

**PEDAGOGICAL AND PSYCHOLOGICAL FUNDAMENTALS OF
DEVELOPING THE ABILITY OF SELF-ESTABLISHED SELF-
ASSESSMENT IN PRESCHOOL ADULT CHILDREN**

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ABSTRACT

This article analyzes the pedagogical and psychological basis of the development of self-assessment skills in preschool older children. It is also stated that the expansion of the types of activities that the child has mastered leads to the formation of a clear and reliable self-assessment.

KEYWORDS: *Preschool Adult, Self-Assessment, Types Of Activities, Personal Development, Adequate Self-Assessment, Self-Awareness, "I" Concept, Sexual Identity, Personal Qualities, Self-Analysis.*

INTRODUCTION

One of the most important indicators of an individual's personal and personal development is self-esteem. It determines the direction and nature of a person's relationships with others, their demands on themselves, their attitudes toward successes and failures.

Adequate self-assessment is a focused stimulus and regulator of behavior and activity in the formation of specific individual qualities. It has a set of functions, the most important of which is the function of regulating a person's relationship with society in self-awareness.

The self-esteem of a person formed in the pre-school adulthood is maintained for a long time, which allows him to create some conditions for change in case of violation of his adequacy and positivity. The process of adequate self-assessment, that is, the formation of a clear, stable attitude of the subject towards himself, is directly related to the problems of education, upbringing and development.

According to BR Djuraeva and HM Tadjibayeva, self-assessment is a process of personal formation and goes through certain stages of specific development [1]. The main contradiction that is the source and driving force for the development of objective self-esteem is the contradiction between the idea of self and self-esteem that arises in the form of approval or encouragement by other people, signs of success or failure. They, in turn, set new goals and objectives for the individual, determine the emergence of new needs at a higher level, and therefore perform an evolving function. In general, the mechanism of adequate self-assessment can be expressed as follows: self-knowledge comes from knowing one's own relationship with

the outside world, other people, their relationships, and so on. In the early stages of self-awareness, only the external, visible side of one's behavior is realized. Then the field of self-knowledge gradually includes feelings, interests, aspirations, a system of different motives, and so on. Knowing the characteristics of other people, their appearance in their activities and behaviors, the attitude of others towards themselves, a person interprets and interrelates these individual aspects of objective cognition, as a result of which he forms self-esteem. Thus, self-assessment is a specific result of self-awareness, reflecting the degree of its formation at a certain stage of an individual's development.

Three levels of self-assessment were identified:

First degree (highest). The highest level is characterized by the child's real self-assessment: the main direction in substantiating the child's self-assessment in terms of knowing their own characteristics; the child's ability to generalize the situations in which the assessed qualities are realized; a random attribute due to internal conditions; the deep and multifaceted content of self-assessment considerations and their use in mostly problematic forms.

Second degree (average). The average level is characterized by: inappropriate manifestations of adequate self-assessment; the child's self-assessment is mainly focused on the opinions of others, the presence of relatively narrow self-assessment feedback and their implementation in problematic forms.

Third degree (low). Low levels are characterized by: the predominance of the child's self-esteem; the lack of validation of self-assessment through substantiation of its emotional preferences and analysis of concrete evidence, random linking due to subjectively uncontrollable circumstances, the shallow content of self-assessment considerations, and their mostly simple use.

A comparative analysis of the functioning of the emotional and cognitive components of self-assessment allows us to conclude that the interaction of the emotional and cognitive components of self-assessment in preschool children is linear, not clear.

Adequate self-esteem allows the subject to be critical of himself, correctly linking his strengths to tasks of varying difficulty and the demands of others. Negative self-esteem is a low level of self-esteem, a sense of self-awareness, forming a negative attitude towards a person.

In self-assessment, the true self is compared to the ideal self, that is, the idea of what kind of person I want to be. In this case, a high degree of conformity of the real person to the ideal is an important indicator of pedagogical and psychological development [2].

In the process of adequate self-assessment, key components, such as goal setting, ideal self-reflection, should be sufficiently formed.

There are the following types of self-assessment: general and personal. Personal self-esteem is formed on a general basis through the design and development of components such as 'I am ideal', 'reasoning' and 'goal setting'. The ideal of "I" serves as a source of formation of human values, reveals ideas about their future. The discrepancy between real and ideal qualities is seen as a kind of contradiction between "I-ideal" and "I-real".

A 5-6 year old preschooler will be more independent of adult influences. By this time, his relationship with others has expanded and become more complex. It allows for a more complete and deeper understanding of oneself and an appreciation of it.

According to BS Volkov, a child develops under the influence of social relations and the assessments of others. Every new experience, new knowledge, skill acquired by the child is evaluated by others. As a result, the child begins to find the need to evaluate their own actions, to confirm the correctness or incorrectness of the truth they understand [3].

In preschool older children, independent self-assessment emerges in external assessment in relation to elements of their own image. It is a process of self-recognition in the child, which eliminates the instability of ideas about himself.

A significant change in the development of a preschool adult's personality is the transition from the subjective assessment of the other person to the assessment of his or her personal characteristics and inner state.

Observations and evaluative feedback from preschoolers to their peers are accomplished by not distinguishing any individual, characteristic features. Their value will be of a general, undifferentiated character. For example, "good", "bad", "smart", "stupid".

The content of self-assessment in preschool older children includes the reflection of specific characteristics, qualities, and capabilities. The experience of objective self-assessment is gradually accumulated due to the child's experience of figurative activity, interaction with adults and peers.

In preschool older children, self-esteem and self-awareness have an ethical-emotional character. The brightest positive assessment among the adults around is received by children who feel mutual respect, trust, affection. Comparing the self-esteem of a preschool adult in different types of activities, one can see its objectivity ("high self-esteem", "adequate self-assessment", "low self-esteem").

The accuracy of children's self-assessment is largely determined by the specificity of the activity, the appearance of results, knowledge of their skills and experience in their assessment, the degree of mastery of real assessment criteria in this area, the level of self-assessment. Thus, it is easier for children to self-assess in relation to his drawing on a particular topic than to assess his place in the system of personal relationships.

It was found that the status of the preschool adult, as well as his position in the group, also affects his self-assessment.

During the preschool years, children retain a generally positive self-assessment based on the unconditional kindness and care of adults. This helps preschoolers reinforce their ideas about their abilities. The expansion of the types of activities a child has mastered leads to the formation of a clear and confident self-assessment, which indicates his or her attitude towards the success of a particular action.

Preschool adulthood is characterized by the separation of a child's self-esteem from the assessment given by others. A preschooler's knowledge of the limits of his or her competencies occurs not only in communication with adults, but also in his or her own practical experience;

children who have overestimated or underestimated ideas about themselves are more sensitive to the effects of adult assessment and are more easily given to them.

Communication with peers between the ages of three and seven plays an important role in a preschooler's self-awareness. Under the influence of assessment, a certain attitude towards other children emerges and at the same time the ability to see oneself through their eyes develops. A child's ability to analyze the results of their own activities is directly related to their ability to analyze the results of other children. Thus, the ability to evaluate another person in communication with peers develops, which encourages the development of relative self-esteem. It represents the child's attitude towards himself compared to other people.

At the age of three or four, children's mutual assessments are more subjective and are often influenced by emotional relationships with each other. At this age, the child overestimates his or her abilities, knows little about his or her personal qualities and cognitive abilities, and often confuses specific accomplishments with high personal assessments. Given the communication experience developed at the age of five, the child not only knows about his abilities, but also has some idea of his cognitive abilities, personal qualities, appearance, responds appropriately to success and failure. At the age of three or four, children's mutual assessments are more subjective and are often influenced by emotional relationships with each other. At this age, the child overestimates his or her abilities, knows little about his or her personal qualities and cognitive abilities, and often confuses specific accomplishments with high personal assessments. Given the communication experience developed at the age of five, the child not only knows about his abilities, but also has some idea of his cognitive abilities, personal qualities, appearance, responds appropriately to success and failure.

Preschool older children justify their positive qualities in terms of the presence of any moral qualities. But even at the age of six or seven, not all children are able to adequately assess themselves. In the seventh year of a child's life, two aspects of self-awareness - self-awareness and self-awareness - are highlighted. Thus, as an adult reaches preschool age, the child experiences significant changes in terms of adequate self-assessment. The child draws a conclusion about his or her accomplishments: he or she notices that something is working better and worse.

By the age of five, children usually overestimate their abilities, and by the age of six and a half, they rarely praise themselves, although the tendency to brag persists. By the age of 7, most children evaluate themselves correctly and are aware of their abilities and success in various activities.

In addition to understanding their own qualities, preschoolers seek to understand the reasons for their own and other people's actions. They begin to explain their behavior based on knowledge and ideas gained from adults and their own experience.

At all ages, children demonstrate the ability to evaluate others more objectively than themselves. By the end of pre-school adulthood, a child's self-esteem, his or her valuable thoughts about others, will gradually become complete, deep, and detailed.

These changes are explained by the emergence (increase) of interest in the inner world of preschool children, their transition to personal communication, the acquisition of important criteria for assessment activities, the development of thinking and speech.

Another important indicator of the development of self-awareness in preschool is beginning to take shape. It is the perception that a boy or a girl belongs to the opposite sex, that is, sexual identity. Primary knowledge about this usually develops over a period of one and a half years. At the age of two, even if a child knows his or her gender, he or she cannot justify belonging to it. By the time of pre-school adulthood, the child understands his or her gender and acts accordingly.

An analysis of the literature on self-assessment and the problem of self-development allows us to identify a number of specifics for preschool children:

1. The self-esteem of a preschooler is an unstable, situational phenomenon.
2. The dynamics of the formation of self-assessment skills in a preschool adult child is carried out in three main areas:
 - a) An increase in the number of personal qualities and activities assessed by the child;
 - b) The transition from external self-esteem to internal, personal self-esteem;
 - c) The strengthening of adequate self-esteem over time. This is manifested both in the elementary self-analysis of his previous actions and in his prediction of his future.
3. The mechanism of development of self-assessment skills in preschool older children is as follows:
 - a) Through separate types of generalized estimates;
 - b) Develop the ability to self-assess based on information about the quality of the outcome in solving certain problems by evaluating adults (parents, grandparents, teachers) who are important in the child's life, and then peers.
4. The most adequate personal self-assessment in preschool-aged children is recognized as overestimated, as a rule, compared to the realistic self-awareness characteristic of adults.
5. The self-esteem of a preschool adult is characterized by: integrity; lack of objectivity and validity; the existence of an overestimated level of claims.

Hence, the formation of personality is a complex and lengthy process. This continues under the direct influence of others, primarily adults raising the child. In the genesis of self-assessment in the early stages of personality formation, the child's interaction with adults is crucial.

Without knowing the characteristics of children's self-awareness, it is difficult to respond appropriately to their actions, choose appropriate reprimands or incentives, and manage education purposefully.

From the above, we distinguish features of the development of self-esteem in preschool older children:

- general positive self-assessment;
- the emergence of a critical attitude to self-esteem by adults and the influence of peers;
- A person's physical capabilities, skills, moral qualities, experiences and awareness of certain mental processes.

Thus, self-assessment is one of the manifestations of self-awareness, a component of the assessment of the concept of "I", an adequate assessment of an individual's attitude about himself, which can have different intensities, because "characteristics" feel more or less strong can cause feelings.

Self-esteem is manifested in the conscious judgments of the individual, in which he seeks to shape his own significance. However, it includes an evaluation element that is defined in any self-description by hidden or generally accepted norms, criteria and goals, ideas about achievement levels, ethical principles, rules of conduct, and so on.

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