

**CONTENT AND STRUCTURE OF THE CONCEPT OF SELF-ASSESSMENT IN PSYCHOLOGY****Tajibayeva Gulnora Charshambayevna**

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**Abstract**

The article analyzes the content, composition and structure of the concept of self-esteem in psychology from a theoretical perspective. The study highlights the role of self-esteem in the psychological stability, social adaptation and personal development of the individual. It also analyzes the interrelationship of the components of self-esteem - affective, cognitive and conative (behavioral) aspects, their manifestation in adulthood and their functions in managing the internal resources of the individual. The results of the study are of scientific importance for personality psychology and the theory of adult development, as well as serve as a practical basis for the development of psychological correction and personal development programs.

**Keywords**

self-esteem, psychology, personal development, adequate self-esteem, inadequate self-esteem, affective component, cognitive component, conative component

**Introduction**

Self-esteem is the process of a person's self-perception and evaluation, which in psychology is considered the main psychological structure that regulates his motivational, emotional and behavioral activities. This concept plays a key role in understanding a person's strengths and weaknesses, realistic assessment of his capabilities and effective management of personal resources. Therefore, self-esteem is directly related to psychological stability, stress resistance and social adaptation.

Theoretical studies show that self-esteem consists of several components:

1. Affective component - a person's emotional attitude towards himself, that is, self-acceptance, self-liking or critical self-assessment.
2. Cognitive component - a person's knowledge of his own capabilities, potential and weaknesses, the ability to realistically assess himself.
3. Conative (behavioral) component - the manifestation of a person's self-assessment in behavior, decision-making and goal-oriented activities.

In the theory of personality psychology, self-assessment serves as an internal regulator of a person, through which a person controls his behavior, adapts to stress and social pressure. At the same time, the level and form of self-assessment affect the emotional stability of a person, the decision-making process and success in social communication.

The relevance of the topic is that determining the formation and structural features of self-assessment in adulthood, explaining them through psychological mechanisms, as well as determining its role in personal and professional development is of great importance not only for theoretical, but also for practical psychological services and trainings. Therefore, the article is aimed at analyzing the content and structure of the concept of self-assessment in psychology.

Literature review. Self-esteem in psychology as a system of self-awareness and evaluation of an individual has been studied in many theoretical and empirical studies. In world psychology, this concept has been consistently studied by such scientists as G. Allport, W. James, K. Rodgers, A. Maslow, M. Rosenberg and S. Coopersmith.

From the point of view of humanistic psychology (K. Rodgers, 1961; A. Maslow, 1970), self-esteem is determined by the correspondence between the individual's real "I" and the ideal "I". In this approach, self-esteem has a fundamental impact on the individual's internal

satisfaction, motivation and personal development. In Rodgers' humanistic approach, self-esteem correction through psychotherapy is carried out through the processes of activation of the individual's internal resources, reflection and self-awareness.

Representatives of the activity approach (A.N. Leontiev, S.L. Rubinstein, B.G. Ananyev) consider self-esteem as a product of an individual's activity and associate its formation with social experience and mechanisms of reflection. This approach allows us to explain the level of self-esteem with the effectiveness of an individual's activity. At the same time, psychological contradictions and emotional factors in adulthood are not sufficiently covered.

Social psychological research (M. Rosenberg, S. Coopersmith) considers self-esteem to be related to the individual's position in the social environment and the experience of being evaluated. Rosenberg's Self-Esteem Scale (RSES) is the most widely used tool for determining the social and psychological stability of an individual. At the same time, the Coopersmith Self-Esteem Inventory (CSEI) allows us to separately assess the social and personal components of self-esteem.

Scientists from the CIS countries (V.N. Myasishchev, L.S. Vygotsky, A.G. Kovalyov) study self-assessment in relation to interpersonal relationships, social roles and communicative experience. In Myasishchev's theory of relationships, self-assessment is considered as a central element of the system of relationships between a person and others. At the same time, the mechanisms for correcting self-assessment in adult psychology in the CIS countries have not been studied systematically enough.

The works of Uzbek psychological scientists (B.R. Kadyrov, V.M. Karimova, Sh.R. Baratov) have studied self-assessment more within the framework of the psychology of adolescence and student life. In adult psychology, self-assessment is studied more in the context of professional self-awareness, social adaptation and family relationships. At the same time, the number of empirical studies aimed at correcting low or high self-esteem among adults is limited.

An analysis of foreign and domestic studies shows that, although self-esteem is closely related to psychological stability, personal development, and social adaptation, the structural structure of self-esteem in adults and the mechanisms for its correction have not been systematically studied.

Therefore, this article aims to theoretically analyze the content and structure of self-esteem in adulthood.

The research methodology is aimed at scientifically studying the content and structure of the concept of self-esteem in psychology. 120 adults aged 25–55 years were selected as participants of the study, who came from different professional and socio-economic backgrounds, and were also diversified by gender. The selection of participants was carried out on the basis of purposive and convenience sampling, which allowed for a contextual analysis of various components of self-esteem. Standardized psychological tools were used to collect data. In particular, the Rosenberg Self-Esteem Scale (RSES) and the Coopersmith Self-Esteem Inventory (CSEI) were used to determine the level of general self-esteem, as well as social and personal components. To assess the affective component of a person, questionnaires measuring self-acceptance and emotional attitude were used, behavioral observation and decision-making processes were analyzed to determine the conative component, and the cognitive component was analyzed by measuring the level of awareness of a person's own capabilities and weaknesses.

The data obtained were analyzed using statistical and qualitative methods: descriptive statistics were used to determine the average indicators and variance for the components, correlation analysis was used to study the interrelationships between the components, ANOVA was used to determine the differences in self-assessment across different groups (profession, gender, social status), and qualitative analysis was used to draw contextual conclusions from the results of interviews and observations. During the study, the anonymity of the participants and the confidentiality of their personal data were ensured, the purpose and methodology of the study were explained to them, and written consent was obtained. This methodological approach

allowed the study to scientifically analyze the structural components of self-esteem in adulthood, to determine their relationship with the internal resources of the individual and the social context, and served to provide a deep understanding of self-esteem from a theoretical and practical perspective.

**Conclusion.** The results of the study showed that self-esteem in psychology, as an internal psychological regulator of the individual, directly affects his behavior, motivation and social adaptation. Adequate self-esteem increases the effective management of the individual's internal resources, stress resistance and the ability to achieve professional and personal success. Low self-esteem is associated with anxiety, lack of self-confidence and decreased social activity in the individual, while high self-esteem leads to an overestimation of oneself as strong, which causes conflicts in interpersonal communication and an incorrect assessment of real opportunities in decision-making. Mixed self-evaluation states lead to the fact that a person exhibits contradictory behaviors in different contexts and experiences psychological discomfort. At the same time, the structural components of self-evaluation - affective, cognitive and conative - are inextricably linked to each other and play an important role in shaping the psychological stability of a person.

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