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**PROBLEMS OF DEVELOPING THE QUALITY OF SELF-CONSCIOUSNESS IN CHILDREN OF
LABOR MIGRANTS**

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ABOUT ARTICLE

Key words: Values, development, self-esteem, self-awareness, communication, result, family, peers, process, action. **Abstract:** In this article, the author expressed his thoughts on the results of his research, based on the fact that the formation of self-awareness in children growing up in families of labor migrants affects their entire subsequent life.

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INTRODUCTION

Today, only individuals with a formative reflexive process in self-awareness and self-control, with an internal positivity towards oneself and society as a whole, form in themselves an orientation of positive values, an internal positivity, a life plan, adhere to moral and spiritual norms and norms of society, lead a healthy lifestyle.

Qualitative changes that occur in self-awareness at the age of a teenager go hand in hand with the emergence of visions of oneself, with an internal critical positivity and the formation of a holistic interest in one's own personality. These processes within the individual are expressed in bavosita by comparing oneself in the process of communication with peers and by the character of the adolescent's acceptance by society.

The peak of the development of human consciousness in Phylogenesi and ontogenesis is self-awareness. Self-awareness is a necessary condition for the existence of a person, and the person realizes not only the surrounding being, but also his own relationship with those around him. Therefore, S.L.Rubinstein [8] was right when he argued that the study of identity is "completed by exposing an individual's self-awareness".

Self-realization is not a thing that has a long-standing presence inherent in a person, but a product of the development of a person. The formation of self-awareness is included in the process of personality

formation and, therefore, is not built on it, is one of the components of personality. In this regard, the structure of self-awareness, the stages of its formation, can be understood throughout the formation and development of the personality itself, starting from the first step in life.

Б.Г.Ананьев [1] инсоний ташкил бўлиши тўғрисидаги ўз тасаввурларига асосланганча ўз-ўзини англаш индивид томонидан фаолият субъекти сифатида идроқ этиши сифатида тушунади. Бунда муаллиф учун ўз-ўзини англаш шахс хислатларидан бири сифатида юзага чиқади, яъни “ўзини ўзига хос шаклда арбоб сифатида, меҳнат субъекти сифатида англашдир”.

In self-realization, human life is reflected as a single life plan that turns from a series of disconnected and scattered episodes into a single biographical process that is subordinated to a meaningful goal for the individual.

The ability to perceive the psychic vision is considered an important phenomenon in the development of self-awareness. When a person goes to adulthood, self-development, self-education, self-formation occupy a significant place in his life.

The main content of a teenager's age is his transition from childhood to adulthood. All aspects of development are subjected to qualitative restructuring, a new psychological occurrence appears and is formed, conscious morality is based, social mentalities are formed. This is the process of reform and determines all the main characteristics of the personality at the age of a teenager.

Physical puberty gives a teenager a feeling of growing up, but his social status in school and family remains unchanged. It is then that the struggle begins to recognize their rights, their independence, which leads to the emergence of a conflict between adults and adolescents.

Central psychological occurrence in adolescent age is the formation of a specific sense of maturation as subjective experience of one's own self as an adult [6].

"When movement occurs for the first time from bottom to top – it is formation, but when movement is strengthened in the form of constant repetitive cyclic changes from bottom to top, then it is development from one stage to another" [7].

Candidate of Legal Sciences T.N.Balashova [2] writes about migration: "population migration (first of all, labor migration) is a normative and even positive phenomenon that allows us to fill the place of a natural decrease in the amount of able – bodied persons as a result of death and old age." However, by the assumption of our study, we found that the general and psychological development of adult children in families affected by labor migration has a significant effect on the occurrence of self-assessment in them, not on the side of loved ones.

In the process of socialization, the family shows the fundamental influence on the formation of self-awareness. This effect is especially strong during the period of early socialization, when the family is considered the only or absolute dominant social environment for the child, when the younger adolescent age is 10-11 years old. From this age, adolescence – until the age of 17-18, a significant influence on the development of self-awareness, that is, the experience of mutual social actions in school and informal groups, becomes significant.

"Self-awareness is a necessary and important condition for the exact similarity of an individual. It is in a person that the development of self-awareness is formed with sharoffati a sufficiently stable and constant understanding of oneself, about one's own values. The main moments of this imagination are preserved throughout his life and condition the consistency of the main line of behavior in a significant level of extreme variety of situations. The stable component of all the acts of self-awareness makes the manifestation of the subject's attitude to himself unique, individualizing them as separate and inimitable" [9].

In order to determine the features of self-realization through the image of "I" in children growing up in families affected by migration within the framework of our study, T.Liri-L.We used a modified variant of sobchik's methodology "diagnosis of interpersonal relations".

Testers during the methodology:

1. The testers evaluated their realistic "I" images, that is, they chose the qualities inherent in them in reality.
2. They evaluated their ideal "I" images, that is, what qualities they would like to form in themselves.

The image of "I" of 15% of testers in the actual "I" was dominated by the obedient-reluctant type of interpersonal relationships. These testers are distinguished by their tendency to submit due to inferiority, weakness of personality, impotence, emotional restraint, inability to make responsible decisions themselves. They are passive, conformal. This type of relationship is not productive, since in the process of socialization, the testers do not take into account personal opinion, but try to please the much stronger members of the group. In 15% of testers, it was found that the dominant mode of relationship is dependency-subordination. This explains the presence of insecurity, fear that does not go away, anxiety associated with educational activities and relationships with peers, danger. These testers feel a strong emotional attachment to their parents or guardians and teachers, they are not able to resist people or circumstances who are listenable, defenseless, interfere with them, force something.

They are afraid to take the initiative, to take responsibility for solving a particular problem, to be unlucky, to be discussed by those around them. They try to be like everyone else so that they do not feel the disappointment of those around them, do not stand out, do not notice them, do not focus on them.

In 15 percent of testers, the ideal "I" was dominated by the type of responsible primacy of relations. This group is characterized by the presence of an internal discrepancy of a constructive nature. They strive to be responsible, polite, gentle, kind in the way people are treated. These testers are ready to grow up, try to consciously take responsibility for themselves, to behave closer to adults.

5% of the testers in the actual "I" are dominated by the straight-aggressive type of relationship. These testers are characterized by exactingness, correctness, openness, rigor limited by rigor in assessing oneself and others, as well as tension, intolerance, diligence. These qualities of an individual help them achieve their goal.

In the Ideal "I", this type of relationship was chosen by 0% of the testers. In them, the internal conflict cartina does not change. They are satisfied with their position among their peers.

40% of the testers chose a cooperative-conventional relationship. For these testers, a tendency to compromise with everything and everyone, the skill of cooperation, participation in collective work, striving to love everyone, compromise, willingness to go to conformism, an attempt to satisfy the demands of others, recognition and acceptance in the Society of their peers, being positive and supporting positive attitudes to the detriment of oneself, desires and interests is characteristic.

The cooperative-conventional type of relationship promotes successful adaptation and socialization, but it testifies to the fact that self-assessment on the octant depends on the opinion of significant peers, emotional uncertainty, the search for recognition from the somewhat authoritative individuals of the group.

In conditions where a teenager's self-assessment does not find a foothold in society, when his assessment by others is low compared to self-assessment, when one of the main needs – the need for respect-is constantly blocked, a sense of personal discomfort develops sharply. The person cannot be constantly in a state of acute discomfort and mental depression, the teenager is looking for a way out of the situation that has arisen. The fact that the loved ones of children growing up in the families of labor migrants live with longing, sometimes feel alone among their comrades, in society, does not affect the stable development of the "i" concept in them.

From this point of view, the E used in the framework of our study.G.Eydemiller and V.The results of yustiskis ' "family anxiety Analysis" survey showed the following results [11]:

In adolescent age, the formation of equal self-awareness, self-assessment and self-esteem is determined by the process of socialization and the acceptance of significant surroundings. Self-assessment is the central assessment of a person, belonging to his core. Self-assessment at a significant level determines the social adaptation of the individual, is the administrator of ethics and activities. Low self-esteem is considered the reason for weak self-confidence, the fear of receiving a rejection, and is conspicuous in the inability to engage in communication with people, alienation, humanism, avoidance of interaction, that is, the individual's lack of adaptation in society. High self-assessment determines personal uniqueness, uniqueness, a sense of superiority over others, which condemns to loneliness and determinates the adolescent's lack of adaptation in a particular social being [5].

Self-awareness, which develops in adolescence, determines spiritual work in relation to the identification of internal positivity. On its basis, there is a desire to be responsible for oneself, one's own personal qualities, one's own worldview and the ability to stand independently firmly in one's faith. The teenager is sensitive to his spiritual development, so he begins to rapidly shift development in all branches of self-awareness [10].

Based on our research, the following recommendations can be made regarding the development of self-awareness in children growing up in the families of labor migrants:

- promote their successful socialization so that self-awareness is formed in children raised in families where one or both parents are in labor migration;

- since the process of self-identification is characterized by the maturity of adolescent personality and self-awareness, their self-adequate assessments have a certain impact on their place in society. The role of close adults in this regard is incomparable;
- the children of labor migrants are looking for different ways to manifest themselves, since they are not satisfied with the situation in which they are growing up. At the same time, a systematic movement is darcor in order to prevent them from joining negative groups, falling under the influence of individuals who commit actions contrary to society.

CONCLUSION

In summary, it can be said that when the need for personal and professional self-identification has just begun to form in adolescents, the modern system of society and education requires them to actively enter social life, this situation activates growth in them in the reflexive process of self-awareness, determinizes the conscious feeling of growing up and promotes further personal growth in adolescence.

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