

*Yu. Vaskovska,  
Master Student,  
I. Samoylyukevych,  
PhD (Education), Professor,  
Zhytomyr Ivan Franko State University*

## **FORMATION OF SELF-ESTEEM IN JUNIOR SCHOOLCHILDREN IN THE ENGLISH LESSONS**

Self-esteem is the most important indicator of personality development. It allows a person to make the right choice in a variety of life situations, determines the level of their aspirations and values and the nature of relationships with others. Self-esteem begins to form in childhood, when the child tries to separate himself/herself from the world around him/her. The sensitive period for the formation of self-esteem as a special component of self-awareness is the primary school age, so it is important and necessary to begin the process of forming an objective self-esteem at this age [3].

Self-esteem is one of the essential conditions for an individual to become a personality. It forms in the individual the need to meet both the level of others and the level of their own personal assessment. Properly formed, self-esteem is not just self-awareness, nor is it a sum of individual characteristics, but it involves awareness of the role of some stable object [1, c. 81].

Self-esteem has been studied in domestic psychology in connection with the problem of development and formation of self-awareness. These studies are centered around two groups of issues. On the one hand, in the general theoretical and methodological aspects, the question of the formation of self-consciousness in the context of a more general problem of personality development is analyzed. Here we can highlight the work of such psychologists and educators as B. G. Ananiev, O. A. Leontiev, and M. M. Skatkin.

The second group of studies addresses more specific issues, primarily related to the specific features of self-esteem, its relationship with assessment in social environment. We can highlight the publications of A. I. Lipkina and E. I. Savonko. The pedagogical aspect of the problem is reflected in the works of I. D. Dontsov, V. M. Stoletov, N. I. Neupokoeva, V. O. Kiselyov, A. Kossakovsky and others, who considered the phenomenon of "attitude to yourself" as a result of the educational process without taking into account features of personal growth.

**The aim of the article is** to study the specific features of the formation of self-esteem in primary school students in the English lessons.

The new concept of primary education, along with the traditional tasks, obliges the school to create conditions for the diverse development of the child's personality, self-affirmation and creative self-realization, forming a person with a new level of consciousness, new thinking, high culture of life. At the same time, he/she will realize himself/herself as an individual, a member of society and a representative of humanity. Such a person is able to independently form goals, find optimal ways to achieve them, take responsibility for their actions and activities, capable of evaluation and self-evaluation.

Assessing oneself, one relies on diverse knowledge about the world around him/her and himself/herself. This requires a certain approach to the perception and understanding of this aspect. In the studies of A. Zakharova, A. Petrovsky self-esteem is seen as a person's attitude to their capabilities, personal qualities and external factors [2].

Success in solving educational problems depends not only on the mental abilities of the student, but also on his/her personal qualities. Assimilating in the learning process certain norms and values, the student under the influence of evaluative judgments of teachers and peers begins to relate in some way to the real results of their educational activities, and to himself/herself as a person. With age, he/she more and more distinguishes between his/her true achievements and what he/she could achieve, possessing certain personal qualities. In the educational process, the attitude is formed to assess their capabilities - one of the main components of self-esteem.

Today in the system of primary education the introduction of innovative teaching methods is especially important. One of such methods, which is especially common in the English lessons in primary school, is the method of educational projects - independent activities of students (individual, pair, group), which involves a set of certain actions, documents, texts to solve a problem with the end product which is practically important for project participants. This method involves the humanization, democratization and implementation of individualization of the educational process. Besides, it promotes the intellectual development of students, the development of their research skills, creativity, cognitive and critical thinking skills.

A significant number of major methodological innovations today are associated with the use of interactive teaching methods. The organization of interactive learning involves the use of visual examples and demonstration of certain processes, which can be made possible with the use of a demonstration screen. It is the demonstration of the problem-solving process (the process of constructing diagrams) that will simplify students' perception of the language material and lead to better learning, as well as free the teacher from the routine work of constructing complex figures, etc.

With the help of interactive forms of learning, students have the opportunity to formulate and express their opinions in English. It can be argued that the involvement of children in various activities, namely educational, socially useful projects and role-play contributes to the formation of normal adequate self-esteem and is a socio-cultural process that ensues a systematic and consistent approach to developing communication skills in English.

Thus, self-esteem is an important condition for the formation of the student's personality and the development of his/her own "I" in the English lessons.

## REFERENCES

1. Андрущенко Т. Ю. Психологічні умови формування самооцінки в молодшому шкільному віці / Питання психології. 1978. №4.
2. Захарова А. В., Боцманова М. Е. Як формувати самооцінку школяра / Початкова школа. 1992. №3. С. 58-65.
3. Ішматьєва С.В. Розвиток самооцінки в молодшому шкільному віці / Початкова школа плюс До і Після. 2004. № 6.