

**FORMATION OF SELF-ESTEEM AND THE CAUSES OF ITS VIOLATION IN YOUNGER
SCHOOLCHILDREN**

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Abstract

Throughout the entire period of personality development, self-esteem is formed. The first people who influence the formation of a younger student's self-esteem are his parents, close relatives, teachers and friends. At this stage, the child is already able to realize himself, and he also has an attitude to the world around him. The article presents the results of a study to determine the level of self-esteem of younger schoolchildren (adequate, understated, overestimated), the characteristics of emotional and value attitude to oneself and to identify the causes of problems in communication and to understand how adequately a child perceives himself in society.

Keywords: self-esteem, features of formation, causes of violation, primary school age, conditions of development.

In the 21st century, modern society is gradually entering the era of digitalization, which has significantly influenced the way of thinking of a person as a whole. Changes are taking place in all spheres of activity. Especially today, the situation with the coronavirus pandemic has a huge impact, when many organizations work remotely. But at the moment we are interested in the field of education.

Due to these changes, the social order of society for education has radically become significantly different from the previous one. Now modern society needs educated, enterprising people who are able to analyze their actions, make decisions independently and predict their possible consequences, distinguished by mobility, flexibility of thinking, adaptability, stress resistance, capable of cooperation and possessing specific narrowly specialized skills.[5]

The modern practice of school education is often limited only to the formation of the necessary knowledge, skills and abilities in a child, without attaching special importance to those aspects of a person's personality that are associated with the development of his cognitive abilities, which include self-esteem.

In order for a child to feel happy, be able to adapt better to a new environment and overcome difficulties, he needs to have a positive idea of himself. Consequently, it is the child's ideas that determine greater or lesser self-confidence, adequate awareness of successes and failures, attitude to his own mistakes and the choice of tasks that he will be able to cope with.

That is why the period of primary school age is of particular importance in the formation of self-esteem. [8] This is exactly the stage when a child expands his horizons, new mental neoplasms appear, new types of activities, the social circle of communication increases, all this significantly affects the formation of a child's self-esteem.

Domestic scientists – B.G. Ananyev, L.I. Bozhovich, L.S. Vygotsky, A.V. Zakharova, L.I. Lipkina, M.I. Lisina, V.V. Stolin, I.I. Chesnokova and foreign ones – worked on the study of the development and

formation of self-awareness and self-esteem of personality in psychologists. James, C. Cooley, J. Mead, K. Rogers, E. Erickson and others.

In their works, they considered self-esteem from the point of view of its role and function in the integral structure of personality, opportunities and patterns of formation. [1]

Thus, the success of the formation of a full-fledged personality capable of satisfying the needs of modern society depends not only on the set of those qualities and skills that are given by educational organizations, but also on how self-esteem is formed (which is one of the important components of personality) and in what conditions it occurs.[3]

Purpose: to consider how self-esteem is formed in younger schoolchildren and to find the reasons for its violation.

Object: self-assessment of primary school students.

Subject: features of the formation of self-esteem and the causes of its violation. The practical significance of the study lies in the necessity and possibility of forming an adequate self-assessment of younger schoolchildren in the educational process.

Analyzing the features of the formation of self-esteem of younger schoolchildren, scientists concluded that self-esteem is an integral part of the development of a person's personality, which determines the level of his claims and attitude to himself.[5]

Self-esteem cannot be too much - it is either enough or not enough. Depending on how soundly a person is able to assess his own strength and actions, an adequate and inadequate assessment can be distinguished.

Self-esteem can depend on a person's mood and on the situation. The ability to self-esteem is inherent in the very nature of man. The absence of this ability makes it impossible to adequately perceive the world and oneself in this world.

Considering the formation of self-esteem of primary school children, we understand that this is an integral quality of personality, which manifests itself in the need and ability to evaluate their knowledge, skills and abilities, their activities and its results, personal qualities that become the basis for organizing self-development and self-awareness, as well as for regulating their behavior in accordance with social norms, the formation of which is due to teaching as the leading activity of this period and the system of mental neoplasms.

Also, a number of certain factors influence the formation of adequate self-esteem of younger schoolchildren. And in order for these factors to play a positive role, it is necessary to meet certain conditions. This is the interaction of the subjects of the educational process, based on respect for the personality of the child; the formation of learning skills at a sufficient level. It is important to use methods of creating educational situations and success situations while providing a differential approach that affects the formation of an adequate level of self-esteem.

Based on the existing theory, a study was conducted in which 27 people (14 girls and 13 boys) aged 9-10 years took part. The purpose of the study was to determine the level of self-esteem of younger schoolchildren.

The study was conducted using diagnostic techniques: "What am I like", "Draw yourself" and "A tree with little men".

The results of the study on all three methods showed that 63% (17 students) have an adequate level of self-esteem. This suggests that children are able to evaluate themselves in accordance with their "Real

Self", that is, they do not underestimate their own merits and also do not overestimate them, turning them into shortcomings that, in their opinion, create an inferior person. Also, the guys are able to listen to the opinions of others, but at the same time think rationally and filter negative and positive opinions in order not to succumb to negative influence or find something that will make them strive for the best results.

30% (8 students) have an inflated level of self-esteem, but at the same time it remains within the limits of the norm until they begin to negatively influence others. Guys are able to perceive themselves adequately, but most often this can go beyond in the case of rivalry between those who also have this level of self-esteem. This can lead to the fact that the distinguished person will look down on the rest, which will eventually lead to inadequate self-awareness and rejection by society.

7% (2 students) showed poor results in all three methods, which indicate their low level of self-esteem. These children have internal conflicts, they compare themselves with the peers around them with thoughts that they are better.

Thus, they reject society, lock themselves in and do not want to interact even with those people who want to help them. The emotional background of such children is unstable and can cause both a storm of emotions that they splash out on others, and their complete absence, completely ceasing to respond to any external influences.

The results of the "What am I" and "Tree with Men" techniques gave identical results in terms of self-esteem (there is an understated, adequate and overestimated one), in the "Draw yourself" technique, the interpretation of the results takes place in a more extensive and complicated format. Since the method is based on a creative approach, the result was the absence of an inflated self-esteem, but the underestimated one coincided with the results of the other two methods.

Thus, our research has shown that the methods "What am I", "Draw yourself" and "Tree with little men" are ideal for diagnosing the level of self-assessment of primary school students. The percentage of error tolerance is low. It can be said that in some cases the techniques complement each other, thereby giving more detailed information about the child.

Summing up the results of the work done, we can say that the system is important in the formation of a junior student's self-esteem on the part of parents and teachers. The most important thing in it is to rejoice in the success of the child, to appreciate his individuality, to help him achieve his goals. It must be remembered that self-esteem, formed in childhood, significantly affects the whole life. It is necessary to support the child in the development of adequate self-esteem.

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