

RESEARCH ARTICLE

# Psychological Mechanisms For Addressing Communication Difficulties In Adolescence

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## Abstract

Today, thanks to the attention paid to children's education by influential international organizations and countries of the world, young people have new ideas and creative efforts for the political, economic and social wealth of every country, a prosperous life and high development on our planet. The Global Teenager Project in the Netherlands brings together school-aged students in educational programs to help them develop communication skills.

## KEY WORDS

Educational standards; social science, incomparable, prosperous, student, educational process.

## INTRODUCTION

In this regard, it is necessary to educate schoolchildren globally, to form the necessary knowledge and skills about society, to adapt to social life, to communicate, to work with information, to improve oneself, to develop an active citizenship position, and issues of prevention of psychological difficulties that may arise in the process of communication with surrounding people and peers remain one of the urgent problems. Handling, communication, information exchange, interaction, mutual perception, unmet needs, motivational, cognitive, emotional dissonances, personal special attention is paid to scientific research on internal conflicts, the direction of interpersonal relations, the reflection of communication in personal characteristics, communicative competence, personality types, emotional well-being, and psychological problems related to the feeling of loneliness.

## Research Methods

In the course of the study, a set of theoretical and empirical research methods was used. The empirical part of the research was carried out through observation and interview methods, as well as standardized psychodiagnostic techniques. In particular, V.A. Labunskaya's methodology "Diagnosis of Psychological Difficulties in Communication", L. Michelson's methodology "Communicative Skills", A. Mehrabian's methodology "Emotional Empathy", and D. Russell and M. Ferguson's methodology for determining the subjective feeling of loneliness were applied. The statistical reliability of the obtained results was verified using mathematical and statistical methods, including Student's t-test and K. Pearson's correlation coefficient (r). Analysis of research results. The theoretical and methodological basis of the study is formed by scientific approaches to adolescent development, interpersonal communication, communication barriers, empathy, loneliness, and social adaptation. The works of L.S. Vygotsky, D.B. Elkonin, L.I. Bozhovich, A.A.

Bodalev, G.M. Andreeva, V.A. Labunskaya, I.S. Kon, E. Erikson, M. Argyle, L. Steinberg, K.H. Rubin, W.M. Bukowski, M.H. Davis, A. Mehrabian, N. Epstein, D. Russell, L.A. Peplau, and M.L. Ferguson served as the scientific foundation of the research.

It is known that adolescence is one of the most important periods in the development of a person. This period is characterized by the formation of a teenager as a person, the manifestation of a sense of maturity, self-awareness, self-assessment, and the development of communication skills. From this point of view, it is important to study the psychological factors influencing the occurrence of communication difficulties during adolescence. Especially considering that communication is a leading component during adolescence, it is important to study the influencing factors related to this age stage. Therefore, V.A. Labunskaya's methodology "Diagnosis of psychological difficulties in communication" was conducted in the group of testers.

The data collected based on the results of the methodology were analyzed in terms of quantity and quality and were presented in a table in order to clearly express the indicators.

Interrationship between components of communication difficulty in 7th grade students.

According to the results of the table expressive speech is associated with socio-perceptive characteristics ( $r=0.79$ ;  $p\leq 0.01$ ), communication relations ( $r=0.75$ ;  $p\leq 0.01$ ), it was found to have a significant relationship with cooperation skills ( $r=0.75$ ;  $p\leq 0.01$ ), communication conditions ( $r=0.57$ ;  $p\leq 0.01$ ). From these indicators, it became known that people who can express their speech in an expressive during adolescence, it is important to study the influencing factors related to this age stage. Therefore, V.A. Labunskaya's methodology "Diagnosis of psychological difficulties in communication" was conducted in the group of testers.

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found to have a significant relationship with cooperation skills ( $r=0.75$ ;  $p\leq 0.01$ ), communication conditions ( $r=0.57$ ;  $p\leq 0.01$ ). From these indicators, it became known that people who can express their speech in an expressive way have such features as the ability to understand others, flexibility in the process of communication, consensus in interpersonal relations, understanding of different situations in communication.

If we pay attention to the results of the experimenters, social-perceptive characteristics are related to expressive speech ( $r=0.79$ ;  $p\leq 0.01$ ), communication relations ( $r=0.78$ ;  $p\leq 0.01$ ), cooperation with skills ( $r=0.84$ ;  $p\leq 0.01$ ), communication conditions ( $r=0.58$ ;  $p\leq 0.01$ ) were observed. From the results, it is known that such characteristics as the ability of an individual to correctly perceive others in social relations, comprehensiveness of speech, positive attitude, benevolence towards others, ease of various conditions during communication significantly affect.

According to the results of the study, communication relations with expressive speech ( $r=0.75$ ;  $p\leq 0.01$ ), social-perceptive characteristics ( $r=0.78$ ;  $p\leq 0.01$ ), cooperation skills ( $r=0.80$ ;  $p\leq 0.01$ ) was found to have a significant relationship with communication conditions ( $r=0.58$ ;  $p\leq 0.01$ ).

From these indicators, it can be seen that in the manifestation of positive feelings towards others in interpersonal relationships in humans, such factors as the ability to perceive their speech, socio-psychological characteristics of the interlocutors, willingness to establish cooperation in communication, conditions for entering into an attitude are important.

According to the results of the methodology, cooperation skills are correlated with expressive speech ( $r=0.75$ ;  $p\leq 0.01$ ), with social-perceptive characteristics ( $r=0.84$ ;  $p\leq 0.01$ ), with communication relations ( $r=0.80$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.67$ ;  $p\leq 0.01$ ) was noted to have a significant correlation. It follows that the development of a stronger tendency toward cooperation with others in various activities contributes to more effective interpersonal interaction. In particular, it enhances the interlocutors' ability to express their thoughts clearly, understand one another in communication, demonstrate sincerity in interpersonal relations, and adapt more successfully to different communicative and social requirements arising in the course of conversation.

According to the results of the research, the conditions of communication with expressive speech ( $r=0.57$ ;  $p\leq 0.01$ ), with social-perceptive characteristics ( $r=0.58$ ;  $p\leq 0.01$ ), with communication relations ( $r= 0.58$ ;  $p\leq 0.01$ ), a significant correlation was observed with cooperation skills ( $r=0.68$ ;  $p\leq 0.01$ ). From the results, it is known that the development of the ability to adapt to various conditions that arise in the process of communication in a person is influenced by such factors as the expressiveness of speech, the ability to understand the situation of other people, the manifestation of positive relationships, and support of others during activities. has a direct effect.

## II. Discussion

Communication is one of the manifestations of human activity. In childhood and adolescence, it has a special meaning, and it is based on the development of a growing person. If a person has problems mastering this type of activity, it indicates that there are problems related to his formation and socialization. Therefore, the emergence of difficulties in communication in the period of adolescence and the emergence of interest in determining the role of influencing psychological factors.

Based on the research of V.A.Labunskaya, A.G.Asmolov, D.A.Leontyev, the personal consistency of a person's values and thoughts (personal integrity) can be said to be an indicator not only of a person's maturity, but also of his success in communication [4]. In addition, researchers note the value attitude towards others as a factor of communication difficulties. Therefore, it is important to treat your self and others as a subject, as a value, in the embodiment of adolescence as a whole person.

In adolescence, communication takes an important place as a phenomenon that expresses independent value. This affects the formation and development of a person and gives him the opportunity to communicate with peers (boys and girls), adults (parents, teachers) in different directions. It is known that teenagers strive for communication, are constantly ready for communication (the so-called "waiting for communication" phenomenon). In the "search" for communication, the need to have a new experience, to try oneself in a new way is realized. In addition, communication in adolescence is selective: it is expressed in the selectivity of the need for self-awareness and mutual understanding. Communication between teenagers is characterized by:

1. The expansion of the sphere of communication: the

large amount of time spent on it, and the expansion of the social space and (among the closest friends of teenagers and high school students there are also students from other schools, colleges), the geography of communication.

2. Deepening communication and individualizing relationships.

Individualization of relationships is manifested in limiting the nature of relationships with others, high selectivity in friendly affection, and high demands placed on communication between two people. According to I.V. Shapovalenko, closer and deeper friendships are established during adolescence [9].

Friendships in youth are more stable and closer than in adolescence. At this age, friends and acquaintances differ in the process of communication. Communication with friends is happening more and more outside of school, connecting with new interests, hobbies, various events and incidents, conflicts, struggles, victories and defeats, discoveries, is becoming an independent and very important area of life, saturated with disappointments and joys.

Relationships with friends are at the center of a young man's life and mainly determine all other aspects of his behavior and activities (L.I. Bojovich, I.S. Kon, etc.). L. I. Bojovich stated that if the basis for uniting children at primary school age is often joint activities, for adolescence, on the contrary, the attractiveness of activities and interests is mainly determined by the opportunity to communicate widely with peers[2].

This communication is more important than communication with adults, because it is done on the basis of equality. A teenager considers relations with his peers as special, personal relations: here he has the right and can act independently. Communication with friends is the highest value for a young man.

In adolescence, a wide range of communication is characteristic, from which friendly groups of 5-8 people gradually emerge based on common interests, as a result of which friends appear. An important role in the process of communication is the exchange of information. Boys and girls who belong to adolescent groups, first of all, satisfy the need for free communication-not only as a way to spend free time, but also as a means of self-expression, building new human connections. Informal communication in groups is subject to motives such as the search for favorable psychological conditions for communication [3]. A sense of belonging to a

group, camaraderie provides mutual support, emotional well-being and a sense of stability. Although adolescent communication is often egocentric, the need for self-identification appears to be higher than interest in the feelings and experiences of others. If this is not the case, there will be mutual tension and dissatisfaction with them.

For teenagers, it is important not only to be with their peers, but also, most importantly, to occupy a satisfactory position among them (the position of a leader, to be recognized as a comrade or an undisputed authority on a certain issue). This is the leading motive in the process of striving. According to I.S. Kohn, failure to achieve such a position often causes rudeness, indiscipline, and increased conflicts [3]. Consequently, difficulties in communication arise due to problems in self-expression and self-expression.

Friendship determines the nature of communication. For many adolescents, friendship and its rules are important, especially when relationships with adults are uncomfortable [3]. Friendship has the character of "closeness" and is connected between members of the same and opposite sex. Girls make friends with members of the opposite sex before boys.

Youthful dreams of love appear, expressing a thirst for emotional connection, understanding, and spiritual intimacy. The need for self-expression, intimate human intimacy, sexual-erotic desires can often be directed to various objects. The relationship between friendship and love is a difficult problem in adolescence. The problem of self-determination that arises in adolescence is often solved in the interaction with peers, but their social experience is approximately the same and equally limited. Accordingly, it is appropriate to consider the characteristics of communication with adults.

As I.V. Shapovalenko noted, communication with adult sons and daughters "democratizes relations between generations, the autonomy of growing children and the authority of parents, mutual understanding between them includes solving problems" [9].

The content of communication includes life plans, problems, searching for the meaning of life, relationships between people, etc. Adolescence depends on the need to develop passions or solve troubling problems.

According to psychologists, in order to avoid problems and difficulties in communication, trusting relationships are necessary, which require respect for the young person and trust in his ability to solve problems. In this regard,

communication should be based on support and mutual understanding.

Often, the reason for problems in communication is the desire of adults to limit communication with teenage friends and, as a result, resistance. As noted by A.M. Parishioner and E.N. Novikova, difficulties in communicating with adults are associated with the level of misunderstanding of the motives of adults for communicating with friends among boys and girls, which is primarily parents and related to the problem of self-determination rather than relationships with teachers [5].

Based on what was said above about the characteristics of adolescence, it is appropriate to consider the characteristics of communication difficulties in this age period.

A.G. Samokhvalova concludes that communication difficulties have different aspects related to specific age characteristics [8]. Difficulties in communication depend on:

- a) the social situation of development at a certain age stage,
- b) the type of leading activity of the child, the level of development of his communicative arsenal.

According to this author, the level of self-perception of a teenager as a subject in communication difficulties increases from preschool age to adolescence, but at the same time, the level of reflexivity of communicative behavior remains low. A modern child often not only does not understand his "contribution" to the emergence of difficulties, but even if he does, he cannot independently direct his communicative activity to overcoming real difficulties and self-development. This is due to both age characteristics and a poor arsenal of communicative methods and methods that allow you to facilitate your own communicative actions [9]. Based on the above, we emphasize that the success of boys and girls in communication depends on the social state of development - their success in personal and professional self-awareness, self-acceptance, others (peers, adults) associated with a positive and respectful attitude.

Related to communication difficulty as a leading activity in educational and professional activities and professional self-determination. Also, it allows to learn the absence of difficulties in communication and achieve good results in professional self-determination and development. The level of development of communicative skills and abilities affects the success of communication in adolescence. In particular, the

richer the communicative arsenal, the fewer the communicative difficulties on the way to achieving goals.

N.I.Aleshkin, E.P.Ilin, I.S.Kon, V.N.Kunisina, A.M.Parishioner, K.V.Pizhova, A.G.Samokhvalova, E.G.Somova, M.L.Tarassenko, A.V. Tolstykh, N.Ye. Kharlamenkova have studied communication difficulties of teenagers in their research works. According to him, O.A.Bichkov and A.G.Samokhvalova, focusing on the usual communication difficulties of teenagers, N.I.Aleshkin, A.M.Parishioner, K.V.Pijova, N.N.Tolstykh identified general and specific communication difficulties for these age groups [1].

Among the communication difficulties characteristic of adolescence, the following are noted: excessive introversion, hypersensitivity, painful loneliness, autism, low communication, flexibility, communicative inconsistency with partners who do not cause sympathy; difficulties in self-control, lack of self-esteem [3].

According to psychologists, there are many factors that cause difficulties in communicating with teenagers. Dispositional factors: limited health, giftedness and mental retardation, psychodynamic, descriptive characteristics of a person. Socio-cultural factors include: non-constructive style of family education, social deprivation, influence of informal peer environment, falling in love [6] and others.

Taking into account the communication difficulties that arise in the communication of adolescents, modern researchers divide them into basic, meaningful, instrumental, reflexive [8], and they can also be presented for adolescence.

The main difficulties of communication: empathy, communication, egocentrism of children, lack of positive attitude towards other people, insufficient self-esteem, increased emotional and personal dependence on communication partners, etc. Important communicative difficulties: lack of communicative knowledge, difficulties related to the reconstruction of the communicative program, forecasting, planning, self-management.

Instrumental communicative difficulties are manifested in the inability to effectively implement planned communicative action programs. These are verbal, verbal, non-verbal production, extra-linguistic, difficulties in engaging in dialogue.

Difficulties in reflexive communication include introspection, self-observation, self-expression, and self-transformation [6].

1. Adolescence is a stage of transition from childhood to adulthood, characterized by rapid personal development and professional self-determination.

Communication during adolescence is characterized by a number of specific features. At this stage, interaction is closely connected with the search for life meaning, the development of self-awareness, the formation of life plans and ways of achieving them, as well as with understanding interpersonal relationships, personal interests, and future professional activity. Communication becomes an important means of obtaining information, establishing affiliation, and developing social identity. The content and nature of adolescents' communication with different partners are largely determined by the need to resolve issues related to self-realization and the formation of meaningful relationships in significant spheres of life. A value-semantic orientation often becomes the dominant component of communication, influencing the topics and direction of conversations. At the same time, adolescence is marked by an increased need for communication, growth in the amount of time spent interacting with others, expansion of the communicative environment, and greater individualization of interpersonal relations.

2. Communication difficulties between boys and girls may be classified into several main groups. The first group includes basic interpersonal difficulties, such as problems in establishing contact, insufficient empathy, a lack of positive attitudes toward another person, inadequate recognition of the partner's value, and increased emotional or personal dependence. The second group comprises meaningful or content-related difficulties associated with insufficient communicative knowledge, as well as problems in predicting, planning, regulating, and restructuring communication strategies. The third group refers to instrumental difficulties, which are expressed in the inability to effectively implement planned communicative actions and in challenges related to constructing a productive dialogue. Finally, reflexive difficulties involve problems of self-analysis, self-observation, self-expression, and personal self-transformation in the process of communication.

3. The causes of communication difficulties in adolescence are associated with a range of psychological and interpersonal factors. These may include shyness, insecurity, self-doubt, hostility, aggressiveness, social isolation, feelings of loneliness, difficulties in self-control and self-esteem regulation, as well as emotional tension and behavioral

maladjustment. Communication barriers may also arise from excessive introversion, heightened sensitivity, painful experiences of loneliness, autistic traits, low communicative activity, insufficient flexibility, and communicative incompatibility with partners who do not evoke sympathy or emotional acceptance. In addition, adolescents may experience difficulties due to poor self-regulation, low self-esteem, and the inability to adapt their behavior to different communicative situations. A significant factor is also adults' misunderstanding of the adolescent's inner world, which may be reflected in simplified or distorted ideas about their experiences, motives, aspirations, and value orientations.

It is known that adolescence is one of the most important periods in the development of a person. This period is characterized by the formation of a teenager as a person, the manifestation of a sense of maturity, self-awareness, self-evaluation, and the development of communication skills. From this point of view, it is important to study the psychological factors influencing the occurrence of communication difficulties during adolescence. Especially considering that communication is a leading component in adolescence, it is important to study the influencing factors related to this age stage. Therefore, V.A. Labunskaya's methodology "Diagnosis of psychological difficulties in communication" was conducted in the group of testers. The data collected based on the results of the methodology were analyzed in terms of quantity and quality and were presented in a table in order to clearly express the indicators.

### Conclusion

A positive correlation was identified between the components of communication difficulties in adolescents' personality development. Expressive speech, socio-perceptual characteristics, communicative relations, cooperation skills, and the conditions of communication appear as the key factors contributing to the emergence of such difficulties. The empirical data obtained within the framework of our study on communication difficulties in adolescence make it possible to formulate the following conclusions.

-First, during adolescence, communication functions as one of the leading forms of activity and plays an essential role in the development of positive personal qualities. However, dissatisfaction with communication involving teachers, parents, and peers may become a significant source of communicative difficulties for adolescents.

-Second, the social environment has a substantial influence on the emergence or prevention of communication difficulties during adolescence. The absence of communicative barriers in an adolescent's personality contributes to the formation of constructive interpersonal qualities and supports more effective social interaction.

-Third, the presence of barriers in communication with teachers, parents, and peers may lead to the manifestation of negative personal characteristics, including dissatisfaction, aggressiveness, rigidity, obstinacy, and resistance in interpersonal relations.

Based on the conclusions, it is appropriate to make the following practical recommendations:

- it is necessary to develop methodical manuals and psychological guidelines for psychological diagnosis of communication difficulties in adolescence and to develop psychocorrective possibilities, and to expand the measures of their introduction into practice;
- it is necessary to develop and implement a psychological training program aimed at effectively eliminating communication difficulties during adolescence;
- it is possible to prevent difficulties in communication with the help of establishing interpersonal relations and developing mutual cooperation during adolescence;
- in order to prevent communication difficulties during adolescence, it is advisable to organize roundtable discussions, seminars and trainings with them.

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