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**THE ROLE OF SELF-ESTEEM IN THE DEVELOPMENT AND SELF-DEVELOPMENT
OF A STUDENT'S PERSONALITY**

Аннотация

This article uses the concept of self-esteem and its impact on the development of a student's personality. The analysis of the views of some domestic and foreign scientists in this field of scientific knowledge is given. The ways of organizing the evaluative activity of the teacher are indicated.

Ключевые слова

Self-esteem, schoolchildren, teacher, psychological and pedagogical conditions.

Modern scientific approaches of personality psychology in defining the essence of the concept of "self-esteem" state that it includes "the judgment of a person about himself, about his personal qualities, merits and shortcomings, abilities, actions, assessment of himself, social significance of the activity to which he is engaged" [4]. Thanks to self-esteem, a person forms and manifests self-criticism, demanding towards himself, attitude to successes and failures.

The importance of the influence of self-esteem on personality formation, its activities and behavior is noted by domestic and foreign scientists [5]. Self-evaluation is interpreted by them as "the core of the process of self-knowledge of the person, integrating the beginning, an indicator of the individual level of its development" [4]. As some authors point out, "self-esteem at each age stage of personality formation, on the one hand, reflects the level of self-awareness and emotional-value attitude towards themselves, on the other hand, is the most important internal condition of their development" [1 et al.].

The role of self-esteem is also high in shaping learning motivation. By motivating learners to assess their own strength and level of knowledge, self-esteem helps to understand existing learning needs and challenges. O.A. Chesnokova believes that the level of motivation of students increases, as they become participants in determining

the criteria of their own knowledge. By assessing themselves, they develop their own skills in assessing what is "good" and what is "bad" in their work [3].

In order to form adequate self-assessment of students, special ways of organizing evaluation activities are necessary, which are implemented by the teacher in certain psycho-pedagogical conditions. Thus, "accompanying the activities of adults near the child to create favorable social and psychological conditions for his successful education, social and psychological development" [4]. For example, the teacher accompanying the student in the educational process has the opportunity, on the one hand, to "help him to maximize the opportunities provided for education or self-development," and, on the other hand, to "adapt individual features to the conditions of school life" [5].

In the formation of self-esteem of the schoolboy, the estimated impact of the teacher plays a huge role. The role of these effects on the formation of self-esteem of schoolchildren is revealed in a number of studies by B.G. Ananyev, L.I. Bozhovich, A.I. Lipkin, etc. Success or failure of the child in educational activity has the strongest influence on his personal development, and in particular on his self-esteem (L.I. Bozhovich).

The main focus of the teacher should be on constructive, positive pedagogical evaluation, which moves into the internal process of self-evaluation of own efforts and results [2]. In case of formation of positive self-assessment of abilities interest in teaching develops. In this work with schoolchildren, an individual approach to the child is important.

Students who are shy, insecure, with low self-esteem in order to overcome the negative impact on behaviour and educational activities can be assisted by an external assessment of the child's actions and knowledge, especially the mark set by the teacher. A child who experiences positive emotions about his successes will continue to strive for it. Hence, it can be said that the motivation of the student's educational activity is provided both by the assessment and the teacher's mark. The score and mark should be distinguished. The assessment can take different forms (smile condemning the gesture, intonation of the voice, praise, reward, etc.). The main function of such signs is stimulating, contributing to the formation of positive educational motivation. However, the negative mark stimulates the school activity of the schoolboy only if he understood the importance of success in teaching, and if the child has strong nervous system is formed. Pupils with weak nervous system negative mark does not stimulate, rather introduces into confusion. Therefore, the assessment of the teacher can mitigate the consequences of undesirable marks if necessary to express confidence that the student is able to correct "this" [2].

The formation of a student's self-esteem is the result of personal self-determination and plays an important role in the educational process. The generation of a system of meanings reflected in the child's attitude towards teaching, to himself and his peers, to the family and to the social world is self-determination (value, professional, etc.). Therefore, this complex psychological phenomenon has its own structure, mechanisms, typology, which perform certain functions in the development of personality

The analysis of the study on the formation of self-esteem of schoolchildren shows that self-esteem is formed by the influence of life experience, is the result of experiencing their successes or failures. Therefore, it is important to teach schoolchildren to analyze the reasons that contribute to their success or failure in a particular situation, to draw conclusions and to build their further activities taking into account the acquired conclusions.

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