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ABSTRACT

of the dissertation for the degree of Doktor of Philosophy

THE ROLE OF INTERRELATIONS OF PEERS IN FORMATION OF TEENAGE PERSONALITY

Speciality: 6104.01 – Pedagogical psychology

Field of science: Psychology

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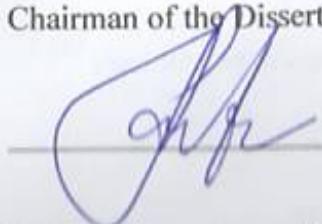
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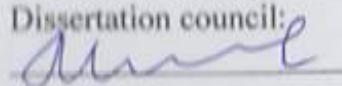
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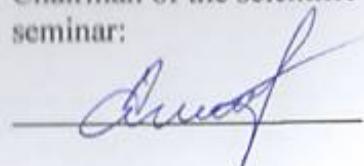
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GENERAL CHARACTERISTICS OF THE DISSERTATION

Actuality of the topic and its working level. Personality and its formation involved the attention of psychologists and educators at all times and considered as a research object for them. Despite of many researches of the problem they could not come into the unique position. In the contrary, different and even conflicting positions were set forth. Psychologists and educators who approached the problem from different point of view referred to a great number of arguments to prove their thoughts and this is deemed natural. Since people met with various demands and forming personalities being the carriers of new features became necessary since, social life has changed and science and technique has developed. All these caused changes in communication and behaviour, mutual relationship system and mentality style.

Formation of teenage personality is specially complex and important matter. This age is an urgent stage of ontogenetic development and influences substantially on the further age development period.

The teenage period to be considered not only as a following stage of development or a stage between childhood and youth, but also, to be deemed as an important stage of personality formation. To enter actively into the adult's life, process and will of life planning begin just in teenage period. The teenager finishes its human-being period in himself/herself, however, he/she does not obtain to be a creature for himself/herself.

Teenager enters into the new social position and his approach to himself/herself, his/her "Me", surrounding people, parents, teachers and peers. Learning psychological features of teenagers, their personality formation is also important from the viewpoint of improvement of educating system efficiency.

Critic physical, anatomic and physiological changes are happened in teenage period. This period is also considered as the second stage of puberty. Furthermore, more socialization and society

adaptation starts, so this stipulates the teenager to be more social being.

As teenager personality formation is a complex process, we look through it not as a separate age stage, but as one of the important stages of common, physical development and personality formation in our research. Because if we consider it separate from the other age periods, then determining the methods of teenage period, psychological features and psychological principles of education would be difficult.

Personality socialization, taking into account the individual features and worth system necessitates social cognition. Self – understanding much more depends from mutual relationships and communication. The role of subjective aspects increases in social adaptation process. This is urgent from social and inner comfort standpoint.

One of the characteristic features of teenage period is connected with its facing problems in relation with the aged ones and adaptation to the atmosphere. Adaptation to social atmosphere depends on the teenager's status among the peers, position in the family and whether the teenager accepts all these.

Mutual relationships of the teenager means people and groups having long-term emotional and moral faithfulness, influencing on its development and behaviour. In the mutual relationship system hierarchic status of each teenager is formed and this plays an important role in the personality formation.

Psychological features of teenager period, general and psychical development, personality formation, communication and relation problems were widely investigated in different aspects by foreign countries, Russian and Azeri psychologists. The interest to the matter was increased from 60-70 years of the last century and became an important research object. Just therefore, there emerged various theories with regard to the teenager period. We can name well-known psychologists – Stenly Holl, Zigmund Freid, Kurt Levin, Jan Piaje, L.S.Viqotsky, A.N. Leontyev, A.V.Petrovsky, L.I. Bojovich and others in this range.

Azerbaijani psychologists A.A.Alizada, A.A.Gadirov, A.S.Bayramov, M.A.Hamzayev, B.H.Aliyev, R.H. Gadirova, K.R.Aliyeva, R.V.Jabbarov and others analysed the teenager period in different aspects. The problem analysed in the general theoretical context by L.S.Viqotsky, A.N. Leontyev, D.I. Feldtstein, S.L. Rubinstein, S. Holl, A.Bandura, E.Fromm, A.S.Bayramov, Z.M. Mehdizada and others, in the context of person's psychology by Z.Freid, E.Ericson, G.Olport, L.I.Bojovich, I.S.Kon, B.H.Aliyev, R.V.Jabbarov, G.B.Aliyeva and others, in the context of age and pedagogical psychology by K.Rocers, J.Piaje, T.B. Dragunova, D.B.Elkonin, M.A.Hamzayev, A.A.Gadirov and others, in the context of interpersonal relations by I.S.Kon, Y.L. Kolominsky, K.Levin, U.Bronfenbrenner, S.N.Aliyeva, A.A.Jabrayilova and others and in the context of puberty education and puberty differences by I.S.Kon, A.G.Khripkova, Y.E.Alyoshina, G.M.Breslav, B.I.Khasan, A.A. Alizada and others.

Seemingly, though the teenage period, teenage personality formation was widely investigated by the psychologists in various aspects, the role of interactions with peers was not investigated systematically and enough in the teenage personality formation. We define such kind of research subject with the purpose of filling this gap, more efficient management of education work and provide positive psychological environment in the collective: "the role of mutual relationships with peers in the teenager personality formation".

Research object is formed of teenager personality formation.

Research subject is the impact of teenagers' mutual relationships with their peers on the personality formation.

Research purposes and duties. These consist of defining mutual relationships of teenagers' with their peers, parents and teachers, psychological mechanisms and objective laws of the impact of social statuses on the personality formation and learning methods and modes of purposeful impact on the mutual relationships.

Following duties fulfilment was considered to carry out the purpose of the research:

-teenager personality formation, as well as analysing psychological, philosophical, pedagogical literature, learning and generalizing scientific-theoretical and practical condition of the matter;

-opening psychological essence of relation and mutual relations notion and its interdependency from sex, age and individual characteristics.

-defining psychological features of mutual relationships with teachers and peers in teenager period;

-investigating role of the family, school and peers in the teenager personality formation;

-investigating the essence of psychical tension that is characteristic for teenager period and reveal its impact on personality formation;

-defining the effect of features of the peers appreciated by teenagers on their behaviours and relations;

-learning interaction of teenagers' mutual relationships with their sociometric status.

Research hypothesis. Teenager personality formation may depend on their communication and relationships with peers besides with their individual-psychological features, sociometric status, psychological environment in the collective, family education and personal quality of boys and girls and may reflect on their mentality and behaviour. Teenagers' leaning to deviant behaviour is strengthening who is faced with problems in the family, in mutual relationships with teachers in the school.

Methods of the research. Following methods are used in the research process:

1. Conversation. This method is used to specify results of other methods and confirming once again collected initial data. Conversation is held among teenagers, parents and teachers.

2. Survey method is used to define individual-psychological features of pupils, personality orientation and position within the mutual relationships.

3. Results of other researches were compared with the results of our research by using theoretical analysis method and different and analogous factors were analysed.

4. Observation. This method is used to obtain more precise information in natural condition. Observation is conducted over the different teenagers and the whole group.

5. Experiment. With the purpose of defining facts that obtain with other methods, an experiment was held at the secondary school № 151 in Baku city, secondary schools in the villages of Arisu and Alinaghilar villages of Gadabay region.

236 teenagers, 96 school teachers and 118 parents were involved to the experiment.

Theses submitted for the defence:

- Teenager personality formation depends on his/her mutual relationships with peers, communication, features that he/she appreciates in their classmates and adequately relation towards him/her.

- Unity of family, school and peers' psychological impact to each other stipulates teenagers to establish relations system in the positive direction.

- Comfortable psychological environment where relationships with the teachers, parents and especially with peers is normal provides correct personality formation.

- Teenager who has any problem in relations system has lower sociometric status and this causes his leaning into deviant behaviour.

- The efficiency of education is improving in the absence of any problem and psychological tension among the pupils in pedagogical collective, as well as in the relationships with the teachers.

Scientific innovation of the research. Teenager personality formation was researched in the context of mutual relationships and communication and the role of psychological environment and sex-age features in personality formation were determined in the research. Teenager personality formation learned for the first time in the unity form from the viewpoint of family education, school and peers impact. It is shown that sociometric status of the teenager and features that

they appreciate in each-other influences on their thinking and behaviour manner.

Theoretical and practical importance of the research.

Results of the research can be used in general psychology, personality psychology, enriching theories put forward on pedagogical psychology and applying ideas and theories of foreign psychologists in Azerbaijan psychology science. Obtained results and proposals in the dissertation can contribute to the improvement of theoretical knowledge of teachers, parents and educators.

Results of the research can be used in pedagogical collective by the teachers, educators, parents and school psychologists, establishing mutual relationships in the family, efficient management of education work and in the correction of teenagers' behaviours who needed psychological support. Results may be useful to increase the efficiency of psychological service from practical point of view.

Approbation and utilization of the research results. Results of research were reported at the seminars of the Education Institution of the Azerbaijan Republic, International Scientific Conferences, at the 20-th, 21-st and 22-nd conferences of Doctoral candidates and young researches of the Ministry of Education of the Azerbaijan Republic and were printed in the form of thesis and articles.

Results of research were used in the works with the teenagers at the schools and were appraised in this way.

The name of organization where the dissertation work has been implemented.

The work was performed at the Psychology and special education department of the Education Institute of the Azerbaijan Republic

Dissertation structure and volume. Research work consists of introduction, three chapters combining nine half-chapters, conclusion, proposals and literature. Introduction 6 pages (10721 characters), 1-st chapter 50 pages (99255 characters), 2-nd chapter 35 pages (67133 characters), 3-rd chapter 25 pages (45934 characters), result 5 pages (9589 characters), reference list 11 pages (15452 characters), in general the dissertation consists of 248084 characters.

MAIN CONTENT OF THE WORK

In the introduction part of dissertation subject actuality is substantiated, working level is analysed, objects and duties of the research is defined, hypothesis is shown, methods and methodologies, scientific innovation, theoretical and practical importance and theses submitted for defence are substantiated and appraisal is informed.

One chapter of the dissertation namely, “**General-theoretical essence of the issue and its statement in the psychological-pedagogical literature**” consists of 3 subsections. In the first subsection of the dissertation named “**Historical, scientific-theoretical analyses and essence of the issue**” researches with regard to the issue are investigated historically, generalizations are conducted and attitude is put. For this purpose, thoughts and theoretical views of foreign, Russian and Azerbaijani psychologists about teenager personality, relation and mutual relations, age and development features are analysed, grouped and like and different features are revealed. Referring to the psychologists’ researches (V.N.Myasishev, A.N. Leontyev, S.L. Rubinstein, L.S.Vigotsky and others) it is shown that relations appear in the form of person’s emotional condition and action according to the objective reality having intellectual, conscious and elector features and depending on socio-historical processes.

Analysis of the works of educators and psychologists showed that there is no a unit position about teenager personality formation. Somebody emphasizes an internal position that is formed based on socio-historical experience, somebody activity and motive and somebody does this with individual-psychological features. While speaking about the relation issue A.A.Bodalyov, Y.L.Kolominsky, A.N. Leontyev and V.N. Myasishev notes its dependence from social, economic, individual-psychological features and that they have subjective essence.

Researches show that relation is connected with cognition activity and any action appears with emotions. They have impact in complex form and either closers or move away them to the object, or inspires to be neutral. Depending on these, a person either becomes

active or passive. In short, if a person has positive feelings because of influence he/she becomes active or vice versa. Hence, relation of person to the object or its realities also influences to people around and elector relations toward them.

Relation and personality issue that is widely investigated beginning from K.Levin and continued by his successors and other psychologists were investigated in different aspects by Azerbaijani psychologists (A.S.Bayramov, A.A.Aizada, B.H.Aliyev, K.R.Aliyeva, R.V.Jabbarov and others).

In the second subsection of the 1st chapter named **“Psychological features of teenagers’ mutual relationships with peers and teachers”** the essence and peculiar features of teenagers’ mutual relationships with peers and teachers is investigated. Psychological features of teenager period, relations system with regard to these features are analysed by referring into the psychologist’s researches. It is shown that it would be wrong to consider teenager period only as a transition from childhood into the youth that has special place in ontogenesis. Teenager has special attitude to himself/herself and society in new context and therefore a new foundation is formed for his/her socialization. Mutual relationships pass to a new plane in teenager period, they try to cognize themselves and surroundings.

The research showed that is in the primary school age the opinion, position and relation of the teacher is decisive, in teenager period peers’ attitude and to obtain success among them prevails.

The need to have more adequate position among peers defined behaviour motives of the teenager. The will of gaining prestige among the peers not always in a positive direction. In some cases they break social norms for self-confirmation. This causes formation of some negative features in their personality and behaviour.

Researches of D.I.Feldstein, E.V.Zaika.Y.E Alyoshina and others, also our researches show that teenagers who is incoherent with peers, parents and teachers often enters into the “street groups” for self-confirmation and try to meet their communication needs in this way.

Observations show that teenagers do not like adults to interfere into their activities and behaviours and consider this as a deprivation of their independency. Pupils who think education, also school life being uninteresting and formal lean to asocial behaviour.

In the third subsection of the 1st chapter of the dissertation named **“Psychological features of personality development in teenager period”** researches of the representatives of biogenetic (Z.Freid and others), socio-genetic (M.Mid and others) and psychogenetic (J.Plaje and others) theories are analysed and attitude is given as occasion arises. There are also generalizations comprising all positions by accepting the existence of different positions about personality development and formation in teenager period. From this standpoint opinion of A.N.Leontyev is conspicuous. He shows that personality is a complex system in itself and is formed in social relations, activity and communication process of the person.

Literature analyses and our researches show that to speak about teenager period generally is not expedient. In the beginning and end of teenager period their thought and motives about their roles and places in the society change. This necessitates not speaking generally about teenager period, but about different stages of 10-15 ages.

Activity and behaviour motive is of special importance in the teenager personality formation. These base on self-attitude and attitude to the others. Social and individual –social motives gradually increasing in the teenager period. Following results are obtained according to the survey at the secondary school № 151 in Baku city:

Table 1

Dynamics of motivation in the activity structure of teenagers (by %)

№	Activity and behaviour motives	Teenager periods		
		10-11 age	12-13 age	14-15 age
1	Social	21,5	27,6	28,2
2	Individual –social	32,3	37,5	38,3
3	Group	22,2	15,2	15,4
4	Egoistic	11,8	13,4	10,2
5	Other motives	12,2	6,3	7,9

As it is seen from the table teenagers in 10-11 basically, form their behaviours according to the adult’s appreciation. In the second stage (12-13 age) their interest to “Me own’ is strengthening. Teenager tries self-confirmation among his/her peers.

In the third stage (14-15) teenager tries to regulate his/her behaviour, prefers self-education. Teenagers’ moral motives increasing in this period.

Seemingly, each stage of teenager period is of great importance from social, psychical development and personality formation viewpoint and competes each other.

The 2nd chapter of dissertation named **“Psychological factors influencing on personality formation in teenager period”** consists of three subsections. The issue of formation of mutual relationships and personality formation under their impact in the teenager period is investigated in the first subsection named **“Psychological factors influencing on personality formation in teenager period”**. Approaches of American psychologists E.Ericson, U.Bronfenbrenner, Russian psychologists L.I.Bojovich, I.S.Kon and others are analysed, contrary among their attitudes is revealed and considered. It is shown that the main difference emerged in the field of socio-historical condition, person’s activeness and relation to the society. Especially, results of cross-cultural investigations of U.Bronfenbrenner held with children and teenagers in USA, Great Britain and USSR, Azerbaijani teenager pupils involved to research in the basis of the very method. Teenagers’ moral-spiritual needs are compared with the needs of

adults in the experiment held by U.Bronfenbrenner. Experiment is held in three stages contradicting one-another.

Though the question is the same in the experiment, situations are different. For instance in one case pupils are informed that responses shall be discussed with teenagers themselves, in the second case with parents and in the third collectively. Responses of pupils were according to the situation.

In the first situation, i.e. in the situation of returning paper with results of control writing work to the teacher in the corridor or hiding and copying off the results, different position emerged both on classes and on separate pupils. In the eighth form the number of pupils who does not want to copy off is increasing. This is also based on self-confirmation. Thus, in the sixth form pupils wanting to copy off were 40,8 %, in the seventh form 33,3 %, but in the eighth form this figure is 23,4 %.

Pedagogical-psychological investigations, school experience shows that education work management, personality orientation, mutual relationships formation much more depend on the pupils' knowledge in this field and collective management. Another factor is connected with teachers' ability establishing relations with pupils and considering their wills, motives and interests. All these also influences on the education activity.

Peers and their impact on teenager personality formation is learned in the second subsection of the 2nd chapter named "**The role of family, school and peers in the teenager personality formation**". In the subsection the issue is investigated in the context of family, school and peers group. Also, new approaches of foreign and Russian psychologists are analysed in the subsection. Psychological researches show that (M.A.Hamzayev, A.A.Alizada, A.S.Bayramov, M.I.Lisina, I.S.Kon and others), communication with peers and joint activity have more impact on them in teenager period, rather than the communication with adults. Besides this social environment, perceiving cultural-historical experience have important role in teenager's socialization. Of course, the role of teacher and parents is indispensable here. These is such interesting result from the research

that leading activity form in each age period have different impact on personality formation and psychological development. Furthermore, leading activity from emerged from the character and development level of the group which teenager included.

Teenagers' relations and behaviours with parents and peers is studied in the research referring to the theory of "group socialization" of J.R.Harris. The basis of J.R.Harris's theory comprises genetic behaviour and sociobiological approach, intergroup and in-group relations are analysed from this aspect. According to J.R.Harris as teenager group is of universal character, it has substantial impact on psychic and personality formation. However, parent's impact is monotonous, not branchy. Therefore, its impact ability is rather low. Staging and uninterruptedness of the development is researched in the dissertation work. In conclusion, both approaches are seemed to be efficient if taken in unity.

The third subsection of the 2nd chapter of dissertation work is called "**Psychical tension and its influence on the teenager personality formation**". In this subsection, cognitive, features coming from physical development and puberty and their complex impact on personality formation is investigated. It is shown that when teenager enters into puberty stage, psychical tension increases. This appears in the form of affiliation and frustration.

The essence of psychical tension is analysed referring to psychoanalyses and Gestalt psychology in the research. It is determined that psychical tension is an internal discomfort condition and shows itself in the form of behaviour and relation arising from emotional, somatic needs. It is also determined that internal tension may arise also from the impact of the difference among physical and psychological development and status. At the secondary school № 151 in Baku city and Gadabay region Arisu village secondary schools "Human portrait" test was used among 125 pupils with the purpose of determining the level of psychical tension in teenager boys and girls in the research. As a result of investigation it appeared that high level of psychical tension happens in 12-13 with girls and in 13-14 with boys. It appeared that though psychical tension is different in boys and

girls according to age, it is alike for its impact effect. It was also clear that psychological tension is connected with social environment. In other word, psychological tension in teenagers studying at the city schools is more than the village schools.

The third chapter of the dissertation named **“Factors stipulating mutual relations formation of teenagers”** consists of three subsections. In the first subsection named as **“Qualities that teenagers appreciate in their peers and its influence on mutual relationships”** negative and positive features that teenagers appreciated in their peers and its impact on mutual relationships is investigated. Responses of 168 pupils involved into the survey are generalized and divided into eight groups.

Analyses of responses showed that teenager boys and girls give more attention to their peers’ negative features, rather than positive. They emphasize mainly negative features of poor educated pupils.

It is determined that features that teenagers appreciated as positive and negative in their peers depend much more on family environment and inner-family relations. Results are given in the following table:

As it is seen from the table mutual relations with peers prevails (22,1 %) in comparison with other features. Positive features are in the second place (19,1%). The less appreciated feature that teenagers do each other is the appearance (3,4%). 10,4 teenager considers bad habits of the opposite party in formation of mutual relations. It was also known that teenagers’ attitude to their classmates is connected with their family types. Pupils usually note more negative features in their peers from “failed” families.

Their thoughts has been confirmed during the progress of experiment. Those pupils are rude to their class -mates and use unnecessary words. It also appeared that there is also problem in the pupils’ relations from the “failed” families to education and school.

Table 2

Influence of family environment into the formation of teenager relations from different groups towards their peers (by %)

№	Appreciated features	Family types		
		Successful families	Relatively successful families	Failed families
1.	Positive character features	20,3	14,3	12,6
2.	Bad habits of teenagers	11,2	13,2	16,5
3.	Being in more mutual relations with peers	16,3	18,4	31,2
4.	Emotional relation	11,3	10,6	3,4
5.	Different from collective members	8,4	8,8	6,7
6.	Attitude to the opposite sex	12,7	5,7	7,6
7.	Attitude to school	10,0	6,6	3,5
8.	Appearance	3,5	5,1	2,1
9.	Interests conformity	4,1	4,5	5,8
10.	Understanding each other	4,0	12,8	5,6

Seemingly, socialization of teenager personality not only depends on school or school collective, but also from out-school factors, especially from the family environment. If there is a clear different among them controversies happen in the personal features, behaviour and relations system of schoolchildren.

In the second subsection of the 3rd chapter named “**Influence of sexual differences on the teenagers mutual relationships**” sexual differences that appears in teenager period, have more impact on personality formation, communication and behaviour and their psychological essence is researched.

In the dissertation work researches of A.A.Alizada, I.S.Kon, D.V.Kolesov, A.G.Khriokova and others is analysed. These researches causes such conclusion that there severe changes from the viewpoint of sexual differences in the social life.

Feminization cases are increasing either in pedagogical or in other fields of activity. Researches of M.Klyen show that only 20 % men and women have a character and behaviour conforming to their sexual belonging.

It was clear while the investigation that teenagers' ideas on woman and man character and behaviour have great influence on them. We held a survey on characters of modern woman and men with eighth form pupils of the secondary school № 151 of Baku city. The number of boys and girls took part in the survey was 53. Results of survey showed that pupils highly appreciate the courage, risk, independence and other features in women that belonging to men's character. However, features like well-manner, domesticated, carefulness in women were highly appreciated historically.

Method of "How is a modern woman and man in my imagine?" of T.I.Yuferova is used in the research in order to learn inconceivable sex-role structure of teenagers. According to the requirements of this method pupils had to write about the characters of men and women in their around. Results of investigation showed that there are mostly family-welfare features in the imagines of teenagers not depending on the sexual belonging. They considered the appearance in connection with woman character and character and behaviour in man character. The investigation showed that girls have wider imagination about modern women and men. It is learned that sexual differences in teenager personality formation is of great importance and must be considered in education process.

The third subsection of the 3rd chapter of dissertation named **"The role of sociometric status of teenagers in relations system"**. In the subsection the influence of teenagers' sociometric status in the collective on their relations with the peers is learned.

Besides this, it is determined that many factors have impact on sociometric status, especially, family environment, individual-psychological feature of teenager himself/herself, relations with the teacher and others. Autosociogram and sociogram were used in the research to learn all abovementioned. Each pupils' both self-thought and his/her peers thought are determined by means of autosociogram.

Results of experiments conducted to determine family environment impact on teenagers' social status are given in the following table:

Table 3

Sociometric status of teenagers depending on family environment
(by %)

Teenagers status	Family category		
	From successful family	Mainly from successful family	From failed family
Obtaining majority sympathy (1st group)	19,6	17,7	18,8
Obtaining rather majority sympathy (2nd group)	49,2	41,2	12,5
Obtaining concrete classmates sympathy (3rd group)	23,8	28,3	31,2
Outsiders (4th group)	7,4	12,8	37,5

The research showed that besides with family environment, their personal features, motives, education successes and other factors also influence on sociometric status of teenagers.

In the next stage of research the existence of adequacy among the sociometric status of teenager, I .e. real condition and his/her own expectations was learned. 123 teenagers took part in the experiment. 68 of them were from successful, 39 of them from mainly successful and 16 of them from failed families. Results are given in the following table:

It is seen from the table that teenagers from successful families appreciate their positions in collective more adequately comparing with those from the failed or mainly failed families.

Research showed that position of pupil in the collective and relations of peers to him/her forms his/her own motives. It is also known that there is a relation between the activity and motive and motive itself is realized in the activity process. As seen, sociometric status and mutual relationships of pupils in teenager period is closely connected to each other.

Tabel 4

Adequacy or non-adequacy of teenagers' thoughts about their positions within the peers group (by %)

Teenagers family categories	Adequate appraisal	Non-adequate appraisal	Total
From successful families	63,2	36,8	100
From mainly successful families	42,5	57,5	100
From failed families	41,4	58,6	100

Theoretical analyses of our conducted research and scientific literature allows to come the following **conclusions**:

-Mutual relationships are characteristic subjective feature of teenager and defines his/her personal features and behaviour. Interpersonal relations reflect among the group members in neutral, positive or negative form. Their sociometric status is formed in the group according to these relationships.

-Education is the main activity from in teenager period. Education activity is directly connected with the pupil's interests, wishes and skills. Education activity is also united with relation and mutual relationships. It is determined that teenagers who has high educative achievements have also high sociometric indices. Following to the school, education activity, discipline rules of school is also related with the attitude towards teacher, school management and class-mates. All these are reflected in education achievements at last.

-It was cleared that relation, also mutual relations depend on processes in social life and economic-political condition. It has positive or negative impact on not only which are material, but also moral-educative worth, as well as person's attitude to around and himself.

-It was determined that teenagers' psychical condition, emotional sphere, psychological atmosphere of the family, psychological environment of collective influence on formation of their mutual relationships. Socialization take place under complex impact of all these and education activity shows itself in this relation. In case of any problem with mutual relationships with peers, teenagers put out. He/she abstains from joint activity in this situation, in most cases behaves negatively.

-Conducted investigation, observation and researches prove that teenagers who is not understand by peers, parents and teachers and not accepted by them as a result, prefer deviant behaviour, becomes aggressive and put themselves in psychological isolation. They joint to "street groups" for self-confirmation and communication needs. Thus, their social adaptation becomes difficult.

-Activity and behaviour motives have an important place in teenager personality formation. Just in the basis of these motives self-attitude and attitude to others is formed. However, it appears that a unity if formed between the personal features and behaviour especially in small teenager period. They mostly prefer appreciations of their peers. In older teenager period they make effort to independency, self-education and self-confirmation. This creates condition for strengthening moral motives.

-Investigations show that there is a close unity between person's socialization and self-cognition in teenager period. Unique development of these strengthens self-cognition, changes motivation-need sphere and new relations system is formed on this base. Teenager's self-attitude changes under these influences. Contradiction among inner penetration, inner inconstancy and social position causes psychological depression. The difference between real position and claim level causes inner-personal and interpersonal conflicts.

-It is determined as a result of psychological literature analysis and investigation that sexual differences and their accountability are of important conditions in personality formation. It is important that teenager boys and girls perceiving social roles arising from their sexual belonging here. It was defined that there more negative actions

in the mutual relationships between boys and girls if sexual differences are not taken into account in teenager period.

We propose the followings according to the results of this research:

-Publishing scientific-mass booklets reflecting education works of teenagers by taking into account the features of teenager period would be useful.

-Management of joint activities among teenage boys and girls in order to more clear perception and cognition of each other should not be limited with education activity, but also should cover the out-school and extracurricular actions.

-Holding educative discussions, debates and others with the joint admittance of teenagers, parents and teachers would create condition to understand teenagers by adults.

-Separate programs may be prepared in radio and TVs with regard to pupils, especially teenagers and this would play positive role in prevention of their deviant behaviours.

The main content of the dissertation is reflected in the following articles and theses of the author:

1. Psychological features of teenager personality formation / 20-th Republic scientific conference of doctor candidates and young researchers, Baku, 2016, page 417 – 418.
2. Psychological features of teenagers and its influence on mutual relationships / Priorities of education policy in Azerbaijan: modern approaches, International scientific conference, Nakhchivan, 2016, page 151 – 152.
3. Psychological features of teenagers' mutual relationships with peers monitoring and appraisal / Appreciation of pupils achievements: issues creating content and means, International scientific conference, Nakhchivan, 2016, page 88 – 89.
4. Mutual relationships and its influence on teenager personality formation / A.Alizada: Republic scientific-practical conference "From traditional education to mentality school", ASPU, Baku, 2017, page 165 – 167.

5. Psychological features of mutual relationships of teenagers / 21-st Republic scientific conference of doctor candidates and young researchers, Baku, 2017, page 210 – 211.
6. Les particularities psychologiques des relations mutuelles des adolescents avec les adolescents de leur age / L'Express magazine, France, 01.03.2017, at 11:33. A.M.
7. Psychological features of mutual relationships of teenagers with peers and teachers // Pedagogic University news, 2018, № 4, page 254 – 264.
8. Psyhical tension and its influence on teenager personality formation // Psychology magazine, 2018, № 1, page 30 – 41.
9. Psychological factors influencing on formation of mutual relationships in teenager period / Scientific works by Institute of Education of the Azerbaijan Republic, 2018, № 8, page 277 – 284.
10. Socio-psychological factors influencing on socialization of teenager's personality / 22-nd Republic scientific conference of doctor candidates and young researchers, Baku, 2018, page 412 – 413.
11. Психологические особенности развития личности в подростковый период / Теорія і практика сучасної психології, Україна, 2019, №1, стр. 5 – 9.
12. Mutual relations with peers as an significant factor of adolescent personality formation / LXVI International scientific and practical conference «International scientific review of the problems and prospects of modern science and education», USA, IF: F0206, 23.01.2020, page 114 – 115.
13. Psychological factors affecting interrelations in adolescence period / Scientific works by Institute of Education of the Azerbaijan Republic, 2021, № 3, page 91 – 95.

The defence of the dissertation will be held on the 5-th of November in 2021 at “14.00” o'clock at the meeting of the Dissertation council FD2.43 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University

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You can get acquainted with the dissertation at the scientific library of Baku State University.

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