

PSYCHOLOGICAL FEATURES OF THE FORMATION OF VALUE-BASED SELF-ATTITUDE IN PRIMARY SCHOOL STUDENTS.

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This article examines the socio-psychological phenomena of value characteristics, signs and the formation of self-attitude of primary school students, which largely depend on the developing relationships with teachers, parents and peers, analyzes the influence of self-esteem on mental development and the fact that self-esteem has different indicators in different classes.

Key words: self-esteem, value system, psychological factors, cultural values, collectivity, unconscious instinctive actions, psychoprophylactic and psychocorrectional program.

Annotatsiya: Mazkur maqolada kichik maktab yoshidagi o'quvchilarning qadriyatli o'z-o'ziga munosabat xususiyatlari, belgilari va shakllanishining ijtimoiy-psixologik fenomenlari keltirib o'tilgan bo'lib, bunda ko'p jihatdan o'qituvchilar, ota-onalar hamda tengdoshlar bilan rivojlanayotgan munosabatlarga bog'liqligi, qadriyatli o'z-o'ziga bo'lgan munosabatning aqliy rivojlanishga ta'siri hamda o'z-o'ziga bo'lgan bahosi sinflar kesimida muayyan darajada farqli ko'rsatkichlarga ega tahlil etilgan.

Kalit so'zlar: o'z-o'ziga baho, qadriyatlar tizimi, psixologik omillar, madaniy qadriyatlar, jamoaviylik, ongsiz instinktiv harakatlar, psixoprofilaktik va psixokorreksion dastur.

Аннотация: В данной статье рассматриваются социально-психологические феномены ценностных характеристик, признаков и формирования самоотношения учащихся младшего школьного возраста, которые во многом зависят от складывающихся отношений с учителями, родителями и сверстниками, проанализировано влияние самооценки на психическое развитие и то, что самооценка имеет разные показатели в разных классах.

Ключевые слова: самооценка, система ценностей, психологические факторы, культурные ценности, коллективность, неосознанные инстинктивные действия, психопрофилактическая и психокоррекционная программа.

Introduction. One of the main tasks in the education system is to create conditions for the comprehensive development of the child, that is, the formation of his emotional, social, cognitive potential and positive personal qualities. One of the most important achievements of modern psychology is characterized by the fact that it is aimed at providing psychoprophylaxis and psychocorrection of the self-awareness of children with behavioral problems. Adequate

formation of self-attitude in this case forces students to develop not only a value-based attitude towards themselves, but also values in relation to others.

Typically, the formation of primary school-age students as individuals is carried out in integral connection with a number of psychological factors operating in them. In particular, the formation of a value system among primary school students is explained by the formation of a system of relationships in relation to oneself and others. At this stage, it is important to study the level of formation of value-based self-attitude at this age. It is the study of psychological factors that influence the formation of value-based self-attitude in primary school students that leads to the formation of a unique approach to the problem.

Discussions.

The main tool for increasing the level of formation of value-based self-attitude at this age is their successful adaptation to life and proper integration into society, which cannot be achieved without the development of positive subjectivity of the individual.

In our opinion, the development of a positive attitude towards oneself is considered as a necessary condition for the successful integration of primary school students at the stage of primary education, which largely depends on developing relationships with teachers, parents and peers.

In fact, the formation of primary school age students as individuals is carried out in integral connection with a number of psychological factors operating in them. It is worth noting that the formation of a value system among primary school students is explained by the formation of a system of relationships in relation to themselves and others. At this stage, it is important to study the level of formation of value-based self-attitude at this age. It was the study of psychological factors influencing the formation of value-based self-attitude in primary school students that led to the formation of a unique approach to the problem.

In psychological studies, the level of formation of value-based attitudes towards oneself among primary school students is analyzed in different ways. In particular, according to L.S. Vygotsky, schooling is characterized by the fact that it is the basis for creating a zone of proximal (close) development, which is first activated in the sphere of cooperation with adults and peers, and then becomes the child's internal state [4]. Also L.S. Vygotsky emphasizes that human development is determined by his assimilation of cultural values, which is realized through the process of communication, in particular, manifests itself in the direct social relationships of the child with adults. Thus, in the lower grades, new types of activities and changed communication conditions contribute to the development of evaluative relationships that form the child's self-esteem.

Also during this period of development, the requirements for the moral aspects of behavior increase significantly, in particular, it becomes possible to evaluate one's own achievements and failures.

As D.B. Elkonin argued, when a child comes to school, the entire system of his relations with reality undergoes a restructuring and a new structure of relations with adults appears [10, 115].

L. Bozhovic also mentions that during this period of development, arbitrariness of actions, an internal plan of action, theoretical thinking, and reasoning increase [2, 276].

According to T.V. Arkhireeva, in connection with the increase in the general mental development of children 6-7 years old, the main attention is reflected in the development of a new, more "adult" place in life, and this direction is carried out in the desire to occupy a social position and is characterized by an expansion of the system of moral characteristics behavior to carry out socially useful activities [8].

According to T. Yu. Andrushchenko, the self-esteem of a junior schoolchild depends not only on his academic abilities and the characteristics of the teacher's communication with the class, but also on the style of family education and the value system adopted in it [1,125].

At primary school age, a child learns to manage his behavior and mental processes. The requirements placed on children at school provide a much higher level of willpower

development. Therefore, younger schoolchildren have the following motives for moral self-respect: 1) internal: moral orientation, moral self-respect of the individual; 2) external: parents, teachers in a family environment, fostering a culture of moral assessment and a culture of self-esteem in the classroom [8, 9-12].

In developing a child's self-esteem, it is important to develop the ability to identify, understand and evaluate the actions of people and their own actions. "What values are depicted" by the human consciousness, says V.G. Kazakova is mainly determined by how the other perceives himself, how he relates to other people, to the world around him [5,11].

Theoretical analysis of the literature on the problem of personal self-esteem of younger schoolchildren and the formation of the age-related characteristics under consideration made it possible to clarify the content of the concept of "self-esteem of younger schoolchildren". Thus, the self-esteem of younger schoolchildren is based on a system of knowledge about the individual and his abilities, on the need and ability to evaluate his own behavior, the process and results of educational activities, and the manifested qualities of the individual. activity determined by the age system of personality development and focused on the organizational process of self-awareness. Thus, the formation of self-esteem accompanies the entire period of primary school age, awaiting the completion of actions and operations, re-examination of already completed actions and operations to determine their quality or correctness.

According to I.P. Podlasov, the formation of the personality of children of primary school age occurs under the influence of new relationships with adults (teachers) and peers, new types of activities and communication, and the inclusion of teams in the integrated environment of the system. Children of primary school age develop social feelings and skills of social behavior (community, responsibility for behavior, mutual support) [7,73].

In the scientific works of N.V. Bordovskaya and A.A. Reana emphasizes that at this age, interpersonal relationships are built primarily on an emotional basis. Interpersonal communication skills are usually poorly developed. Children of primary school age demonstrate a high level of reflection, social responsibility, flexibility, and the ability to verbally express socially acceptable behavior [3, 81]. In addition, at this age the first disputes with adults occur.

In the classical psychoanalysis of Z. Freud, human behavior is based on unconscious instinctive actions that serve as motivation to satisfy biological needs, but, according to modern researchers M.S. Yanitsky, "a number of modern three members of Freud, which any element of the personality structure can serve as a source and place placement of values, according to G. Diligensky, the superego includes social norms and values, and the ego includes individual values that are the result of the "cultivation" of unconscious Id stimuli, in which the ego's values are "stronger and more real" than the generally accepted system of values, according to the analysis of V.E. Chudnovsky. The growth of the unconscious field of the individual indicates that incentives, in turn, are based on "consciously accepted" moral values [11].

G. Allport believes that the source of many personal values is the morality of society, and identifies a number of value areas, for example, curiosity, knowledge, communication, and so on. The point is that moral norms and values must be formed and maintained through external reinforcement [6, 345].

Results and analyses

To determine the adequate self-esteem of children of primary school age on the basis of social norms and values based on the presented approaches, our study uses the characteristics of a child's self-esteem, the "Staircase" methodology, aimed at learning, developed by V.G. Shurom and S.G. Jacobson.

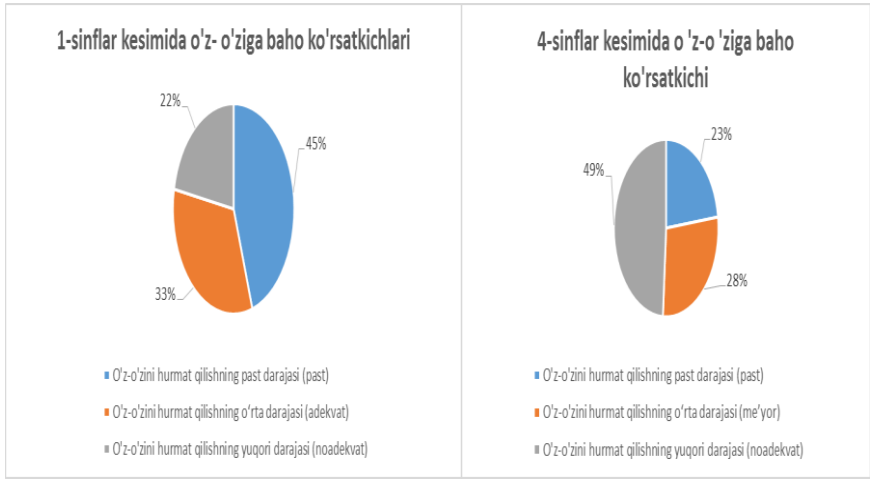
The method is aimed at studying the self-esteem of primary school students, and this method is useful not only for psychologists, but also for teachers and parents, in order to get to know their child better, see him as a person, understand how he is assessed, determine the student's self-esteem and, based on the results, develop necessary psychoprophylactic and psychocorrective methods of education.

Our study involved 150 subjects - students of grades 1 and 4 of primary school age, and it was found that their self-esteem varies to a certain extent depending on their age (Table 1).

Table 1

Self-esteem indicators of junior schoolchildren			
Classes	Low level of self-esteem (low)	Average level of self-esteem (norm)	High level of self-esteem (inadequate)
Indicators			
In the 1st grade section	45%	33%	22%
In the 4th grade section	23%	28%	49%

The results obtained as a result of this study show that the self-esteem of younger schoolchildren has a certain level of various indicators in the context of classes.



Discussions

When we pay attention to the level at which a student places himself, our subjects differed in different indicators, based on the characteristics of their character and socio-psychological state, it is normal to put them at the level of “good” children. It has been established that the position of subjects with a low score does not mean an adequate assessment, but a negative attitude towards themselves and lack of confidence in their abilities. This causes difficulties in their interpersonal relationships and in the educational system. Also, statistically, most fourth graders consider themselves “good” and place them at the top of the career ladder. It has been noted that this is due to their age and individual characteristics, and their attitude towards external objects.

Here are the data from V.G. Shur shows that children who put themselves first (that is, put themselves among the best) almost never have such self-esteem. On the contrary, children who did not consider themselves the best approached their objective-critical assessment and explained their choice with various reasons, for example: “I still play sometimes,” “I ask too many questions,” and so on.

Conclusion

Consequently, the correct formation of the value-based self-attitude of junior schoolchildren allows not only to adequately evaluate themselves, but also to form moral qualities in vertical and horizontal interpersonal relationships. Additionally, when children are supported by adults, they feel significantly more secure and present.

In conclusion, it should be said that the formation of socio-ethical values and altruistic values, values of self-affirmation and self-realization, values of personal life is characterized mainly by the fact that the influence of the social environment is of great importance. In this regard, applied psychologists are required to develop and implement psychoprophylactic and psychocorrectional programs and models that guide the individual to adequate self-esteem in family and interpersonal relationships and the education system.

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