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SPECIFICITY OF INTERPERSONAL RELATIONSHIPS OF ADOLESCENTS WITH DIFFERENT FEATURES OF SELF-ASSESSMENT

The article presents the results of the study of interpersonal relationships and self-assessment's of adolescents correlation. It is shown that bad interpersonal relationships are correlated with negative emotions of adolescents, and even may lead to problems with mental health and unsound personality.

Keywords: interpersonal relationships, self-assessment, adolescents.

СПЕЦИФИКА МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ ПОДРОСТКОВ С РАЗЛИЧНЫМИ ОСОБЕННОСТЯМИ САМООЦЕНКИ

В статье представлены результаты исследования взаимосвязи межличностных отношений и самооценки подростков. Показано, что плохие межличностные отношения коррелируют с негативными эмоциями подростков и даже могут привести к проблемам с психическим здоровьем и нездоровой личности.

Ключевые слова: межличностные отношения, самооценка, подростки.

Introduction. In today's society, the comprehensive development of students has been paid corresponding attention. However, in the face of the fierce competition in educational resources, most schools still take the examination results as the training goal and lack of care for the mental health of junior high school students. Mental health is related to the comprehensive development of junior high school students, and it is also related to the students' academic performance and personality development. The physical and psychological changes of junior high school students have undergone great changes, which is a key period of emotional personality stability. Improving the level of mental health and establishing a high-quality interpersonal relationship are conducive to shaping the active, cheerful, lively and confident character of junior high school students, and ensuring the mental health of junior high school students.

Depression detection rate was 24.6% in 2020, with mild depression was 17.2%, 0.4% higher than in 2009. Severe depression was 7.4%, consistent with 2009.

Interrelations, as a scientific term, was first proposed by the American Personnel Management Association at the beginning of the century (Han Xuefen, 2001). A Harvard University professor, Mayer, first founded the behavioral science theory of relationships, also known as "crowd relationship theory." Most domestic scholars define interpersonal relationships as "a psychological distance and connection between people, but not entirely equivalent to social relations". Zheng Quanquan and Yu Guoliang (1999) believe that interpersonal relationships refer to the relationship between everyone in society, and all aspects of human relations. Han efen (2011) believes that relationships are all social relationships people build in production and life. This study believes that interpersonal relationship is a psychological distance and

connection between individuals and others, which mainly includes interpersonal conversation, interpersonal dating, interpersonal treatment, and opposite sex communication.

Chinese scholars have also explored the concept of self-esteem, and the definitions of Zhu Zhixian (1989) and Lin Chongde (1995) all emphasized the role of cognition and evaluation. Huang Xiting (1998) believes that self-esteem is a sense of self-worth, including the object self's cognitive evaluation of the social subject self, and the emotional experience of the subject self. Gu Mingyuan (1990) argued that self-esteem is an evaluation of the respect and importance of an individual and is based on its self-imagery and an understanding of its own social value. Jing Zhicheng (1991) proposed that self-esteem is a sense of self, a self-concept that can be trusted and respected. Zhang Jing (2002) proposed that self-esteem is a positive emotional experience of the self and a product of the interaction of the subject and object in social practice. In general, people's understanding of self-esteem has gradually shifted from cognitive orientation to emotional orientation. They began to emphasize the individual emotional experience and subjective feelings, define the cognitive evaluation component of self-esteem with the emotional attitude experience, and put more emphasis on the mutual connection and interaction between knowledge, emotion and meaning.

Material and methods. This study included junior high school students in A, randomly distributed 400 questionnaires, recovered 389 questionnaires of 97.2%, 375, and an effective questionnaire rate of 96.4%. Research methods: the study of psychological literature on the research problem, empirical methods, qualitative analysis and quantitative processing of results using the method of mathematical and statistical analysis. Research tools: Comprehensive diagnostic scale of interpersonal relationships, Self-esteem scale (SES), Mental Health Scale of Chinese Middle School Students (MMHI-60).

Results and their discussion. The interpersonal relationship of junior high school students is low, and the interpersonal relationship of junior high school students is generally good.

First, junior middle school girls are significantly better than junior middle school students from towns are better than those from villages; junior middle school students are significantly less of the opposite sex than non-only children; and junior middle school students are significantly less interpersonal than junior high school students.

Table – Gender difference results

Variables	*Boys (M ± SD)*	*Girls (M ± SD)*	The t value
Total relationship score	10.130±5.119	8.550±4.733	3.079**
Interpersonal dating trouble	3.000±1.334	2.920±1.325	0.254*
Trouble with people	2.350±1.658	1.500±1.658	1.458**
Total score of self-esteem	31.390±4.748	30.900±3.789	1.037**
Total mental health score	135.260±14.478	127.458±11.474	-2.158***
OCD disease disorder	41.256±5.231	35.124±2.589	-2.145*
Adversarial parties	22.354±3.145	27.690±3.164	-2.531**
Paranotry	26.754±3.914	25.641±3.143	-3.321**
Depression	30.780±3.919	32.000±3.887	-3.145**
Anxiety	41.980±3.147	44.130±6.058	-3.2866***
Learning pressure	42.158±3.156	43.125±5.126	-3.145*
Poor adaptation	30.154±2.987	28.156±3.157	-2.147**
Emotional instability	31.147±3.156	24.174±4.512	-2.135**
The heart is unbalanced	24.561±3.145	23.147±3.189	-2.130**

Note: * For $P < 0.05$, * * For $P < 0.01$, * * * for $P < 0.001$.

The results of Table show that the total interpersonal relationship score showed significant differences in gender, including the two dimensions of interpersonal conversation trouble and heterosexual communication trouble, especially the interpersonal conversation trouble, reaching a significant level of 0.001. The overall interpersonal score of junior high school girls is lower than that of junior high school boys, and the trouble in interpersonal conversation and opposite sex communication is significantly less than that of junior high school boys. Self-esteem generally varies not significantly in gender. Mental health and its gender differences in all dimensions reached significant levels and a total score of 0.001. The t value is negative, that is, which means that the mental health of junior middle school girls is significantly higher than that of junior high school boys. The junior middle school girls score higher than junior high school boys in four dimensions: emotional perception, self-emotional management, others' emotions and emotional utilization.

Second, the self-esteem level of junior high school students is in the top middle level. There is no significant difference in gender; the self-esteem level of junior high school students from towns is significantly higher than those from villages, only children than non-only-child students, and significantly higher than those of junior three.

Third, the mental health of junior high school students is in the middle level. The mental health of junior high school girls is significantly higher than that of junior middle school boys; those from towns is significantly higher than those from villages; and that of junior middle school students is significantly higher than that of grade one.

Fourth, there is a significant correlation between the interpersonal relationship, self-esteem and mental health of junior high school students.

Fifth, relationships can effectively positively predict self-esteem and mental health; self-esteem can be effectively directed forward to mental health; relationships and self-esteem can effectively positively predict mental health.

Conclusion. Relationship and self-esteem can effectively positively predict mental health and jointly explain 37.3% of the total mental health variation. Through data analysis, we gave advice to students, teachers and parents, just like: as a student you should, first of all to learn to self-love. Secondly, dig out and discover their own strengths. Finally, there should be something in the right direction. As a educators and parents: Respect for students, first learn to respect the students. Second, learn to trust the students. Finally, learn to find the advantages of praising students.

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SUBJECTIVE WELL-BEING AND LIFE MEANINGS OF BELARUSIAN AND CHINESE STUDENTS

The article considers cross-cultural differences in subjective well-being and life orientations of Belarusian and Chinese students. The relevance of the research for psychological science and practice is determined by the need to develop issues related to the structures