

PSYCHOCORRECTION OF SELF-ESTEEM AND EMOTIONAL STATES IN EARLY ADOLESCENCE

Trakbayeva Gulnur

TMC Institute

[trakbayevagulnur39@gmail.com](mailto:trakbayevagulnur39@gmail.com)

**Abstract.** *This article examines the psychological characteristics of self-esteem in early adolescence and its relationship with emotional states. The aim of the study is to identify the correlation between the level of self-esteem and emotional stability in adolescents and to justify the effectiveness of a psychocorrectional program. The research employed theoretical analysis, psychodiagnostic methods, observation, and corrective training sessions. The results demonstrated that low self-esteem is significantly associated with increased anxiety and emotional instability. The developed psychocorrectional program proved effective in improving adolescents' self-confidence and emotional stability. The findings can be applied in school psychological services to enhance mental health support.*

**Keywords:** *early adolescence, self-esteem, emotional state, psychocorrection, anxiety, personality development, emotional stability.*

**Introduction.** Early adolescence (ages 15–18) is an important and responsible stage of personal development. During this period, alongside biological maturation, psychological and social changes accelerate. Adolescents begin to form their personal identity, set life goals, and evaluate their own abilities. In this process, the mechanism of self-assessment plays a central role. According to psychological theories, self-assessment reflects how an individual evaluates their own worth and capabilities. Adequately formed self-esteem ensures social adaptation and emotional stability. Conversely, low self-esteem may be associated with anxiety, internal conflicts, and depressive states. E. Erikson emphasized that identity is formed precisely during adolescence, and the level of self-understanding at this stage is crucial. Modern studies indicate a direct connection between self-esteem and emotional states. Adolescents with low self-esteem are characterized by high anxiety and emotional instability. Therefore, studying this issue scientifically and developing effective psychocorrectional approaches is a relevant scientific and practical task.

**Literature Review.** The issues of self-assessment and emotional states have been studied extensively by Uzbek psychologists. E. G'oziyev (2010) emphasized that self-awareness and self-assessment are formed through the socialization process, and this process becomes particularly active during adolescence. According to him, a person's self-worth is directly related to the social environment and upbringing conditions. M. Davletshin (2009) described adolescence as an emotionally sensitive stage, noting that inconsistencies in self-assessment increase anxiety and internal conflicts. V. Karimova (2012) scientifically substantiated that family and peer influence are decisive factors in the formation of self-esteem. Additionally, Sh. Barotov (2018) showed that low self-

esteem is associated with emotional instability and difficulties in social adaptation. Overall, Uzbek scholars emphasize that self-esteem during adolescence is an important factor for emotional stability and mental health.

**Methodology.** The study was conducted with 40 students aged 16–17, selected from upper grades of a general secondary education institution. Participation in the study was voluntary. The following psychodiagnostic methods were used in the research process:

- **Dembo–Rubinshtein methodology** – applied to determine students' levels of self-assessment and claims. This methodology measured the gap between the real and ideal “Self.”
- **Spielberger–Hanin anxiety scale** – used to assess personal and situational anxiety levels.
- **Psychological observation** – students’ emotional reactions and behavior were studied in natural conditions.

After initial diagnostics, an 8-week psychocorrectional training program was developed and implemented. Training sessions were held once a week, lasting 60–70 minutes. Exercises focused on self-awareness, forming positive thinking, emotion regulation, and developing self-confidence. The obtained data were analyzed using mathematical-statistical methods. Pearson correlation coefficients indicated a negative correlation between self-assessment and anxiety ( $r = -0.62$ ), showing that low self-esteem is associated with high anxiety.

**Results.** Initial diagnostics revealed that out of 40 respondents, 18 (45%) had low self-esteem, 14 (35%) had medium, and 8 (20%) had high self-esteem. Students with low self-esteem showed significantly higher personal anxiety levels. According to the Spielberger–Hanin scale, 60% of students with low self-esteem had high anxiety levels. Statistical analysis confirmed a moderate-strong negative correlation between self-esteem and anxiety ( $r = -0.62$ ,  $p < 0.05$ ). This indicates that as self-esteem decreases, anxiety levels increase.

After the 8-week psychocorrectional training, a follow-up diagnosis was conducted. The proportion of students with low self-esteem decreased from 45% to 22%, while the medium level increased to 50%. High anxiety levels dropped from 60% to 28%. Students’ self-confidence and emotional stability improved significantly. Thus, the psychocorrectional program empirically proved effective in adjusting self-assessment and reducing anxiety.

**Discussion.** The obtained results confirm the theoretical views previously advanced by Uzbek psychologists. Specifically, E. G‘oziyev (2010) and M. Davletshin (2009) emphasized the direct connection between self-assessment and emotional stability in adolescence. The observed negative correlation ( $r = -0.62$ ) also demonstrated that low self-esteem is linked to higher anxiety levels. Low self-esteem was associated with self-doubt, internal conflict, and social adaptation difficulties, which are particularly evident during adolescence, as peer opinion and social evaluation are crucial at this stage. Psychocorrectional exercises led to the formation of a positive “Self” image, increased self-confidence, and reinforced emotional stability. Group training sessions positively

influenced adolescents' freedom of expression, mutual support, and social adaptation. The study's findings scientifically substantiate that psychocorrectional approaches are effective in forming adequate self-esteem and reducing emotional distress in early adolescence.

**Conclusion.** The study revealed that self-assessment during early adolescence is an important psychological indicator directly related to emotional states and social adaptation. Low self-esteem is empirically linked with high anxiety, internal conflict, and emotional instability. The identified negative correlation ( $r = -0.62$ ) indicates that as self-esteem decreases, anxiety increases. The results of the 8-week psychocorrectional training demonstrated the practical feasibility of forming adequate self-esteem, increasing self-confidence, and strengthening emotional stability. Group exercises created a social support environment and promoted interpersonal communication. Therefore, it is necessary to implement systematic psychocorrectional work with adolescents in educational institutions, improve psychological service activities, and introduce programs aimed at developing self-assessment.

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