

Socio-psychological significance of the level of self-esteem in the formation of a child's personality at an early school age

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ABSTRACT: The article reveals the socio-psychological significance of the self-assessment process in the formation of a child's personal qualities during this period of ontogenesis.

KEYWORD: self-esteem, egocentrism. Alienation, adaptive skills, socialization, identification, reflection.

Psychologists conditionally consider the development of personality as factors of self-knowledge, self-attitude, self-perception, self-influence, mechanisms of personality formation.

“Self-esteem is a special regularity of a person - the presence of ideas about the presence, absence or insufficient formation of certain qualities, characteristics in comparison with the standard. Self-esteem reveals a person's evaluative attitude towards himself, his character, appearance, speech, and so on. It is a hierarchically organized, complex psychological system functioning at different levels. [2].

A theoretical analysis of the psychological and pedagogical literature shows that a number of studies have been carried out to study the level of self-esteem in primary school students.

Including: Ananiev, A.B. Zaporozhets, D.B. Elkonin et al. Emphasize the importance of self-esteem in the formation of a child's personality at an early school age.

E.V. In her study, Shorokhova considers self-esteem in a small child of school age as part of the self-awareness of the individual, the process of forming a system of ideas about oneself.

K. A. Abulkhanova-Slavskaya, A. I. Lipkina and others emphasize that the central content is the formation of personality, its capabilities, abilities, orientation, activity, social significance, and the level of self-esteem of the child. [1].

Self-knowledge also includes self-observation, introspection, self-criticism, self-control and evaluation. Self-understanding, self-discovery can become a special goal of self-improvement. Self-management, self-education without self-training, without knowledge loses its meaning. Sometimes self-awareness remains a decisive factor in self-management. Therefore, there is no direct, indirect way of self-knowledge to self-esteem, which requires a particularly demanding attitude towards oneself. This means that self-awareness based on self-knowledge can lead to self-management and education.

Based on the image of "I", a person develops a system of self-esteem, which can be different in accordance with the image. Self-esteem can vary depending on the various qualities and experiences of a person, the achievements that underlie these experiences. Although this assessment actually depends on a person's real relationship with others, in reality it is formed by criteria in the system of a person's consciousness, that is, how subjectively he evaluates these relationships. Self-esteem can be accurate (adequate), low and high.

It also allows a person to independently assess his abilities, that is, to correspond to the level of his abilities of the students around him, to develop initiative, enterprise, the ability to adapt to various conditions of society.

Early school age is a period of intensive formation of self-esteem, which occurs as a result of the child's involvement in activities of a new social significance. Self-esteem in a young student.

It is generally accepted that self-esteem is based on an adult's assessment of the life and activities of the child, the child describes himself from the point of view of an adult.

The formation of self-esteem contributes to an accurate assessment by students of educational achievements, skills, strengths and weaknesses, promotes self-regulation of educational activities.

In some cases, parents are dissatisfied with the level of their child's progress in school, which leads to negative emotional experiences in the child.

The complication of the load in the educational process leads to a number of problems in the child's psyche, and the dissatisfaction of parents directly leads to a decrease in the level of self-esteem. Children of this age fully accept the value that adults give them, almost unconditionally.

In the formation of a child's self-esteem in primary school age, the teacher's assessment of the child's abilities is of great importance, of course, this assessment should be positive.

Children are self-adequate, that is, balanced, usually active, sociable, do not succumb to extreme negative experiences in situations of failure. Thanks to a realistic assessment, a person from an early age learns to objectively accept the opinions of relatives, adults and friends, and correct them in a timely manner. Thus, self-esteem is a purely social phenomenon, the content and essence of which depend on the social norms and criteria surrounding the individual, on the values accepted and respected in society.

Low self-esteem leads to increased anxiety, passivity, alienation from social relations, refusal to participate in various events, games [4].

Children in this category expect others to emphasize them.

Low self-esteem can often be caused by the demands of others on a person, the inability to cope with a person's high level of abilities, the constant expression of various objections, failures in reading and behavior in gaming activities. Such a subject is characterized by depression, inability to move away from others, lack of confidence in one's own strengths and capabilities, which gradually leads to the emergence of a number of negative qualities and forms of behavior in the individual.

Children with a high level of self-esteem at primary school age consider themselves stronger and smarter

than others, try to be leaders in various activities, and show aggression towards peers who oppose their views.

High level of self-esteem. At primary school age, a is usually observed in children who have achieved great success in their studies. However, when a child has an unreasonably high opinion of his talents, abilities, opportunities, a person develops a high level of self-esteem. Very high self-esteem has a bad effect on the behavior of the subject. Because it is also formed due to the artificial exaggeration of personal achievements or qualities in him by others, inappropriate praise, the desire to avoid various difficulties. As a result, when a person fails, he sees the cause of it in others and becomes convinced of it himself.

At this age, both high and low levels of self-esteem have a negative impact on the formation of the child's personality.

Thus, the formation of a realistic, adequate level of self-esteem in a child allows him to realize his own value, to correctly understand his pluses and minuses, advantages and disadvantages.

The level of self-esteem plays an important role in the formation of a child's value system, the composition of character traits, the implementation of goals and objectives, making the right decisions in various social situations, interpersonal relationships. At this age, the child becomes susceptible to this influence.

Here are some tips for coordinating self-esteem in younger students:

1. If a child has a high or low level of self-esteem, it is necessary to study the social and psychological determinants of these conditions.
2. Conducting psychological diagnostics of the child's psyche, manifestations of individual aspects in his activities
3. Conducting a correctional program based on the results of psychological diagnostics of the level of adequate self-esteem
4. To form psychological motivation in children with parents, teachers, educators, to provide them with psychological assistance in correctly understanding the potential of the child in pedagogical student situations.
5. To teach a child tolerance, to develop the ability to accurately assess their capabilities in different social situations.

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