

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

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Parent-child relationship is one of the most important factors that have a dominant influence on the formation of self-esteem at preschool age. The favorable development of personality is possible when parent-child relationship is partnership. In this case, parents love their child and have respect for the child's personality; they provide sufficient autonomy in decision-making that ensures the formation of an adequate self-evaluation system.

Self-assessment is an assessment of one's personality, person's attributes, qualities and position among other people. Self-assessment refers to the core of personality; it is an important regulator of personal behavior. In particular, relationships, critical state of mind, self-discipline, person's attitude to success and failure depends on self-esteem of a person [1, p.41].

By preschool age the knowledge gained in the process of activities, become more conscious and sustainable. During this period, opinions and evaluations of others are refracted through the prism of individual experience of a child and are accepted only if there are no significant differences with child's own ideas about himself and his capabilities.

We can state that parents significantly influence on the formation of children's self-esteem. Parental attitude is a system of different feelings and actions towards children. From a psychological point of view parental relationship is a pedagogical social attitude towards children, including rational, emotional and behavioral components [2]. Guided by their own ideas about what a child should be, parents evaluate child's real activity and behavior. Parents' evaluations become child's own assessments. A child evaluates himself as he is evaluated by others, especially parents.

That's why our scientific interest has been focused on the role of parent-child relationship in the formation of self-assessment of senior preschool children. 20 preschool children (10 boys, 10 girls) and a group of 20 parents (10 fathers and 10 mothers) took part in our study.

According to the analysis of scientific findings we conducted the following diagnostic program:

1) OPO questionnaire (Questionnaire of parental relationship), the authors are AY Varga and V. Stolin was used to study the parent-child relationship [2].

2) The method "Ladder"(the author is VG Schur) was used to examine self-esteem [3].

3) In order to investigate certainty - uncertainty of parental love to a child the method "Mail" was held, authors are Anthony E. and Binet E [4].

The results of "Test - parental attitudes questionnaire (ORI)" showed that in the group of mothers most common type of parental relationship was "Cooperation", 80%. We could suggest that those mothers were interested in activities and plans of their children; they shared feeling with the children and tried to help them. Mothers appreciated intellectual and creative abilities of their children, felt of pride for them. They encouraged initiative and independence of the children, tried to be with them on equal terms and trusted their children and shared their points of view on controversial issues. 20% of mothers had "authoritarian hyper socialization" type of parental relationship. Those mothers experienced high control over the child's behavior; they demanded unconditional obedience and discipline from the children, they tried to impose their will on all children's activity. Children were often punished for manifestation of self-will. Mothers were closely monitoring the social achievements of the child's individual characteristics, thoughts, feelings.

We interviewed fathers and it turned out that the most frequently encountered type of parental attitudes was "Cooperation", 50%. Those fathers were interested in their children's activities, they tried to be on equal footing with them, and they empathized with them and felt proud of their children. 30% of the fathers had high results for "Symbiosis" scale. This means that the parents seek a symbiotic relationship with the children, they feel a united whole with a child, seek to satisfy all the needs of the child, to protect it from any troubles in life. These fathers constantly feel anxiety for a child, but they do not encourage children's independence. The rest 20% of the fathers preferred an "authoritarian hyper socialization" type of parental relationshi. These fathers are very strict to a child, they demand obedience and discipline.

The results of the diagnosis by the method of "Ladder" have shown that in the group of the children, 40% of them had high self-esteem. It is often characteristic of the senior preschool children and it is their age norm. In the interview the children explained their choice: "I put myself on the first step, because it is high", "I am the best," "I love myself very much", "There are very good kids there, and I also want to be with them". It often

happens that a child cannot explain his choice; he keeps silence, smiles or thinks intensely. This is due to poorly developed reflection (an ability to analyze one's activities and to correlate one's views, experiences and actions with views of other people). 40% of the children had adequate self-esteem. These children have formed a positive attitude toward themselves, they are able to evaluate themselves and their activities: "I am good because I help my mother", "I'm good, because I can draw well, I like to read books," "I help my friends, I play well with them ", - etc. This is a normal variant of self-development. Distribution of children with low and below low self-esteem was at 10%, respectively. A child, who chooses a bottom step, is in a situation of personal and emotional distress. When a child calls himself "bad", it means that a preschooler is under a set of negative, constantly influencing factors. To improve the situation joint activities of a teacher, an educational psychologist, a social teacher (in the case of an unfavorable situation in the family) are needed.

We the help of the "Mail" method we were able to examine children's emotional and evaluative attitude to each of the addressees, distributing letters of the message according to their wishes. We got the following results: 56% of the adults received a positive "letter", it could mean mutual sympathy and intimacy with these adults, the confidence of the children to these people. 27% of the adults received a "letter" of controversial nature that means that the children adults feel "confused" feelings to these people. And the remaining 17% received a nice "letter". These results suggest that, in general, the children do not have negative and indifferent attitude to the parents. We think that it caused good results of this method.

Comparing the results of the used methods (level of self-esteem and types of child-parent relationship), we could conclude that: in the families with "Cooperation" type of parent-child relationship the children had high and adequate self-esteem. In the families with a predominance of "Symbiosis" as a type of parental attitude, the children also had a high level of self-esteem. The parents of these children respect and recognize their individuality and believe in them, in general. They have a positive attitude toward the child. The child, respectively, has created a positive attitude towards himself; he is able to assess himself and his activities. In the families where a predominant type is "authoritarian hyper socialization" the children dominantly present low and below low self-esteem. Only 10% of the children with high self-esteem are brought up in the families with the type of parental relationship as "authoritarian hyper socialization". Authoritarian style of child-parent relationship, strict control of the parents has the opposite effect on self-esteem of a child, it can influence formation of low self-esteem of a child of senior preschool age.

Thus, carried out experimental work on the identification of the role of the parent-child relationship in the formation of self-esteem of preschool children allows us to formulate the following recommendations for positive development of self-esteem a senior preschool age: a child should be brought in the atmosphere of love, trust, respect to his personal characteristics, interest in children's activities, confidence in children's achievements; it is necessary to create conditions for full communication of a child with other children. If he has any difficulties in dealing with other children parents should find out the cause and help a child to gain confidence in a group of peers; the more varied the activities of a child, the greater the opportunities for active independent actions, the greater the opportunities to test their skills and expand on knowledge about himself; when evaluating a child, 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 shape a child's confidence that he will cope with the difficulties, will achieve good results, he will succeed.

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