

Formation of Self-Awareness in Preschoolers

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Annotation:

The article analyzes the problem of studying the self-awareness of preschoolers. The work of psychological scientists conducting research in this field is also analyzed, and the features of self-awareness of preschoolers are studied.

Keywords: preschool age, child, self-awareness, psychology, consciousness, "I", cognition, assessment, management, problem.

"Preschool age is the main period of formation of a child's personality in physical, psychological and social terms"[1].

On the basis of emotional experiences and interests, the child's ability to learn, understand, determine in the process of various activities, understand and express the content of various emotions, differentiate them with the support of adults, evaluate and control his own emotional state, an emotionally positive attitude towards the world, other people, and himself is formed. As a result, the child feels free in a team, communicates with others and enters into relationships, the conditions for the manifestation of creative possibilities become wider. Simply put, through self-awareness, the child begins to manifest himself [2].

Self-awareness in psychology is understood as a mental phenomenon, an individual's awareness of himself as a subject of activity, as a result of which the individual's ideas about himself are formed into a mental "self-image". The child does not immediately realize himself as "I"; in the early years, he calls himself by name-that's what others call him; he believes that he exists primarily for himself, as an object for them, and not as an independent subject in relation to other people [3].

Currently, the problem of teaching self-awareness to preschoolers is very relevant. Preschool age is the initial period when self—awareness begins to form. It is during this period that the child realizes himself, his motives and needs in the world of human relations. Therefore, during this period it is necessary to lay the foundation for the formation of self-awareness. This allows the child to

properly evaluate himself, his capabilities. In fact, "self-awareness" is one of the most difficult terms that does not have a clear interpretation. However, self-awareness is often considered as a system of a person's self-image.[8]

The psychological study of self-awareness is closely related to the study of the content of an individual's real self-awareness as a subject of the process of developing self-awareness as part of the genesis of personality.

S.L. Rubinstein believed that the source and driving force of the development of self-awareness is the growing independence of the individual. He argues that consciousness does not arise from self-awareness, but from self-awareness, which occurs during the development of human consciousness.

According to its structure, self-realization consists of three sides - cognitive (self-awareness), emotional-evaluative (attitude) and volitional control (self-control).

In foreign psychology, more attention was paid to the practical study of self-awareness. Researchers such as W. James, K. Rogers, Rosenberg, identify various forms of their self-image. ("social Self", "family Self", "real Self", "ideal Self", etc.).

The personality-oriented approach to the study of the peculiarities of self-awareness is primarily focused on the personal and motivational orientation of changing self-image and self-esteem. For example, studies by A.I. Obozny and B.N. Katarsky among middle and high school students have shown that their level of exactingness depends on the teenager's self-esteem, and not on the actual completion of the task and experimental assessment. E.I. Sovonko's research shows that the relationship between the assessment of others and the orientation towards self-esteem depends on age.

As you know, self-awareness begins to form at preschool age, it is the central neoplasm of a preschooler. Therefore, the most important condition for its formation will be the timely identification of the psychological conditions for the best development of self-awareness and taking into account the undesirable causes of its deviations in the child. "Consciousness is the highest level of mental development peculiar only to man" - this is how this concept is interpreted in special dictionaries, but this definition does not reflect its full diversity.

Of course, there are more complex, difficult-to-understand definitions of this term, in which the most important signs of consciousness can be identified. For example, the definitions of the Russian philosopher and psychologist A.G. Spirkin say: "consciousness is the highest function of the brain, inherent only in man and associated with speech, the initial mental construction of actions and the expectation of their results" [5].

Self-awareness is formed by the end of preschool age due to intensive, intellectual and personal development, which is usually the central problem of a preschooler. Self-esteem arises in the second half of the period on the basis of an initial purely emotional self-assessment ("I'm fine") and a rational assessment of someone else's behavior. The child first acquires the ability to evaluate the actions of other children, and then his own actions, moral qualities and skills. His self-esteem almost always coincides with an external assessment, primarily with the assessment of a close adult [6].

Thus, a child already at preschool age has such a form of self-awareness as pride in achievements, the child's self-esteem at this stage of development depends on the degree of his success in mastering the subject world and evaluating it by adults. Therefore, it is very important at this age to have competent, wise guidance from adults close to the child, assistance in joint subject activities, support for his initiative and growing independence, and a positive assessment of the successes achieved [5]. Also, one of the important points of studying self-awareness is the characteristic features of self-awareness in preschoolers. The main factor in the emergence and development of a

child's self-awareness in the first seven years of life is the development of interpersonal relationships, including communication with adults.

The study of the peculiarities of self-awareness of preschoolers is also an important link in our topic, since self-awareness of preschoolers is a very important achievement in development, which affects the further formation and development of children's personality.

N. Kartashova argues that self-awareness is not genetically transmitted to us from birth, it develops with age, with the acquisition of experience, and so on. In addition, the beginnings of consciousness appear already in infancy, and awareness of the "I" appears at the end of the third year of a preschooler's life.

It is during this period that the child performs various objective actions without the help of adults. There are especially important achievements of this age to stand up independently, speech, object-manipulative activity, a sense of pride and shame. At the end of this period, the child begins to assert himself as a person for the first time. A preschooler begins to compare himself with an adult. He wants to be like an adult, trying to behave like an adult. The child develops a desire for expression of will: he strives for independence, opposes his desires to the desires of adults. It is during this period that an early age crisis occurs. There are serious difficulties in communicating with adults, stubbornness, negativism, the realization of one's own will, dissatisfaction with mood, devaluation of adults, the desire for despotism.

L.S. Vygotsky called this phenomenon the seven stars of symptoms [7]. Thus, we came to the conclusion that self-awareness begins to form already at preschool age, therefore, for the best development of the child, it is necessary to identify psychological conditions in a timely manner and study this phenomenon in order to prevent undesirable causes of deviations. Certain stages of self-awareness development are typical for different ages.

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