SOCIO-PSYCHOLOGICAL MECHANISMS OF THE DEVELOPMENT OF SELF-AWARENESS AND REFLECTIVE CHARACTERISTICS IN ADOLESCENCE

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Abstract. *This article analyzes the socio-psychological mechanisms underlying the development of self-awareness and reflective characteristics during adolescence. It highlights the formation of the adolescent's self-image ("Self-concept"), evaluation of personal abilities, understanding the causes of one's behavior, analysis of internal experiences, and determination of one's position in social relationships as important indicators of reflective development. The article also reveals the role of family environment, communication with peers, psychological climate at school, pedagogical influence, and social support in shaping adolescents' self-awareness and reflectivity. Furthermore, the interrelationship between self-awareness and reflective characteristics with emotional stability, social adaptation, personal responsibility, and independent decision-making is substantiated.*

Keywords: *adolescence, self-awareness, reflection, reflective characteristics, socio-psychological mechanisms, self-concept, self-esteem, family environment, peer influence, school environment, social adaptation, personal responsibility.*

Аннотация. *В данной статье анализируются социально-психологические механизмы развития самосознания и рефлексивных особенностей в подростковом возрасте. Рассматриваются формирование образа «Я» у подростка, оценка собственных возможностей, осознание причин поступков, анализ внутренних переживаний и определение личной позиции в системе социальных*

отношений как важные показатели рефлексивного развития. Особое внимание уделяется роли семейной среды, общения со сверстниками, психологического климата в школе, педагогического воздействия и социальной поддержки в развитии самосознания и рефлексивности подростков. В статье обосновывается взаимосвязь самосознания и рефлексивных особенностей с эмоциональной устойчивостью, социальной адаптацией, личной ответственностью и самостоятельным принятием решений.

Ключевые слова: *подростковый возраст, самосознание, рефлексия, рефлексивные особенности, социально-психологические механизмы, образ «Я», самооценка, семейная среда, влияние сверстников, школьная среда, социальная адаптация, личная ответственность.*

Introduction

In today's context of globalization, the acceleration of information flows, and the increasing complexity of social relations, the in-depth study of the psychological development of adolescents is gaining significant scientific and practical importance. In particular, during adolescence, the processes of self-awareness, assessment of one's own abilities, analysis of inner experiences, understanding the motives behind one's behavior, and determining one's place in social relations are actively formed. During this period, adolescents strive to understand their "Self" image, express independent opinions, evaluate how they are perceived by others, and determine their status as individuals. Therefore, self-awareness and reflexive characteristics appear as important factors in the socio-psychological development of the adolescent personality.

Adolescence is one of the most complex, contradictory, and at the same time dynamically changing stages of personality development. During this period, the transition from childhood to adulthood takes place, the desire for independence increases, the need to defend one's own opinion grows, and

relationships with peers begin to acquire personal significance. At the same time, adolescents may experience emotional instability, a critical attitude toward themselves, uncertainty in evaluating their own abilities, contradictions in relationships with adults, and intensified inner search. Under such conditions, self-awareness becomes one of the main psychological processes determining the personal development of adolescents, while reflection serves as an important mechanism that enables them to consciously analyze their thoughts, feelings, behavior, and social experience.

The development of self-awareness and reflexive characteristics in adolescents is not limited only to individual psychological processes. This process is directly connected with the family environment, the quality of communication with parents, peer groups, the psychological climate at school, teacher-student relationships, social support, and the system of educational influence. The style of relationships formed in the family, respect for the adolescent's opinion, emotional closeness, opportunities for independent thinking at school, and the adolescent's status among peers significantly influence how they understand themselves, evaluate themselves, and analyze their behavior.

The relevance of this topic lies in the fact that an adolescent with a sufficiently developed level of self-awareness and reflexive characteristics can correctly assess their strengths and weaknesses, understand the consequences of their actions, make conscious decisions in social situations, and take a responsible position in interpersonal relationships. Conversely, insufficient formation of self-awareness and a low level of reflexivity may lead to insecurity, emotional tension, communication difficulties, excessive dependence on others' opinions, and problems in social adaptation. Therefore, identifying the socio-psychological mechanisms that shape self-awareness and reflexive characteristics during adolescence is of great importance for education, family relations, and the practice of psychological services.

This article analyzes the socio-psychological mechanisms of the development of self-awareness and reflexive characteristics during adolescence. In particular, it examines the processes through which adolescents form their "Self" image, evaluate themselves, understand their inner experiences, analyze the motives of their actions, and determine their position in relationships with peers and adults. The role of family upbringing, the school environment, pedagogical influence, communication with peers, and social support in developing self-awareness and reflexivity in adolescents is also substantiated. The scientific study of this issue contributes to the development of adolescents' personal maturity, social adaptation, emotional stability, and independent decision-making skills.

Relevance of the Topic

In today's conditions of globalization, the digital information environment, and rapidly changing social relations, the in-depth study of adolescents' self-awareness is gaining significant scientific and practical importance. Adolescence is one of the most complex stages of personality development, during which the formation of the "Self" image, the assessment of personal abilities, independent thinking, determining one's place in social relations, and defining future life orientations actively occur. Therefore, the development of self-awareness and reflexive characteristics in adolescents appears as an important psychological factor ensuring their personal maturity, social adaptation, and emotional stability.

During adolescence, internal contradictions, a critical attitude toward oneself, sensitivity to peers' opinions, the desire for independence, and the need to acquire a new status in relationships with adults become stronger. In this process, adolescents try to understand the motives of their behavior, recognize their feelings, evaluate how they are perceived by others, and determine their position in social situations. These aspects demonstrate that self-awareness and

reflexivity are formed as important developmental mechanisms in the adolescent personality.

The relevance of the topic is that an adolescent with sufficiently developed self-awareness and reflexive qualities can correctly evaluate their strengths and weaknesses, understand the consequences of their behavior, consciously approach problematic situations, and take a responsible position in social relationships. Conversely, weak self-awareness and a low level of reflexivity may cause insecurity, emotional instability, impulsive behavior, conflicts in communication, excessive susceptibility to peer influence, and difficulties in social adaptation.

The development of self-awareness and reflexive characteristics in adolescents is not limited only to individual psychological processes. This process is directly influenced by the family environment, the quality of communication with parents, the psychological climate at school, teacher-student relationships, peer groups, social support, and the system of educational influence. Respect for the adolescent's opinion in the family, the creation of conditions for independent thinking at school, and support for healthy communication with peers contribute to the development of their self-awareness and ability for reflexive analysis.

From this point of view, the study of the topic "Socio-Psychological Mechanisms of the Development of Self-Awareness and Reflexive Characteristics During Adolescence" makes it possible to scientifically analyze the adolescent's inner world, self-attitude, level of understanding social experience, and behavior in interpersonal relationships. Research conducted on this topic serves to increase the effectiveness of psychological services in educational institutions, support adolescents' social adaptation, improve family and pedagogical upbringing processes, and promote their formation as independent, responsible, and conscious individuals.

Research Methodology

The methodological basis of this research consists of scientific and theoretical approaches to the process of self-awareness during adolescence, the development of reflexive characteristics, and the socio-psychological factors influencing this process. In the study, self-awareness is interpreted as the adolescent's perception of their own "Self" image, assessment of personal abilities, understanding of inner experiences, and determination of their place in social relations. Reflexive characteristics are studied as the adolescent's ability to consciously analyze their thoughts, feelings, actions, decisions, and social experience.

The research methodology relies on personality-oriented, systemic, activity-based, and socio-psychological approaches. The personality-oriented approach makes it possible to analyze the adolescent's individual psychological characteristics, self-esteem, inner needs, interests, and personal experience. Through the systemic approach, the cognitive, emotional, communicative, and social components of self-awareness and reflexivity are examined in their interrelation. The activity-based approach helps determine how these qualities are manifested in learning activities, communication, decision-making, behavior, and interpersonal relationships.

The socio-psychological approach is one of the main methodological directions of the research. This is because the development of self-awareness and reflexive characteristics in adolescents is not limited to internal psychological processes, but is formed in direct connection with the family environment, peer groups, the psychological climate at school, pedagogical influence, social support, and the system of interpersonal relations. Therefore, the study analyzes adolescent personality development based on the interaction of individual and social factors.

In the research process, it is appropriate to use theoretical and empirical methods. As theoretical methods, the analysis, comparison, generalization,

systematization of psychological, pedagogical, and socio-psychological literature related to the topic, as well as the formulation of scientific conclusions, are applied. These methods make it possible to identify the theoretical foundations of the development of self-awareness and reflexivity during adolescence, compare existing scientific views, and clarify the main concepts of the research.

As empirical methods, questionnaires, interviews, observation, surveys, psychodiagnostic methods, and self-assessment techniques may be used. With the help of these methods, the level of adolescents' self-awareness, their self-attitude, "Self" image, ability to analyze their behavior, degree of awareness of their emotional state, and reflexive approach in social situations are determined. In addition, family relationships, the quality of communication with peers, the psychological environment at school, and the level of pedagogical support are also studied.

In assessing adolescents' self-awareness, the main criteria include their awareness of personal abilities, evaluation of strengths and weaknesses, attitude toward themselves, independent expression of opinions, and ability to determine their position in social situations. In identifying reflexive characteristics, important indicators include the adolescent's ability to explain the motives of their actions, draw conclusions from mistakes, analyze inner experiences, take others' opinions into account, and understand the consequences of their decisions.

Qualitative and quantitative analysis methods are used in processing the obtained results. Quantitative analysis helps determine the level of development of self-awareness and reflexive characteristics in adolescents, as well as the relationships between these characteristics and socio-psychological factors. Qualitative analysis, in turn, allows for a deeper interpretation of adolescents' personal experiences, communication difficulties, emotional states, and attitudes toward social situations. If necessary, percentage analysis,

comparison, correlation analysis, and methods for identifying intergroup differences may be used.

In general, the research methodology is aimed at the comprehensive study of the development of self-awareness and reflexive characteristics during adolescence. This methodological approach makes it possible to analyze the adolescent's internal psychological potential together with the factors of the social environment influencing them. This, in turn, serves to develop practical recommendations for deepening adolescents' self-awareness, developing reflexive characteristics, and supporting their social adaptation.

Literature Review

The study of the socio-psychological mechanisms of the development of self-awareness and reflexive characteristics during adolescence is analyzed in psychology in direct connection with the problems of personality development, the "Self" concept, self-esteem, social adaptation, and interpersonal relations. In scientific literature, self-awareness is explained as the process by which a person understands their abilities, needs, interests, feelings, behavior, and place in social relations. Reflexive characteristics are interpreted as a person's ability to analyze their thoughts, experiences, decisions, and activity results, evaluate them, and draw necessary conclusions.

In psychological literature, adolescence is described as an important stage in which the process of self-awareness becomes more active. During this period, adolescents strive to form their "Self" image, compare themselves with peers and adults, evaluate their personal abilities, and determine their place in society. This process is accompanied by various contradictions, searches, and emotional changes in the adolescent's inner world. Therefore, self-awareness and reflexivity are important factors in the psychological maturation of the adolescent personality, assimilation of social experience, and formation of an independent life position.

In the scientific views of such scholars as L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, D.B. Elkonin, and L.I. Bozhovich, personality development is explained in close connection with social relations, activity, and communication. According to these approaches, the process of self-awareness in adolescents is not merely an internal psychological state, but is formed on the basis of social experience, relationships with adults, peer evaluation, and educational influence. Therefore, when studying self-awareness and reflexivity, the interaction of the individual with the social environment is considered one of the main methodological criteria.

In the literature, the formation of the "Self" image is emphasized as one of the main psychological features of adolescence. Adolescents try to understand themselves as independent individuals, defend their opinions, gain recognition from others, and achieve a certain status among peers. In this process, self-esteem, self-attitude, a sense of personal dignity, and awareness of one's social role are of great importance. An adolescent with a high level of self-awareness tends to evaluate their abilities relatively correctly, admit mistakes, analyze their behavior, and make conscious decisions in social situations.

Scientific sources indicate that the development of reflexive characteristics is closely related to adolescents' emotional stability, social adaptation, and responsible behavior. Reflection enables adolescents to recognize their feelings, analyze inner experiences, understand the motives of their behavior, and evaluate its consequences. Especially in complex communication situations, conflict cases, or moments of choice, reflexivity helps adolescents avoid hasty decisions and approach situations consciously and responsibly.

The family environment is regarded as an important socio-psychological mechanism in the formation of self-awareness and reflexive characteristics. Respecting the adolescent's opinion, listening to them, supporting them,

teaching them to make independent decisions, and guiding them to analyze their mistakes stimulate reflexive development. Conversely, excessive control, harsh criticism, indifference, or denial of the adolescent's opinion may intensify insecurity, internal conflict, low self-esteem, and passivity in social relations.

Communication with peers also plays an important role in adolescents' self-awareness. During adolescence, the peer group becomes an important field of social evaluation for the individual. Adolescents compare themselves with others, experience acceptance or rejection within the group, and acquire experiences of friendship, competition, cooperation, and conflict. These processes shape their self-attitude, awareness of social status, and skills of reflexive analysis. Therefore, healthy communication with peers contributes to the development of social reflection in adolescents.

The school environment and pedagogical relationships are also identified in the literature as one of the main factors influencing adolescents' self-awareness and reflexive development. A teacher's fair, respectful, and supportive attitude toward students strengthens adolescents' confidence in their own abilities. Creating opportunities during lessons for independent thinking, searching for answers to problematic questions, justifying one's response, analyzing mistakes, and self-assessment contributes to the development of reflexive characteristics. Thus, the educational environment is important for adolescents not only as a place of learning, but also as a space for self-awareness and reevaluation of personal experience.

Discussion

The analysis of the socio-psychological mechanisms of the development of self-awareness and reflexive characteristics during adolescence shows that this process is directly related to one of the most important and complex stages of personality development. It is precisely during adolescence that a person strives to understand their "Self" image, evaluate their abilities, understand the

motives of their behavior, and determine their place in the social environment. In this process, self-awareness acts as the main psychological factor regulating the adolescent's inner world, while reflexive characteristics provide the opportunity to consciously analyze thoughts, feelings, decisions, and behavior.

An important aspect of the topic under discussion is that self-awareness and reflexivity in adolescents do not develop separately from each other, but in mutual connection. As adolescents become more self-aware, their ability to evaluate their behavior, understand inner experiences, analyze others' opinions, and consciously respond to social situations increases. At the same time, the development of reflexivity also helps adolescents understand themselves more deeply, evaluate personal qualities, and determine their position in social relations.

During adolescence, the process of self-awareness is often accompanied by internal contradictions, emotional instability, a critical attitude toward oneself, and strong dependence on peer evaluation. On the one hand, adolescents strive to be independent and make their own decisions; on the other hand, they feel the need to be recognized and supported by adults, parents, and peers. These conflicting needs complicate the adolescent's self-awareness process, but at the same time create important psychological conditions for the development of reflexive characteristics.

Conclusion

The development of self-awareness and reflexive characteristics during adolescence is one of the important socio-psychological processes of personality development. During this period, adolescents form their "Self" image, evaluate their abilities, try to understand the motives of their actions, and seek to determine their place in social relations. In this regard, self-awareness and reflexivity appear as important psychological factors that ensure adolescents' personal maturity, emotional stability, independent thinking, and social adaptation.

The analysis shows that the process of self-awareness in adolescents develops in close connection with reflexive characteristics. An adolescent who is able to understand themselves takes a conscious attitude toward their thoughts, feelings, behavior, and decisions. Reflexivity enables them to analyze their experience, draw conclusions from mistakes, take others' opinions into account, and make responsible decisions in social situations.

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