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FEATURES OF EMOTIONAL STATES OF ADOLESCENCE

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Abstract: The article examines the psychological characteristics of the educational environment of secondary schools in accordance with the concept of psychological safety of the educational environment. Mental development occurs in the process of assimilation of social experience, and the formation of a teenager's personality depends on the characteristics of his relationships with others. The article describes the results of empirical studies of the level and nature of anxiety of adolescents associated with school, emotional attitude to learning and the formation of self-esteem of adolescents studying in schools with a psychologically dangerous and safe educational environment.

Key words: adolescence, educational psychology, educational environment, features of the emotional and personal state of students.

INTRODUCTION

Adolescence includes the period from 11-12 years, to 14-15 years. For most students, the transition to adolescence mostly begins in the 5th grade. ” A teenager is no longer a child, but also not an adult " - the same definition denotes the important character of adolescence. Adolescence is a transitional period from childhood to adulthood, characterized by physiological and psychologically physical characteristics. At this stage, the physical and mental development of children is greatly accelerated, their interest in various things in life increases, the desire for novelty, character is formed, the spiritual world is enriched, conflicts are aggravated. Adolescence is a period of puberty that is also characterized by the emergence of new sensations, sensations, and confusing questions about sexuality. Under their influence, the character of a teenager, his attitude to people around him, and his attitude to what is happening in society are rapidly changing. Sometimes he looks critically at certain rules of order due to the formation of misconceptions and misconceptions about social issues.

The development of emotions is related to the development of personality as a whole. Adolescence is the period when the influence of emotions on spiritual life is most obvious.

LITERATURE ANALYSIS

In psychological literature, adolescence is characterized by personality stability and an uneven emotional background. It is in adolescence that the range of conflicting feelings is huge. According to most authors, emotional disorders in adolescents do not go away without a trace, they affect personality traits in later life (A. E. Lichko, A. A. Rean, V. G. Stepanov, J. Piaget, P. Fressa, etc.). Emotional problems are present in many adolescents. We think that the main reason for this is social stress caused by a psychologically dangerous educational school.

The developing "self-concept" stands out among the many personality traits inherent in a teenager. Psychology has accumulated a lot of experience in studying the concept of self-awareness.

Whether a child experiences a state of more or less emotional well-being at this stage of life depends not only on the teacher's opinion, but also on the attitude of the children's team. Thus, communication with peers, comparing oneself with other people leads to the fact that in the presence of sufficiently developed cognitive abilities of a teenager, the development of self-knowledge becomes the most important content of his mental development.

As the processes of self-awareness develop, qualitative changes in motives are observed. The social context of a teenager's life influences his motivation. The main motives of teenagers' actions are

positive social motives, the experience of kindness to people, and empathy for their sadness and misfortune. The general growth of a teenager's personality, the expansion of his range of interests, the development of self-awareness, and new experiences with peers, as a rule, lead to an intensive growth of socially valuable motives and experiences. At this age, there may be an increase in antisocial emotions in unfavorable conditions for the formation of a student's personality. An important point leading to the appearance of resentment, anger, which can manifest itself in an aggressive emotional reaction, is the inattention of an adult to a teenager, his requests, aspirations, personality.

Broad social motives are of great importance at this age, which to a certain extent determine the direct interest of schoolchildren in learning activities.

L. S. Vygotsky was one of the first to consider the problem of socio-historical conditioning of the psyche. The creator of the cultural and historical concept of human development wrote: "... the influence of the environment on a child's development is measured, among other things, by the level of understanding and awareness of what is happening in the environment.

In the early 2000s, work began on the psychological understanding of safety problems abroad: the creation of schools that are safe for the emotional health of schoolchildren, secondary school reform due to the growing number of assessments of the school climate and safety in schools, research on school violence (J. Bluestein, S. Brand, M. R. Randazzo, etc.).

As a scientific novelty of our research, the problem of the role of psychological safety of the educational environment in the development of students' personality in foreign psychology is only being formed, today the study and maintenance of psychological safety of personality is determined by a great practical need. In addition, an urgent and in-demand practice is the problem of humanitarian expertise of the educational environment in psychological terms, the results of which make it possible to make operational management decisions to reduce risks and threats to the psychological safety of the school environment, and optimize the holistic pedagogical process in an educational institution.

The study was conducted in order to:

1. The study of the psychological characteristics of the school educational environment.

2. The study of the characteristics of the emotional and personal state of adolescents:

3. The general emotional state of a teenager associated with various forms of inclusion in school life;

4. The emotional state of the child, against which his social connections develop (primarily with peers);

5. An unfavorable mental background that does not allow the child to develop the need for success and achieve high results.;

6. Negative emotional experiences of situations related to the need to reveal oneself, present oneself to others, and demonstrate one's capabilities;

7. Focusing on others when evaluating one's own results, actions, and thoughts, worrying about the grades given by others, and expecting negative grades.;

8. The general negative emotional background of relationships with adults at school reduces a child's educational success.;

9. Emotional reaction to learning;

10. The formation of the concept of "I".

METHODS

Our study, which involved 33 students aged 10 to 15, was conducted in February-May 2024 at Secondary school No. 15 and Secondary school No. 20 in the city of Kokand.

The psychological safety of the educational environment of the two schools was compared by three factors: 1) positive attitude towards the environment; 2) satisfaction of students with important features of the educational environment; 3) protection of students from psychological violence in interaction (with classmates and teachers).

The level and nature of school anxiety in adolescents were compared according to the following eight factors:

1. General anxiety at school;

2. Experience social stress;

3. Frustrating the needs for success;

4. Self-fear - Anger;

5. Fear of a knowledge test situation;

6. Fear of not meeting the expectations of others;

7. Low physiological resistance to stress;

8. Problems and fears in relationships with teachers (B. The Phillips method for diagnosing anxiety levels).

RESULTS AND DISCUSSION

The empirical data obtained confirmed the hypothesis about the influence of the psychological characteristics of the school educational environment on the emotional state and personality of adolescents.

Below are the data obtained when comparing the studied schools in assessing the psychological safety of the learning environment (in accordance with the first purpose of the study).

Table-1. 2 Data on the assessment of the level of students' attitude to the educational environment of the school in the experiment (%)

Attitude to the educational environment of the school	School No. 15			School No. 20		
	Positive	Neutral	Negative	Positive	Neutral	Negative
	52,69	33,53	13,77	90,36	9,04	0,60

Table 2. Data on the assessment of student satisfaction with important features of the school's educational environment, as well as protection from psychological violence in two samples of interactions (%)

Psychological features of the school educational environment	School No. 15			School No. 20		
	High level	Medium level	Low level	High level	Medium level	Low level
Satisfaction with important characteristics of the educational environment	50,30	32,34	17,37	86,14	12,05	1,81
Protection from psychological abuse in relationships	59,28	22,16	18,56	83,13	15,66	1,20

The table of the received data. 1 and 2 show that the psychological characteristics of the schools studied are different.

The first school is characterized by lower indicators than the second on the scale: a positive attitude towards the school educational environment (52.69% vs. 90.36%), a high level of satisfaction with

important characteristics of the school educational environment (50.3% vs. 86.14%) and a high level of safety from psychological violence in relationships (59.28% vs. 83.13%), as well as high rates of negative attitude towards the listed environmental assessment criteria.

Students whose educational environment does not meet the criteria of psychological safety (School No. 15) revealed an unfavorable self-expression option, the presence of fear of self-expression and a state of knowledge testing, fears and problems with teachers, fear of not meeting the requirements of others, general school anxiety, hopelessness of the need for success. At school No. 20, we observed a single, consistent influence of an adult and children's collective on a teenager, without revealing authoritarianism and personality suppression.

CONCLUSION

Thus, the only effective tactic for teenagers — active help and support in creating a new identity, finding themselves — has so far proved to be unworkable for the administration and teachers of the first school.

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