

THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF SELF-ESTEEM IN PRIMARY SCHOOL STUDENTS

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ANNOTATION

The article states that the level of self-esteem has a great influence on the whole life of a person, therefore the task of teachers is to help the child develop self-esteem as soon as possible, love and do good deeds. y thought about increasing the ability to understand from a very young age was mentioned.

Keywords: Self-esteem, self-esteem, success, failure, values, self-esteem, self-learning, psychological characteristics.

The teacher can use various resources and mechanisms to form an adequate self-esteem in a young student. And, above all, these are other people's opinions - other people's opinions, attitudes and assessments of the child. They can be in the form of positive or negative words, a gentle touch or a light blow. In other words, words, looks, gestures, actions, intonations directed at the child are all feedback. The child learns, adapts, absorbs these opinions. Using them, he increases self-esteem. If the feedback is positive, they provide the formation of high self-esteem, if negative, it begins to decline.

A child of primary school age spends most of his time at school. And its main activity is education. In this regard, the assessment of the teacher is a powerful factor influencing the self-esteem of the student. Evaluating knowledge, the teacher at the same time evaluates the person, his capabilities and his place among others. This is how kids perceive grades. Focusing on the teacher's assessments, children themselves evaluate themselves and their peers as excellent, average, weak, responsible or irresponsible, disciplined or undisciplined. Some teachers do not always understand the role of self-esteem in the formation of self-esteem of younger students - this is one of the most important means of influencing personality development, therefore, the teacher's improvement of evaluation activities, the study of its mechanisms. Society makes basic demands on the teacher's verbal values that are not guided by general, strict indicators - they must correspond to the humanistic tendencies of public education and contribute to the development of students. Therefore, oral assessment is no less important for a teacher than journal assessment. This allows the teacher to take into account the current situation, emphasize the diligence of students who have learning difficulties, and, conversely, condemn talented but lazy students. Successes and failures in learning, the teacher's assessment of the results of his educational activities begin to determine the child's attitude towards himself, that is, his self-esteem. In the process of learning, the student develops an attitude to assess his own abilities - one of the main components of self-esteem, which increases his activity, aimed at understanding what the child learns about others and his actions and personal qualities.

In children with low self-esteem, student grades in the classroom that are lower than teacher grades also contribute to the development of self-esteem, which can spread the

underachievement of children lagging behind in all other areas. their performance. Already in the second grade, successful children develop low self-esteem and a dismissive attitude towards all underachievers. The ability to correlate the assessment of one's learning activity with the assessment of this activity by others, the ability to take into account the point of view of others, the emergence of this dual approach is an important stage in the formation of critical thinking among students. . Self-assessment of the achieved results of educational activities. It is important for the teacher not only to adequately assess the objective result of educational activity, but also to take into account what the teacher himself sees and appreciates in this result. The need to form control and self-esteem in children of primary school age is undeniable. The child should always be taught to compare his work with any model, both in the process of work and at the end of it. A model for comparison can be not only what the teacher shows in the lesson, but also the answers of the best students. G. Reichlind's research shows that the sooner an elementary school student understands the need for constant self-control, the better. Parents who take on the function of control and try to keep it as long as possible are making a huge mistake. At first, a small student may need such help, but in providing it, adults should always remember that the main goal is to gradually teach the child all this and not replace him for as long as possible. In such a situation, the child does not feel responsible for a poorly completed task. Thus, the task of the teacher is to help the child master control from the first days of training, show what it is, how it is done, gradually teach him to control and evaluate his actions. It is necessary to convey to the child's consciousness that the original concept itself does not give a reliable answer when called in the lesson. Particular attention should be paid to ensuring the continuous formation of sufficiently strong, stable and objective criteria for assessing the student himself and his knowledge. The primary assessment of the child's personal qualities and actions is a simple reflection of the assessment given to this activity and these qualities by educators, teachers and parents. That is why this stage of self-assessment is called "pre-self-assessment". The process of building true self-esteem, A.A. Arkushenko, two stages: Self-esteem depends on external actions; The field of self-esteem shows that it includes his internal state and personal qualities.

Evaluation of students' knowledge by the teacher contributes to their development, training is educational in nature. The assessment system performs the function of external control by the teacher of the student's educational success. This does not mean that the student evaluates his performance and compares his internal assessment with the external assessment. In the process of learning, students gradually increase their criticality and exactingness towards themselves. Primary school students, for the most part, positively evaluate their educational activities, and failures are associated only with objective circumstances. Second-graders, and especially third-graders, are already more critical of themselves. Gradually, self-esteem also increases. If the self-assessment of first-graders almost completely depends on the assessment of the actions and activities of teachers and parents, then students of the second and third grades evaluate achievements on their own, which turns the self-assessment of the teacher's activity into a substantive one. critical appraisal. Thus, the assessment system, which serves as the main tool for the teacher to influence students in the educational process, is a more complex, powerful and subtle tool than is usually assumed. Using this or that measure of influence, the teacher must imagine its psychological basis, that is, not act blindly, but know

what it is intended for and what is expected of it. The grades given by the teacher must correspond to the real knowledge of the children. However, pedagogical experience shows that great tact is required when evaluating students' knowledge. It is important not only how the teacher evaluates the student, but also what he says. The child should know what the teacher expects from him next time. Good students should not be praised, especially those who achieve high results without much effort. On the other hand, a weak but industrious, diligent child should be encouraged in one form or another for the slightest success in school. The main thing that determines the attitude of each teacher to each student is a deep faith in the growing personality, in its capabilities, regardless of the level of his knowledge and individual psychological characteristics. The effectiveness of a student's educational activity depends not only on the presence of a developed system of knowledge and methods of mental activity, but also on the level of self-esteem. The impact on student self-esteem is undeniable. Children who experience serious difficulties in mastering program material often receive negative marks. A student becomes a weak student when, at some stage of learning, there is a known discrepancy between what is required of him and what he can do. Often a person who has failed expects the next failure, and vice versa, success in a previous learning activity anticipates success in the future. In the rest of the children, the preponderance of failures over successes in educational activities is constantly reinforced by low marks for pedagogical activities, which leads to increased self-doubt and feelings of inferiority. When organizing educational work, the teacher must consciously and purposefully form students' self-esteem. Student self-assessment should be differentiated, i.e., it should consist of evaluating their work according to a number of criteria. In this case, the child learns to see his work as a set of many skills, each of which has its own evaluation criteria. The child himself chooses the part of the work that he wants to present to the teacher for assessment today, he himself determines the assessment criteria. According to the conclusion of many modern teachers, the sign quickly destroys the protective function of self-esteem of children of primary school age and makes it more realistic. And non-class education, which eliminates extremes, creates healthier trends in the development of children's self-esteem than differentiated education, which exacerbates extremes associated with children's mental health risks. Cancellation of the mark, according to them, the assessment itself is not canceled. The extended system of character and place relationships involves cooperation between the child and adult in the creation and application of assessments. This cooperation is aimed at developing the skills and abilities of self-esteem in schoolchildren as an essential component of self-learning. The widespread use of assessment in the school educational process has led to the fact that the teacher's assessment of the results of students' learning activities and self-assessment in subsequent years have become an independent direction. The purpose of the evaluation activity is to control the progress of students and adequately form their self-esteem. Thus, the influence of the teacher on the self-esteem of schoolchildren is undeniable. When organizing educational work, the teacher compares the results achieved by children not only with their intellectual abilities, but also with the child's self-esteem, the nature and level of realization of their abilities in different learning conditions. ideas 3. From these views depends on the student's greater or lesser confidence in his abilities, whether he considers the result a success or failure, and his attitude to the mistakes made. Positive results in the formation of self-confidence of schoolchildren are achieved by teachers

who develop the abilities of children, creating conditions for their success, praise, and emotional support. This serves to strengthen the self-confidence and self-esteem of students. The work of teachers in the formation of self-esteem in certain activities (games, drawing, reading poetry) is to increase the overall emotional well-being of these children in the classroom, to improve their position in the children's system. closely related to change.

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