

Features of Self-Esteem in Primary School Age

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Abstract: The article is devoted to the issue of self-esteem of primary school age. Particular attention was paid to the study of the role of the features of self-esteem by such specialists of psychological science as I.S. Kohn, M.I. Lisina, A.I. Lipkina, A.M. Kolyshko, V. D. Shadrikov, R. Burns, E. Erickson, K. Rogers. The study of the formation of self-esteem at primary school age was considered by such teachers as M. I. Lukyanova, L.M. Fridman, L.V. Kovinko, E.E. Danilova, E.I. Rogova and others. The article reveals the concept of «self-evaluation», analyzes the significance of this category, outlines its main functions; the internal and external causes of self-esteem of children of primary school age are described.

Key words: self-esteem, self-awareness, behavior, junior school age.

To influence a person's behavior, it is necessary to influence his self-esteem. If self-esteem is lowered (to create a negative attitude of a person towards himself), this will be a manipulation of behavior. If self-esteem is increased (to cause joy from creative self-disclosure) - this will be the creation of positive motivation, that is, behavior management.

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At the present time, the educational institution will be tasked with the formation of an initiative and independent personality with an active life position. This, in turn, implies the formation of the student in the role of a subject of educational activity, which is impossible without the development of an objective and meaningful self-esteem, which is part of the foundation for further self-knowledge and self-education. A modern educational institution is designed to resolve the contradiction between the personal and social importance of the development of self-esteem and the low level of its formation at primary school age. [2]

Self-awareness is a complex mental process, a special form of consciousness, characterized by the fact that it is directed at itself. The process of self-awareness assumes that a person acts as both a knowing and a knowable object of himself. An important component of self-awareness and a characteristic of a fairly high level of its formation is the development of such a component as self-esteem.

We will analyze the category of self-esteem, taking into account the factors affecting its development, and establish psychological and pedagogical criteria for the formation of the educational process, contributing to the formation of objective and meaningful self-esteem.

What is self-esteem? Self-esteem, in simple language, is a person's evaluative judgment about the self itself, an assessment of his moral qualities, abilities, opportunities, behavior, evaluation of his activities. Self-esteem is created in the integrity of its two constituent criteria: rational, reflecting the individual's knowledge of himself, and emotional, reflecting how he perceives and evaluates his knowledge, in what general result they are formed. Thus, self-esteem reflects the features of the individual's awareness of his actions and actions, their motives and goals, the ability to see and evaluate his capabilities and abilities.

The psychological dictionary of M.I. Dyachenko defines this concept as follows: "Samotozenka is the judgment of a person about the presence, absence or sweetness of certain qualities, properties in comparison with them with an indirect sample - a standard" [1].

The main functions of self-esteem are:

- 1) Regulatory - on the basis of this function, the solution of certain tasks of personal choice takes place;
- 2) Protective - provides a certain stability and independence of a person;
- 3) Creative - acts as an impetus in further self-development;

4) Emotional - makes it possible to feel satisfied with your personality, characteristic qualities.

Performing these functions, self-esteem affects the behavior, activities and development of a person, on relationships with others. Reflecting the level of satisfaction or dissatisfaction with oneself, the degree of self-esteem, self-esteem forges the basis for the perception of personal success and failure, the achievement of goals of a set level, that is, the level of a person's claims. [3]

Junior school age is the zenith of childhood. Specialists of pedagogical sciences in different ways assess and determine the periodization of primary school age. The main period is the age from 6-7 to 9-10 years. At this age, there is a change in lifestyle, there is an introduction to certain social groups.

The child tries on various roles and patterns of behavior. He discovers the first social institution in his life – a school. School acts as the main model of social peace for the child. At school, he gets acquainted with the "world of adults", acquires knowledge, accumulates experience, the child has a certain social status. The perception of one's place in the system of relations, interests, values, way of life as a whole are changing. During this period, the student "absorbs like a sponge." It is very important to pay attention to the self-esteem of children of primary school age.

Junior school age is a period of formation of the child's self-esteem. School life encourages the child to learn to coordinate his actions with the requirements of the teacher, with the regime of school life, with the actions and desires of classmates. The changed perception of the child by other people is gradually reflected in his perception of himself.

The transformation of the spiritual and moral sphere is associated with the appearance of younger schoolchildren's views, attitudes, personal assessments and requirements. With the emergence of new activities, with the emergence of new connections with others, the younger schoolchild also has some new criteria, measurements of assessment, both of his friends and himself. Guided by the judgments of teachers, parents, relatives and friends, the child gives an assessment of sebe - in relation to everything related to school. A first-grader child can be convinced that he is a good student (but can sit in the classroom no matter and it is difficult to comprehend learning skills), because he brings a lot of zeal and effort to his work. And the student's classmates are evaluated not only in terms of how they play during the breaks, but also as students. So in the life of the child there are new categories of valued phenomena and, accordingly, certain assessments. [4]

In the development of self-esteem of the younger student, an important role is played by the value judgments of the teacher. There is a need for clarity, certainty of the teacher's assessment. Sometimes a negative (deserved) assessment is more useful for self-esteem than an "uncertain assessment". A student in the educational process has an attitude to assess his capabilities - one of the main components of self-esteem. Self-esteem reflects what the student learns about himself from others, and his increasing activity is aimed at understanding one's own actions and personal qualities. Attitude to mistakes made, to mistakes, shortcomings in learning and in behavior is the main indicator of a person's self-esteem.

A student's self-esteem is revealed not only in how he evaluates himself, but also in how he feels about the achievements of others. Children with high self-esteem do not necessarily praise themselves, but they willingly deny everything that others do. Students with low self-esteem, on the contrary, tend to overestimate the achievements of friends. Psychologists note that children with high self-esteem are distinguished by activity, striving to achieve success both in learning and in social work, and in game activities.

Students with low self-esteem behave very differently. Their main feature is self-doubt. In all their endeavors and affairs, they only expect failure. [2]

In one of the psychological studies, students were asked to independently assess the educational task they performed. One of the girls, a weak student, gave herself a deuce, while the teacher rated her work as a triple. When the experimenter asked why she set herself such a low mark, the student replied: "I do not know where I made a mistake, but I know that there are mistakes, so I gave myself a deuce." This is not a rare case: the student does not see, does not highlight errors,

because she cannot give an analysis of her work in sufficient detail. However, she focuses on failure in advance and therefore gives herself a low score.

Quite often, children justify low self-esteem with external reasons: "bad handwriting", "uncomfortable pen", "someone (or something) interferes with work". Sometimes students use saving clichés: "memory is bad", "no abilities", borrowed from adult assessments.

Inflated self-esteem - on the contrary - is very often justified by students for internal reasons: the fact that they "worked hard", "tried very hard", "studied additionally". And in this case, there is an inability to analyze their work, to correlate it with the requirements that it must meet.

In the course of educational activities, younger schoolchildren increase over time criticality, self-demandingness, they evaluate not only positive, but also negative actions, not only successes, but also bad luck in learning. The attitude of the student to the assessment of his achievements is increasingly associated with the need to have a more reliable idea of himself. The development of a certain range of values in a student occurs not only at school, but also when reading books, from conversations with loved ones, from such sources of information as media, radio and television.

Often, students have an obvious overestimation of their strengths and capabilities, which is accompanied by internal self-doubt, which leads to acute experiences and inadequate behavior. Inadequate self-esteem of younger schoolchildren requires attention not only from teachers and parents, but also from a psychologist, since such students have such students. there may be problems in studying and in communicating with other children. With students who have low self-esteem, correctional and developmental work can be organized aimed at increasing self-confidence, reducing emotional stress, and forming a situation of success. [5]

Internal conflict associated with acute experiences and inappropriate behavior can cause a discrepancy between:

- self-esteem and assessments that other people give to a person;
- self-esteem and the ideal "I", to which a person aspires.

In the development of adequate self-esteem of a younger schoolchild, you can find the following problems:

- The problem of growth: the student suffers from the fact that she is 170 cm tall. He goes out to the board hunched over. Slouching. Every exit is suffering. The child thinks in images. His self-awareness is objective and figurative. He sees himself in the environment of others as his image of "I" has developed. And if this image is endowed with negative features, then self-behavior, supplemented by "bloated" and distorted details, is very, very unattractive. This self-awareness of the ugly model drawn by one's own imagination gives the child physical suffering.

- The problem of appearance: it happens that the child ghosts himself: he does not love his appearance, hates his abilities, is generally burdened by himself. This kind of reflective negativism is a fairly common phenomenon. And this negativism is born on the verge of a positive quality - dissatisfaction with oneself.

Of course, it is not so easy to increase the self-esteem of students in a short time. It is necessary to work purposefully, systematically with them. Using such methods as game therapy, art therapy, psychogymnastics, you can relieve tension, anxiety, fear of the outside world and increase self-esteem. [3]

With the development of the personality of the younger schoolchild, his knowledge of himself becomes more accurate, self-orientation becomes more correct, the ability to understand his strengths and capabilities improves, there is a desire to act in certain situations, relying not on the assessments of others, but on his own self-esteem. Moreover, self-esteem becomes not only more justified, but also captures a wider range of qualities.

Thus, the main feature of the self-esteem of a younger schoolchild is its high level. This feature is the age norm for this period of personality development. The main factors affecting the formation of self-esteem of children of primary school age are the evaluative effects of the teacher, parents and their attitude to educational activities

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