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SELF-ESTEEM AS AN IMPORTANT MECHANISM OF SELF-REGULATION OF A YOUNGER STUDENT

Abstract: The article is devoted to the actual problem of the psychology of education as the self-esteem of a younger student. Here self-esteem is considered as an important mechanism of self-regulation of a child's behavior. Based on an in-depth analysis of psychological and pedagogical literature, the concept of self-esteem and its types (low, high, adequate) is given, the essence and significance of self-esteem for the development of a younger student's personality is revealed, important recommendations are given to parents and teachers for the proper upbringing of a child's self-esteem in family and school conditions. Special attention is paid to the issue of conditions, causes and factors of the formation of a particular self-esteem in children. [12]

Key words: self-esteem, mechanism, self-regulation, psychology of education, junior student, educational process, teachers, family, parents, children.

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Introduction

As you know, the requirements of adults then become reliable regulators of a child's behavior when they turn into his requirements for himself, i.e. into self-regulators, which the child follows regardless of whether he is under the control of other people or not. Then he himself becomes the controller of his actions.

The analysis of the complex process of self-regulation of behavior is one of the most important tasks of all child sciences. Like activity, self-regulation can be of varying degrees of complexity. As a necessary mechanism, self-regulation includes a special psychological apparatus, which we will continue to call the self-assessment apparatus.

Without self-assessment, that is, an individual's own assessment of the actions he performs and those of his mental properties that manifest themselves in these actions, behavior cannot be self-regulating. Self-assessment, self-control and behavior correction are inextricably linked processes. Mental self-regulation necessarily implies self-esteem, according to and through which not only the acceptability or desirability of an act is determined, but also the degree

of success with which it is performed and can be performed.

It is important for the normal development of the human personality to establish a harmonious relationship between what a person wants, what he claims, and what he is actually capable of. Abilities, like everything in a person, develop in the process of activity. However, the problem of whether they correspond to the goal that a person aspires to always remains relevant.

A person always evaluates in one way or another the conformity of what he wants with what is possible. But this assessment is not always correct. In some cases, a person overestimates his capabilities and strength, i.e. claims more than he can. In others, on the contrary, his self-esteem turns out to be too timid, and he is capable of incomparably more than he assumes.

Self-esteem is a person's attitude to their abilities, capabilities, personal qualities, as well as to appearance. It can be correct (adequate) when a person's opinion of himself coincides with what he really is. In the same cases when a person does not evaluate himself objectively, when his opinion about

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himself sharply diverges from what others consider him to be, self-esteem is most often incorrect, or, as psychologists call it, inadequate.

If a person underestimates himself compared to what he really is, then his self-esteem is low. In the same cases, when he overestimates his capabilities, performance, personal qualities, appearance, an increased self-esteem is characteristic of him. Both high and low self-esteem makes life very difficult for a person. It is not easy to live insecure, timid; it is difficult to live arrogant.

Acute conflict conditions, in which, as it turned out, the individual, his intransigence is very often considered the result of his incorrect conceit. It is very important to understand the self-conceit of a person in order to determine the relationship with him, for the purpose of standard communication, in which society, as well as social creatures, inevitably include. In particular, it is important to take into account the conceit of children. As well as everything without exception in the mute, the beloved is still only being created for this reason, too, in a huge facet, rather than near the elder, it is susceptible to influence, change.

Assimilating in the course of teaching as well as learning specific universally recognized measures and values, the student begins to be influenced by the evaluating opinions of others (teachers, peers) to be related in a concrete way as well as to the real results of their own training work, thus also to themselves personally as well as persons. Over time, someone, without exception, with great certainty distinguishes his own real achievements, also in this case, what did someone have the opportunity to achieve, owning some individual properties. Thus, around the student during the educational process, an installation is created in the assessment of their own abilities - the only one with key parts of self-conceit.

The self-assessment reflects the concepts of children as well as about what they have previously won, thus also about this, to which someone is trying, the plan of his upcoming - albeit not yet ideal, but performing great importance in the self-regulation of his actions during the full training work, in particular. In this case, the self-assessment reflects what the preschooler will find out about for himself with others, as well as his growing personal dynamism, aimed at understanding his own operations and individual properties.

It is established that the guys, according to everyone, belong to the miscalculations allowed to stand out. Some, having done the exercise, thoroughly check it, others give it to the teacher here, others hold the service for a long time, especially if the beloved is an auditor, fearing to make it from the handles. In the teacher's note: "There is a mistake in your work," students pay attention in different ways. Some demand not to indicate in any way where the mistake is, but to give them the chance to personally find it and correct it. Others with concern, turning white or

scarlet, ask the question: "And which one is also in which place?" Also, undoubtedly agreeing with the co-teacher, they humbly receive his support. Still others here are trying to justify themselves by hyperlinks to the conditions.

The approach to the allowed miscalculations, to their mistakes, minuses in no way only in teaching, but also in action is the main factor of a person's self-conceit. More certainly, as well as previously recorded, the guys with the right self-esteem pay attention to the errors in their works. As a rule, they, including with interest, without the help of others, find an error: "They say, I'm curious about what? Which one?"

Guys with reduced self-esteem, if they have to personally find their own error, as a rule, without saying a word, reread the service a number of times, absolutely nothing in it does not change in any way. Often they simultaneously pull down the handles and also do not want to control themselves, proving that everyone, without exception, will also absolutely not notice anything. The friendly approach of the educator, the endorsements are intended to be a significant catalyst supporting their work. Encouraged and encouraged by the teacher, they eventually include in the service also often females detect an error.

Just as it was previously told, in the self-esteem of children, not only his approach to what he had previously won is displayed, but also in such a case, what someone would like to be, his desires, expectations. Self-conceit is closely connected with this, in what the individual claims. The conceit of children is revealed in no way only in this, just as someone evaluates himself, but also in this, just as someone belongs to the achievements of others. It has been established from research that guys with high self-esteem do not necessarily praise themselves in any way, however, they are happy to discredit everything without exception, what others do. Students with reduced self-esteem, on the contrary, are predisposed to reassess the values of the accomplishment of friends.

Guys who are not deadly to themselves in any way are often very deadly to others. If a student of smaller classes, which as a rule acquires excellent grades, also sublimely evaluates himself, provide his service with a similar one in his assessment, because according to the quality of the service done by another, in this case someone will establish 4 or 5 for himself, but in the work of another he will find an abundance of shortcomings.

The preschooler does not appear in any way in the light with what-in this case, the relationship to himself. As well as all other characteristic features of a person, without exception, his self-conceit is formed during training, in which the main importance belongs to the family as well as the school. In the multiple tracking experiments also done, the guys with

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significant self-esteem differed in initiative, zeal for achieving success, as well as in teaching and social work, thus also in fun.

Guys with low self-esteem drive themselves in a completely different way. Their main distinguishing feature is indecision for themselves. In absolutely all their own endeavors and processes, they expect only failure. It was revealed that there is practically no relationship between the self-esteem of children and the material security of the family. However, the reliability of the family was a very significant condition; in the broken surnames, there were more guys with reduced self-esteem.

There was no correlation between the children's self-esteem and the number of the period that the father and mother perform together with him. The main thing is not in any way how many, but also how father and mother contact the children. No less important is the thrifty, respectful approach of the father and mother to the person of the children, their interest in the existence of the offspring or daughter, the representation of the disposition, tastes, understanding of friends.

A completely different situation opened up in the surnames, in which place most of the child with reduced self-esteem lived. The father and Mother of these students did not manage to give any extensive characterization of their own children. These father and mother include in the life activity of their own child only at the time if they form their specific problems for the purpose; more generally, the demand is intended as an impetus for intervention father and mother to a secondary school.

With admission to a secondary educational institution, the newest phase begins in the existence of children; the main configuration of his work is training work with its special order, special conditions for his irritable psychological company and individual qualities. The results of this work are evaluated with special points.

Now, previously directly given, his subject also establishes a role from among other people. Achievements as well as failures in teaching, the analysis by the teacher of the results of his training work also begin to establish the approach of children to personally for themselves, polyadelphite.letter. his conceit. Psychology specialists also teachers deliberately analyzed the impact of the score that the teacher showed in children.

In the laid experiment, the category of students (any without the help of others) performed a training exercise in the presence of a teacher. The teacher regularly approached one of the guys, was fond of it, praised and rewarded what they were doing. Someone also approached other guys, but emphasized the interest in the main way in the permissible errors to stand out, and also created critical remarks for them in a sudden figure. Certain children were generally kept

by someone without any interest, the letter to whom with their letter one did not fit in any way.

Results and Discussion:

The results became relevant; more correctly, these guys overcame absolutely everyone with the task, which the teacher excited. The exercise was carried out much worse by these students, how the teacher disfigured the state of mind with his own remarks. It turned out to be absolutely sudden in this case that the lowest results did not come out near these, to whom the teacher created sudden critical remarks, but about the child, which someone in general did not note in any way, did not regard at all.

This skill has very clearly revealed that an individual that functions has a need for a specific relationship to this, that someone creates, feels the need for this in order for the results of his work to be perceived. More generally, someone has a need for approval, for a positive score. He is very disappointed with the negative analysis. However, it completely introduces order, functions hard, and also immobilizes the desire to function in this case, indifference, if its activity is neglected, is not observed in any way. During the educational process, disapproval and strictness for themselves increase over time around teenagers. First-graders give a more favorable assessment of their own training work, but failures are combined only with impartial factors. Second graders, also in characteristic features, third graders belong to themselves previously most negatively, making the object of the score not only excellent, but also bad actions, not only achievements, but also failures in teaching.

Over time, the independence of self-esteem also increases. If the conceit of first-graders is almost entirely dependent on the assessments of their actions as well as the results of the work of the teacher, father and mother, in this case, students of the 2nd and 3rd grades give an assessment of the accomplishment of the most without the help of others, committing, as I previously told, the object of a dangerous score is also evaluating the work of the most teacher (constantly a unit someone is fair, impartial unit).

During school teaching, earlier during the initial classes, the value of assessment for the purpose of children changes significantly; the presence of this someone is located in a direct relationship with the topics of the theory, with the conditions that the student directly presents to himself. The approach of children to the score of his achievements, without exception, is more and more in line with the need to have the most reliable understanding of the most-most for themselves.

Thus, the significance of school grades is not limited to this in any way, the fact that they are obliged to have an impact on the cognitive work of the student. Assessing knowledge, the teacher, according to the essence, at the same time gives an assessment

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of a person, her abilities, her role from among others. Points are also taken directly in this way by the child. Understanding the teacher's score, they also rank their own friends as well as five-year-olds, mediocre, insignificant, diligent or non-punitive, responsible or irresponsible, collected or ill-mannered.

The impact of the teacher's assessments on the development of the children's persona, in his approach to himself, to others, and others to the village is difficult to reconsider. The concept of assessments, which in the educational process is intended to be the main instrument of the teacher's influence in students, is considered, in a similar way, to be significantly the most difficult, as well as a thin tool, than this is usually implied.

Applying this or another limit of influence, the teacher, according to the statement of the Co.Letter.Ushinsky, is obliged to imagine for himself her emotional base, polyadelphite.letter. to function in no way at random, but to understand that the beloved is also calculated what someone expects from her. Evaluating points, which the teacher exhibits,

must undoubtedly correspond to the real knowledge of the child.

But the teaching skill demonstrates that a huge rhythm is needed in the students' knowledge score. It is important not only that one or another assessment was established by the teacher to the student, but also in this case, that someone declared the presence of this. A preschooler must understand what the teacher expects from him the next time. There is no need to over-praise excellent students, especially these children, who achieve significant results, but in the absence of special work. However, it is necessary to reward in this or another figure a slight development in teaching, despite the fact that also low, but hardworking, diligent children.

Conclusion:

The main thing that is obliged to establish the approach of any teacher to any student (regardless of the degree of his knowledge and personal emotional distinguishing features) is full confidence in the growing person, in his abilities.

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