Kalykbayeva A.Zh.[1], Bekbaeva Z.N[1] ,Zhakanbaeva B.B[1], Abdikadyr A.[1]

[1] Kazakh National Pedagogical University named after Abai
(Kazakhstan, Almaty)

THE INFLUENCE OF SELF-ESTEEM AS A PSYCHOLOGICAL CATEGORY ON THE SUCCESS OF TEACHING YOUNGER STUDENTS

Abstract

This article describes the feature of self-assessment that affects the success of students' learning. Educational activity is the main factor influencing the formation of self-esteem of younger students and this is the leading activity in which personal results appear. This article tests the hypothesis of a relationship between self-esteem and learning activities. To establish the reasons for the success or failure of learning, due to the characteristics of the student's personality, it is necessary to identify which complex of personality properties mainly determines the success and failure of learning. Self-esteem, as a psychological category, is understood as a process of correlation of a developing personality with real results and activities.

Keywords: self-assessment, learning success, students, academic performance

Калыкбаева А.Ж.[1], Бекбаева З.Н.[1], Жаканбаева Б.Б.[1], Абдыкадыр А.[1]

[1] КазНПУ им Абая (Казахстан, Алматы)

ВЛИЯНИЕ САМООЦЕНКИ КАК ПСИХОЛОГИЧЕСКОЙ КАТЕГОРИИ НА УСПЕШНОСТЬ ОБУЧЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

В данной статье описывается особенность самооценки влияющей на успешность обучения обучающихся. Учебная деятельность главный фактор влияющий на формирование самооценки младших школьников и это ведущая деятельность в которой появляются личностные результаты. В данной статье проверяется гипотеза связи самооценки и учебной деятельности. Для установления причин успешности или неуспеваемости обучения, обусловленных особенностями личности ученика, необходимо выявить от какого комплекса свойств личности зависит главным образом успех и неуспех обучения. Самооценка являясь психологической категорией понимается как процесс соотношения развивающей личности с реальными результатами и видами деятельности.

Ключевые слова: самооценка, успешность обучения, обучающиеся, успеваемость

Калыкбаева А.Ж.[1], Бекбаева З.Н.[1], Жаканбаева Б.Б [1]., Абдыкадыр А.[1]

[1] Абай атындағы КазҰПУ (Қазақстан, Алматы)

ПСИХОЛОГИЯЛЫҚ КАТЕГОРИЯ РЕТІНДЕ ӨЗІН-ӨЗІ БАҒАЛАУДЫҢ КІШІ ЖАСТАҒЫ ОҚУШЫЛАРДЫ ОҚЫТУДАҒЫ ТАБЫСТЫЛЫҒЫНА ӘСЕРІ

Аңдатпа

Бұл мақалада оқушылардың оқу жетістіктеріне әсер ететін өзін-өзі бағалаудың ерекшелігі сипатталған. Өзін-өзі бағалау психологиялық категория бола отырып, даму

үстіндегі тұлғаның нақты нәтижелермен және іс-әрекеттермен байланысы процесі ретінде түсініледі. Оқу әрекеті кіші жастағы оқушылардың өзін-өзі бағалауының қалыптасуына әсер ететін негізгі фактор болып табылады және бұл жеке нәтижелер пайда болатын жетекші әрекет. Бұл мақалада өзін-өзі бағалау мен оқу әрекеті арасындағы байланыс гипотезасы тексеріледі. Оқушының жеке басының ерекшеліктеріне байланысты оқытудың сәтті немесе сәтсіз болу себептерін анықтау үшін тұлғалық қасиеттердің қай кешені негізінен оқытудың сәттілігі мен сәтсіздігін анықтайтынын анықтау қажет.

Түйін сөздер: өзін-өзі бағалау, оқудағы жетістік, оқушылар, оқу үлгерімі

Introduction. The study of the formation and development of children's self-esteem, as the main component of self-consciousness, must begin with the definition of the concept of "self-esteem".

According to the Great Psychological Encyclopedia, "self-esteem" is a complex dynamic personality formation, it is a personal parameter of mental activity [1].

The process of formation and development of self-esteem in childhood is an important psychological and pedagogical problem, since self-esteem occupies a major place in the structure of the child's self-consciousness and personality, regulating his emotional state, behavior, influencing the formation of moral qualities and interpersonal relationships with others [2].

An analysis of the works of American and Western European psychologists shows that foreign researchers consider self-esteem as a mechanism that can provide a person with the necessary guidelines for life in the social environment, as well as a certain balance between the individual's internal requirements for himself and external conditions. Within the framework of Western theories, the social environment is seen as hostile to a person, his aspirations and desires. This position is inherent to A. Freud and K. Horney [3].

K. Rogers, in his work, studied the development of the child's personality, based on the works of A. Maslow and G. Allport. However, neither A. Maslow nor G. Allport studied the personality of children. The main idea of these researchers was that the personality is considered as an "open and self-developing system" that develops in close interaction and in contact with the external active environment [4].

Thus, according to the point of view of A. Freud, the basis for overestimating or underestimating one's personality is always caused by complex and internally contradictory circumstances [5]. This is due to the following conflicts, a person's ideas of an idealized "Me" and a real "Me", when the desired and possible cause emotional stress, increases and a psychological breakdown may occur, accompanied by some kind of behavior. Behavioral reaction can increase depending on the frequency and severity of conflicts and is determined by the characteristics of the character of each individual.

Based on the foregoing, it should be noted that the attitude towards oneself and the level of self-knowledge and their correspondence is a significant psychological condition that determines its constancy, which is aimed at the formation of self- consciousness and self-esteem of the individual.

The transition from the preschool period to the junior school period is determined by a crisis, however, a favorable period for the formation of self-esteem and all types of educational activities. The formation of self-esteem in school-age children gets its development in a new position - the position of the student, the child is just beginning to master a new branch of the psyche - reflection. At this age stage, the main activity for the child is education.

Self-esteem, from the point of view of all the above scientists, is an internal formation of a personality, which is a generalized (that is, stable, not situational) and differentiated results of self-knowledge, actions and results of a person's activities, his thoughts, feelings of morality, appearance, emotionally significant attitudes towards himself, knowledge of his interests and ideals, motives of behavior, everything that is regulating in a person's life, and becomes one of the main factors in the development of the individual as a whole. Based on this, it becomes obvious

that the structure of self-esteem consists of two components: cognitive and emotional [6]. At the same time, the analysis of the main theoretical approaches in the study of self-esteem, as one of the psychological categories, helps to highlight the essence, and the main points, and features.

Next, we list the following features of self-esteem on Figure 1:

self-esteem in content constitutes a system with other components of the "Me-concept" such as: self-attitude, self-knowledge and self-regulation;

self-esteem is the main systemic activity that regulates the behavior of the individual;

self-esteem is inextricably linked with personal motives, from the goals, ideals, values and orientation of these values;

the main foundation of self-esteem is: emotions, and assessment from the side, and the assessment itself;

self-esteem can be considered as: the result, and the actual process

self-esteem, if we consider it actually as a process, should be filled with content: the basis of which will be the norms of society, and the standards accepted (relevant) in this society

Figure 1 – Features of self-esteem

Research methods. "Experimental study of self-esteem of younger students and academic performance".

Does the self-esteem of a younger student affect the success of his education?

For the experiment, students of the 2nd and 3rd grades of elementary school were selected. The experiment involved 52 students aged 9-10 years.

The first stage of the study is to identify the success of students in the 3rd quarter (final grades for the quarter).

At the second stage of the study, the features of self-esteem of children of primary school age according to the "Ladder" methodology, V.G. Shchur [7].

At the third stage, the results obtained at the first and second stages were compared, that is, the relationship between self-esteem and learning success was revealed. Analysis of the results of the educational activities of the subjects. This analysis made it possible to identify the level of learning success of the subjects, determine the average score and, accordingly, determine the level for each student.

Research results. Analysis and interpretation of the obtained results

Using the method of mathematical statistics, we calculated the average score of learning success for each student of two classes, dividing the subjects of each class into three groups depending on the level of academic performance:

weak level (average score from 2.5 to 3.4);

average level (from 3.5 to 4.4 points);

strong level (from 4.5 to 5 points).

The obtained results of the success level of the subjects are presented in Table 1.

Table 1. Distribution of the academic performance level in the 2nd and 3rd grades (%)

Grade / Level	Strong	Average	Weak
2	13	87	-
3	33	67	-

Table 1 shows that the majority of second-grade students have an average level of learning success, i.e. the main marks of these students are "3" or "4". A significantly smaller proportion of students in the second grade have a strong level, their marks are "4" or "5". Weak performance in this class was not revealed.

The majority of third-grade students have an average level of academic performance. Some students showed a strong level. Students received high marks mainly in music, art, technology and physical education. Weak performance in this class was not revealed.

According to Shchur's "Ladder" methodology, self-assessment of personal education of students is determined, how adequate and justified self-esteem is. The ability of students to determine the level of self-esteem by this method (adequacy, inadequacy).

Table 2 - The system of self-esteem levels according to the method of V.G. Shchur

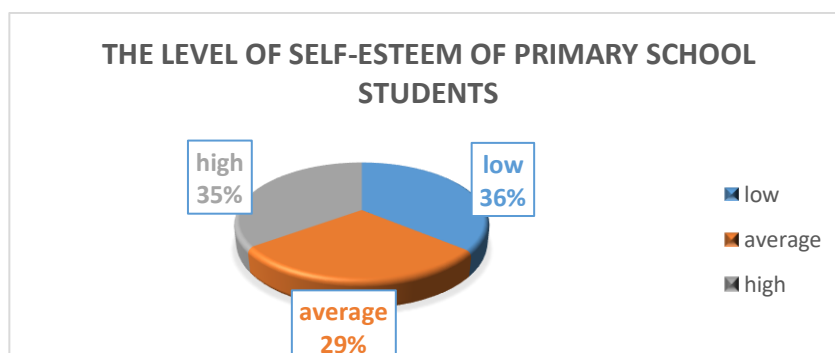| Criteria	Levels			Methodology
	High	Average	Low	
Adequacy, justification of self-esteem	junior schoolchildren have formed an adequate realistic self-esteem	children have formed one of the types of self-esteem (realistic, inflated)	children have low self-esteem	"Ladder", V.G. Shchur
Total	35%	29%	36%	

THE LEVEL OF SELF-ESTEEM OF PRIMARY SCHOOL STUDENTS

high 35% low 36% average 29%

low
average
high

Figure 2 - The level of self-esteem of primary school students

Based on the result of diagnostics according to the "Ladder" methodology by V.G. Shchur (Figure 2), it should be noted that 35% of primary school students have a realistic level of self-esteem. This indicates a well-formed ability to evaluate the results of their work, compare

themselves with others, know their positive and negative features. There is a desire for success in various activities, self-confidence. 29% have an average level of inflated self-esteem, such self-esteem can lead to non- realization of their mistakes, assessments from the side, and even remarks from others. Which confirms that self-esteem is inadequately inflated. And 36% have low self-esteem (Figure 2).

Low self-esteem can have a duality, firstly, self-doubt, which is manifested in the lack of the ability not to put in effort and effort. Secondly, protection, when the reaction to external requirements, responds with unquestioning obedience. Thus, according to the results of the "Ladder" methodology, the majority of primary school students are dominated by low and high self-esteem. The percentages of younger students with low and high self-esteem almost coincide. This confirms that these students do not have adequate self-image due to various factors.

Thus, in the 2nd grade, we received two levels of performance - strong and average. Second-graders with a strong level of academic performance with adequate self-esteem have an emotional level of self-esteem that is inflated. Students in the same class with an average level of performance assess their abilities more adequately than their classmates with a high level of performance.

Most of the students of the 3rd grade with an average level of academic performance have adequate self-esteem. This suggests that these students are capable of adequately evaluating themselves and their work.

Thus, in the 3rd grade, we received two levels of performance - strong and average. In third-graders with a strong level of academic performance, the emotional level of self-esteem is adequate. And these students have an average level of academic performance, that is, they assess their abilities adequately.

Conclusions. The results of the study showed that during the primary school age there is a dynamics in the development of self-esteem: the percentage of children with adequate self-esteem increases and the number of children with inflated self-esteem changes. Comparing learning success with the results obtained in the course of the self-esteem study, we see that the majority of poorly performing 2nd grade students overestimate the results of their educational activities. They do not yet discover discrepancies between what is required of them and what they are able to accomplish.

Analyzing the results of the study of third-grade students, we see that self-esteem already affects the success of education. Children with high self-esteem have a high level of claims, which positively affects the success of education.

At this age period (initial), children already have views, their own opinions and assessments of the environment. Evaluate themselves and their classmates mainly based on the judgments of their teacher and parents. But, very often, they evaluate not objectively, and not correctly. Basically, this assessment speaks of the desires of the student, and not reality [8]. Therefore, primary school students in most cases overestimate their capabilities and strengths.

The means of evaluating subject results are various types of current control in terms of functions and content. For elementary school children, it is important to increase and diversify the types of assessment tools and procedures, which will allow the maximum individualization of both the assessment itself and increase the child's ability to demonstrate their individual progress. Current and midterm control may include: standardized written work and oral responses; complex work; practical work; implementation of short-term projects; testing (tests, mini-tests, group tests, etc.); interactive formative survey (oral and/or written); concept mapping; various types of creative work; reports and creative messages, etc.

Also, it is necessary to differentiate the test work by the level of complexity, which will be reflected in the tasks presented.

Special (suitable for individual characteristics) conditions imply special methods of work and learning with an appropriate correctional-pedagogical and social orientation in joint learning and development of children in inclusive education.

References

[1] Ozhegov S.I. Slovar rússkogo ıazyka. 20-e ızd. 1989g, S. 392.

[2] Chesnokova I.I. Samosoznanıe, samoregýlıatsıa, samodetermınatsıa lıchnostı // Problemy psıhologıı lıchnostı / Pod red. E.V. Shorokhova. M., 1982, S.121-128

[3] Freud A. Psıhologıa «Ia» ı zaıtnye mehanızmy lıchnostı. – M., 1993.

[4] Rogers K. Vzglıad na psıhoterapıúý. Stanovlenıe cheloveka. – M., 1994

[5] Ananiev B. G. Problemy vozrastnoı psıhologıı.M.: Dırekt Medıa Pablıshıng, 2008g, 454 s.

[6] Lisina M.I. Formırovanıe lıchnostı rebënka v obenıı. –Izdatelstvo: Spb.: Pıter 1-e ızdanıe, 2009g. 320 s.

[7] Shchur V.G. Metodıka ızýchenııa predstavlenııa rebenka ob otnoshenıı k nemý drýgıh lıýdeı // Psıhologıa lıchnostı. M., 1982g.

[8] Kulagina I.Yu. Mladshıe shkolnıkı: osobennostı razvıtııa.M.: Eksmo, 2009g, 240 s.