acceptance or self-blame towards one's Self. Self-interest expresses an interest in one's thoughts and feelings and the belief that one's personality is interesting to those around them.

For the purpose of diagnosis of personality predisposition to conflict behavior we used Thomas's test of diagnosing a person's propensity for conflict behavior [7, pp. 88–95]. This test diagnoses the means of conflict resolution: competition, adaptation, compromise, avoidance and cooperation.

Relying on the results of calculations of permissible variation of data, the quantitative analysis of the research results was performed with computer programs SPSS-15 and MS EXCEL.

The degrees of freedom of the data and the assessment of the reliability of correlations were carried out using the K. Pearson's table [6].

Results and Discussion

According to the results of self-attitude research in the group of 14–15-year-olds, 76% of the respondents had a high index of being in favor of the Self, average – only 7%, and low – 17%. The obtained data can be explained by the egocentrism characteristic of a teenager, which is expressed by the phenomenon of accepting his experiences, feelings and thoughts as unique.

As a result of the self-respect study, it was found that 51% of 14–15-year-olds have a high self-esteem index, 34% have an average and only 15% have a low index.

As a result of the autosympathy study of 14–15-year-olds, 59% of the subjects had a high level, 17% had an average level, and 24% had a low level.

High rates of self-respect and autosympathy are also due to the age characteristics of the adolescent. Self-respect and autosympathy in adolescence are largely determined by the evaluations of others, the feeling of one's own inimitability and uniqueness, which is later overcome by the teenager, and already autosympathy is manifested as a result of the analysis of knowledge, evaluations,

and advantages of one's own personality.

As a result of the research on the expectation of positive attitude from others among 14–15-year-old subjects, only 5% had a high index, 63% had an average index, and 32% had a low index.

Since the opinion of peers is mainly important at this age, the positive attitude of peers is of great importance for teenagers. The evaluations given to them by those around them are important for teenagers, for which they strive to portray themselves in the best way, in order to receive a positive attitude from those who are important to them.

The study of self-confidence among 14–15-year-old subjects reveals that 44% have a high level of self-confidence, 24% have an average level of self-confidence, and 32% have a low level of self-confidence.

Along with the development of self-awareness of teenagers, the self-confidence of the teenager also develops, for which the attitude of others and the evaluations given to the teenager are of great importance. Along with adolescence, self-concept expands and deepens, relevant judgments become more independent. Adolescents with a high level of ambition value their qualities highly, which is expressed in self-confidence, and some are insecure and shy due to low evaluations and comparisons from others. as a result of having low esteem or low level of ambition from those around them.

We also studied the subjects' expectation of communication from others. 41% of them had a high score, 41% had an average score, and 18% had a low score.

The results indicate that communication with peers is especially important for adolescents. At the same time, it is important to occupy a certain position in the circle of peers, to be accepted and respected by them, which sometimes causes contradictions between adults and teenagers. During the contact between the teenager and his peers, the teenager acquires new values such as friendship, which are more diverse compared to those the teenager may have experienced at a younger age. A teenager has friends, close friends and relatives and for all these concepts, separate requirements are already formed in adolescence. During communication, the teenager develops those requirements, through which he evaluates the teenagers he communicates with.

The study of self-acceptance among 14–15-year-olds revealed that only 17% of the subjects have a high self-acceptance level, 56% have an average self-acceptance level, and 27% have a low self-acceptance level.

In adolescence, the object of a person's attention is himself, his thoughts, feelings and emotions. In early adolescence, one's own experiences, feelings, and interests are perceived as unique. As a result of contact with peers and significant adults, the teenager's ideas expand, judgments become more independent, good qualities and values appear, which the teenager wants to acquire in order to be respected by those around him, and vice versa, getting rid of some qualities, according to him, is necessary to suit his ideas. Along with the process of self-recognition of the personality, the problem of self-acceptance is brought forward to the person. Along with the formation of self-awareness, the teenager tries

to form the qualities that are positively evaluated by him.

The most difficult obstacle for a teenager to overcome is the difficulty of self-control skills. During our research, 27% of 14–15 year olds had a low level of self-control, and the average level was 66%. Only 7% were found to have a high level of self-control.

This is due to the neuropsychological instability of adolescents, the activity of the hormonal background. As a result, teenagers are more emotional and quick-tempered than adults [9, pp. 335–338]. How a person understands himself has important implications for self-control.

Many philosophers (Mamardashvili (1990), Toulmin (1984) and others) and psychologists (Vygotsky (1984), Luria (1974, 1998), Orlov (1991), Stolin (1983) and others) considered the problem of self-understanding of a person.

Self-understanding as a multifaceted system begins to form already in childhood, and only in adolescence does a person's self-understanding contribute to the reconciliation of real behavior and ideas about one's own feelings, which is expressed in rethinking one's life, building life progress and at the same time a positive attitude towards oneself in general. The development of self-understanding of the person indicates the psychological development and socialization of the person.

As a result of self-understanding research among 14–15-year-old subjects, a low level was revealed in 56% of the subjects, an average level was recorded in 15%, and a high level of self-understanding was found in 29% of the subjects.

The predominance of a low level of self-understanding among 14–15-year-olds is due to the psychological characteristics of adolescents. A teenager perceives his own self in the context of the evaluations of others and especially significant people, and his ideas about him largely depend on the opinions and attitudes of those around him. Moreover, if in early adolescence the attitude and evaluations of adults are decisive, then at the age of 14–15, the opinions and attitudes of peers are especially important.

Difficulties in self-control lead to complex relationships, which often give rise to self-blame, since reflection is already quite developed.

As a result of the study of self-blame in the 14–15-year-old group, a low rate was revealed in 20%, an average rate in 39%, and a high rate in 41%.

Since it is adolescent-adult relationships that cause the most difficulties at this age, it can be assumed that smoothing such relationships will contribute to reducing adolescent self-blame.

The revealed data on self-blame may also be due to the fact that self-blame is formed in a person regardless of age and is caused by the personal experience of the person and childhood psychological traumas.

Based on the results of the predisposition to conflict behavior of adolescents, it becomes clear that competition is the preferred style of behavior of 26% of adolescents in conflict situations, cooperation – 25%, adaptation – 18%, avoidance – 17%, and preference is given to the behavioral style of compromise in conflict situations by only 14% of adolescents.

Analyzing the correlations between adolescent conflict behavior predisposition and self-attitude, a positive correlation of medium strength was revealed between competition and favoring one's own self ($p \leq 0.05$, when $r = 0.239$), self-interest ($p \leq 0.05$, when $r = 0.228$). Self-centeredness is expressed by egocentrism, which is expressed by the adolescent's phenomenon of accepting his feelings and thoughts as unique, as well as self-interest, which implies the manifestation of the importance of his personality in the center of everything. The expression of these two components of self-attitude can make a person competitive. A moderate negative correlation between self-understanding and competition was revealed ($p \leq 0.05$, when $r = -0.216$). In a conflict situation, the teenager will most likely not compete if the self-understanding is poorly developed or the teenager does not realize his own real capabilities and needs and the wishes and needs of the other person.

A positive correlation was found between cooperation and expectation of communication from others ($p \leq 0.01$, when $r = 0.276$), autosympathy ($p \leq 0.05$, when $r = 0.211$) and self-understanding ($p \leq 0.05$, when $r = 0.218$). Cooperation is the process of satisfying the interests of conflicting parties as a result of communication and constructive resolution of the conflict. As a result of the development of self-understanding, a cooperative teenager is able to understand his interests, opportunities and desires and find constructive solutions in conflict situations, the success of which contributes to the development of the teenager's autosympathy.

A positive correlation was revealed between compromise and expectation of positive attitude from others ($p \leq 0.05$, when $r = 0.231$) and self-understanding ($p \leq 0.05$, when $r = 0.238$). A teenager, understanding his real capabilities and requirements, accepts the capabilities and requirements of others, understands that in order to overcome conflict situations the opinions of others must be taken into account, and in order to receive their positive attitude it is necessary to resort to compromise.

A negative correlation was found between avoidance and self-blame ($p \leq 0.05$, when $r = 0.228$), and a negative correlation was found with self-respect ($p \leq 0.05$, when $r = -0.212$). The relationship between self-blame and avoidance most likely indicates that self-blame causes a person not to engage in conflict, but simply to avoid a conflict situation, and that frequent avoidance of conflicts and the inability to solve problems negatively affect an adolescent's self-respect.

Conclusions

Thus, the use of competitive and cooperative behavioral styles expressed in the protection of self-interests is conditioned by self-centeredness, self-interest, self-understanding, autosympathy, and expectation of communication from others. And the manifestation of preferred styles of compromise and avoidance in a conflict situation is due to teenagers' self-blame, high expectation of positive attitude from others and low level of self-respect. Competition and cooperation are considered active behavior styles, while avoidance and compromise are considered passive. From the results of the research, it becomes clear that during

the conflict situation, passive behavioral patterns are positively correlated with self-blame, self-understanding and expectation of positive attitude from others, and active patterns are related to a person's self-interest, autosympathy, and self-understanding. Depending on self-esteem and self-attitude, a person can acquire a preferred style of behavior in conflict situations, which will either be aimed at protecting one's own interests, or meeting the demands of others.

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