

THE ROLE OF CHILD-PARENTS RELATIONSHIPS IN THE DEVELOPMENT OF SELF-ESTEEM AT THE PRESCHOOL AGE

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Studying the topic of child-parent relations is extremely important, both for understanding aspects that affect the development of a child's personality characteristics, self-esteem in particular, and for organizing educational practice.

The parental relation is a single, integral system of various feelings to a child, the behavioral reactions used in communicating with him, the characteristics of perception and understanding of the nature of a child and his actions [1, p.1]. Parental relations are extremely important in the development of a preschooler's personality, as his personality and self-esteem are formed with their help.

According to V.V. Stolin, from the moment of his birth, the child is included into a complex system of relations with other people and is gradually becoming the object and subject of various activities and social relations, so the development of self-esteem depends directly on the opinions, judgments and assessments of others [2, p. 150].

In the first years of life, the family is the main example of social relations for a child. Particularly important in this area are the relationships that the parents themselves build, because this is the first and dominant system of relations that a preschooler encounters in his life. In the family, thanks to hidden mutual influences and mutual influences, such as special atmosphere is created, when even the thoughts that are not said are marked by a child and, penetrating into his consciousness, are revealed later in his behaviour. Great importance in the family is attached to psycho-emotional relationship between a child and a mother. When communicating with her, a child gets the first experience of communication with the world around him and the individual ability to exist in the world. It was found out that self-esteem in many respects fluctuates due to the special behavior of the mother, in contrast to the father's. It is motherly love that becomes the first social standard for a child's self-awareness. But fatherly love is just as important for the full development of a child's personality [2, p. 150].

The formation of one type or another of the parent relationship is affected by many aspects. Let's single out the main of them:

1) Cultural aspects of the parental relationship - in each culture there are stereotypes about childhood and children's upbringing. The cultural values of each parent are important for the full formation of the social and cultural environment in which a child develops;

2) The vital experience of parents in creating their own parental behaviour: the parent attitude can be caused by the fact that parents unconsciously reproduce in their family those problems that they could not resolve in their childhood. For example, if a parent had a younger sister or a brother, who at some time moved the love of his own parents, then at his older age, he could perceive it as an unhappy period of life. This may be one of the reasons why parents are trying to "delay" the growth of their own child [3, c. 117];

3) The model of the ancestral family is also one of the aspects of parental behaviour - relations with native people in the early and preschool years are the source of the creation of a whole system of relationships in adulthood. Looking at his parents and unconsciously imitating them, a child learns the family examples of behaviour and from an early age forms an emotional attitude to the future spouse. [2, p.53];

4) The non-incarnated need of the parent means that for individual parents, upbringing becomes the main occupation, the main and central task in life, and a child is the concrete object of the satisfaction of this need. A parent prevents any manifestation of independence in the child [4, p.42];

5) Personal characteristics of parents - another aspect that affects the development of a particular type of parent relationship. In order to successfully cope with educational concerns, a parent must have certain personal qualities. For example, the qualities needed to coordinate their emotional states, overcome anxiety and others. The characteristics of parent relationship are also influenced by the stable traits of parents' character [2, p. 57];

6) The presence of conflicting marital relations is also important in determining the type of relationship with the child. The educational possibilities of a family depend on the nature and state of these relations. Such qualities of children as, for example, responsibility, diligence are connected with the absence of serious conflicts between parents, and vice versa;

7) Personal characteristics of a child also determine the attitude of the parent to him. For the development of the parental relation, the innate characteristics of a child's nervous system are important. For example, the high rhythm of sleep and wakefulness greatly facilitates the care of the newborn, causes positive emotions and satisfaction in the mother, and, on the contrary, the mother will be in constant tension and irritation from the reaction of the child's protest, his crying, whims;

8) The circumstances of the birth of a child. This aspect is in many cases the most important. The ratio may vary with time, but most often it remains as it was before the birth of a child. If parents have been waiting for a child for a long time or the childbirth was severe, or a child suffered a serious illness in early childhood, parents have a fear of losing a child. The result of this attitude is excessive care, custody, forgiveness and encouragement of a child in everything. The premature appearance of a child, its unplanned nature, unwillingness, and the discrepancy between sex expectations can lead to rejection of a child [2, p. 64].

- The above listed aspects determine the type of child-parent relationship. Ya.A. Varga and V.V. Stolin distinguish the following types: "Acceptance - rejection", "Cooperation", "Authoritarian hyper-socialization", "Symbiosis", "Little loser."

- Type of parent relationship "Acceptance - rejection" determines the emotional attitude to a child. The contents of one pole of this type is as follows: a parent is sympathetic to his child, in all his manifestations, he perceives him as he is, with all the merits and demerits. A parent accepts and approves the child's interests and plans, sympathizes with him. At the other pole of the type: a parent sees his child as unsuccessful, uninteresting, unadapted, unable to think rationally. In general, a parent experiences irritation, anger, resentment, annoyance, discontent, disbelief and disrespect towards the child.

- Type of parental relations "Cooperation" is characterized as a socially desirable image of the parental relationship. A parent who chooses this type of relationship, is interested in a positive result in the affairs and plans of his child, always sympathizes with the failures and problems of the child, tries to help him in solving them. Such a parent appreciates intellectual and creative abilities of his own child, feels proud of him, encourages initiative and independence, tries to be on equal terms with him. A parent trusts his child, tries to stand for his point of view in almost all disputable issues and protect him from the opinions of others.

- The type of parent relationship, like "Symbiosis", reflects the contact of a child and an adult. A parent seeks to work together with a child, feeling himself one with him, strives to satisfy all the needs of the child, protect him from the difficulties and trouble in life. But at the same time, a parent constantly experiences a feeling of anxiety for a child, almost never gives a child independence.

- The type "Authoritarian hyper-socialization" reflects the form of control over a child's behaviour. A parent requires the child to unquestioningly obey and discipline. While he is in power over the child, he tries to deprive him of his own views, imposing his own opinion and his will on him. For the slightest attempts of the child to show his own initiative, he is severely punished for his independence. A parent closely follows the social achievements and victories of the child, as well as his defeats, most often criticizes and looks for failures.

- The type of parent relationship "Little loser". In this type of parental relationship parents show a desire to protect the child from possible life difficulties, while attributing to him personal and social inconsistency. A parent sees the child younger than he really is. The child seems unsuitable, not successful, open to other people's influences. A parent blames the child for not being successful and inept. Therefore, a parent tries to protect the child from difficulties in life and strictly controls his actions.

The above aspects, the conditions of family upbringing and the types of child-parent relations form different levels of development of a preschooler's self-esteem.

Low self-esteem is associated with parents' attempts to develop a child's ability for adaptive behaviour. This is expressed in the requirement of obedience, dependence on adults in daily life, conflict-free relationships with peers, in the ability to adapt to the desires and demands of others, with the exclusion of the possibility of expressing personal views on the situation and evaluating judgments. Moreover, children with low self-esteem grow in families where conflicts between parents are frequent. Mothers in such families are not satisfied with the relationship with the spouse, they do not feel on his part an active support in the child's upbringing. The desire of parents to put the child in a subordinate, dependent position leads to a decrease in self-esteem. The child in this situation does not feel confident psychologically, he does not trust the world around him, he lacks a sense of personal significance. Children with low self-esteem are characterized by simple, meager goals and there is no certainty of the possibility to achieve them.

Children with an average level of development of self-esteem grow in families where parents tend to take a lenient attitude towards them. The level of parental requirements is low and simple goals allow them to accept

their children as they are, to show tolerance to their behaviour. At the same time, some independent actions of children cause anxiety in parents. Therefore, personal experience outside these children's homes is limited. For children with an average level of development of self-esteem, the opinions of others about them acquire considerable value.

A prerequisite for the formation of high self-esteem is the pronounced position of parents in accepting their child as he is. An important feature of such parents is clear, pre-established decision-making authority, unambiguous display of authority and responsibility. In such families an atmosphere of mutual trust reigns, every member of the family feels included in the common home circle. High self-esteem develops in children in families that are characterized by solidarity and support. More positive is the attitude of the mother to herself and her husband. In the eyes of the child, parents always succeed. He readily follows the behaviour patterns he sets himself, persistently and successfully solves the daily tasks that arise before him, as he feels confident in his own abilities [2, p.153].

Thus, we can draw the following conclusion: it is necessary for a child to grow up in the atmosphere of love and respect, a positive attitude and interest in his affairs and activities, and create situations of confidence in his achievements. Therefore, the most favourable type of parental relationship will be the "Cooperation" type. When assessing a child's abilities, it is necessary to evaluate his actions, not his personality, to find the causes of difficulties and mistakes, as well as ways to correct them. It is important to form a child's confidence that he will cope with difficulties, achieve good success, and that he will succeed. It is also necessary to create conditions for an efficient communication between a child and other children. If he has difficulties in dealing with children, it is necessary to find out the reason and help the child gain confidence in the peer group.

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