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## Psychocorrectional Activity Of A Practicing Psychologist In The Coordination Of Self-Assessment At A Young School Age

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### ABSTRACT

Self-esteem is central to personal education. The social environment directly affects the formation of self-esteem. While functioning, it affects human behavior, self-regulation and is influenced by the values of the individual. Self-esteem is a complex education that includes both intellectual and emotional components. Many experts believe that self-esteem is not only a person's assessment of himself, but also his place among the people around him. Accordingly, it affects the relationship of a person with others, the effectiveness of his activities and the further development of the personality.

### KEYWORDS

Self-esteem, personal education, affect, behavior, self-regulation, individual, assessment

### INTRODUCTION

In psychology, the need for systematic monitoring of the course of mental development of children is emphasized, allowing timely detection of violations in ontogenesis and organizing work to

compensate and prevent secondary developmental deviations. In this regard, a comprehensive study is required features of mental development of primary school children. The paper describes the patterns of

development of a child of primary school age, taking into account the study of the social situation of development, consideration of the leading activity and psychological neoformations in the sphere of consciousness and personality of the child.

A child's admission to school marks the beginning of a new period of his life. Children begin a new activity that is social in its content and function (going to school, studying school subjects, following the school regime, obeying the rules of behavior). The child's new position in society, the student's position is characterized by the fact that he has a mandatory, socially significant and controlled activity - educational, he must obey the system of its rules and be responsible for their violation.

The success of a child's adaptation to new conditions is determined by his readiness for schooling, which includes:

1. Development of affective-need (motivational) sphere of the child. The presence of his cognitive interests. The desire to take its special place in the system of social relationships, to perform an important, evaluated activity - to be a schoolboy;
2. Development of the child's arbitrary sphere: arbitrary attention, voluntary memory, the ability to act according to a model, according to a rule, according to an accepted intention;
3. Development of the child's cognitive sphere: perception, memory of attention, speech and thinking;

4. Development of the prerequisites for learning activities: skill listen carefully and accurately follow the consecutive adult instructions; independently act on assignment; focus on the system of problem conditions, overcoming distraction by side factors.

From the first days in the role of a student, he meets with numerous difficulties that must be overcome: this is the development of a new school space; development of a new daily routine; joining a new group of peers (school class); acceptance of many restrictions and attitudes governing behavior; establishing a relationship with a teacher. At the same time, the student receives new rights: the right to respectful attitude of adults to their studies, to the workplace, and educational supplies. With the arrival of the school, the relationship "child - adult" is divided into two systems of relationships: "child - teacher" and "child - parents". The leading role belongs to the structure "child - teacher", which determines all other relationships of the child with adults and peers, in the family and outside the school, the attitude to himself.

A different function and logic of the development of relations in the "child - parent" system. The family should make efforts to identify with the child in his cares and affairs. In a new life, the father and mother, all those close to him are called to help his son or daughter successfully enter the school environment, master new rules, and master new skills and abilities. The child needs the love and support of the parents.

An essential feature of schooling is in the fact that when moving to it, the child has to radically change the entire system of relations

with the adults raising him. The system of relations from the immediate becomes mediated, the child needs to master special means. This applies, first of all, to the ability to correctly perceive the patterns of actions shown by the teacher during the explanation, and to adequately perceive the assessments that the teacher gives to the students' actions and their results. The problem of psychogenic school maladjustment is of great practical importance. Variants of violations of school performance and discipline, well-being in a school situation are very numerous. They fall into the ranks of those who do not succeed for a variety of reasons: pedagogical neglect, mental retardation, mental retardation, and local lesions of the central nervous system, and intellectual passivity, and poor somatic health. Difficulties in learning can be caused by: the lack of formation of the necessary elements of educational activity (the position of the student, cognitive motivation, suitable educational actions, etc.); insufficient development of volition, low levels of memory, attention, dependence on adults; inability or inability to adapt to the pace of school life, personality disorders, focus on other, out-of-school interests. Establishing the true causes of school maladjustment, poor performance and behavior is the most important task of a school psychologist.

One of the important links in the system of psychological assistance to children with developmental problems is psychological correction. However, implementing psychocorrectional methods in practice, the psychologist often encounters great difficulties.[3] Having mastered numerous methods of psychocorrective influences, for example, neuro-linguistic programming, psycho-regulatory training, psycho-

gymnastics, etc., the practitioner psychologist often thoughtlessly applies them without connection with theoretical justification, without taking into account the complex structure of the defect in the child, his clinical psychological and individual typological characteristics. As a result of this approach, you can get the opposite effect and, instead of helping the child, provoke a neuropsychic disorder in him.

The specificity of the social situation of development in primary school age is the restructuring of the system of relations between the child and the surrounding reality, associated with admission to school. Younger school age is characterized by the fact that the child has a new status: he becomes a student, the leading activity changes from play to educational. Learning activity is socially significant and puts the child in a new position in relation to adults and peers, changes his self-esteem, rebuilds relationships in the family. On this occasion, D.B. Elkonin] noted that educational activity is social in its content (it assimilates all the achievements of culture and science accumulated by mankind), social in its meaning (it is socially significant), public in its execution (it is performed in accordance with socially developed norms), it is leading in primary school age, that is, in the period of formation.

The transition to educational activity is carried out against the background of a contradiction that arises within the social situation of the child's development: the preschooler outgrows the developing potential of role-playing game, the relationships that he developed with adults and peers about the game. Quite recently, relationships governed by the role of play,

game rules, were the source of the child's development, but now this situation has exhausted itself. The attitude towards the game has changed, the preschooler understands more and more clearly that he occupies an insignificant position in the social environment. More and more often, he has a need to perform work that is necessary and important for others, and this need develops into the inner position of the student. The child acquires the ability to go beyond the limits of a specific situation and look at himself as if from the outside, through the eyes of an adult. That is why the crisis that occurs during the transition to schooling is called the crisis of loss of immediacy. The social situation of development during the transition from preschool to primary school age is characterized, on the one hand, by an objective change in the child's place in the system of social relations, on the other hand, by the subjective reflection of this new situation in the child's feelings and consciousness. It is the indissoluble unity of these two aspects that determines the prospects and the zone of proximal development of the child in this transitional period. At the same time, the actual change in the child's social position is not enough to change the direction and content of his development. For this, it is necessary that this new position be accepted and comprehended by the child himself and reflected in the acquisition of new meanings associated with educational activities and a new system of school relations. Only thanks to this it becomes possible to realize the new development potential of the subject.

Self-esteem is a personal neoplasm that takes part in the regulation of human behavior and activities, his idea of the importance of his personality and his activities among other

people, an assessment of himself, his strengths and weaknesses, qualities and feelings.

At school age, the role of self-esteem is not limited to educational activities, there is a process of developing self-esteem and a desire to achieve success in life. In this regard, a prerequisite for the harmonious development of the child's personality is adequate self-esteem.

Younger school age is marked by a steady motivation to achieve success in all areas of the child's personality. The most important personality traits of a younger student are:

- Responsibility and diligence;
- Discipline;
- Ability to openly express emotions and feelings;
- Trust in the world and the people around them;
- Strengthening volitional self-regulation;
- Self-control.

This age period is characterized by the formation of a normal level of aspirations - the student learns to adequately assess his capabilities and abilities and understand that the success of his actions depends not only on his abilities, but also on what efforts he made to achieve the goal. The level of development of his self-awareness rises, which has a close connection with the development of the inner position of the individual. The perception of oneself as an isolated being disappears and there is an awareness of oneself as a social being, involved in the relations that exist in the society around him. A child who has reached the age of seven already has self-esteem, which has a complex structure and includes both a generalized and a differentiated

attitude towards himself. Thanks to this structure of self-esteem, the student's attitude to himself is mediated, relations with people around him and the experience of his own activity are analyzed. Now the student can independently control his activities, taking into account the norms and rules of behavior in society and build his line of behavior in accordance with them.

There is no doubt that this process is not spontaneous and completely independent. The immediate environment of the child: parents, educators, teachers should help the child feel and understand himself, teach him to build his actions and desires in accordance with the actions of other people. This process has a downside: in order to establish harmonious relationships with a child, an adult needs to know the child's self-esteem and be able to correctly build the process of communication with him in accordance with his individual characteristics.

This point is especially important for primary school age, since it is during this period that the process of formation and formation of self-esteem is sensitive to influences and corrective actions. The younger schoolchild, in the process of education and training, assimilates the values and norms established in society, and, under the influence of outside value judgments, develops his own attitude, both to the results of his own learning and to himself as a person. As a result, in the educational process, the student develops an attitude to assess his own capabilities, which is an important component of self-esteem. Do not forget that self-esteem is not only an awareness of one's achievements, but also a desire for the future, its awareness and planning. And this process is of great

importance for the self-regulation of all behavior in general and specific types of activity: educational, labor and communication. Among other things, self-esteem includes taking into account the opinion of other people about themselves, which the child knows, as well as his growing activity, which is aimed at realizing his own personality traits.

Types of self-esteem and behavioral characteristics characteristic of primary school age

Scientific research distinguishes all types of self-assessments in younger students:

- Stable adequate;
- Sustained inflated;
- Unstable with inadequate overestimation or underestimation.

Younger schoolchildren with adequate self-esteem look vigorous, active, with a sense of humor, they are capable of independently analyzing their actions, including erroneous ones, and further solving problems based on the conclusions made. Schoolchildren with persistently high self-esteem are characterized by activity and a desire to succeed in educational activities independently and without outside help. They are dominated by the belief that they are able to solve all the tasks assigned to them on their own. Schoolchildren with overestimated and unstable self-esteem overestimate their strengths and very often take on tasks that they cannot solve. In case of failure, they continue to insist on their own, or switch to solving an easier problem. Low-unstable self-esteem is clearly manifested in personality traits and behavior. Children with this type of self-esteem prefer to take on easy tasks and



are wary of the entire learning process in general. The normal development of their personality is greatly hampered by self-doubt and increased self-criticism. However, for such children, approval from others is very important, which can nourish and raise their self-esteem.

It should be noted that the ability for adequate self-esteem increases every year, but the overestimation of their capabilities is declining. Thus, we can conclude that the dynamics of the development of self-esteem of a younger student is consistently positive and strives to form an adequate self-esteem, contributing to the harmonious development of the personality. At an older age, self-esteem becomes a source of formation of a firm personal inner position, motivates and determines the formation of various personality traits.

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