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INTRODUCTION

The psychosocial conditions for the development of adolescent interpersonal relationships reflect the combined influence of multiple environmental factors, such as family, school and social media. The family environment has profound effects on adolescent self-esteem and self-identity, social support and sense of belonging. Family education style and family atmosphere play a key role in adolescents' emotional regulation and conflict resolution ability. The school environment, teacher-student relationship and classmate relationship also have a significant impact on the development of adolescent interpersonal relationship. A positive school culture and atmosphere can promote social interaction and emotional communication, and improve their social adaptability. In addition, social media, as an important communication tool in modern society, also has a significant impact on the interpersonal relationship of adolescents. The popularity and influence of social media have led to the profound changes in the social behavior and communication style of teenagers. Understanding the psychosocial conditions of adolescent interpersonal relationship development is an important prerequisite for improving their interpersonal relationships. By optimizing family education and family atmosphere, strengthening the construction of school culture and teacher-student relationship, and reasonably guiding teenagers to use social media, the healthy development of teenagers' interpersonal relationship can be effectively promoted.

Adolescence is an extremely critical stage in life, during which individuals are facing great changes in physiology, psychology and society, among which the

development of interpersonal relationship is one of the core issues at this stage. The interpersonal relationship of teenagers not only affects their mental health and happiness, but also has a far-reaching impact on their social adaptability and future development. Therefore, it is of great practical significance and theoretical value to deeply explore the social and psychological conditions for the development of adolescent interpersonal relationships.

In recent years, with the development of social economy and the change of family structure, the social environment faced by teenagers has become increasingly complex, and the development of interpersonal relationships has also shown new characteristics. The traditional family, school and community environment is undergoing profound changes on teenagers. At the same time, the emerging social media has also had a far-reaching impact on teenagers' social behavior and communication style.

From the perspective of social psychology, the development of adolescent interpersonal relationship is the result of the interaction between individuals and the environment. As the first classroom for individual growth, family plays a fundamental role in teenagers' self-esteem, emotional support and intimate relationship. As the main socialization place for teenagers, school has an important influence on their peer relationship, teacher-student relationship and sense of belonging to the group. In addition, with the popularity of social media, online communication has become an important part of teenagers' daily life, which has also had a noticeable impact on the formation and development of their interpersonal relationships.

The latest Scientific Research and Publications. Adolescents have always been an important support for all aspects of every society, and therefore the field of scientific research has never been slow in studying all aspects of adolescents. This includes research related to the reflective development of adolescents' interpersonal relationships. Different scholars have conducted different studies in this field in different details and have achieved a great deal of meaningful results. Whether it is basic research on the current status of adolescents' interpersonal relationships or more in-depth research, some scholars have investigated the current status of adolescents' interpersonal relationships. For example, some scholars have investigated the longitudinal effects of relationship reflection and empathy on externalizing behaviors among adolescents over time and have obtained valuable results, including that the ability to reflect on mental states and externalizing behaviors are negatively correlated, and that this negative correlation becomes more pronounced the longer the period of time passes. [1] Furthermore, several studies have investigated and revealed that there is no direct relationship between attachment-based reflective functioning and marginalized traits or internalizing psychopathology among adolescent populations, but there is a negative correlation with externalizing pathology. These studies also illustrate that adolescents' reflective development creates diverse outcomes to influence their interpersonal competence. This requisite for reflective development encompasses both external social and internalized psychological conditions. [2]

However, the emergence of a large number of scientific studies and publications will not completely fill the academic gaps, but instead, scholars will find more

refined questions and gaps that urgently need to be resolved by a reasonable conclusion. First of all, most of the existing researches are based on a specific cultural background, such as the European-American or Western adolescent background. It needs to be emphasized that culture also has a huge impact on society and human psychology. Therefore, new research needs to focus on cultural areas that are rarely emphasized, including Eastern and African countries. Using a more comprehensive cultural context as a source of data for the study would be able to help improve the accuracy and credibility of that result, addressing existing questions with more reliable answers. Additionally, majority of existing research has not focused on finding the social and psychological conditions that influence reflective development in adolescent interpersonal relationships itself, but has preferred to examine the relationship between reflective development and internalizing and externalizing behaviors. While these results are important and in line with the needs of the psychology market, identifying the conditions that can influence the reflective development of adolescent interpersonal relationships is what will broaden the base for other types of research. All other relevant research needs to be based on an understanding of the conditions that cause this effect in order to be better developed. Therefore, future research needs to increase its efforts to identify the underlying conditions that lead to changes in the reflective development of interpersonal relationships in order to facilitate additional research. These conditions are both extrinsic and intrinsic. In addition to school, family, and society, future research has a responsibility to identify more extrinsic social conditions. Intrinsically, the rapid development and changes in today's society have radically altered, influenced, and

even harmed the human mentality compared to the past. Therefore, in addition to depression, anxiety, and autism, which have been the subject of much research in the past, future research needs to identify more psychological activities that influence adolescents' reflections on their interpersonal relationships in order to make a more comprehensive academic contribution to the field. In addition, the underlying conditions that lead to these changes in the development of reflective interpersonal relationships are likely to be different in different societies and cultures because people have different ways of thinking, concepts, ways of speaking and acting, ways of communicating, social experiences, and even the underlying causes of immutable factors inherited from history. This is why it is important to consider the different cultural backgrounds, because even in Asia, adolescents and young people from different countries have completely different family atmosphere and ways of education (communication between parents and siblings), school teaching styles, and social behaviors, but of course the same conditions can also be found in their inner psychology, including the way they deal with difficulties and setbacks. Different ways of coping can lead to different levels of depression or anxiety. The way adolescents celebrate and deal with difficulties is different in each country. Therefore, research in this area needs to make breakthroughs in regional and cultural contexts to find more meaningful conclusions.

Overall, future research needs to consistently investigate the social and psychological conditions that influence the reflective development of adolescents' interpersonal relationships in order to discover new conditions and factors that can provide strong data support for a large number of other related studies. We can

provide a more reliable scientific basis for the judgment of the reflective development of adolescents' interpersonal relationships. In addition, by exploring the influence of different cultural backgrounds on the reflective development of adolescents' interpersonal relationships, we can also find more meaningful differences to improve our academic gaps in this area.

The aim of the master's research. The study of the reflection of psychosocial conditions in the development of adolescents' interpersonal relationships aims to provide insight into how adolescents form and develop interpersonal relationships as they grow up, influenced by their family, school and social environments, as well as their internal psychological states. The meaning of adolescents for the development of the country and society is significant, because their growth and development is the important growth driving force for the whole society. Human beings are group creatures and need various kinds of interpersonal relationships to ensure the smoothness of life, including relationships with friends, relationships with colleagues and supervisors at work, relationships with parents, and even relationships with strangers outside the home. Teenagers need to build good relationships with others to give them more opportunities to channel their ideas and receive new information. Without good relationships, lonely people are unlikely to have good opportunities to grow and exchange information from the outside to ensure their mental health. Without proper developmental opportunities and mental health, it is difficult for a young person to succeed, which means that the driving force in the society is also reduced. Therefore, an in-depth study of this topic can lead to more comprehensive conclusions to better understand the conditions that influence adolescent relationships

and contribute to the overall stability of society. It provides theoretical support and practical guidance to minimize the psychological and developmental problems caused by adolescents' interpersonal relationships in order to promote better development in this area. This is of great practical significance and value.

Research Object. The research object of this study is mainly adolescents. According to a combination of psychological research and the standards of most of the world's authorities, including the World Health Organization and the United Nations Children's Fund, adolescents are those between the ages of 12 and 19. By studying and investigating the exact group of adolescents, we can gain a more correct and comprehensive understanding of the social and psychological factors that would affect their interpersonal relationship development. It is important to use this age group as the subject of the study because no matter what their background, qualities, ideas, etc., they are truly representative of the adolescent population. This population will maximize the accuracy and reliability of this study. Therefore, this study will focus on adolescents between the ages of 12 and 19 years old to explore the social and psychological conditions for the development of reflective interpersonal relationships among adolescents.

Research Subject. Relationships as an integral part of every human being, play a vital role in all aspects of adolescents' development and progress. The ability to reflect on relationships is the key to adolescents' progress and success in this area. However, the ability to reflect requires a number of conditions, both internal psychological and external social. The core of this study is to analyze in-depth the internal and external conditions that affect adolescents' reflective capacity in

interpersonal relationship, to find out how the quality of adolescents' interpersonal relationships affects their psychological well-being and social adjustment, and to provide a more meaningful scientific basis for adolescent mental health.

Even though adolescents' interpersonal reflectivity has received a great deal of attention and research in the field of academic research and there are a large number of results, some inherent gaps still remain, namely, the conditions that affect reflectivity, including intrinsic psychological factors and extrinsic social factors. Different environments can lead to changes in these conditions, including the possibility that these conditions may be different in different cultural contexts, and the possibility that these conditions may increase in the context of social development in different times. Therefore, this aspect remains unclear. The present study aims to explore the gaps in this area and to provide a broader perspective for other future studies to support the underlying thesis and scientific data to enable other researchers to draw more accurate conclusions and discover great new phenomena. By examining both internal psychological and external social factors in detail, we can clearly understand what factors control or influence adolescents' relationship reflectivity, so that we can infer the quality of their relationships based on their conditions.

In addition, by analyzing and interpreting the research results, this study provides targeted and scientifically based advice and support to education authorities and parents to promote the healthy growth and development of adolescents. Under the existing research gaps, many aspects of education for adolescents remain at a backward stage. Therefore, when new influencing conditions are identified in this study, it is imperative to update or upgrade the psychoeducational aspects of

adolescents according to the new conditions so that adolescents can develop better interpersonal relationships and gain more benefits.

Research tasks:

1. Reveal the internal mechanism of the development of teenagers' interpersonal relationship: by studying teenagers' psychological needs, emotional expression and social skills, we can deeply understand the internal mechanism of their interpersonal relationship development.

2. Exploring the influence of family, school and social environment on teenagers' interpersonal relationships: By comparing teenagers' interpersonal relationships in different family structures, educational methods and social environments, exploring the influencing factors and their modes of action.

3. Evaluate the quality of adolescent interpersonal relationship and its influence on mental health and social adaptation: Through empirical investigation and data analysis, evaluate the quality of adolescent interpersonal relationship and its influence on mental health and social adaptation.

4. Provide scientific basis for adolescent mental health education and support: Through the analysis and interpretation of the research results, provide targeted suggestions and support for education departments and parents, and promote the healthy growth and development of adolescents.

Selected Research Methods. Since this study involves expanding new knowledge, interviews were the primary method of data collection for this study. We all understand the factors that have been identified in the past, such as family factors, school factors, etc., but our focus was to be able to identify new gaps. So,

these gaps were identified by talking to the youth during the interviews and using guided questions to lead them to think and express their inner thoughts. The answers they provide are recorded. From the content of these responses, we were able to extract key information and data to fulfill the research task. This study will follow through with the methodology of the interview and all the things that need to be taken care of, including the importance of ethics. We will make sure that the interviews are conducted with the consent of the adolescents without burdening them in any way and that the question-and-answer process is conducted in a completely safe environment. This study will also maintain the absolute confidentiality of the data collected or the results of the interviews. The content of this study will only reveal the findings that have been analyzed and extracted by the researcher and not any part of the original interviews. We will also ensure that the entire research process is ethical and legal, and that dishonest behavior, such as data fraud, is strictly prevented.

Scientific Novelty. The present study is novel in a number of ways in terms of examining the social and psychological barriers to the reflective development of adolescent interpersonal relationships.

First and most importantly, this study focuses on uncovering new social and psychological conditions for the reflective development of adolescent interpersonal relationships, rather than exploring existing conditions. Finding new influences or conditions is more significant to the field than uncovering a potentially wider variety of relationships within existing conditions. Discovering new conditions means uncovering new directions for future research.

In addition, this study extends and supplements the existing theoretical framework. When the theoretical framework is limited to past factors and conditions, its scope of influence is limited. However, this study succeeded in adding many new ideas to these theories to increase the scope of their interpretation in the future.

Practical Significance of the Obtained Results. The study on the reflection of social and psychological conditions of adolescent interpersonal relationship development has rich theoretical significance. First of all, it helps to deepen our understanding of the law of adolescent psychological development. Adolescent stage is a critical period of individual psychological development, and the development of interpersonal relationship is an important aspect. By studying the influence of social psychological conditions on the development of adolescent interpersonal relationship, we can understand the internal mechanism and external environmental factors of adolescent psychological development more comprehensively.

Secondly, this study is helpful to integrate and develop the theories of psychology, sociology and pedagogy. The development of interpersonal relationship involves the interaction between individual's internal psychological process and social external environment, which needs to be discussed in depth by using multidisciplinary theories and methods. By studying the social psychological conditions of adolescent interpersonal relationship development, we can promote the cross-integration of related disciplines and promote the development and innovation of theories. In addition, this study is also helpful to improve and develop the theoretical system in the field of adolescent mental health and education. By revealing the social and psychological conditions of the development of teenagers'

interpersonal relationships, we can provide more specific theoretical guidance for educators and parents to help them better understand and support the growth needs of teenagers. At the same time, the research results can also provide reference for policy makers and researchers, and promote the theoretical and practical development of adolescent mental health and education.

The research on the reflection of social psychological conditions in the development of adolescent interpersonal relationship not only has theoretical value, but also has practical significance. First of all, by deeply understanding the internal mechanism and influencing factors of adolescent interpersonal relationship development, parents and educators can better understand the psychological needs and behavioral characteristics of adolescents and provide more intimate and effective support and guidance for adolescents. Secondly, the research results can provide scientific basis for policy makers, formulate policies and measures that are more in line with the actual needs of teenagers, and promote the healthy growth and development of teenagers. In addition, for mental health workers, the research results can provide theoretical support and practical guidance for psychological intervention and counseling, and help teenagers establish healthy and positive interpersonal relationships. Finally, from the social perspective, teenagers are the hope and pillars of the future, and their healthy growth and development are of great significance to the prosperity and progress of society. Therefore, the research on the reflection of social psychological conditions of adolescent interpersonal relationship development is not only helpful to improve the mental health level and social adaptability of adolescents, but also helpful to social harmony and stability.

Structure. The postgraduate qualification thesis consists of an introduction, three chapters with conclusion, a summary of the research work and a list of materials used. The total volume of the thesis is 67 pages.

CHAPTER 1

THE THEORETICAL AND METHODOLOGICAL BASIS OF ADOLESCENT RELATIONSHIP RESEARCH

1.1 The research status at home and abroad

In recent years, the development of interpersonal relationship has attracted the attention of many scholars and educators. Relationships refer to a pattern of getting along and connecting with people. This is even more obvious in the area of youth. The research in this field is not only vital to the healthy growth of teenagers, but also has a far-reaching impact on social harmony and stability. Our society needs relationships and cooperation of all kinds to achieve peace and long-term development, because people who work alone are likely to be excluded from many opportunities. Therefore, a large number of scholars have taken a keen interest in this topic and started their research.

First of all, in terms of family relations, Ambert emphasized the influence of family environment on teenagers' interpersonal relationship. She pointed out that the family is the social place where children first come into contact, and parents' parenting style and family atmosphere will affect children's social ability. [3] As a child's first teacher, parents should set an example by giving their children the right values in relationships. Parents should learn to create an appropriate home atmosphere or environment and teach their children in an appropriate way how to

communicate and build relationships with others. Parents should tell their children what is taboo in maintaining relationships and what should be done. Therefore, the children who are taught these lessons will be able to outperform their peers in the society. A harmonious and loving family environment helps to cultivate children's self-esteem and self-confidence, thus making them more comfortable in interpersonal communication. Secondly, in the aspect of peer relationship, Scholte and Van Aken analyzed the characteristics of adolescent peer relationship from the perspective of psychology. They believe that with the growth of age, teenagers will pay more and more attention to the identity of peer groups, and at the same time, their dating standards and values will gradually mature. [4] As they get older, adolescents have transitioned from being children to being teenagers. With age often comes mental growth. Therefore, topics that could be used casually as jokes as a child are not appropriate as a teenager. Teenagers are very exploratory, so they tend to have a lot of friends their own age or in the same class to help each other out in the future. Teenagers are desperate for approval in every way. So, if a teenager can find people who know how to identify with their friends, then they are bound to have a good time with each other, in other words, they will be able to manage their interpersonal relationships well. Therefore, it is particularly important to guide and educate the peer relationship. For example, Smith and colleagues proposed that teenagers' communication motives are complex and diverse, including seeking friendship, belonging, supporting each other and sharing happiness. [5] They believe that in adolescence, individuals begin to pay more attention to the development of self-identity, so the interaction with others is more to understand themselves and

explore their identity. In addition, some researchers have paid attention to the influence of school environment on teenagers' interpersonal relationships. [6] For example, the relationship between teachers and students and classmates in schools will have an impact on the social development of teenagers. [7] Scholars emphasized the important role of schools in cultivating students' interpersonal skills. [8] For example, Vertel and colleagues summed up the characteristics of adolescent interpersonal relationship development, including enhanced self-awareness, emotional richness and instability, and the expansion of social circles. [9] They believe that in the face of these characteristics, families, schools and society need to work together to provide corresponding support and guidance. For example, families should provide more emotional support and trust for children; Schools should pay attention to students' mental health and the development of interpersonal relationships; The society should strengthen network supervision and provide more places for public activities. [10]

It is worth noting that in addition to family, school and peers, teenagers will develop interpersonal relationships in a wider social environment. [11] For example, communities and networks are important places for them to contact and communicate. Therefore, the study of interpersonal relationship in these non-traditional fields has gradually been paid attention to.

In the field of adolescent development, the development of interpersonal relationship is one of the hot spots of foreign research in recent years. [12] At this stage, teenagers are trying to get rid of their parents, find their own position and establish relationships with peers and adults. [13] Studying the interpersonal

relationship of teenagers not only helps to understand their psychological growth, but also helps to provide guidance for education and social policies. [14] In foreign countries, adaptability is closely related. Some scholars pointed out that adolescence is a critical period for the development of social skills and emotional understanding. [15,16,17] However, this stage is also prone to social anxiety, loneliness and bullying. [18] Educators and parents should attach importance to teenagers' social skills training and help them establish healthy peer relationships. [19,20] At the same time, peer relationship has a significant impact on teenagers' academic performance. [21] Through the analysis of a large number of data, they found that teenagers who have a good relationship with their peers often show higher academic participation and better grades in school. Scholars suggested that schools should strengthen opportunities for teamwork and peer interaction to promote the academic success of teenagers. Sequeira and colleagues discussed the interpersonal relationship of teenagers from the perspective of neurophysiology. Using brain imaging technology, they found that the brain activity patterns of teenagers are significantly different from those of adults when dealing with social information. [22] This shows that the brain development of teenagers in dealing with interpersonal relationships is not yet fully mature. This research provides educators and parents with a new perspective, reminding them to give more emotional support and guidance during their adolescence. In addition to the above, Kirchhoff and Keller emphasized the influence of family environment on adolescents' interpersonal relationships. They pointed out that family atmosphere and parents' educational methods play a vital role in the development of teenagers' social skills. Family support, communication and

consistency of rules have been proved to be positively related to the quality of peer relationship among adolescents. [23] Zou and Wu's research results suggest that parents should pay attention to the construction of family environment to improve teenagers' social skills. [24]

1.2 Concept Used in the Study

Interpersonal relationships refer to the dynamic process of interaction between people, which usually refers to social interpersonal relationships, that is, the relationship between people. [25] It covers all kinds of relationships at different levels, from intimate relationships (such as family, friends, lovers, etc.) to general social relationships (such as colleagues, superiors and subordinates, neighbors, etc.). [26] The quality of interpersonal relationship has a great influence on personal mental health, quality of life and social ability. [27] Establishing a good interpersonal relationship requires the joint efforts of both parties, including basic elements such as sincerity, understanding, respect, trust and communication. At the same time, when dealing with interpersonal relationships, we also need a balance between reason and emotion to avoid being overly emotional or rational. In addition, interpersonal relationship is also influenced by many factors, such as culture, society, psychology and physiology, so it is necessary to comprehensively consider various factors and adopt appropriate strategies and methods to establish good interpersonal relationship. [28]

Role identification

Role Identity is an individual's cognition and acceptance of his role position in

society, and on this basis, he forms an expectation of behavior consistent with his role. [29]

Generally speaking, the process of individual growth is also the process of role identification. Role identification is an individual's identification with a specific role, which is usually influenced by many factors such as family, society and culture. In the family, parents will give their children different roles according to their gender, age and other characteristics, and expect them to show behaviors consistent with the roles. [30] For example, parents expect boys to show bravery, determination and self-confidence, while girls are expected to show tenderness, consideration and care. [31] These expectations and requirements will affect children's recognition of their roles and gradually form corresponding behavior patterns. In addition, society and culture will also have an impact on individual role identity. In different social and cultural backgrounds, people have different expectations and norms for different roles, which will also affect individuals' recognition of their roles. For example, in some cultures, men are expected to play the role of "breadwinner", while in other cultures, this may not be the case. [32]

Attachment theory

Attachment Theory, which originated in 1970s and was put forward by British psychiatrist John Bowlby, refers to a special emotional relationship between a baby and its main caregiver (usually the mother). [33] This emotional relationship is very important for the survival and development of babies, because it affects their cognitive, emotional and social development. [34] Attachment theory holds that the emotional bond between children and their caregivers is one of the internal driving

forces for children's development. [35] This emotional bond provides children with a basic sense of security and helps them explore their surroundings. When children are in a secure attachment relationship, they will show more positive emotions, better problem-solving ability and higher social adaptability. [36] On the contrary, when children are in insecure attachment relationships, they may show more negative emotions, lower problem-solving ability and lower social skills. [37]

Social learning theory

Social learning theory is a psychological theory put forward by American psychologist Albert Bandura, which holds that human behavior and cognition are shaped and influenced by social environment. [38]

Bandura believes that the process of human learning behavior is not only influenced by internal driving factors (such as physiological needs and desires), but also by external social environment. Social learning theory holds that individuals not only learn from direct experience, but also learn from observing others' behaviors and results. This learning method is called imitation learning. Imitation learning is the core mechanism of social learning, in addition to which it includes reactive reinforcement learning and symbolic learning. [39]

Social cognitive theory

Social cognitive theory is one of the important theories of social psychology. It is a theory used to explain the social learning process, which mainly focuses on cognitive factors such as people's beliefs, memories, expectations, motivations and self-reinforcement. [40]

Social Cognition Theory is a basic theory about individual behavior founded by

Bandura. Explore the dynamic mutual determination among environment, people and their behaviors. Environmental factors, behavior and individual factors are regarded as theoretical entities that are independent and interact with each other at the same time, thus determining each other. [41] There is a continuous interaction between individuals, their behaviors and the environment in which they live, and there is a two-way relationship between any two factors, which is constantly changing; Behavior decision is the result of the interaction of individual factors and environmental factors. Social cognitive theory has been widely used to understand and predict behavior choice and behavior characteristics.

Social Emotion Theory

Social emotion theory was put forward by Carstensen, which is a theory of lifelong development of motivation. The theory holds that as people get older, they will feel that time passes faster, and they will become more and more selective, putting more resources into emotionally meaningful goals and activities. [42] According to this theory, the transfer of motivation also affects the cognitive process. [43] People tend to pay attention to and remember positive rather than negative information when they are old (called "positive effect"). Old people cherish emotional satisfaction. They often spend more time with familiar people, selectively reduce social interaction, maximize positive emotional experience and minimize emotional risk. The elderly systematically build and maintain their social networks so that social partners can meet their emotional needs.

Mentoring program based on interaction concept design

Psychological tutors should be familiar with the theory of interaction analysis

before group counseling for teenagers, so as to carry out flexible communication patterns for teenagers and avoid interpersonal conflicts caused by mismatched patterns. The parallel communication mode in which both parties are in the dominant position of adult status is the long-term solution to interpersonal communication conflict. In group counseling practice, young people may expose themselves. Psychological tutors should control and create a safe atmosphere to make young people feel safe and friendly, and increase their positive motivation for psychological development.

Conclusions to chapter 1

This chapter summarizes the development of adolescent interpersonal relationship at home and abroad, and discusses the factors affecting adolescent interpersonal relationship from many aspects. In domestic research, it mainly focuses on the influence of family relationship, peer relationship and school environment on adolescent interpersonal relationship. Family is the first class for children to grow up, and family relations have a vital impact on teenagers' mental health and interpersonal relationships. Peer relationship is the interpersonal relationship formed by teenagers in social environment, which has a significant impact on their social adaptability and academic performance. In addition, the school environment is also considered to be one of the important factors affecting the interpersonal relationship of teenagers. In the aspect of foreign research, the interpersonal relationship of teenagers is mainly discussed from the perspective of neurophysiology.

In recent years, more and more studies show that the neurophysiological

development of adolescents is closely related to interpersonal relationships. For example, studies have pointed out that the development of the prefrontal cortex of teenagers is closely related to social skills, emotional regulation and moral judgment. Generally speaking, the development of adolescent interpersonal relationship is a complicated process, which is influenced by many factors. Both domestic and foreign studies have emphasized the important role of family, school and peer relationship in the development of adolescent interpersonal relationship. Future research can further explore the interaction and influence mechanism between these factors, so as to better understand and promote the mental health of teenagers and the good development of interpersonal relationships. At the same time, parents and educators should also pay attention to the influence of these factors on teenagers and take corresponding measures to support and guide them to establish healthy interpersonal relationships.

CHAPTER 2

THE INFLUENCE OF SOCIAL AND PSYCHOLOGICAL CONDITIONS ON THE DEVELOPMENT OF ADOLESCENT INTERPERSONAL RELATIONSHIPS

4.1 The impact of family environment on adolescent interpersonal relationships

Socio-psychological conditions have many influences on the development of adolescent interpersonal relationship, among which family structure and parent-child relationship are two important factors. [44] Family is the first classroom for children

to grow up, and parents are their first teachers. Therefore, family structure and parent-child relationship have a far-reaching impact on teenagers' psychological development and interpersonal relationships.

First of all, family structure has a significant impact on the development of interpersonal relationships among teenagers. [45] A harmonious and stable family structure can provide children with a sense of security and belonging, and help to cultivate their self-esteem and self-confidence. In such a family environment, children are more likely to form a positive personality and good social skills, thus showing more self-confidence and initiative in interpersonal relationships. On the contrary, an unharmonious or divorced family structure may lead to children's insecurity and negative emotions such as inferiority and anxiety. [46] These emotions may affect children's social skills and interpersonal relationships, making them appear stiff, unconfident or aggressive when interacting with others. Secondly, parent-child relationship also plays a key role in the development of teenagers' interpersonal relationship. Good parent-child relationship can help children form a healthy personality and emotional attitude. In parent-child interaction, if parents can give their children enough care and support and understand their needs and emotions, then children will be more likely to form a positive interpersonal attitude. [47] They will build relationships with others more actively, participate in social activities more actively, and show more sympathy and understanding in interpersonal relationships.

On the contrary, bad parent-child relationship may lead to children's emotional needs not being met, resulting in loneliness and anxiety. [48] These emotions may affect children's social skills and interpersonal relationships, making it difficult for

them to establish good relationships with others.

To sum up, the influence of family structure and parent-child relationship on the development of adolescent interpersonal relationship cannot be ignored. In order to help teenagers establish good interpersonal relationships, parents and society should work together to create a harmonious and stable family environment and intimate and healthy parent-child relationship. At the same time, for children with poor family structure and parent-child relationship, more psychological support and social guidance should be provided to help them overcome difficulties and cultivate their social skills and emotional IQ, so as to better cope with the challenges in interpersonal relationships.

Socio-psychological conditions have a far-reaching impact on the development of adolescent interpersonal relationships, among which family education mode and family atmosphere are two key variables.

First of all, family education has a significant impact on teenagers' interpersonal relationships. Autocratic family education, that is, parents have absolute control over their children, and seldom consider their feelings and needs, may lead to children's lack of autonomy and independence. Children who grow up in this environment may be passive in interpersonal relationships, accustomed to obeying the wishes of others, and lack their own opinions and decision-making power. On the contrary, democratic family education, that is, parents respect children's personality and needs and encourage children to express their views and feelings, is helpful to cultivate children's autonomy and independence. Children who grow up in such a family environment can often handle problems in interpersonal relationships better and show

stronger communication and problem-solving skills. Secondly, family atmosphere also has an important influence on teenagers' interpersonal relationship. Family atmosphere is composed of the interaction and emotional connection between family members. In a family atmosphere full of love and support, children will feel accepted and understood, which will help cultivate their self-esteem and self-confidence. Such children are more likely to show positive attitudes and behaviors in interpersonal relationships. They are more willing to trust others and are more able to establish and maintain healthy interpersonal relationships.

On the contrary, children may feel anxious or helpless in a cold or conflicting family atmosphere, which will affect their interpersonal skills. They may have distrust of the outside world and find it difficult to establish stable interpersonal relationships. In addition, there is also an interaction between family education methods and family atmosphere. Family education mode will affect family atmosphere, and family atmosphere will in turn affect family education mode. For example, authoritarian family education may lead to tension and conflict in the family atmosphere, while democratic family education helps to create a family atmosphere full of love and support.

4.2 The impact of school environment on adolescent interpersonal relationships

Social psychological conditions play an important role in the development of teenagers' interpersonal relationships, among which school culture and atmosphere are an important aspect. [49] As the second environment for teenagers' growth and

study, the school's culture and atmosphere have a far-reaching impact on teenagers' psychological development and interpersonal relationships.

First of all, school culture has a significant impact on the development of teenagers' interpersonal relationships. [50] School culture usually includes school traditions, values, codes of conduct and beliefs, etc. It affects the thinking mode and behavior habits of school members. [51] A positive, open and inclusive school culture can promote students' personalized development and improve their social skills. In such a cultural atmosphere, students are more likely to form a positive attitude and good interpersonal relationships. They are more willing to participate in group activities and are more able to understand and respect other people's views and emotions. [52]

On the contrary, a negative and closed school culture may limit the development of students' personality and social skills, leading to tension and even conflict in interpersonal relationships among students. [53] Secondly, the school atmosphere also has an important influence on the development of teenagers' interpersonal relationships. The school atmosphere usually refers to the emotional and psychological environment within the school, including teacher-student relationship, classmate relationship, learning atmosphere and so on. [54] A harmonious and friendly school atmosphere can enhance students' sense of belonging and security, and help to cultivate students' social skills and emotional IQ. [55] In such an atmosphere, students are more willing to communicate and cooperate with others and are more able to deal with problems in interpersonal relationships. On the contrary, a tense and indifferent school atmosphere may make students feel anxious and helpless

and affect their interpersonal skills. In addition, there is an interaction between school culture and atmosphere. The school culture will affect the school atmosphere, and the school atmosphere will in turn affect the school culture. For example, a positive school culture helps to create a harmonious and friendly school atmosphere, which also helps to maintain and inherit the school culture.

Socio-psychological conditions have a far-reaching impact on the development of interpersonal relationships among teenagers, among which teacher-student relationship and classmate relationship are two aspects that cannot be ignored. [56]

First of all, the relationship between teachers and students has an important influence on the development of interpersonal relationships among teenagers. [57] During the growth of teenagers, the relationship with teachers is one of their earliest and most important authoritative relationships. Teachers' words and deeds, attitudes and behaviors will have an impact on teenagers' psychological development and interpersonal relationships. [58] A teacher who respects, understands and cares about students' development can establish trust and closeness with students and help cultivate students' self-esteem and self-confidence. Such a teacher-student relationship can promote students' active participation and study in school, and also help them show more enthusiasm and initiative in interpersonal relationships. [59] On the contrary, if the teacher-student relationship is tense or alienated, students may have negative feelings about school and study, leading to academic performance decline and interpersonal problems. [60]

Secondly, the relationship between classmates also has a significant impact on the development of interpersonal relationships among teenagers. [61] The interaction

between teenagers and their peers is an important part of their social experience, and the interaction and influence between classmates play an important role in teenagers' psychological development and interpersonal relationship. A positive and friendly classmate relationship can enhance students' sense of belonging and security, and help to cultivate students' social skills and emotional IQ. [62] In this relationship, students are more willing to participate in group activities, understand and respect other people's views and emotions, and learn more interpersonal communication skills and strategies through interaction. [63] On the contrary, if classmates are tense or isolated, students may feel anxious, lonely or helpless, which will affect their interpersonal skills. [64]

In addition, there is also interaction between teacher-student relationship and classmate relationship. A good teacher-student relationship can provide support and help for students in the relationship with classmates, and also help students to establish a good image and prestige among classmates. And a good classmate relationship can also provide more interaction and support for students in the teacher-student relationship. [65]

4.3 The impact of social media on adolescent interpersonal relationships

With the rapid development of science and technology, social media has become an indispensable part of our lives. [66] From Weibo, WeChat to TikTok, social media platforms have sprung up like mushrooms after rain, which have profoundly changed people's information acquisition, communication and lifestyle. This article will discuss the popularity and influence of social media.

First of all, the popularity of social media is amazing. The number of social media users in the world has exceeded several billion, and people of all ages in almost every country are using social media. [67] In China, WeChat, QQ, Weibo and other platforms have hundreds of millions of active users. These platforms not only provide space for information exchange, but also provide people with entertainment, shopping, payment and other services. The popularity of social media benefits from the rapid development of the Internet and the widespread popularity of smart phones, enabling people to share and obtain information anytime and anywhere.

The influence of social media cannot be ignored. First, social media has changed the way information is disseminated. [68] Compared with traditional media, social media spreads information faster and more widely. A news spread quickly on social media, covering the whole world in a short time. But at the same time, it also brings about problems such as information flooding and rumor spreading. People need to distinguish authenticity from mass information and improve media literacy. [69] Secondly, social media has a great influence on people's communication. [70] In the past, people kept in touch by telephone, letter or face-to-face communication.

Nowadays, social media allows people to keep in touch even if they are thousands of miles apart. [71] In addition, through social media, people can meet like-minded people and form various communities. But at the same time, over-reliance on social media may lead to the alienation of people's interpersonal relationships in real life. [72] In addition, social media is also an important platform for corporate marketing. [73] Enterprises interact with consumers through social media to promote products and services. This not only reduces the marketing cost,

but also improves the marketing effect. [74] However, how to establish sincere and valuable interaction with consumers and avoid over-marketing and false propaganda is a challenge that enterprises need to face. In addition, social media has changed people's expression to some extent. [75] In the past, people expressed their feelings and opinions by writing letters and keeping diaries. Nowadays, people are more inclined to share their lives and thoughts on social media. This expression makes it easier for people to gain a sense of identity and belonging, but it is also easy to fall into the trap of "likes" and "fans", which leads to the decline of content quality.

To sum up, the popularity and influence of social media cannot be ignored. It not only brings convenience and fun to people, but also challenges and problems. We need to face up to the pros and cons of social media, use it rationally, and make it a help rather than a burden in our lives.

The popularity of social media has a profound impact on teenagers' social behavior, which in turn affects the development of teenagers' interpersonal relationships.

First of all, social media provides a brand-new social platform for teenagers, making their social behavior more convenient and diversified. Through social media, teenagers can keep in touch with friends and share their lives and emotions anytime and anywhere. This kind of instant interaction and sharing can strengthen the emotional connection between teenagers and promote mutual understanding and communication. At the same time, social media also provides more social opportunities for teenagers, who can make new friends and expand their social circles through social media. This extensive social network helps to cultivate teenagers'

social skills and interpersonal skills. However, the influence of social media on teenagers' social behavior is not entirely positive. Excessive dependence on social media may affect teenagers' interpersonal relationships in real life. Some teenagers may indulge in the virtual social world and ignore the real interpersonal communication, resulting in the decline of real social skills.

In addition, the information on social media is complicated, including many negative and harmful contents. Teenagers may be exposed to bad information when browsing social media, which has a negative impact on their values and interpersonal relationships. At the same time, the comparison and competition on social media may also bring stress and anxiety to teenagers and affect their mental health. In addition, the functions of "like" and "comment" on social media have also brought some psychological pressure to teenagers. They may pay too much attention to other people's comments and pursue recognition and praise on social media, leading to distortion of self-worth. This kind of psychological pressure may affect their interpersonal relationship in real life, and make them care too much about other people's opinions and lack self-confidence and firmness. Therefore, the influence of social media on teenagers' social behavior is complex and multifaceted. Although social media provides a convenient social platform for teenagers, it also brings some negative effects. Parents and educators should guide teenagers to use social media correctly and cultivate their media literacy and self-control ability. At the same time, we should also pay attention to the psychological needs and interpersonal development of teenagers and provide necessary support and guidance.

Youth group Guidance Programme outline

No •	Target	Work Form	Time
1	Get to know each other and enhance the atmosphere	Activity description Ice-breaking operation self-introduction Meet a friend	30-45 minutes
2	Help teenagers step by step to tell their own interpersonal conflict experience, others through the response to gain group resonance, and finally summarize the problem	Trouble point Tell your story Planning summary	40-50 minutes
3	Help teenagers understand their own environment, family society, school, etc., understand their own psychological state in their respective environment, so that they understand the	Scene reproduction My personality state is formed Analyze each state conclude	40-50 minutes

	best state in interpersonal communication, and gradually form an adult state		
4	Help the college understand self-confidence, what is the adult state and communicate proficiently with this state	Interpersonal change Look for your strengths Role play Share experience	40-50 minutes
5	Flexible use of communication skills under the concept of interaction	Scenario simulation Analyze the causes of false relationships Communicate effectively	40-50 minutes
6	Share experience, experience, summary, end counseling	Give gifts Closing ceremony	30-40 minutes

Conclusions to chapter 2

In this chapter, we deeply discuss the influence of social psychological conditions on the development of teenagers' interpersonal relationships. Family,

school and social media, as the three most important environmental factors in teenagers' lives, have played a vital role in the development of their social skills. First of all, the family environment has a far-reaching impact on the development of teenagers' interpersonal relationships. Family structure and parent-child relationship provide children with the initial social model, while family education methods and family atmosphere shape children's social style and emotional handling ability. A harmonious and supportive family environment helps to cultivate teenagers' self-esteem and trust, so as to be more confident and open in interpersonal communication. Secondly, the school environment also plays a key role in the development of teenagers' interpersonal relationships. School culture and atmosphere, teacher-student relationship and classmate relationship all have a profound influence on teenagers' social ability. In a positive school environment, students are more likely to form healthy social habits and good interpersonal relationships.

In addition, the popularity of social media has had an unprecedented impact on teenagers' interpersonal relationships. Social media enlarges teenagers' social circle and diversifies communication methods, but it also brings negative effects such as cyber bullying and information leakage. Therefore, how to guide teenagers to use social media correctly and play its positive role is an important issue facing the current society. In a word, family, school and social media, as important factors of social psychological conditions, have a far-reaching impact on the development of interpersonal relationships among teenagers.

CHAPTER 3

The mechanism of social psychological conditions on the development of adolescent interpersonal relationship

5.1 Self-esteem and self-identity

The mechanism of social psychological conditions on the development of adolescent interpersonal relationship is a complex process, in which self-esteem and self-identity are two core elements.

Self-esteem, simply put, is an individual's evaluation and cognition of his own value and ability. [76] The level of self-esteem directly affects the psychology and behavior of teenagers. [77] Teenagers with high self-esteem are often more confident and optimistic, and can actively face the challenges and difficulties in life. They are more active in interpersonal communication, willing to try to establish contact with others, and at the same time they can understand and respect others better. Teenagers with low self-esteem may lack self-confidence, feel anxious and depressed easily, be passive in interpersonal communication, and even have social obstacles. Therefore, it is very important to cultivate and improve the self-esteem of teenagers for the development of their interpersonal relationships.

Self-identity is teenagers' cognition and acceptance of themselves, that is, whether they can accept and appreciate their uniqueness. [78] In adolescence, individuals begin to explore their interests, values and life goals, and gradually form self-identity. A healthy self-identity means that individuals can recognize their strengths and weaknesses and accept them. [79] Such teenagers are more likely to establish real interpersonal relationships with others because they are not afraid to

show their true selves. At the same time, they are more likely to understand and respect others' differences, thus establishing diversified social networks. [80]

Social psychological conditions have an important influence on the development of adolescents' self-esteem and self-identity. The environment of family, school and community provides different psychological and social support for teenagers. A supportive family environment, which provides love, care and guidance, helps teenagers to build healthy self-esteem and self-identity. Similarly, a positive learning environment and a friendly community can also provide teenagers with a sense of security and belonging, and help them better develop interpersonal relationships.

It is worth noting that social psychological conditions do not always directly affect adolescents' self-esteem and self-identity. [81] Sometimes, their influence is indirect, and it works through other individual variables such as family relationship and peer relationship. [82] For example, the quality of family relationship can affect teenagers' self-esteem and self-identity, while peer relationship can provide them with opportunities to practice social skills, thus affecting their interpersonal development.

Self-esteem and self-identity are two key factors in the mechanism of social psychological conditions on the development of adolescent interpersonal relationships. [83] They not only affect the mental health of teenagers, but also have a far-reaching impact on their social behavior and interpersonal relationships. [84] First of all, self-esteem is the source of teenagers' self-confidence in interpersonal relationships. [85] Teenagers with high self-esteem are more likely to establish and maintain healthy interpersonal relationships because they believe that they are valuable and have the ability to establish good relationships with others. They are

more willing to actively associate with others and express their thoughts and feelings, rather than being afraid of rejection or criticism. At the same time, teenagers with high self-esteem are more capable of solving interpersonal conflicts, and they can look at problems objectively instead of being too emotional.

In contrast, teenagers with low self-esteem may lack confidence and courage in interpersonal relationships. They often doubt their own value and think that they don't deserve the love and respect of others. This negative self-awareness will lead them to appear passive and retreat when interacting with others, fearing rejection or criticism. This further hinders them from establishing healthy interpersonal relationships and forms a vicious circle.

Self-identity is an individual's cognition and acceptance of his identity and role. [86] In adolescence, with the physiological and psychological changes, individuals began to think about their identity and role, and formed self-identity. A healthy self-identity helps teenagers to clarify their values, interests and goals, so as to be more confident and firmer in their interactions with others. Such teenagers can truly express themselves, are not afraid of being different and dare to try new things.

On the contrary, teenagers who lack self-identity may feel confused and uneasy in interpersonal relationships. They may be too eager for others' recognition and praise to fill the gap of self-identity. This will lead them to cater to others too much and lose their uniqueness when interacting with others. This unhealthy self-identity will have a negative impact on teenagers' interpersonal relationships and hinder them from establishing real and in-depth contacts.

Social psychological conditions have an important influence on the development

of adolescents' self-esteem and self-identity. [87] The environment of family, school and community provides different psychological and social support for teenagers. In order to promote the healthy development of teenagers' interpersonal relationships, we need to pay attention to the development of their self-esteem and self-identity and provide necessary psychological and social support. [88] At the same time, we should also understand the mechanism of social psychological conditions, and promote the interpersonal relationship development of teenagers through indirect means such as improving the family, school and community environment. By cultivating teenagers' self-esteem and self-identity, we can help them build healthy interpersonal relationships and promote their mental health and social adaptability.

5.2 Social support and sense of belonging

Adolescence is a key stage of a person's growth, in which the development of interpersonal relationship is particularly important. At this time, teenagers are gradually moving from family to society, and their contacts with peers, friends and classmates are increasing. In this process, social psychological conditions have played an important role.

Social support usually refers to the material, emotional or information help that individuals get from others or society when facing difficulties or pressures. [89] For teenagers, this kind of support may come from family, school and friends. Family support is the main source of social support for teenagers. Parents' support and care can help teenagers build their self-confidence and enhance their ability to cope with difficulties. [90] School environment is also an important factor. A friendly and

harmonious school atmosphere, as well as teachers' care and encouragement, are helpful for teenagers to establish a positive attitude and healthy interpersonal relationship. [91] In addition, peer support is also an indispensable part of teenagers' interpersonal relationships. [92] Peers are the people who have the most contact with teenagers in their daily life, and their mutual support and understanding can often form a profound friendship. This kind of friendship can not only provide emotional support, but also promote each other's growth and learning.

Sense of belonging means that teenagers feel that they belong to a certain group or are accepted in interpersonal relationships. [93] This feeling is very important for teenagers' mental health and social adaptability. When teenagers feel that they belong to a certain group, they will feel more secure, confident and adaptable to the environment. This feeling can also help them to deal with other people better and improve their social skills. [94] In order to improve teenagers' sense of belonging, parents and schools should encourage them to participate in various social activities, such as team sports and community service. [95] These activities not only enable teenagers to have more contact opportunities with their peers, but also enable them to learn how to interact with others and how to deal with interpersonal relationships in practice.

Adolescence is a stage full of challenges and opportunities. At this time, teenagers are gradually moving from family to society, and their contacts with peers, friends and classmates are increasing. In this process, social psychological conditions have played a vital role in the development of adolescent interpersonal relationships. First of all, social support is one of the important mechanisms to promote the

development of teenagers' interpersonal relationships. Social support refers to the support and assistance that individuals get in social networks, including emotional support, material support and information support. For teenagers, family, school and peers are the main sources of social support.

Family is the cornerstone of teenagers' growth, and family support is an important source of their sense of security, trust and belonging. Parents' understanding, encouragement and guidance can help teenagers build self-confidence and cultivate positive interpersonal attitudes. At the same time, the harmony of family atmosphere also provides a good social environment for teenagers and helps them learn how to get along with others.

School is an important place for teenagers to grow up, and the school environment has a far-reaching impact on their mental health and interpersonal development. Teachers' care, encouragement and classmates' friendship are all important ways for teenagers to get social support. A positive school atmosphere can stimulate teenagers' interest and motivation in learning and promote their communication and cooperation with others.

Peers are the people who have the most contact with teenagers in their daily life, and their support and friendship play an irreplaceable role in the social development of teenagers. Through interaction with peers, teenagers can learn how to express their opinions and how to deal with contradictions and conflicts in interpersonal relationships, thus improving their social skills and adaptability.

In addition to social support, belonging is also an important mechanism that affects the development of interpersonal relationships among teenagers. Sense of

belonging refers to the feeling that individuals feel that they belong to a group or are accepted in social networks. For teenagers, belonging is an important source of their sense of security, identity and satisfaction. When teenagers feel that they belong to a certain group, they will be more confident, more willing to associate with others and more able to adapt to the environment.

5.3 Emotional adjustment and conflict resolution skills

Adolescence is a complicated and changeable period, especially in interpersonal relationship. [96] As an important social psychological condition, emotional adjustment and conflict resolution ability play a vital role in the development of interpersonal relationships among teenagers.

First of all, the ability of emotional regulation has a significant impact on the development of interpersonal relationships among teenagers. [97] Emotional regulation is the ability of individuals to consciously manage and adjust their emotional state according to their own needs and environmental changes. Teenagers often encounter various emotional fluctuations in interpersonal communication, such as happiness, sadness and anger. [98] Having good emotional adjustment ability can help them deal with these emotions better and avoid conflicts and contradictions caused by emotional out of control. For example, when arguing with friends, teenagers with good emotional adjustment ability can quickly calm down and analyze the problem rationally, so as to find a solution to the problem. This ability helps them to establish and maintain healthy and stable interpersonal relationships. Secondly, conflict resolution ability is also an important factor affecting the development of

interpersonal relationships among teenagers. [99] Conflict resolution ability refers to the ability of individuals to adopt effective strategies to resolve conflicts and reach consensus when facing interpersonal conflicts. Teenagers will inevitably encounter various conflicts in interpersonal communication, such as disagreement and interest disputes. Teenagers with good conflict resolution ability can take positive and constructive ways to deal with conflicts, such as communication, compromise, seeking the third plan, etc. [100] This kind of treatment can not only reduce the tension and friction of interpersonal relationships, but also enhance their interpersonal attraction and social adaptability. In order to cultivate and improve teenagers' ability of emotion regulation and conflict resolution, families, schools and society should pay enough attention and support. In the family, parents should pay attention to their children's emotional changes, provide emotional support and guidance, and help them learn to adjust their emotions reasonably. Schools can offer related courses and psychological counseling activities to teach students to master effective emotional regulation and conflict resolution skills. The social environment should also encourage teenagers to actively participate in various social activities and practices to increase their social experience and skills. In a word, emotion regulation and conflict resolution ability are two important influencing mechanisms of social psychological conditions on the development of adolescent interpersonal relationships. By cultivating and improving teenagers' ability of emotion regulation and conflict resolution, families, schools and society can create a more harmonious and friendly interpersonal environment for them and promote their healthy and all-round development. At the same time, teenagers themselves should realize the importance

of these abilities, actively learn, practice and improve their emotional regulation and conflict resolution skills, and lay a solid foundation for their future growth.

Adolescence is a critical stage of a person's growth, in which the development of interpersonal relationship is particularly critical. As an important factor in this period, social psychological conditions have played an important role in teenagers' emotional adjustment and conflict resolution, further affecting their interpersonal relationships. Emotional adjustment ability plays an important role in teenagers' interpersonal relationship. Teenagers are in a period of rapid physiological and psychological changes, and their emotions tend to fluctuate greatly. Being able to effectively regulate their emotions is the basis for them to establish and maintain good interpersonal relationships. When faced with interpersonal conflicts or negative emotions, teenagers with good emotional adjustment ability can recover from bad emotions more quickly and avoid hurting interpersonal relationships because of emotional out of control. They can better understand their own and others' emotions and deal with interpersonal problems in a more mature and rational way. Such teenagers are often more popular because they give people the feeling of being stable, reliable and trustworthy. Conflict resolution ability also has a far-reaching impact on the development of teenagers' interpersonal relationships. Adolescence is a period full of challenges and explorations, and conflicts between them and their peers, family members and teachers are inevitable. How to properly handle these conflicts is directly related to the quality of their interpersonal relationships. Teenagers who are good at conflict resolution usually have higher emotional intelligence and better social skills. They can rationally analyze problems and adopt constructive methods to

solve conflicts, instead of passively escaping or adopting aggressive means. In the face of interpersonal conflicts, such teenagers are more likely to find a solution acceptable to both sides, thus maintaining and promoting the harmony of interpersonal relationships. As a macro factor, social psychological conditions provide an important background and environment for teenagers' emotional adjustment and conflict resolution ability. Family, school and community are the three main social and psychological conditions that affect the development of teenagers. In the family, parents' educational methods and family atmosphere have a significant impact on children's emotional adjustment and conflict resolution ability. Parental care and support can help children build self-confidence and learn to properly handle problems in interpersonal relationships. In school and community, peer relationship and social environment also shape teenagers' emotional adjustment and conflict resolution ability. A positive and healthy social environment can promote teenagers' social adaptability and enable them to better cope with the challenges in interpersonal relationships.

Conclusion to chapter 3

Socio-psychological conditions have many influences on the development of teenagers' interpersonal relationships, among which self-esteem and self-identity, social support and sense of belonging, as well as emotional adjustment and conflict resolution are the key factors. First of all, self-esteem and self-identity are the important cornerstones of teenagers' interpersonal relationships. Teenagers with high self-esteem are more likely to accept themselves and have more confidence in

interacting with others, thus establishing healthy interpersonal relationships. Self-identity helps teenagers to clarify their identity and values, so that they can better understand others and establish deeper ties with others. Secondly, social support and sense of belonging are very important to the development of teenagers' social ability. Teenagers with a good social support system can better cope with the challenges in life and be more comfortable in interpersonal communication. The sense of belonging makes teenagers feel accepted, which encourages them to actively participate in social activities and strengthen their ties with others. Finally, the ability of emotion regulation and conflict resolution is an important factor to maintain the stability of interpersonal relationships. Teenagers who are good at regulating emotions can better cope with interpersonal conflicts and avoid the negative impact of excessive emotional fluctuations on relationships.

At the same time, good conflict resolution ability helps teenagers to resolve conflicts, repair relationships and promote the harmonious development of interpersonal relationships. Generally speaking, social psychological conditions have a far-reaching impact on the development of interpersonal relationships among teenagers. By enhancing self-esteem and self-identity, enhancing social support and sense of belonging, and cultivating the ability of emotion regulation and conflict resolution, we can promote the healthy development of interpersonal relationships among teenagers.

CONCLUSION

Social psychological conditions play a vital role in the development of

adolescent interpersonal relationships. First of all, with the gradual maturity of physiology and psychology, teenagers began to think more deeply about their self-identity and role, which prompted them to actively seek contact and recognition with others. The family as the first people a teenager can come in contact with has a significant impact on shaping their mental health and reflective interpersonal skills. As the beginning of a person's learning to communicate, the proper communication styles and attitudes of parents or siblings can greatly determine a teenager's future interpersonal skills. Family members need to provide the right guidance for adolescents to learn the right way to communicate and maintain relationships.

At the same time, they also pay more attention to peer evaluation and feedback, which shapes their social behavior and attitude to some extent. Adolescents can spend a lot of time with their classmates or peers, even beyond the time they spend with their families. Therefore, peer relationships become the backbone of adolescents' interpersonal relationships. If adolescents are able to manage their peer relationships well, they will be able to have stronger social adaptability because most of the things that adolescents encounter in society are actually faced with their peers, such as the problems and troubles encountered at school. If adolescents have good interpersonal relationships with their friends or peers, then they will be able to adapt well to various social problems. Once the problems are solved, getting good grades is an easy task. This includes school test scores as well as the achievement of a variety of other tasks or goals. This can greatly boost the teen's confidence and self-esteem, which in turn can help more with the social adjustment tasks that follow.

Finally, teens are also heavily influenced by the powerful influence of the school

environment. School is where teens think they learn things, both in books as well as outside the classroom, such as the subtle influence of teachers or directly taught relationship management classes. If the family has a silent influence on teens, school is actually quite explicit in teens' thoughts, which is that they need to learn something here. Secondly, school is also the origin of a teenager's main social circle. Therefore, the part of the teen's interpersonal reflective skills that can be developed in school is the largest.

Moreover, the social environment has also had a significant impact on the social development of teenagers. Family, school and community provide different social scenes for teenagers. The interpersonal relationship, interaction mode and emotional support in these scenes will all have an impact on teenagers' social ability. The contribution of each of these scenarios to the adolescent's ability to reflect on and cope with relationships is unique, and none of them can be missing. Each scenario provides adolescents with experience and exposure that cannot be replaced by the others. Adolescents will recognize some of the relationship skills from their families, learn others from long term communication with friends, and receive additional instruction at school. For example, a caring and supportive family environment helps to cultivate teenagers' self-esteem and self-confidence, which in turn promotes their performance in social situations. Another example is that in a positive school environment, students are more likely to be encouraged to try to form healthy social habits and good relationships.

In addition, the development of modern science and technology, especially social media, also provides more interpersonal communication opportunities for

teenagers. Social media has expanded the social circle of adolescents and enriched the ways in which communication but it also brings some challenges, such as cyber bullying and privacy disclosure. These negative influences can have a bad effect on a teenager's interpersonal skills because they may suffer from these bad things. Therefore, the rational use of social media is very important for teenagers.

Psychosocial conditions have many effects on the development of adolescent interpersonal relationships. Among the many psychosocial conditions, self-esteem and self-identity, social support and sense of belonging, and emotional adjustment and conflict resolution are the most critical factors. The healthy development of adolescents' interpersonal relationships can be promoted by enhancing self-esteem and self-identity, improving social support and sense of belonging, and cultivating emotional regulation and conflict resolution. Self-esteem and self-identity are important cornerstones of adolescent interpersonal relationships. Adolescents with high self-esteem are more likely to accept themselves, and self-identity helps adolescents clarify their own identity and values so that they can better understand others. Adolescents with good social support can cope better with life's challenges and be more comfortable in interpersonal interactions. A sense of belonging makes adolescents feel accepted, which encourages them to participate actively in social activities and strengthen their ties with others. Adolescents who are good at regulating their emotions can better cope with interpersonal conflicts and avoid excessive mood swings that can negatively affect interpersonal relationships. Finally, good conflict resolution skills help adolescents to resolve conflicts, repair relationships and promote the harmonious development of interpersonal relationships.

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