

SELF - ESTEEM FORMATION IN PRESCHOOL CHILDREN

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ABSTRACT

Today's children live in an era full of contradictions, saturated with information. Their behavior often repeats what they saw on the television screen. Parents simply do not have enough time to talk with the child. Many children find it increasingly difficult to interact normally with peers and adults. An important feature of the child's personality, which begins to take shape at this age, is the motive for achieving success. The emergence of self-esteem is nothing but the growth of independence.

Keywords: child psychology, methods of formation, new ways of methods, stimulation of creative activity, the role of teacher and parents.

*“Creativity is the only activity
That makes a man a man”*

I.A. Berdyaev

INTRODUCTION

Self-esteem is an assessment of the personality itself, its capabilities, qualities and place among other people. Self-esteem is the regulator of behavior. Modern parents are usually concerned about the development of the child, physical, intellectual, and emotional. He is worried about how teachers and adults treat him. Is he good among his peers? We think: what are our children lacking, what qualities and we compare with other children. But rarely, a parent asks himself the question: “What does a child think about himself”. Meanwhile, it is on the answer to this very important question that depends what image of oneself, one's own "I" the child will develop. An image woven from barely perceptible strokes that life paints with an invisible brush. This child's self-image will largely determine not only the character of a growing person, but also such truly fateful relationships as “I - and the World around “I - and Others”.

LITERATURE REVIEW AND METHODOLOGY

Self-esteem, as you know, is low and high. In the first case, children are usually timid, anxious, withdrawn; in the second, they are self-confident, calm, and sociable. Nevertheless, this does not mean at all that low self-esteem is bad, and high self-esteem is very good. Our work experience shows how much the child's idea of himself (his self-esteem) corresponds to reality (that is, his abilities, which are revealed in activities and the attitude of other people towards him). It often happens that a child has high self-esteem, but in reality he is unable to carry out any activity (draw a house, fasten the buttons on his jacket himself), all this leads to adverse consequences: the child becomes irritable, nervous, capricious, trying to shift the "blame" to someone else (bad pencils, mom wearing the wrong jacket). At such moments, it can be advised parents and educators not to criticize the child, trying to correct his self-esteem and reality. It is better to explain why he is not able to do it, to calm him down or help him.

Every child wants to be considered good. Our goal is to develop. Yet, low self-esteem is worse: it often deprives the child of any desire to make an effort at all. "I cannot!" sounds like a sentence. "What to do? How to fix this!" Parents are scratching their heads. Probably, first, it is worth turning back and analyzing what caused such an idea of the child about himself, what mistakes adults involuntarily made in communicating with the child. In the end, self-esteem is not a frozen value. It is constantly changing in one direction or another, which means that while the child is growing, a lot can be corrected.

Therefore, we believe that it is necessary to teach children to focus their attention on successes and achievements; this will help develop the habit of success and self-confidence. In the classroom, we use psychological exercises that help:

- To teach to identify affordable and specific goals and actively strive to achieve them;
- Understand that the manifestation of any feelings is permissible, but not any behavior;
- Sincerely express your feelings and at the same time treat others with respect (learn to express your feelings without aggression and violence);
- Understand that each person is a unique person with strengths and weaknesses; - be proud of their own history and look to the future with hope;
- To live in the world of reality; - cope with your fears and stresses;
- Develop the strengths of your character;

Our task as teachers and parents is to help children combine feelings and morality so that they feel happy alone with themselves and in a team.

Regular observations of children in kindergarten allow me to objectively assess the emotional state. Observation of children takes place in natural conditions: in a group, on a walk. This gives the opportunity to carefully examine behavior in real life circumstances, as well as the ability to correct unwanted character traits and behaviors. During classes, it is provided psychological support to children with low self-esteem. In the conditions of group work, non-verbal emotional support can be used: a friendly look, light touches, approving gestures. In individual lessons, in the course of confidential conversations, “confidential praise” is used; successful elements of the activity are emphasized. Training in formation in an accessible and interesting form for children. For this, it can be used educational games, dramatization games, role-playing games, games for developing communication skills; exercises of an imitative-performing and creative nature, for muscle relaxation, etudes, looking at drawings and photographs, reading works of art, my stories and children's stories, writing stories, conversations, modeling and analyzing given situations, listening to music, drawing, mini-competitions, games - competitions.

RESULTS AND DISCUSSION

During classes, children sit in a circle on chairs, this creates a sense of integrity, facilitates mutual understanding. Each lesson ends with the creation by the children of a drawing in individual albums. Children's drawing is the result of the work, which combines all the emotions, impressions, knowledge and skills gained during the lesson.

The purpose of the work is the gradual psychological development of the child, to expand the space around the child, including other people (peers and adults). Because of the work done, the children increased the level of self-esteem from 20% to 40%, the level of anxiety decreased from 20% to 10%, the internal potential increased by 30%, communication skills become much wider. Parental Mistakes: Let's imagine the following situation: a five-year-old child tries to tie his shoelaces, but he fails. "Well, of course!" the mother concludes impatiently. “As always, there is nothing you can do.” It is not difficult to guess what kind of self-esteem the boy will have. After all, the words that parents throw to their child in passing, literally on the run, are very significant, so it is important to constantly remember this when working with parents and teachers. The authority of any adult is undeniable. Recommendations for parents:

1. One of the main mistakes that parents should avoid is careless words and harsh negative characteristics about the child.

Recently, it has even become fashionable to communicate with your child as if “on an equal footing”. Young parents are especially fond of this.

2. Everyone knows about the senselessness and harm of physical punishment. Children who are beaten by their parents have an extremely low opinion not only of themselves, but also of people in general. Any punishment with the use of force gives birth in the heart of the child, first of all, fear and consciousness of his own impotence. In addition, these are the main "whales" on which low self-esteem is based.

3. You should not discuss the shortcomings of the child with other people, especially in front of the child. Remembering the words of Vasily Sukhomlinsky: “Let as few people know about the bad that is in a child.”

4. Never compare your child to other children. Teach your child to follow their own successes and rejoice in them. It is this state of success - personal - that is the best incentive to move on.

5. Do not make excessive demands on your child that he cannot do. If the child is still having difficulty making his bed, do not scold him. Focus on what he is good at (like building toys). In working with children, one can clearly see how the child portrays himself. In the classroom, children love to draw, discuss, and share their impressions. If they picture themselves small and tiny, they do not feel confident. In addition, children like to draw themselves on a ladder, if a child draws himself on a high step, then self-esteem is high, and, accordingly, low.

CONCLUSION

Therefore, when the child develops his own self-esteem, then, when he is ready - to introspect, and from observations, they begin to do this early. There is in our culture another, more precise, indication of the period of mature self-esteem. Six years is the age when a child is able to evaluate himself and his actions. If so, then we have very little time to help the child form a healthy opinion about himself.

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