

DEVELOPMENT FEATURES OF SELF-ESTEEM IN CHILDREN OF OLDER PRESCHOOL AGE

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Abstract. *The article presents the results of a theoretical analysis of the concept of self-esteem, its development in preschool age as a mechanism of self-regulation of behavior and activity and a component of self-awareness. Also presented are the results of an empirical study of identifying the structural components and levels of self-esteem of older preschool children, determining the characteristics of the manifestation of self-esteem in older preschool children.*

Key words: *self-esteem, self-awareness, self-attitude, self-knowledge, self-regulation.*

Introduction

Self-esteem – the value and significance that an individual attributes to himself as a whole and to individual aspects of his personality, behavior, activities, communication; plays the role of an important personal formation and one of the central components of the self-concept, includes in its structure personal values and meanings, a system of attitudes and values. At the same time, it is a complex psychoform of a person's inner world, which determines the nature of his self-attitude, the degree of self-respect, the level of harassment, value acceptance or rejection of himself; performs regulatory, protective and even therapeutic functions; there can be different levels of awareness and adequacy [1].

Three points are essential for adequate self-assessment:

- First, an important role in its formation is played by the comparison of the image of the real self with the image of the ideal self, that is, with the idea of what a person would like to be.
- Secondly, an important factor in the formation of self-esteem is related to the internalization of an individual's social reactions. This means that a person tends to evaluate himself as other people evaluate him.
- Thirdly, the individual evaluates the success of his actions-expressions through the format of his identity.

It is important to note that older preschool age plays an important role in the beginning of

the formation of self-esteem.

Self-esteem includes the ability to assess one's strengths and capabilities, it allows a person to "try on" their strengths to the tasks and requirements of the environment and, accordingly, independently set certain goals for themselves. Thus, self-esteem is one of the forms of manifestation of self-awareness, an evaluative component of the "self-concept", an affective assessment of an individual's perception of himself, which can have different intensities, since specific features of the "self-image" can cause more or less strong emotions, associated with their acceptance or condemnation.

Preschool age is favorable for the formation of a child's self-esteem and serves as an important prerequisite for the emergence of its adequacy. The analysis and generalization of approaches and concepts to the study of the problem of self-esteem of preschoolers shows that self-esteem is a phenomenon of self-awareness, its most significant component [2]. Self-esteem is an individual's assessment of himself, his capabilities, qualities, place among other people and their attitude towards her. Self-esteem is the result of integral work in the field of self-knowledge and emotional and value attitude towards oneself. This special formation of self-awareness acts as an important mechanism of self-regulation of behavior and activity and, at the same time, is formed in the process of the child's activity and communication with other people. Older preschoolers are characterized by a number of symptom complexes of an age-related and psychological nature and require an individual approach and subject-subject interaction with the closest social microenvironment. In older preschool age, the child's need for adult assessment is great, but the child's self-esteem begins to rely on the results and conclusions that the child receives in individual experience [3].

Aim

The purpose of our empirical research is to identify the structural components and levels of self-esteem of older preschool children, to determine the characteristics of the manifestation of self-esteem in older preschool children.

Methodology and methods

Methods were used in accordance with the systemic approach, which are aimed at identifying psychological characteristics of the individual, structural components of self-esteem, studying the peculiarities of the manifestation of self-esteem in children of older preschool age.

The psychological features of the manifestation of self-esteem were determined by us in this study using the following methods:

1. Studying the child's self-esteem using the "Ladder" method, V.G. Shchur [6].
2. "Draw yourself" method, A.M. Prykhozhan, Z. Vasiliauskaite [4].
3. Methodology of sociometry for preschoolers - the "Two Houses" [5].

The results

This empirical study was conducted in preschool educational institution (nursery-kindergarten) No. 40 “Delfin” in the city of Sumy, Sumy region, Ukraine. The total sample size is 63 older preschool children (from 5 to 6 years old), of which 33 are boys and 30 are girls.

First, children of older preschool age were examined using the “Ladder” method by V.G. Shchur, with the help of children's assessment of their personal qualities, such as kindness; mental qualities; power; courage; health; appearance; strong-willed qualities.

More than 75% of older preschool children divided themselves into the first and second rungs of the ladder. We can assume that mental qualities, appearance and diligence are significant qualities for self-evaluation for this sample of subjects.

Elementary manifestations and average differentiation of self-esteem were found by 10% of older preschool children, who were able to distinguish their own negative qualities, but maximally valued their own positive qualities. Polar, opposite ideas about themselves, different visions of themselves appeared in the integral “self-image” of these children. 24% of children demonstrated a highly differentiated self-esteem associated with a different assessment of their own positive qualities and an adequate assessment of their negative qualities. And, finally, 2% demonstrated an underestimated inadequate self-esteem, which is manifested in the average level of assessment of positive qualities and the absence of highlighting one's own negative qualities. With insufficient differentiation of self-esteem, these children have already formed a holistic negative image of themselves as an unsuccessful person who, like other children, does not possess the necessary qualities and properties.

Thus, the majority of older preschool children (64%) have an overestimated inadequate self-esteem associated with: the highest assessment of their own positive qualities and difficulties in realizing and evaluating their own negative attributes. Such self-esteem allows the preschooler, on the one hand, to be ready to quickly master various new forms and types of activity and behavior, and on the other hand, to preserve the overall positive nature of the “self-concept” in the event of possible mistakes and failures. A child's maximally high assessment of his own positive qualities indicates insufficient differentiation in the structure of his self-awareness of ideal and real self-esteem.

To determine the level of self-esteem in children of older preschool age, we used the “Draw a person” method by A.M. Prykhozhan, Z. Vasiliauskaite. The used method has a projective nature of studying the personality of older preschool children, based on the study of self-esteem and general emotional attitude of older preschool children.

Based on the analysis of the results, the following data were obtained: 15% of children have low self-esteem, 30% of children have adequate self-esteem, and 55% have high self-esteem.

It is important to note that during the implementation of the “Ladder” method, the majority of children placed themselves on the first and second steps, and in a smaller number on the following steps. And when carrying out the “Draw a person” method, results were obtained that are slightly different from the first method.

Such a difference can be explained by the fact that in this sample, children of older preschool age have more general knowledge about themselves. Children quite often noted higher levels in tasks than their answers indicated. This can be explained by the low level of development of reflection, the reluctance to recognize oneself as “bad” and the worry that an adult can find out in which the child does not consider himself imperfect.

To determine the most popular and unpopular children, we conducted a sociometric method for older preschoolers “Two Houses”. In addition, the test was aimed at comparing it with the results of self-esteem in older preschool children.

To process the received data, we used the following indicators as a basis: 4 or more points – “sociometric stars”; from 1 to 3 - sociable, mobile children, can be leaders in their group, 0 points - quiet, inactive children; - 1 or less points - isolated children.

As a result, we obtained the following data: 43% of children are “sociometric stars”, that is, children who use authority; 21% of children are active, but often conflicted children, 18% of children are those who are rejected by their peers, excessively conflicted and negatively disposed; and 18% of children are calm children who prefer communication with a small circle of friends.

We noted that among children who are unpopular in the group, that is, children whom everyone avoids and does not play with, all subjects of this sample had low self-esteem. Among these children, it is possible to distinguish outwardly unattractive ones, as well as nervous and excessively conflicted ones, who do not know how to establish relations with others.

Among children, the most popular are children with adequate and low self-esteem. In this case, there are children with low self-esteem, outwardly attractive, who prefer communication with a constant circle of friends, who are almost non-conflicting and ready to accept other children in the game. Children with adequate self-esteem here are characterized by an attractive appearance, self-confidence and activity.

Children with high self-esteem are included in the group of active, but constantly conflicting children, are quite often offended and easily offend other people.

Conclusions

Thus, we found out that children with different levels of self-esteem in its manifestation have their own characteristics - they were similar in some characteristics, and differed in others. In general, children with high self-esteem are more active and independent than children with low self-esteem. Older preschool children with adequate self-esteem show both activity and, in some

situations, passivity.

According to the results of an empirical study, the dependence between the features of the manifestation of self-esteem in older preschool children and the level of self-esteem development was found in children of older preschool age.

Predominance of positive self-evaluations in preschoolers plays a protective function, protecting the child's immature personality from the destructive influence of negative emotions.

Children who are good at keeping up with time mainly develop overestimated self-esteem. In underachieving and very weak children, systematic failures and low grades reduce self-confidence. Their self-esteem develops in a unique way. If asked to rate their work, most of them will give it a higher score than it deserves. At the same time, they focus not so much on the achieved, but on the desired: "I'm not worse than everyone else, I can also be praised."

Children with low and low self-esteem often have a sense of their own inferiority and even hopelessness. Asserting herself in the types of activities that are important for her, the child supports an inadequately inflated self-esteem of a compensatory nature. But even in those cases when children compensate for their low academic performance with success in other areas, feelings of inferiority, acceptance of the position of a laggard lead to negative consequences.

Another feature of preschool children's self-esteem is its weak differentiation in content.

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