

Work of the Psychologist on Correction of Senior Preschool Children Self-Esteem

Marina V. Fedorenko^a and Svetlana S. Bykova^b

^aKazan (Volga region) Federal University, Kazan, RUSSIA; ^bVyatka State University, Kirov, RUSSIA

ABSTRACT

The relevance of the topic is due to the need of self-correction of senior preschoolers. Adequate self-esteem of preschoolers will give us an opportunity to prepare them for school more effectively, as well as to create some positive character traits. The preschool age is the initial period of development of a child's self-esteem. This is the most sensitive period for development of self-criticism and criticism to other people. During this period, it is important to lay down the foundation for formation of a differentiated adequate self-esteem and to correct it. This article is aimed to solve the problem of correction of senior preschool children self-esteem by the psychologist. The leading method of the research is the psycho-pedagogical experiment, thanks to which some special conditions for self-esteem correction were created. This article describes the developed and implemented program of senior preschool children self-esteem correction by the psychologist, where a set of games and exercises, dramatizations of literary works, art therapy techniques, psychological techniques were used as means of correction. The material of this article can be useful for teachers and psychologists who work with preschoolers.

KEYWORDS

System-activity approach, self-esteem, self-awareness, correction, senior preschooler

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Introduction

The relevance of the study is determined by the aims of the Federal State Standard of Preschool Education, which defines the formation of the child's personality as an important question. The main problem in the development of the preschool child personality is the formation of his self-awareness, understanding his personality and his place in the society. The self-esteem is the nuclear formation of personality self-consciousness and presents itself a system of evaluations and concepts of the personality, its qualities and abilities, its place in the world and the system of relations with other people. The self-esteem allows the personality to maintain stability, regardless of the changing situations, providing the opportunity to be yourself, and at the same time to be able to set your own goals and objectives. In this regard, during the period of

CORRESPONDENCE Svetlana S. Bykova ✉ vetarykova@mail.ru

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preschool education it is important to lay the foundation for the formation of a differentiated adequate self-esteem.

Literature Review

The Essence of the Problem

The pedagogical conceptualization of scientific works on the development of self-esteem allows us to define its structure, functions and laws of formation (Ananiev, 2009; Bozhovich, 2007; Zakharov, 1993; Kutlu & Pamuk, 2016; Lisina and Sylvester, 2004). The correction work of the psychologist is presented as a cooperative work of all the participants in the educational process: parents, teachers, psychologists, and children (Abulkhanova-Slavskaya, 1991). The correction of preschool children's self-esteem is realized in stages. Its strategy is defined by the basic principles of psycho-pedagogical correctional work: the unity of diagnostics and correction, the principle of standardization of development, the principle of correction "from up to down", the systematic development of mental activity. The correction of senior preschool children self-esteem can be carried out in the systematic work by means of the lessons of rehabilitative training groups, at which different games and exercises, active and passive art therapy techniques, elements of psychological techniques are used.

The Status of the Problem

The problem of the self-esteem, as one of the central problems of personality psychology, has been studied in the works of foreign and psychologists in our country. In foreign psychology the self-esteem is considered in the structure of "self-concept", which is defined as all individual perceptions about the personality (Burns, 1986). Our researchers understand the self-esteem as a complex and multisided component of self-awareness, which is formed under the influence of other people (Bozhovich, 2007). The development of the self-esteem takes place throughout a person's life, and the guidelines are laid down in childhood and maintained throughout life (Reana, 2005).

The analysis of the literature devoted to the problem of self-esteem (Bozhovich, 2007; Zakharova 1993; Kravtsov, 2004; Gencoglu, Topkaya, Sahin, & Kaya, 2016; Lisina and Sylvester, 2004), allows us to determine a number of specific patterns that are characteristic for preschool children: their self-esteem is not stable, situational; is characterized by its integrity (the child does not distinguish himself as the subject of activity and as the personality), lack of objectivity, the presence of an overvalued level of claims. The formation and self-correction preschool children can be done the through evaluation of significant adults (parents, teachers, agetates).

The Hypothesis of the Study

The analysis of theoretical studies and practical activities developed in the aspect of the problem has shown that the issue of correction of preschool children self-esteem by the psychologist is still deficiently studied. This fact made it possible to formulate the hypothesis of the study: the correction of preschool children self-esteem done by the psychologist will be effective:

- if the implemented program is designed to meet the specific features of formation of preschool children self-esteem and their individual psychological characteristics;

- if a complex of games and different activities and team work aimed at expanding and enriching the personal experience of the child is used as a means of preschool children self-esteem;

- if some special work with parents and teachers in the form of individual and group consultations and discussions, workshops, collecting books on the problems of family and public education is organized and all this provides the child' achievements with the adequate social support.

Research questions

The following issues were solved:

1. We studied the main directions in the study of the self-esteem in psychological and pedagogical literature.
2. We defined the psychological and pedagogical conditions that influence the formation of preschool children self-esteem.
3. We identified the effective methods and techniques of preschool children self-esteem in the activities of the teacher-psychologist.
4. We designed and implemented the program of preschool children self-esteem and checked its effectiveness.

Materials and Methods

A non-random purposeful sampling was used to gather data from in-service science teachers who participated in the TPDP. The sample of the study consisted of 43 in-service teachers, who were working as science teachers in public middle schools. The participants attended a TPDP for 5 days. The TPDP was based on our teacher development module on the use of inquiry-based interactive computer simulations/animations. Science teachers created modules in different science subjects during the TPDP and the modules included interactive computer animations. Both quantitative and qualitative research methods were utilized to investigate the effectiveness of the TPDP. Data collection instruments included a survey on effectiveness of the TPDP and semi-structured interviews. The TPDP survey consists of 12 closed end, 5 open ended questions. Twelve questions in the survey are related to teachers' demographic information and they use computers in class. The 5 open ended questions are about teachers' views about using computers in science education and effectiveness of the TPDP.

We used a complex of complementary methods in our research:

- theoretical methods: theoretical analysis and synthesis of pedagogical, psychological, scientific and methodological literature on the research problem, analysis of legislative documents, modeling, building the hypotheses;
- empirical methods: questionnaires, interviews with parents, teachers of preschool educational organizations, the experiment; methods of mathematical statistics.

The base of the study was the pre-school education institution number 148 of the city of Kirov. The experiment involved 45 children of senior preschool age, parents, teachers.

The study was conducted in three stages:

At the first research and theoretical stage we reflected and formulated the problems, the objectives and the hypotheses of the study, the development of the objectives and the work plan for correction of preschool children self-esteem. At the second stage we determined the content of the work and the ways of correction of senior preschool children self-esteem in the activities of the psychologist, we identified psychological-pedagogical conditions of formation of self-esteem and designed the program of correction of preschool children self-esteem. The third stage was summarizing. The program of correction of preschool children self-esteem was implemented. We completed the qualitative and quantitative processing of the results and the systematization and generalization of the results of the experimental work, formulated the main conclusions of the work.

At the determining stage of the experiment it was necessary to run diagnostics, aimed at identifying the level of senior preschool children self-esteem. For this purpose, we used the following techniques: "The ladder" - to study the features of preschool children self-esteem; "What am I like?" - to define the self-esteem, "Draw yourself" - to reveal specific features of emotional and axiological attitude to the personality. According to the results of the determining experiment we detected the level of senior preschool children self-esteem: 50% of children have the adequate self-esteem in the first group (the total number of the children is 22); 9.1% of the children have a stable low self-esteem, 40.9% have a stable high self-esteem; in the second group (23 children), 57% have an adequate self-esteem, 43% have a stable high self-esteem, there are no children with a low self-esteem in this group. The presence of the children with an adequate self-esteem tells us that teachers of preschool educational institutions and parents of these children carried out the correct educational work. The results of the diagnostics in both groups were about the same; the indicators of the level of an adequate self-esteem in the first group were slightly lower than in the second. Consequently, we took the first group as the experimental group, and the second group became our control group. The experimental work was carried out through the implementation of the program of self-esteem correction in the experimental group. In order to determine the content of the program we defined tasks, forms of work, structure of lessons, methods and techniques.

Results and Discussions

The Program of Correction of Preschool Children's Self-Esteem in the Work of the Psychologist

The program of correction of preschool children self-esteem was carried out in three directions: the work with children, as a part of the organized group sessions, as well as the work with parents and teachers who work with this group of children. These lessons were held twice a week and duration was 25-30 minutes. We had consultations with parents and teachers once a month. We visited the open lesson at the end of the reconstruction period.

Taking into consideration the psychological characteristics of senior preschool children, our program of self-esteem correction included 3 stages.

Stage 1 was the motivation phase, aimed at creating the atmosphere of trust, positive motivation, development of rules of communication in the group.

Achieving success was selected as the leading motive. At this stage, we used the games which were familiar to the children with a simple content "The train", "Who lives in the house", "Ladushki", in order to create a situation of success. These games contributed to the actualization of the children's positive emotions about the participation in the cooperative personally meaningful activities.

Stage 2 was the reconstructive phase, aimed at developing children's grading system used as reference criteria for self-esteem, as well as at the development of the special inner position of the child – decentration as the source of reflection. This is the longest and the richest in content phase of the correction of preschool children self-esteem. It included 16 lessons combined into four themes: "Who am I", "I and the world of feelings and emotions," "I and my actions," "I, and others."

At this stage, we solved several correctional tasks:

formation of a child's positive attitude to himself, strengthening of trust and self-confidence;

enrichment of emotional resources; strengthening of trust and self-confidence in children, the elimination of emotional stress;

enlargement of the notions of ethical standards of conduct; the formation of the ability to analyze experiences and evaluate the results of actions, to find the causes of difficulties and mistakes and how to correct them;

development of the ability of the positive attitude towards other people; development of communication skills and collaboration skills.

A set of games and exercises, socio-psychological and communication games; outdoor games; modeling situations in role-playing games; reading, conversation and dramatizations of some literary works, art therapy techniques, psychological techniques were chosen as the main methods of correction.

Stage 3 was the final stage, involving consolidation of the obtained skills for the development of preschoolers' self-esteem. During two lessons the children played the games they liked most of all. These lessons were conducted in the form of correction by the psychologist. At this stage, we worked with parents and teachers in parallel with the implementation of the program of correction of preschool children's self-esteem.

The main purpose of this work with parents and teachers was upgrading of common and psycho-pedagogical culture of adults, enlarging their knowledge about the peculiarities of formation and ways of developing preschoolers self-esteem counseling on issues of family and public education.

We used traditional forms of work for parents using: a parents' meeting, oral and written consultations (in the form of a memo), we also offered some books for reading at home.

The work with teachers was conducted in the form of consultations and seminars. The teachers applied the acquired methods of the development of senior preschool children self-esteem when they organized the discipline in class or conducted some cognitive or communication games.

Table 1. The theme plan of lessons according to the program of self-esteem correction in the work of the psychologist

| STAGES | THEME | OBJECTIVES AND TASKS | HOURS |
|---------------------------|--|--|-----------|
| WORK WITH CHILDREN | | | |
| MOTIVATION STAGE | Let's get acquainted | Creating trusting atmosphere in the group. Creating children's positive motivation to communication. Developing the rules of the group. | 2 |
| | Who am I | Formation of the child's positive attitude to himself, strengthening his sense of trust and self-confidence | 4 |
| RECONSTRUCTION STAGE | I and the world of feelings and emotions | Enrichment of emotional resources. Strengthening the children's sense of trust and self-confidence, the elimination of emotional stress. | 4 |
| | Me and my actions | Enlargement of the notions of ethical standards of conduct. Formation of the ability to analyze experiences and evaluate the results of actions, to find the causes of difficulties and mistakes and how to correct them. | 4 |
| | Me and people around me | Development of the ability of the positive attitude towards other people. Development of communication skills and collaboration skills. | 4 |
| FINAL STAGE | I can do anything | Fixation of the positive attitude towards yourself and friendly attitude towards each other. Fixation of self-confidence. Fixation of the formed adequate self-esteem. | 2 |
| TOTAL | | | 20 |
| WORK WITH PARENTS | | | |
| | THEME | OBJECTIVES AND TASKS | HOURS |
| | Problems of family upbringing | To help parents to pay attention to their weak points in their family upbringing. To help in finding ways to get rid of these weak points. To form the knowledge about the mechanisms of family systems, to show the influence of their parents' families on the current situation in their own family. To give the certain model of building relationships with children. | 1 |

Table 1. Continued.

| STAGES | THEME | OBJECTIVES AND TASKS | HOURS |
|---------------------------|--|--|-------|
| | What is the self-esteem and its role in the formation of the personality | To show parents how the self-esteem influences children's development. To acquaint parents with the concept of "the self-esteem" and manifestations of the self-esteem in the child's behavior; to give advice to parents in the formation of an adequate self-esteem of the child; to give information about home games which can help parents to understand their child better and to form and support his adequate self-esteem. | 1 |
| | The development of children's self-esteem depending on the characteristics of their upbringing | To acquaint parents with special characteristics of the development of the child identity depending on the characteristics of family upbringing. To show the dependence of personality development of the child from the psychological models of parent-child relationships. | 1 |
| WORK WITH TEACHERS | | | |
| | The formation of the personality development of the child | To teach teachers how to unite children for cooperative games and activities. To give knowledge about the specific differences between the children "socially active" and "socially passive". | 1 |
| | The role of pedagogical interaction in the development of the preschoolers self-esteem | To reach teachers effective pedagogical interaction with children. To give knowledge about the impact of educational evaluation on the formation of preschoolers self-esteem; to help in determining the best methods and techniques of educational work. | 1 |
| | The influence of games on the development of preschool children self-esteem | To acquaint teachers with the games which influence the development of the adequate level of preschool children self-esteem. | 1 |

Taking into consideration the specificity of the senior preschool age we worked out the technological stages of conducting lessons:

1. The ritual of the meeting, which meets the needs of the child in the intimate communication in the form of friendly adult attention, the need for respect, empathy and understanding.
2. Mobilization for the action carried out in the form of exercises, directed to the concentration of attention to the very own feelings and sensations.
3. Game activities and self-expression. This is the longest and richest meaningful part of the lesson, including organization of various activities.
4. Analysis of the lesson at which the main focus is on the successes and achievements of each child.

5. The good bye ritual is the final stage of correctional lesson, allowing the child to capture effectively the mastering state of "I" and to be sure in his own valuableness and importance (within the correctional group so far).

As a result of implementation of the program of self-esteem correction in the work of the psychologist we obtained the following data. Table 2 shows the result of determination of the level of formation of senior preschool children self-esteem in the experimental group (EG) and control group (CG) at the control stage of the experiment.

Table 2. The level of senior preschool children self-esteem at the control stage of the experiment

| | Adequate self-esteem | | Low self-esteem | | High self-esteem | |
|--------------|----------------------|--------|-----------------|---|------------------|--------|
| 1 group (EG) | 20 children | 90,9 % | - | - | 2 children | 9,1 % |
| group (CG) | 14 children | 60,9 % | - | - | 9 children | 39,1 % |

Out of 100% of the children in the experimental group 90.9% had the formed adequate differentiated self-esteem, and 9.1% of the children still had the stable high self-esteem, the low self-esteem symptoms were not identified.

Out of 100% of the children in the control group 60.9% had the adequate differentiated self-esteem, 39.1% of the children still had the stable high self-esteem, the low self-esteem symptoms were detected.

The summarized results of the determination of the senior preschool children self-esteem level at the control stage of the experiment are presented graphically (Figure 1).

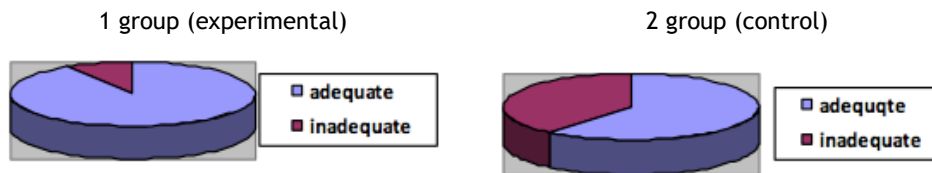


Figure 1. The summarized results of the determination of the senior preschool children self-esteem level at the control stage of the experiment

If we compare the results of the determining and control experiment, we can see that after the implementation of the program of correction of senior preschool children's self-esteem in the control group, the number of children with high self-esteem decreased by 3.9%; with low self-esteem is the same - 0%; with the adequate self-esteem increased by 3.9%, as shown in Figure 2.

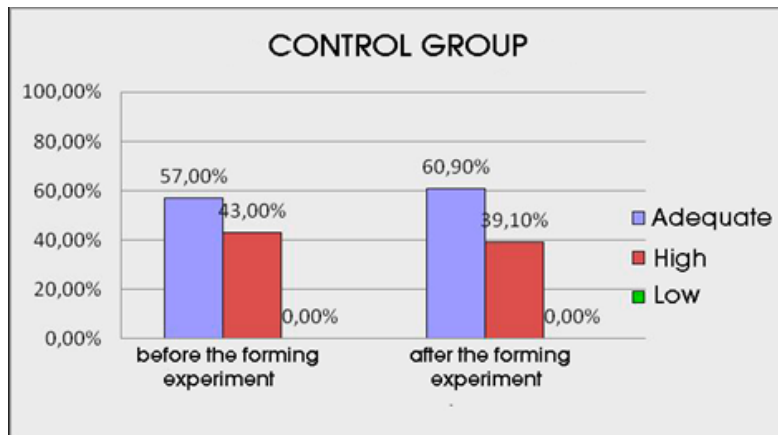


Figure 2. The comparative diagram of the results of the determining and the control experiment (control group)

If we compare the results of the determining and control experiment, we can see that after the implementation of the program of correction of senior preschool children self-esteem in the experimental group, the number of the children with the high self-esteem decreased by 31.8%; with the low self-esteem - decreased by 9.1%; with the adequate self-esteem increased by 40.9%, as shown in Figure 3.

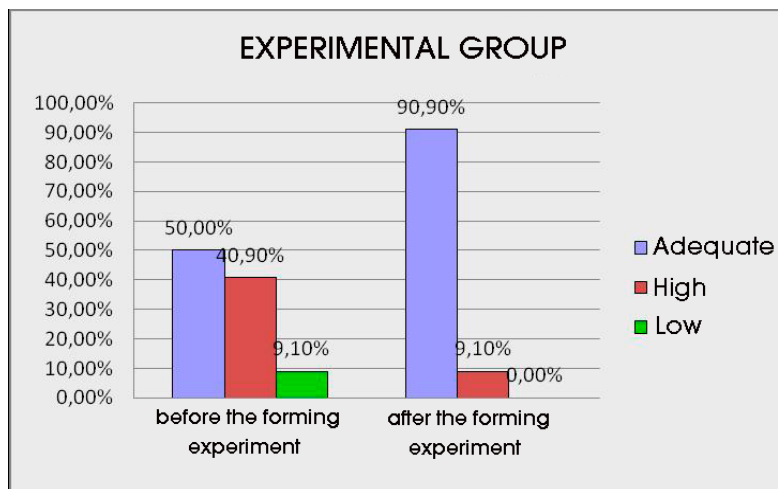


Figure 3. The comparative diagram of the results of the determining and the control experiment (experimental group)

The obtained results of the diagnostics were tested with the help of methods of mathematical statistics. In order to identify differences in the level of the self-esteem in the control and experimental groups at the control stage of the experiment we used χ^2 - F-test with the angular transformation. The result of it is the obtained value χ^2 which exceeds the corresponding critical value for the level of 1%, hence the null hypothesis (H_0) is rejected, we accept the alternative hypothesis H_1 of the differences in the level of the senior preschool children self-esteem in the control and experimental groups. To assess the shift of the values

of the testing characteristic which is the self-esteem before the forming experiment and after it, we used Student t-test, the case of associated samples with an equal number of sample measurements. We examined the quantitative data obtained in determining the features of the self-esteem according to the methodology "Who am I?" in the experimental group of senior preschoolers who originally had inadequate low or inadequate high self-esteems and were in the correction group. The calculations showed the certainty of differences in the level of senior preschool children self-esteem of the experimental group when measured before and after the forming experiment. According to the results of the diagnostics, we can conclude about the effectiveness of the experimental effect. We managed to form the adequate differentiated self-esteem of the majority of the children in the experimental group due to the implementation of the program of self-esteem correction. We observed the qualitative changes in the self-esteem of the preschool children in the experimental group: they did their tasks of the assigned techniques more deliberately, trying to assess themselves; more adequately assessed their capabilities; their judgments became more reasoned and conclusive.

Conclusion

In our country psychologists study the concept of the self-esteem in connection with the problem of formation and development of self-consciousness, it is characterized as the core of this concept. As a component of self-awareness, an indicator of the individual level of its development, its personal aspect, the self-esteem includes an assessment of the personality itself, its features, qualities and place among other people. According to L.I. Bozhovich, the public assessment is also important, and performs a dual role in the formation of human consciousness. "Firstly, as a criterion for adequacy of his behavior to the requirements of the society, it would indicate the nature of his relationship with the environment to the person and thereby it determines his emotional well-being, his behavior and his attitude to himself as the subject of this behavior. Secondly, the public assessment helps the person to identify one of the qualities from the specific kinds of behavior and activity and to make it the subject of human evaluation of consciousness"(Bozhovich, 2007). Thus, Russian scientists understand the self-esteem as a complex component of self-consciousness, which is the direct expression of the evaluation of other persons involved in the development of the personality. The psychologists in our country consider the child's experience of communication with adults and age mates (Ananiev, 2009; Bozhovich, 2007; Saricam & Canatan, 2015; Lisin, 2009) individual experience, obtained in the normal course of activity (Uruntaeva, 2001), his mental development (Zakharov, 1993) as the main conditions for self-development of the preschool child. Their peculiar combination determines the individual features of the self-esteem development of a preschooler. The proposed program of correction of the senior preschool children self-esteem in this article meets the stated purpose i.e. the correction of preschool children self-esteem, and also performs an important task to stimulate the need for self-development, the formation of personality reflective position. The implemented program was of a complex character. The correction lessons included games and exercises, reading, discussions, dramatizations of some literary works, art therapy techniques, psychological techniques, socio-psychological and communication games; outdoor games; modeling of "complicated situations". The psycho-pedagogical education of

parents and teachers was conducted in traditional forms: individual and group counseling and discussions, workshops, parent meetings, organizing library of popular science literature on the problems of family education. The result of the realized program was the increased level of the preschool children self-esteem in the experimental group, as evidenced by the results of the empirical research. During the program we had difficulties in changing the educational stereotypes of the parents. The consultations with the parents allowed us to give them information on the self-esteem and its manifestations in the child's behavior; on the formation of an adequate self-esteem of the child; to acquaint them with home games, which will help them to get to know their children. However, during the interviews the parents noted that in order to overcome educational stereotypes they needed more time and consultations of a psychologist. Finally it was decided on parents' request to continue the work on the development of positive parent-child relationships during training sessions.

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Notes on contributors

Marina V. Fedorenko is PhD, associate professor of the Department of Psychology of the Institute of Psychology and Education, Kazan (Volga region) Federal University, Kazan, Russia.

Svetlana S. Bykova is PhD, associate professor of pedagogy Vyatka State University, Kirov, Russia.

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