

## **PSYCHOLOGICAL CHARACTERISTICS OF DIFFICULTIES IN COMMUNICATION IN ADOLESCENCE**

**Atakhujaeva Shakhlo Anvarovna**

Associate Professor of the University of Business and Science, Doctor of Philosophy in  
Psychology (PhD)

**Annotatsiya:** This article examines the psychological characteristics of communication difficulties observed during adolescence, a period marked by intense emotional, cognitive, and social development. The research highlights how heightened sensitivity, identity formation, peer influence, and unmet emotional needs contribute to misunderstandings, increased conflict, and avoidance behaviors in interpersonal communication. Special attention is given to the role of self-esteem, emotional regulation skills, and social anxiety as key determinants shaping adolescents' communication patterns. The study also analyzes how family dynamics and school environments can either mitigate or intensify these challenges. The findings offer practical recommendations for educators, parents, and psychologists to support healthy communication competencies in adolescents.

**Keywords:** adolescence; communication difficulties; emotional regulation; self-esteem; social anxiety; peer interaction; psychological characteristics; developmental period; interpersonal communication.

Communication is one of the manifestations of human activity. In childhood and adolescence, it has a special meaning, which is based on the development of a growing personality. If a person has problems in mastering this type of activity, then this indicates the presence of problems with his formation and socialization. Therefore, the emergence of communication difficulties in adolescence and the role of influencing psychological factors have aroused interest in determining the role of these factors.

Based on the research of V.A. Labunskaya, A.G. Asmolov, D.A. Leontyev, it can be said that the personal consistency of a person in his values and thoughts (integrity of the personality) is not only an indicator of the maturity of the individual, but also his success in communication [74]. In addition, researchers note the value attitude towards others as a factor in communication difficulties. Therefore, in the process of forming a holistic personality in adolescence, it is important to treat yourself and others as a subject, a value.

In adolescence, communication plays an important role as a phenomenon that expresses independent value. It affects the formation and development of the individual, and in various directions he gets the opportunity to communicate with peers (boys and girls), adults (parents, teachers). It is known that adolescents strive for communication, are constantly ready for contacts (the so-called phenomenon of "expectation of communication"). In the "search" for communication, the need to experience new experiences, 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 adolescents is characterized by:

1. Expansion of the sphere of communication: an increase in the amount of time spent on it, as well as the expansion of the social space and geography of communication (among the closest friends of adolescents and high school students there are also students from other schools, colleges).

2. Deepening of communication and individualization of relationships. Individualization of relationships is manifested in limiting the nature of relationships with others, in high selectivity in friendly affection, and in high demands on communication between two people. According to I.V. Shapovalenko, in adolescence, closer and deeper friendships are established [124]. Friendship in youth is much more stable and closer than in adolescence. At this age, friends and acquaintances are distinguished by the process of communication. Communication with peers is increasingly taking place outside of school, is associated with new interests, hobbies, and is becoming an independent and very important sphere of life, saturated with various events and phenomena, conflicts, struggles, victories and defeats, discoveries, disappointments and joys.

In the framework of our research work, we will pay attention to the study of the characteristics of communication in adolescence. According to him, it is important to study the psychological factors that influence the formation of communication difficulties. From this point of view, difficulties arising in the process of communication can be naturally divided into two large groups. According to him, the first is associated with self-awareness, self-expression, personal development and self-identification in the group, and the second is related to empathy, which can include sexual relations, love, etc.

Relationships with peers are at the center of a young man's life and largely determine all other aspects of his behavior and activity (L.I. Bozhovich, I.S. Kon, etc.). L.I. Bozhovich notes that if at primary school age the basis for uniting children is often joint activities, then for adolescence, on the contrary, the attractiveness of activities and interests is determined primarily by the opportunity to communicate widely with peers [23].

This communication is more priority than communication with adults, since it is carried out on the basis of equality. A teenager perceives relationships with peers as special, personal relationships: here he has the right and can act independently. Communication with peers is the highest value for a young man.

Adolescence is characterized by a wide range of communication, from which friendly groups of 5-8 people gradually emerge on the basis of common interests, which eventually lead to the emergence of friends. An important role in the communication process is played by the exchange of information. Boys and girls who are members of 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, establishing new human connections. Informal communication in groups is subject to such motives as the search for favorable psychological conditions for communication [63]. A sense of belonging to the group, camaraderie provide mutual assistance, a sense of emotional well-being and stability. Although adolescent communication is often egocentric, the need for self-identification prevails over interest in the feelings and experiences of others. If this is not the case, there will be mutual tension and dissatisfaction with them.

For adolescents, it is important not only to be with their peers, but also, most importantly, to occupy a satisfying position among them (a leadership position, recognition as a comrade or an undisputed authority in a particular matter). In this process of striving, the leading motive is. According to I.S. Kohn, often the inability to achieve such a position leads to rudeness,

indiscipline and increased conflicts [63]. Consequently, difficulties in communication arise due to problems with self-expression and self-expression.

Friendship determines the nature of communication. For many adolescents, friendship and its laws, especially with adults, are uncomfortable, but important [124]. Friendship has the character of “closeness” and is connected between representatives of the same and opposite sexes. Girls make friends with members of the opposite sex earlier than boys.

Youthful dreams of love appear, in which a thirst for emotional contact, understanding and spiritual intimacy is expressed. The need for self-expression, intimate human intimacy, sexual-erotic desires can often be directed to various objects. The ratio of friendship and love is a difficult problem in adolescence.

The problem of self-determination that arises in adolescence is often resolved in communication with peers, but their social experience is approximately the same and equally limited.

Accordingly, it is appropriate to consider the features of communication with adults.

As I.V. Shapovalenko noted, communication with adult boys and girls “involves the democratization of intergenerational relations, the autonomy of growing children and the authority of parents, the resolution of problems of mutual understanding between them” [124].

The content of communication includes life plans, problems, the search for the meaning of life, relationships between people, etc. It depends on whether in adolescence there is a need to arouse passion or solve disturbing problems.

According to psychologists, in order to avoid problems and difficulties in communication, trusting relationships are necessary, which require respect for the young person, confidence in his ability to solve the problem. In this regard, communication should be based on support and mutual understanding.

Often, the cause of communication problems is the desire of adults to limit communication with teenage friends, and as a result, resistance. As A.M. Parishioner and E.N. Novikova noted, difficulties in communicating with adults are associated with the degree of misunderstanding of adults' motives for communicating with friends among boys and girls, which is primarily associated not with relationships with parents and teachers, but with the problem of self-determination [97].

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

A.G. Samokhvalova concludes that there are different aspects of communication difficulties associated with specific age characteristics [104]. Communication difficulties depend on: a) the social situation of development at a certain age stage, b) the type of leading activity of the child, c) the level of development of his communicative arsenal. According to this author, the level of perception of a teenager as a subject of 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 realize his “contribution” to the emergence of difficulties, but even if he realizes this, he cannot independently direct his communicative activity to overcome real difficulties and self-development. This is due to both age characteristics and a poor arsenal of communicative methods and techniques that allow you to facilitate your own communicative actions [104].

Based on the above, we emphasize that the success of communication in boys and girls is associated with the social state of development - with his success in personal and professional

self-realization, self-acceptance, positive and respectful attitude towards others (peers, adults). Educational and professional activities and professional self-determination are associated with difficulties in communication as a leading activity. Also, the absence of difficulties in communication allows you to learn 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 communicative difficulties will be on the way to achieving goals.

The communication difficulties of adolescents were studied in their research by N.I.Aleshkin, E.P.Ilin, I.S.Kon, V.N.Kunisina, A.M.Parishioner, K.V.Pijova, A.G.Samokhvalova, E.G.Somova, M.L.Tarasenko, A.V.Tolstikh, N.E.Kharlamenkova. According to O.A.Bichkov and A.G.Samokhvalova, focusing on the typical communication difficulties of adolescents, N.I.Aleshkin, A.M.Parishioner, K.V.Pijova, N.N.Tolstikh identified general and specific communication difficulties for these age groups [9].

The following are noted among the difficulties in communication characteristic of adolescence: excessive introversion, hypersensitivity, painful feelings of loneliness, autism, low communication, adaptability, communicative incompatibility with partners who do not cause sympathy; difficulties in self-control, low self-esteem [63].

According to psychologists, the factors that lead to difficulties in communicating with adolescents are very diverse. Dispositional factors: limited health, giftedness and mental retardation, psychodynamic, descriptive characteristics of the personality. Sociocultural factors include: non-constructive style of family education, social deprivation, the influence of the informal environment of peers, falling in love [102], etc.

Considering the communication difficulties that arise in the communication of adolescents, modern researchers divide them into basic, meaningful, instrumental, reflexive [104] and they can also be presented for adolescence. The main communication difficulties: lack of empathy, communication, children's egocentrism, lack of a positive attitude towards another person, insufficient self-esteem, increased emotional and personal dependence on communication partners, etc. Significant communicative difficulties: lack of communicative knowledge, difficulties with restructuring the communicative program, forecasting, planning, self-management.

Instrumental communicative difficulties are manifested in the inability to effectively implement planned programs of communicative actions. These are verbal, nonverbal, non-verbal production, extralinguistic, difficulties in entering into dialogue.

Difficulties in reflexive communication include introspection, self-observation, self-expression, self-change [103].

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

2. Communication in adolescence has its own characteristics: the process of communication and finding meaning in life, self-knowledge, life plans and ways to implement them, relationships between people, their interests and professional activities, affiliation become a problem; the content and nature of communication with all partners is determined by solving problems related to the formation and implementation of relationships as subjects of relationships in important areas of their lives; the leader is the value-semantic dominant of communication on the topic of

conversation; increased need for communication, increased communication time and its scope, as well as individualization of relationships.

3. Difficulties in communication between boys and girls are divided into basic (difficulties in establishing contact, feeling empathy; associated with the lack of a positive attitude towards another person, insufficient appreciation of another person, increased emotional and personal dependence on communication partners); substantive (associated with lack of communicative knowledge, difficulties in forecasting, planning, self-control, restructuring the communicative program); instrumental (inability to effectively implement planned programs of communicative actions in practice; difficulties in building a dialogue); reflexive (difficulties in introspection, self-observation, self-expression, self-change).

4. Causes of communication difficulties: shyness, timidity, lack of self-confidence, hostility, aggression, isolation, experience of loneliness, self-control and self-esteem, tension and eccentricity; excessive introversion, hypersensitivity, painful feelings of loneliness, autism, low communication, flexibility, communicative incompatibility with partners who do not cause sympathy, difficulties in self-control, low self-esteem; misunderstanding by adults of the inner world of a teenager, including false or primitive ideas about their experiences, specific motives for action, aspirations, values.

As is known, 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 adulthood, the development of self-awareness, self-assessment capabilities, and the development of communication skills. In this regard, it is important to study the psychological factors that influence the emergence of communication difficulties in adolescence. Especially considering that communication is a leading component in adolescence, it is important to study the influencing factors associated with this age stage. Therefore, the methodology of V.A. Labunskaya "Diagnosis of psychological difficulties in communication" was conducted in the test group. Based on the results of the methodology, the collected data were analyzed quantitatively and qualitatively and were reflected in the table in order to clearly present the indicators.

**Table 1**

**Interrelationships between components of communication difficulties in 7th grade students**

Components of communication difficulties	Expressive speech	Social-perceptual characteristics	Communication relationships	Cooperation skills	Communication conditions
Expressive speech	1	0,79**	0,75**	0,75**	0,57**
Social-perceptual characteristics	0,79**	1	0,78**	0,84**	0,58**

Communication relationships	0,75**	0,78**	1	0,80**	0,58**
Cooperation skills	0,75**	0,84**	0,80**	1	0,67**
Communication conditions	0,57**	0,58**	0,58**	0,67**	1

According to the results of the table (Table 2.1), it was found that expressive speech has a significant relationship with socio-perceptual characteristics ( $r=0.79$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.75$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.75$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.57$ ;  $p\leq 0.01$ ). From these indicators, it became clear that people who can express their speech expressively have such characteristics as the ability to correctly understand others, flexibility in the communication process, like-mindedness in interpersonal relationships, and understanding of various situations in communication.

If we pay attention to the results of the subjects, it was observed that socio-perceptual characteristics are correlated with expressive speech ( $r=0.79$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.78$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.84$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.58$ ;  $p\leq 0.01$ ). The results show that such characteristics as speech intelligibility, positive attitude, goodwill towards others, and the convenience of various conditions during communication have a significant impact on a person's ability to correctly perceive others in social relationships.

According to the results of the study, it was found that communicative relations are significantly correlated with expressive speech ( $r=0.75$ ;  $p\leq 0.01$ ), with socio-perceptual characteristics ( $r=0.78$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.80$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.58$ ;  $p\leq 0.01$ ). From these indicators, it can be seen that factors such as the ability to understand speech, the socio-psychological characteristics of interlocutors, the readiness to establish cooperation in communication, and the conditions for entering into a relationship play an important role in the manifestation of positive feelings towards others in interpersonal relationships.

According to the results of the methodology, it was noted that cooperation skills have a significant correlation with expressive speech ( $r=0.75$ ;  $p\leq 0.01$ ), with socio-perceptual characteristics ( $r=0.84$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.80$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.67$ ;  $p\leq 0.01$ ).

It can be seen that an increase in the tendency to cooperate with other people in any activity process, in turn, leads to an increase in the ability of the interlocutors to adequately convey their thoughts, mutual understanding in communication, sincerity in interpersonal relationships, and the level of adaptation to various requirements that arise during the conversation.

According to the results of the study, a significant correlation was observed between the conditions of communication with expressive speech ( $r=0.57$ ;  $p\leq 0.01$ ), with socio-perceptual

characteristics ( $r=0.58$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.58$ ;  $p\leq 0.01$ ), and with cooperation skills ( $r=0.68$ ;  $p\leq 0.01$ ). The results show that factors such as expressiveness of speech, ability to understand the situation of other people, manifestation of positive attitudes, and support for others during activities have a direct impact on the development of a person's ability to adapt to various conditions arising in the process of communication.

If we pay attention to the results of 9th grade students according to this methodology, it is noticeable that there is a specific significant correlation between the components of communication difficulties.

**Table 2**

**Intercorrelations between components of communication difficulties in 9th grade students**

Components of communication difficulties	Expressive speech	Socio-perceptual characteristics	Communication relationships	Cooperation skills	Communication conditions
Expressive speech	1	0,71**	0,78**	0,78**	0,75**
Socio-perceptual characteristics	0,71**	1	0,77**	0,84**	0,70**
Communication relationships	0,78**	0,77**	1	0,80**	0,79**
Cooperation skills	0,78**	0,84**	0,80**	1	0,80**
Communication conditions	0,75**	0,70**	0,79**	0,80**	1

According to the results of the table (Table 2.2), expressive speech was found to be significantly correlated with socio-perceptual characteristics ( $r=0.71$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.78$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.78$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.75$ ;  $p\leq 0.01$ ). These indicators show that individuals who are prone to expressing their speech expressively have developed such characteristics as the ability to correctly understand others, flexibility in the communication process, support for others in interpersonal relationships, and positive perception of various situations and conditions in communication.

It is known that in the test group, socio-perceptual characteristics were correlated with expressive speech ( $r=0.71$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.77$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.84$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.70$ ;  $p\leq 0.01$ ). The results show that such characteristics as fluency and expressiveness of speech, correct organization of the communication process, willingness to help others, and adaptation to different conditions during the conversation have a significant impact on a person's understanding of their emotional states in the process of establishing relationships with others.

According to the data obtained from the study, it was noted that communicative relations have a significant relationship with expressive speech ( $r=0.78$ ;  $p\leq 0.01$ ), with socio-perceptual characteristics ( $r=0.77$ ;  $p\leq 0.01$ ), with cooperation skills ( $r=0.80$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.79$ ;  $p\leq 0.01$ ). From these indicators, it can be understood that factors such as a person's correct understanding of the opinions of others, the socio-psychological characteristics of the people entering into a conversation, the readiness to establish cooperation in communication, and the conditions for establishing a relationship are of great importance in the manifestation of positive relations in a person towards others.

The next scale of the methodology showed that cooperation skills have a significant correlation with expressive speech ( $r=0.78$ ;  $p\leq 0.01$ ), with socio-perceptual characteristics ( $r=0.84$ ;  $p\leq 0.01$ ), with communication relationships ( $r=0.80$ ;  $p\leq 0.01$ ), with communication conditions ( $r=0.80$ ;  $p\leq 0.01$ ). It can be seen that an increase in the orientation towards cooperation with other individuals in the process of a particular activity, in turn, leads to an increase in the expressiveness of the interlocutors' communication, the clarity of mutual perception in communication, a positive atmosphere in interpersonal relationships, and the level of adaptation to various situations that arise during the exchange of information.

Based on empirical data, a significant correlation was observed between communication conditions and expressive speech ( $r=0.75$ ;  $p\leq 0.01$ ), socio-perceptual characteristics ( $r=0.70$ ;  $p\leq 0.01$ ), communication relationships ( $r=0.79$ ;  $p\leq 0.01$ ), and cooperation skills ( $r=0.80$ ;  $p\leq 0.01$ ). The results show that factors such as expressive speech activity, the ability to feel the experiences of other people in this situation, the positive course of interpersonal relationships, and the desire to support others play a leading role in the development of a person's ability to adapt to different communication conditions.

**Conclusion.** Based on the empirical data collected within the framework of our research aimed at studying communication difficulties in adolescence, it is possible to formulate the following conclusions.

- communication in adolescence, as a leading activity, serves to form positive personal qualities in them. Especially in adolescents, dissatisfaction with communication with teachers, parents, and peers leads to the emergence of communication difficulties.
- the influence of people around them is significant in the emergence of communication difficulties during adolescence. As a result, the absence of barriers to communication in adolescents contributes to the formation of positive personality traits.
- the presence of barriers in adolescents' communication with teachers, parents, and peers leads to the manifestation of negative personality traits such as dissatisfaction with themselves, aggressiveness, selfishness, and stubbornness.
- a positive correlation is observed between the components of communication difficulties in adolescents. This means that expressive speech, socio-perceptual characteristics, communication

relationships, cooperation skills, and communication conditions are the leading components in the emergence of communication difficulties in them.

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