

**PSYCHOLOGICAL FACTORS OF DEVELOPING SELF-AWARENESS IN  
ADOLESCENCE**

**Ashurova Azizabonu Nodir qizi**

Teacher at Asia International University  
2nd-year Master's Student in Psychology,  
National University of Uzbekistan (NUUZ)

**Abstract**

Adolescence is one of the most important and complex stages of personality development, during which the process of self-awareness is actively formed and deepened. This article analyzes the psychological essence of self-awareness based on a systematic approach and consistently explains the mechanisms of its development. Particular attention is paid to the impact of internal and external conflicts on the adolescent's consciousness, as well as to the interrelation of these processes. In addition, the role of emotional development and the social environment, especially the influence of peer groups on the formation of adolescent personality, is thoroughly examined. The article scientifically substantiates the patterns of self-awareness development based on psychological theories. At the same time, self-awareness is considered as a central factor in the formation of personal integration and identity. In conclusion, theoretical findings and practical recommendations for the development of this process are presented.

**Keywords**

adolescence, self-awareness, identity, reflection, self-esteem, psychological development, psychosocial development, emotional development, social environment, peer influence, internal conflicts, external conflicts, motivation, self-regulation, personality formation, moral development, self-concept, social adaptation.

In recent years, youth policy in Uzbekistan has increasingly become one of the priority directions of state development, which arises from the strategic need to ensure the comprehensive, harmonious, and well-balanced development of the younger generation. In particular, ongoing reforms in the education and upbringing system are aimed not only at improving the level of knowledge among adolescents but also at fostering their personal development, social responsibility, and independent thinking. Within this context, the development of self-awareness has gained particular significance, as it represents a complex psychological phenomenon associated with the individual's ability to understand, regulate, and evaluate their internal world. The adoption of normative and legal documents in this sphere clearly indicates that special attention is being given to encouraging young people to engage in self-development and self-reflection. This, in turn, highlights the necessity of studying adolescence as a scientifically important and socially relevant stage of human development. Since it is precisely during this period that the fundamental psychological characteristics of personality begin to form and stabilize, adolescence becomes a critical phase for shaping an individual's future identity. Consequently, the issue of self-awareness has emerged as one of the most актуал and actively researched areas in modern psychological science, requiring both theoretical analysis and practical application.

Throughout the history of human development, the desire to understand one's own essence and inner nature has always been considered a central philosophical and psychological question, as reflected in numerous historical and intellectual traditions. In philosophical thought, self-knowledge has often been interpreted as a process connected with existential awareness,

meaning the understanding of one's being, purpose, and place in the universe. In psychology, however, this concept is interpreted in a broader and more structured manner, encompassing cognitive, emotional, and behavioral components of personality. Self-awareness is directly linked to an individual's ability to perceive their internal experiences, recognize their abilities, and evaluate their potential realistically. Through this process, a person gradually identifies their position within society and forms their life goals and behavioral strategies accordingly. During adolescence, this process becomes significantly more complex due to the simultaneous influence of internal psychological changes and external social pressures. As a result, self-awareness manifests not only as an individual cognitive phenomenon but also as a socially conditioned process shaped by interaction with others. Therefore, studying self-awareness requires an integrated approach that considers both personal and environmental factors, making it a multidimensional and interdisciplinary subject of research.

Adolescence is widely regarded as a transitional and critical stage of human development, during which biological maturation, psychological transformation, and social adaptation occur simultaneously and interactively. At this stage, adolescents begin to perceive themselves as independent individuals, which leads to the emergence of new psychological needs, motivations, and value orientations. They gradually distance themselves from childhood-related perceptions and strive to adopt more mature and socially acceptable behavioral patterns. This transformation, however, does not occur smoothly, as it is accompanied by internal contradictions and identity-related challenges. Adolescents often experience tension between their previous self-concept and newly emerging self-perceptions, which creates psychological instability. These internal contradictions intensify their need for self-understanding and self-definition. Consequently, adolescents become actively engaged in exploring their identity, values, and abilities, which plays a central role in their psychological development. For this reason, adolescence is often described in psychological literature as both a crisis period and a period of significant developmental potential, offering opportunities for personal growth, self-realization, and identity formation.

During adolescence, the process of self-awareness is closely associated with the formation of the "self-concept," which reflects how individuals perceive, evaluate, and describe themselves. This self-concept is constructed through both internal introspection and external social feedback, meaning that adolescents begin to understand themselves not only through personal reflection but also through interactions with others. In this regard, the social environment plays a crucial role in shaping self-perception, as adolescents often rely on the opinions, reactions, and evaluations of significant others to form their own self-image. This leads to the development of self-evaluation, which is a core component of self-awareness. When adolescents receive positive feedback and support from their environment, their self-confidence tends to increase, contributing to the formation of a positive and stable self-concept. Conversely, negative feedback or lack of support may lead to decreased self-esteem and a distorted self-image. Therefore, the social environment acts as a significant influencing factor in the development of self-awareness, and its impact is particularly strong during adolescence. As a result, self-awareness evolves through the continuous interaction between internal psychological processes and external social influences, forming a dynamic and adaptive system.

Psychological theories provide different interpretations of self-awareness and contribute to a deeper understanding of its developmental mechanisms. According to Erik Erikson's theory of psychosocial development, adolescence corresponds to the stage of identity versus role confusion, during which individuals face the challenge of forming a coherent and stable identity. Successful resolution of this stage leads to a clear sense of self, while failure may result in confusion regarding one's roles and purpose in life. Jean Piaget's theory of cognitive

development emphasizes that adolescents acquire the ability for abstract and logical thinking, enabling them to engage in introspection and analyze their own thoughts and behaviors at a deeper level. This cognitive advancement significantly enhances their capacity for self-reflection and self-evaluation. Meanwhile, Lev Vygotsky's sociocultural theory highlights the importance of social interaction and communication in cognitive and psychological development, emphasizing that self-awareness develops within a social context through language, dialogue, and interpersonal relationships. Collectively, these theoretical perspectives demonstrate that adolescent development is a multifaceted process influenced by cognitive, emotional, and social factors. Therefore, self-awareness cannot be understood solely as an internal psychological process but must be examined within the broader framework of social interaction and environmental influences, necessitating a holistic and integrated research approach.

Internal and external conflicts play a crucial role in the development of self-awareness during adolescence, as they serve as catalysts for self-reflection, reassessment, and personal growth. Internal conflicts typically arise from discrepancies between an individual's needs, desires, values, and external expectations, leading to psychological tension and uncertainty. These conflicts often manifest when adolescents face decisions that require them to balance personal aspirations with social norms or obligations. External conflicts, on the other hand, occur in interactions with parents, teachers, and peers, and are often related to differences in opinions, expectations, and behavioral standards. Such conflicts encourage adolescents to develop independent thinking skills, critical reasoning, and the ability to justify their own viewpoints. Through the process of resolving these conflicts, adolescents gain a better understanding of the consequences of their actions and begin to develop a more stable and realistic sense of self. Therefore, conflicts should not be viewed merely as negative experiences but rather as essential developmental mechanisms that contribute to the strengthening of self-awareness and personal maturity.

Emotional development is another essential component of self-awareness during adolescence, as individuals gradually learn to recognize, interpret, and regulate their emotional states. Adolescents are often characterized by heightened emotional sensitivity, which may result in intense reactions to various life situations, including interpersonal relationships, academic challenges, and social comparisons. This emotional reactivity plays an important role in shaping their self-perception and influencing their interactions with others. Over time, adolescents develop emotional regulation skills, which enable them to manage their feelings more effectively and respond to situations in a more controlled and adaptive manner. The development of emotional intelligence during this period contributes significantly to psychological stability and resilience. As adolescents become more capable of understanding their emotions, they also gain a deeper understanding of themselves, which in turn enhances their overall self-awareness. Thus, emotional development and self-awareness are closely interconnected processes that mutually reinforce each other.

The social environment, particularly peer groups, serves as one of the most influential factors in the development of self-awareness during adolescence. Adolescents tend to evaluate themselves largely through social interactions, especially within peer relationships, where acceptance, recognition, and belonging play a crucial role. In the process of interacting with peers, adolescents experiment with different social roles, behaviors, and identities, which allows them to explore their strengths, weaknesses, and preferences. At the same time, they become increasingly sensitive to the opinions and judgments of others, which significantly influences their self-esteem and self-concept. Social comparison is a natural mechanism through which adolescents assess their abilities, achievements, and social standing relative to others. This process contributes to the formation of a realistic or sometimes idealized self-image. As a result,

adolescents gradually identify their place within the social structure and develop a clearer sense of identity. This stage is considered a key milestone in identity formation and personal development.

In conclusion, the process of self-awareness during adolescence represents a central component of personality development and is widely recognized in psychological science as a complex, dynamic, and multifactorial phenomenon. This process emerges through the interaction of biological maturation, psychological changes, and social influences, all of which contribute to the formation of a coherent and stable personality. Through the development of self-awareness, adolescents gain the ability to understand their capabilities, regulate their behavior, and define their life goals and values. At the same time, this process fosters the development of independence, responsibility, and self-confidence, which are essential qualities for successful social adaptation. Proper guidance and support from parents, educators, and society play a crucial role in facilitating this developmental process. By creating a supportive and constructive environment, it is possible to promote the formation of a positive self-concept in adolescents. Ultimately, this contributes to the development of mature, responsible, and well-rounded individuals who are capable of contributing positively to society.

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