

DOI 10.26886/2520-7474.4(42)2020.6

UDC 37.015.31: 159.923.2

WORK WITH PARENTS AND TEACHERS ON PRIMARY-SCHOOL PUPILS' SELF-CONCEPT TRAINING

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The article is devoted to work with parents and teachers on the training of the self-concept of primary-school pupils. The results of the diagnostic section, which covered 93 parents and 14 primary school teachers of general educational institutions, are presented. It was investigated by the author's questionnaires how well parents and teachers are oriented in such conceptions as "self-concept" and "self-assessment", as well as whether parents and teachers pay special attention to the training of self-concept, how they do it and what difficulties they face. It was determined that the work with parents and teachers should be comprehensive and aimed at preparing primary school teachers and parents to create favorable conditions for the training of self-concept of primary-school pupils. Based on the results of the diagnosis, the directions of work with parents and teachers in the framework of self-concept training of primary-school pupils are characterized.

Key words: training, self-concept, self-assessment, primary-school pupils, extracurricular activities.

Introduction. One of the most important tasks of modern education is training of a whole person, the disclosure of the personal potential of each child, promoting his/her self-realization. One of the prerequisites for the implementation of this task is a positive self-concept children's

training. Under the conception of “Self-concept of primary-school pupils” we understand the dynamic system of ideas and knowledge of junior pupils about themselves, which is presented by emotional and valuable self-assessment and is manifested in the relevant spiritual and moral actions and behavior. “Training of self-concept of primary-school pupils” is a process aimed at creating favorable conditions for the formation of cognitive, emotional and valuable, volitional and behavioral components of their development.

The significance of the positive self-concept of children has led to considerable interest of scientists in this phenomenon. The regularities and conditions of development of self-concept of primary-school pupils are well studied (Shaidenkova, T., Peshkova, N., 2007; Pirmagomedova, E., Nagieva, A., Suleymanova, G., 2015; Vitushkina, E., Kruzhilina, T.; 2014; Egorov, I., 2002). The influence of significant adults on the formation and organization of self-knowledge and the formation of a positive self-concept of children, the importance of the role of parents and teachers in training self-concept of children were studied by the following scientists (Aunola, K., Viljaranta, J., Pesu, L., 2016; Podofay, S., 2007; Moroz, O., 2013). But the influence of significant adults on the training of self-concept of primary school children and the organization of work with parents and teachers in general educational institutions remains an insufficiently researched and relevant problem.

An important role in the training of self-concept of primary-school pupils is played by adults who are directly involved in their life and activities. For primary-school pupils, these adults are members of the children’s family and educators who create for them the living conditions and atmosphere in which the foundations of the children’s self-concept are laid. The role of the family is important in training the self-concept of the primary-school pupils. It is in the family circle that a child first discovers

whether he is loved or accepted as he is. The teacher's personality plays an important role in shaping the child's psyche and self-concept. We believe that the pedagogical conditions for the training of self-concept of primary-school pupils in extracurricular activities are the preparation of primary school teachers and improving the pedagogical culture of parents. According to I. Bekh, it is important for a teacher to have well-defined abilities to reflect on his/her individual capabilities and knowledge of how his/her "Ego" and personal qualities affect children, how they are interpreted, what significance they acquire. The adequacy of a teacher's "self-image" affects the success of the outcome of training children (Bekh, 1998). That is why the understanding of parents and teachers of the importance of self-concept in the life of primary-school pupils and their conscious inclusion in the process of training of self-concept are extremely important prerequisites for their healthy development.

Formulation of the purpose of the article and tasks. The purpose of our study is to outline areas of work with parents and teachers on the training of self-concept of primary-school pupils, so the task is to diagnose the awareness and readiness of parents and teachers to train self-concept of primary-school pupils and to identify difficulties they face.

Presentation of the main material of the article with indication and justification of the obtained scientific results. In order to diagnose the readiness of parents and teachers to train self-concept of primary-school pupils, we conducted a questionnaire using the author's one, which consisted of two semantic parts, containing only 9 questions. For each of them it was possible to give one or more answer options out of 4-5 offered ones. The study covered 93 parents and 14 primary school teachers at general educational institutions: Kyiv educational complex "Dominant", Mezhyritsk Lyceum of Kaniv City Council of Cherkasy Region, Cherkasy gymnasium № 9 named after O.M. Lutsenko of Cherkasy City Council of

Cherkasy region, Chervona Sloboda general secondary institution for Grades I-III № 1 of Chervona Sloboda village Council of Cherkasy region, Zolotonosha general secondary institution for Grades I-III № 3 of Zolotonosha City Council of Cherkasy region.

The first part of the questionnaire was aimed at finding out how well parents and teachers were oriented in such conceptions as “self-concept” and “self-assessment”. This part of the questionnaire consisted of 5 questions:

1. Which of the following statements best fits your understanding of what a child’s self-concept is?
2. Is it necessary to pay special attention to the training of the child’s self-concept?
3. At what age does the formation of the child’s self-concept begin?
4. What should be the child’s self-assessment?
5. What influences a child’s self-assessment the most?

The second part of the questionnaire was aimed at finding out whether parents and teachers pay special attention to the training of self-concept, how they do it and what difficulties they face. This part of the questionnaire consisted of 4 questions:

1. Do you pay attention to the training of your child’s self-concept?
2. If you do it purposefully, how do you achieve your goal?
3. Do you need help in training a child’s self-concept?
4. If so, what exactly do you miss the most?

The questionnaire versions for parents and teachers differed only in the wording of the questions.

The results of the survey of parents on the first content of the questionnaire are presented in Table 1.

Table 1

**Parents' awareness of self-concepts training
of primary-school children (%)**

List of questions	Grade of the child			
	1	2	3	4
1. Which of the following statements best fits your understanding of what a child's self-concept is?				
a) I don't know what self-concept is;	7,0	11,0	9,0	9,0
b) Self-concept is the same as self-assessment;	23,0	30,0	32,0	28,0
c) Self-concept is all the child's ideas about himself;	39,0	26,0	16,0	27,0
d) Self-concept is all the child's ideas about himself and his assessment..	31,0	33,0	43,0	36,0
2. Is it necessary to pay special attention to the training of the child's self-concept?				
a) it is not necessary, it will be formed naturally;	13,0	15,0	12,0	13,0
b) it is necessary – it should be done by parents and the child's circle;	21,0	34,0	41,0	35,0
c) it is necessary – it should be done by educators and teachers;	41,0	37,0	36,0	46,0
d) it is necessary – it should be done by all who bring up the child;	25,0	14,0	11,0	6,0
3. At what age does the formation of the child's self-concept begin?				
a) from birth;	9,0	8,0	4,0	10,0
b) in early childhood, from the 1st year of life;	9,0	15,0	13,0	13,0
c) in preschool age, from the 3d year of life;	30,0	21,0	28,0	31,0
d) in early school age, from the 6th year of life;	20,0	25,0	31,0	30,0
e) in early adolescence, from the 11th year of life.	32,0	31,0	24,0	16,0
4. What should be the child's self-assessment?				
a) high level;	5,0	13,0	11,0	9,0
b) positive;	31,0	33,0	25,0	40,0
c) realistic;	53,0	37,0	43,0	29,0

d) realistically positive.	11,0	17,0	21,0	22,0
5. What influences a child's self-assessment the most?				
a) family;	21,0	17,0	23,0	16,0
b) educational institution;	31,0	25,0	30,0	31,0
c) peers;	22,0	32,0	22,0	27,0
d) extracurricular activities;	7,0	10,0	16,0	16,0
e) all of the above mentioned.	19,0	16,0	9,0	10,0

The results of the survey showed that approximately a third of parents have an understanding of the essence and meaning of training self-concept, formed at least at the intermediate level (they give a complete or almost complete answer to three out of the five questions of the first part). Only 10% of parents have a good understanding of the essence and importance of self-concept training (they give the most complete answer to all 5 questions of the first semantic part).

More than a third of parents believe that a child's self-assessment should be realistic (while losing the child-centered focus on recognizing the intrinsic value of each child). However, less than 20% of them believe that self-assessment should be both realistic and positive. Approximately the same number of parents understand the factors of self-concept training.

It is worth noting that approximately 40% of parents delegate responsibility for self-concept training purely to teachers.

Parents' answers regarding views on the process of primary-school pupils' self-concept training are presented in Table 2.

Most parents stated that they train their children's self-concept via stories about their expectations and impressions of the younger generation and stories about other people's lives. Approximately only a third of parents encourage their children to analyze other people on their own and compare themselves with them. Slightly more than 10% of

parents stimulate their children to self-reflection. A very small proportion of parents – less than 5% – pointed to other ways of self-concept training (among these ways – there are classes with a psychologist or lessons at a religious Sunday school).

Table 2

**Views of parents on primary-school pupils'
self-concept training (%)**

List of questions	Grade of the child			
	1	2	3	4
1. Do you pay attention to the training of your child's self-concept?				
a) No, I don't pay much attention to it;	11,0	12,0	11,0	15,0
b) I understand that this is important, but I do not do it specifically;	49,0	47,0	38,0	49,0
c) purposefully train self-concept of my child.	40,0	41,0	51,0	36,0
2. If you do it purposefully, how do you achieve your goal?				
a) On occasion, I tell the child what he should be;	15,0	21,0	20,0	24,0
b) On occasion I show the child examples of good and bad behavior (nature, cartoons, films, other people's experiences);	34,0	40,0	32,0	34,0
c) On occasion I ask the child what he thinks of himself;	15,0	9,0	20,0	9,0
d) On occasion, I ask the child what he thinks about other people's s;	31,0	29,0	28,0	33,0
e) other (describe).	5,0	1,0	0,0	0,0
3. Do you need help in training a child's self-concept?				
a) No, I don't need;	21,0	19,0	10,0	11,0
b) I need to some extent;	66,0	50,0	63,0	74,0
c) I definitely need.	13,0	31,0	27,0	15,0
4. If so, what exactly do you miss the most?				
a) Information on what exactly to train;	11,0	10,0	8,0	8,0
b) Information about what the child's self-concept should be;	9,0	8,0	10,0	2,0
c) Communication skills with the child;	6,0	8,0	10,0	17,0
d) Specific exercises, games;	33,0	35,0	29,0	28,0

e) Time for exercises, games, conversations.	41,0	39,0	43,0	45,0
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Most parents say that they understand the importance of children's self-concept training, but do not pay special attention to it. Almost 40% of parents say that they train their children's self-concept purposefully. Only about 10% of surveyed parents say they do not pay much attention to self-concept training. The results of the survey showed that parents in general do not sufficiently understand the essence of their children's self-concept training, as well as their role in it.

In general, the results of the survey of specialists in the field of primary education are similar to the results of the survey of parents (Tables 3-4). Almost a third of teachers have an average awareness of self-concept training and about 10% – good one. Another 10% of teachers do not have a good enough awareness of the self-concept training.

Table 3

Teachers' awareness of primary-school pupils' self-concept training

List of questions	Number of teachers (%)
1. Which of the following statements best fits your understanding of what a child's self-concept is?	
a) I don't know what self-concept is;	5,0
b) Self-concept is the same as self-assessment;	21,0
c) Self-concept is all the child's ideas about himself;	42,0
d) Self-concept is all the child's ideas about himself and his self-assessment..	32,0
2. Is it necessary to pay special attention to the training of the child's self-concept?	
a) it is not necessary, it will be formed naturally;	12,0
b) it is necessary – it should be done by parents and the child's inner circle;	43,0
c) it is necessary – it should be done by educators and teachers;	25,0

d) it is necessary – it should be done by all who bring up the child.	20,0
3. At what age does the formation of the child's self-concept begin?	
a) from birth;	7,0
b) in early childhood, from the 1st year of life;	10,0
c) in preschool age, from the 3d year of life;	27,0
d) in early school age, from the 6th year of life;	27,0
e) in early adolescence, from the 11th year of life.	29,0
4. What should be the child's self-assessment?	
a) high level;	11,0
b) positive;	20,0
c) realistic;	57,0
d) realistically positive.	12,0
5. What influences a child's self-assessment the most?	
a) family;	35,0
b) educational institution;	19,0
c) peers;	30,0
d) extracurricular activities;	0,0
e) all of the above mentioned.	16,0

The number of teachers who give a complete answer about the essence of the conception of “self-concept” is the same as the number of parents - about 30%. Also, almost 30% of professionals are well aware of the age at which the self-concept of a child begins to form. Almost 60% of educators believe that the self-assessment of the younger generation should be realistic. That is, they, like parents, lose sight of the child-centered orientation.

Table 4

**Views of teachers on primary-school pupils'
self-concept training**

List of questions	Number of teachers (%)
1. Do you pay attention to the training of your child's self-concept?	
a) No, I don't pay much attention to it;	5,0
b) I understand that this is important, but I do not do it specifically;	65,0
c) purposefully train self-concept of my child.	30,0
2. If you do it purposefully, how do you achieve your goal?	
a) On occasion, I tell the child what he should be;	15,0
b) On occasion I show the child examples of good and bad behavior (in literature, news, films, other people's experiences);	45,0
c) On occasion I ask the child what he thinks of himself;	5,0
d) On occasion, I ask the child what he thinks about other people's actions;	15,0
e) other (describe).	20,0
3. Do you need help in training a child's self-concept?	
a) No, I don't need;	21,0
b) I need to some extent;	66,0
c) I definitely need.	13,0
4. If so, what exactly do you miss the most?	
a) Information on what exactly to train;	5,0
b) Information about what the child's self-concept should be;	5,0
c) Communication skills with the child;	0,0
d) Specific exercises, games;	35,0
e) Time for exercises, games, conversations.	55,0,

Two thirds of teachers admit that to some extent they need help in children's self-concept training in their pedagogical activities, and only 13% – that they definitely need such help. Like parents, teachers mostly believe that the lack of time does not allow them to pay enough attention

to the training of pupils' self-concept. Another 35% believe that they are lacking awareness of specific educational methods.

The differences between the answers to the questionnaire of teachers and parents are interesting. Parents generally consider the general educational institution to be the main factor in the training of self-concept, and teachers – the persons who have the greatest influence and, accordingly, the highest percentage of responsibility for the children's self-concept training. Teachers, on the other hand, consider the family to be the most important factor in training the self-concept of primary-school pupils, and parents to be the most influential and responsible persons. This means that in a significant number of cases, children are left without the support of adults who would consciously take responsibility for the formation of their self-concept.

Thus, the results of the diagnosis of the readiness of parents and teachers to train the self-concept of primary-school pupils showed that both parents and teachers are not fully prepared for the primary-school pupils' self-concept training and need professional help. Taking into account the results of the diagnostic stage, we can outline the areas of work with parents and teachers on the primary-school pupils self-concept training: development of parents' and teachers' awareness of their role in training the self-concept of children; formation of orientation on the child-centered approach of the above-mentioned contingent of adults, search and validation of strengths and weaknesses of the child in the general positive key; teaching parents and teachers the forms and methods that have positively influenced the self-concept of children.

As part of the formative experiment in work with parents and teachers, we consider it important to educate and teach them about the peculiarities of training the self-concept of primary-school pupils: lectures,

discussions at parent meetings and pedagogical councils, seminars, online webinars and individual consultations.

Improving the pedagogical culture of parents regarding the training of self-concept of primary-school pupils includes the following components: teaching parents to meet the needs of the child in positive attention and unconditional acceptance; helping parents to cultivate pupils' own dignity and children's sense of value.

During lectures, seminars and webinars it is important for parents to deepen their knowledge of the phenomenon of "self-concept", the role of parents in training self-concept, self-assessment and values of children, features of self-concept of primary-school pupils, understanding the importance of their emotional needs. Increasing the level of theoretical knowledge of parents on the problem of primary-school pupils' self-concept training is to reveal its essence and the relevance of the problem of its training: consider the definition of the term "self-concept", characterize the cognitive, emotional and valuable, volitional and behavioral components of primary-school pupils' self-concept training, as well as the influence of parents on the formation of the child's attitude to himself and his self-image. A separate task is to form parents' understanding of the importance to meet the child's need for acceptance and love, acceptance of the child's individuality, lack of destructive criticism in education, attitude to the child with respect and understanding of both physical and emotional needs. Parents must also understand the importance of the impact of their behavior on the training of the younger generation. The child observes how parents and other adults communicate, absorbs patterns of behavior, as well as interactions between adults and their manner of communication. Helping parents to understand the characteristics of a positive self-concept can facilitate the process of its training. First of all, the positive self-concept of the child is

manifested in self-assessment, self-confidence and a friendly attitude to others.

The main tasks of the teacher's activities to ensure the primary-school pupils self-concept training are the following: providing a favorable psychological atmosphere in the classroom; development of children's ability to self-understanding; improving ways of interacting with the outside world and people; support of pupils' creative self-expression; combining the efforts of parents, teachers and children to create effective conditions for the formation of a positive self-concept of the primary-school pupils; personal growth of the teacher. When organizing work with teachers at pedagogical councils, seminars and lectures, it is important to deepen theoretical knowledge on the primary-school pupils self-concept training, namely to reveal the essence and structure of this concept; criteria and indicators of child's self-concept training; to characterize the approaches and values, the consideration of which is important in the process of primary-school pupils' self-concept training; to characterize the features of primary-school pupils' self-concept training; to identify factors that positively and negatively affect the primary-school pupils' self-concept training; providing teachers with information on methods of diagnosing the levels of primary-school pupils' self-concept training, as well as using the potential of extracurricular activities of general educational institutions to provide the self-concept of primary-school pupils and teaching forms and methods that teachers could implement in extracurricular activities.

Conclusions and prospects for further research. Therefore, work with parents and teachers should be comprehensive and aimed at preparing primary-school teachers and parents to create favorable conditions for the primary-school pupils' self-concept training.

Work with parents and teachers contributes to their active involvement in the primary-school pupils' self-concept training and

includes individual work, seminars, webinars, lectures and discussions at parent meetings.

The prospect of further research is to develop ways to implement certain pedagogical conditions for the primary-school pupils' self-concept training and to test experimentally their effectiveness.

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Citation: Hanna Orlova (2020). WORK WITH PARENTS AND TEACHERS ON PRIMARY-SCHOOL PUPILS' SELF-CONCEPT TRAINING. Frankfurt. TK Meganom LLC. Paradigm of knowlege. 4(42). doi: 10.26886/2520-7474.4(42)2020.6

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