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Developing Adequate Self-Esteem in Primary School Students Through Innovative Educational Practices

Abstract

Introduction. The study discusses the features of developing adequate self-esteem in primary school students, addressing this crucial aspect of their successful adaptation and development during a critical period when children actively compare themselves with others and evaluate their achievements and failures. *Methodology and Methods.* The research employs theoretical analysis of cognitive, emotional, and social development processes in primary school age, examining the dynamic relationship between self-esteem formation and various developmental factors. The study includes analysis of assessment methods and pedagogical strategies for supporting individual student achievements. *Results.* The development of adequate self-esteem in primary school students was identified as a dynamic process closely related to their cognitive, emotional, and social development, directly affecting their self-image formation. The crucial role of teachers in developing adequate self-esteem was established, with practical recommendations developed for creating favorable classroom atmosphere and implementing appropriate assessment methods. Problems associated with both low and high self-esteem were identified, and corrective strategies for addressing negative attitudes were formulated. *Scientific novelty.* The research provides a comprehensive theoretical framework for understanding self-esteem development in primary school students, establishing the interconnected nature of cognitive, emotional, and social factors in this process and emphasizing the need for an integrated approach including parental involvement and psychological support. *Practical significance.* The study offers practical recommendations for teachers, psychologists, and parents interested in promoting harmonious development of primary school students, providing specific strategies for classroom management, assessment practices, and corrective interventions to foster adequate self-esteem formation.

Keywords: self-esteem, primary school students, motivation, self-analysis, psychological comfort, psychological and pedagogical support, inclusive education.

Introduction. We believe that, adequate self-esteem of primary school students is an important component of their developing personality. Its level has a significant impact on the child's motivation to study, on his ability to learn new materials and develop useful skills, on his self-confidence. Primary school age is a period of intensive formation of adequate self-esteem. This is justified by the fact that the child is included in a new socially significant and assessed activity, a significant expansion of the social circle. The development of adequate self-esteem in students is an important factor in the development of personality. The relevance of the research topic is determined by the fact that adequate self-esteem is a complex phenomenon in its psychological nature and is connected by numerous connections and relationships with all mental formations of a person of primary school age and the peculiarities of interaction with others, especially parents and teachers. Overestimated or underestimated self-esteem can lead to behavioral problems, learning difficulties, and decreased emotional well-being. In the context of the modernization of education, when the emphasis is on an individual approach and the development of independence, understanding the features of the formation of adequate self-esteem among younger schoolchildren is becoming particularly

relevant. The identification of factors affecting self-esteem and the development of effective methods for its correction and development will create favorable conditions for the harmonious development of the child's personality.

It has been established that the psychological features of adequate self-assessment of primary school children are less studied in theory and practice than in preschool and youth. Currently, in education there is a contradiction between the progressive increase in the need for school practice in the development of positive self-esteem of primary school students and the incomplete development of specific ways to implement this process. In connection with the above, the problem of formation and development of adequate self-esteem of primary school students has become important for us. The main research question that this study answers is: What are the psychological and pedagogical conditions for the effective development of adequate self-esteem of younger schoolchildren?

The object of research: the pedagogical process of primary school.

The subject of the study is the development of adequate self-esteem of younger schoolchildren.

The purpose of the research is to theoretically substantiate and experimentally test the effectiveness of methods for developing adequate self-esteem in primary school children.

Research objectives:

- to clarify the essence of adequate self-assessment and the features of its manifestation in younger schoolchildren;

- to develop and implement a set of tasks in mathematics lessons aimed at developing adequate self-esteem among younger students;

- to offer methodological recommendations for the formation of adequate self-esteem among younger students.

The main hypothesis is the assumption that the development of adequate self-esteem will be more effective if targeted work and psychological and pedagogical support are organized, aimed at developing reflection, self-cognition and constructive assessment of one's own achievements and failures, which contributes to the development of adequate self-esteem of primary school students.

The content of the article contributes to solving the problem of development of adequate self-esteem of younger schoolchildren as an important component of the "I-concept", including the definition of indicators of three levels of self-esteem, the selection of the most effective methods of development of adequate self-esteem of younger schoolchildren. A set of tasks and methodological recommendations for the development of adequate self-assessment have been formed, which can be used by teachers and specialists in the implementation of the pedagogical process in primary schools.

Self–esteem development is a complex and multifaceted process that is influenced by a number of factors, starting from early childhood and ending with the social environment and personal achievements. Many works by researchers are devoted to the problem of forming adequate self-esteem of primary school children. Let's consider the key theories, concepts and studies of the development of self-esteem. The theory of symbolic interactionism (Cooley, 2001; Mead, 2007) emphasizes the role of social interaction in shaping self-esteem. The concept of the "mirror Self" by H. Cooley suggests that we see ourselves as we think others see us. The Ministry of Foreign Affairs develops this idea, focusing on the influence of significant others and the assimilation of social roles.

Humanistic psychology (Rogers, 2004; Maslow, 2008) considers self-esteem as a key element of self-actualization and personal growth. Rogers emphasized the importance of unconditional positive attention and congruence between "I am real" and "I am ideal" for the development of healthy self-esteem. The theory of social comparison (Festinger, 1983) states that people evaluate their abilities and opinions by comparing themselves with others. Choosing a reference group (with whom we compare ourselves) plays an important role in shaping self-esteem. The theory of self-perception (Bem, 2005) suggests that we draw conclusions about our internal states by observing our behavior and the circumstances in which this behavior manifests itself. That is, we can evaluate our abilities based on how well we are coping with certain tasks.

Cognitive theory (A.Ellis, 2005) focuses on the role of thoughts and beliefs in the development of self-esteem. Irrational beliefs and negative automatic thoughts can lead to low self-esteem. Nowadays researchers consider self-esteem in relation to other processes and properties of personality and environment: the relationship of self-esteem with motivation and comfort (Gutsu, 2023), the relationship of self-esteem with critisizm (Andreeva, 2015), the relationship of self-esteem with self-regulation (Asmolov, 2016), the relationship of self-esteem with positive thinking (Mogeda, 2017).

Among the positive factors influencing the development of adequate self-esteem are: parental warmth (Harris et al., 2017), realistic feedback without excessive praise (Brummelman, 2020), attractive appearance (Mott, 2022), high social status and income (Metzger & Hamilton, 2020). Negative factors inhibiting the development of positive factors: parental hostility (Khaleque, 2017), absence of a father (Luo et al., 2011), disability of the child (Metzge, 2023), low social status and income (Twenge and Campbell, 2002), lack of faith in the success of the child among teachers (Eisenberg & Schneider, 2007). According to A. Kalykbayeva and A. K. Satova, today in inclusive education, the goals of the self-assessment process should be formulated in accordance with the SMART principle. This means that the goal must be Specific, Measurable, Achievable, Realistic, and Timed. Self-assessment should also contribute to changing the relationship between all participants in the educational process, making it more open (Kalykbayeva & Satova, 2020).

There are several points of view on understanding the essence of self-esteem in the scientific literature:

- self-esteem as a system-forming core of a personality that determines his life position (Kolesova, 2021);

- self-esteem as an integral personality quality, manifested in the ability to evaluate oneself and one's activities (Sergeeva, 2018);

- self-esteem as a personal essence of a primary school student related to cognitive activity (Topilina, 2018);

- self-assessment as a subjective assessment of a person's worth (Orth, 2014).

Thus, the analysis of psychological and pedagogical literature revealed that self-esteem refers to how a person evaluates his own strengths and weaknesses, actions, strengths, qualities, the definition of personal role and importance in society, the definition of himself as a whole. Various factors influence the development of an adequate self-assessment of a personality: family (Pavlova, 2019; Dayrabai, 2023); peers (Kovalenko, 2017); academic performance (Zaitseva, 2018); cultural factors (Lebedeva, 2023); physical health and appearance (Mukhina, 2018; Aggarwal, 2023).

Materials and Methods. The participants of the experiment were students of a comprehensive school in Astana city of primary school age at the age of 8-9 years, 40 people studying in 2 "A" and 2 "B" classes. The Department of Pedagogy concluded a cooperation agreement with this school. The choice of classes was random. A number of carefully selected methods were used in the empirical study. To determine the characteristics of a younger student's self-esteem, we used the method of V.G. Shchur "Ladder" (Shchur). To determine the emotional level of self-esteem, the method of A.V. Zakharov "Subtest N 1" was applied. (Zakharova). The method is designed to reveal the child's system of ideas about how he/she evaluates himself/herself, how, in his/her opinion, he/she is evaluated by other people and how these ideas correlate with each other. The survey was conducted with the whole class at the same time. The children were given sheets with the image of a ladder numbered from 1 to 7 steps. To quantify the level of self-esteem among younger students, we applied the S.A. Budassi test. This technique is based on the ranking method. Children were given a list of 48 words denoting personality properties, from which they should choose 20 in the order of preference.

The results were processed as follows: According to the Shchur method: if the child put himself on the 1st, 2nd or 3rd step, he has low self-esteem. Adequate self-esteem if on the 4th, 5th, 6th, 7th. And if on the 8th, 9th, 10th, then self-esteem is inflated. If the child points to

the 3rd,4th circles on the left, it means that he has adequate self-esteem. It means that he/she accepts himself/herself as he/she is, correctly perceives the features of self-image and realizes his/her value. If a child points to the 1st circle, he/she has overestimated self-esteem, and if he/she points to circles beyond the 5th circle, he/she has underestimated self-esteem. The results of the Budassi methodology were processed on the basis of the relationship between rank scores and personality qualities included in the representations "I am real" and "I am ideal", using the rank correlation coefficient according to the calculation formula. The measure of connection is established by means of the rank correlation coefficient. To calculate the coefficient, it is necessary to first find the difference of ranks d1 - d2 for each quality and record the obtained result in column d in the research protocol. Then square each obtained value of the rank difference d by (d1 - d2)2 and record the result in column d2. Calculate the total sum of squares of the rank difference Σ d2 and enter it into the formula r = 1 - 0.00075 x Σ d2, where r is the correlation coefficient (an indicator of the level of self-esteem of the individual). Statistical processing of the research results was carried out by quantifying empirical data and correlation analysis, as well as deducing the arithmetic mean and subsequent numerical calculations.

Results. Based on the analysis, we identified 3 levels of self-esteem development of younger schoolchildren: overestimated, adequate and underestimated, and indicators of each level were determined (Table 1).

Table 1. *Self-assessment indicators*

Overestimated	Adequate	Understated
– setting higher goals; – the level of pretension is higher than the real possibilities; – striving for excellence; – focus on the external aspects of the activity.	– age-appropriate level of aspirations, flexibility in relation to set goals; – a reasonable attitude towards successes and failures, approval and censure; – criticism, independence, sociability; – the motive of achievement is clearly expressed; – the desire for self-affirmation and self-realization.	– setting lower goals; – exaggerating the importance of failures; – fear of failure, fear of mistakes, general insecurity; – withdrawal into «oneself», focusing on the weaknesses of one's character; – increased anxiety and self-criticism.

During the use of the "Ladder" method for determining children's self-esteem, the following results were obtained (Figure 1):
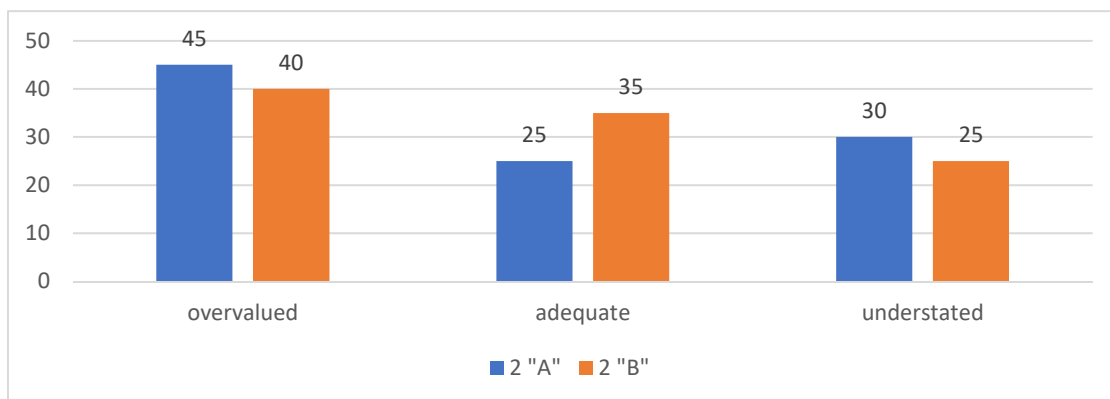

Figure 1: The result of the level of self-esteem of primary school children using the "Ladder" method

25% (5 people) of the 2ⁿᵈ "A" grade have an adequate level of self-esteem. These children look cheerful, active and resourceful. They delve into their mistakes with interest, choose tasks "on their shoulder", and when they successfully solve them, they move on to the same or even more difficult task. 45% (9 people) of the 2ⁿᵈ "A" grade have an overestimated level of self-esteem, i.e. these children behave very actively, they like to be leaders and involve other children to participate in their own games. An underestimated level of self-esteem was found

in 30% (6 people). Such children are passive, prefer to take on easy tasks, often play alone, and are reluctant to make contact with other children. More favorable picture emerged in the 2ⁿᵈ "B" grade, 35% (6 people) of students have an adequate level of self-esteem, 40% (8 people) have an inflated level of self-esteem, and 25% (6 people) have an inflated level of self-esteem. To determine the emotional level of self-esteem, we used the "Subtest No. 1" method (author A. V. Zakharova). The diagnostic results are presented in Figure 2.
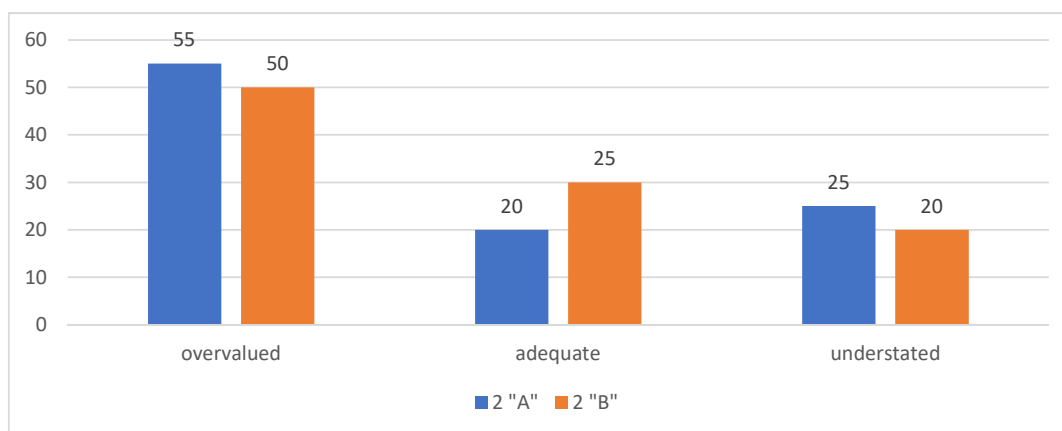

Figure 2: Results of the study of the emotional level of self-esteem of primary school students (the method "Subtest No.1")

An analysis of the diagram shows that 55% of the 2ⁿᵈ "A" grade (11 people) have an overestimated level of self-esteem, and 50% of such students in the 2nd "B" grade. Such children usually overestimate their abilities, they are confident that they are able to achieve academic success on their own, and they are not motivated by a sober self-assessment of their abilities and capabilities. 20% of children (4 people) have an adequate level of self-esteem in the 2nd "A" grade, and 30% (6 people) in the 2nd "B" grade. These children usually look energetic and active. They are happy to learn without feeling rejection to criticism, they are open to communication and have a sense of humor. 25% of students in the 2nd "A" grade (5 people) have a low level of self-esteem, such children prefer the easiest tasks and assignments, they are not confident in themselves, they see only negative moments in themselves. In the 2nd "B" class,

there were also students who have low self-esteem and accounted for 20% (4 people). Let's consider the results of the conducted test "Finding a quantitative expression of the level of self-esteem" according to S.A. Budassi (Figure 3).

According to the results of the conducted methodology, we see that 40% (8 people) of the younger students of the 2ⁿᵈ "A" grade have an overestimated self-esteem. Such children misjudge their own strengths and set higher goals for themselves. They are trying to take on tasks that they are clearly unable to complete. When they fail (and this happens most often), they either abruptly change the type of activity, or stubbornly continue to insist that they can do the job. 20% of students in the 2ⁿᵈ "A" grade (4 people) have low self-esteem.

Children of primary school age with low self-esteem usually set lower goals for themselves,
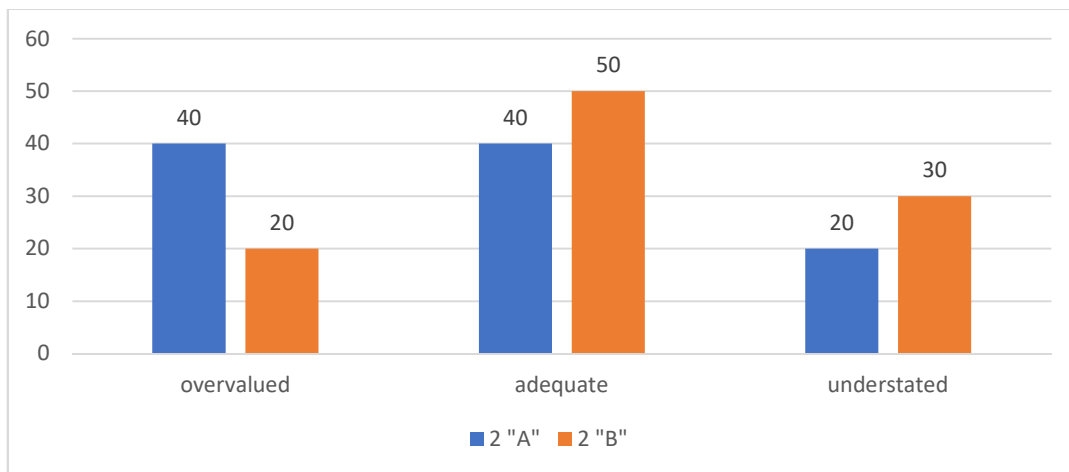
Figure 3: The results of the level of self-esteem of younger schoolchildren using the methodology "Finding a quantitative expression of the level of self-esteem"

exaggerating the importance of failures. 40% (8 people) of children showed adequate self-esteem. Such children successfully solve a range of tasks of medium complexity, without striving to improve their achievements and move on to more difficult goals. In the 2nd grade, the indicators of adequate self-esteem are higher: 50% (10 people) of students, an overestimated level of self-esteem in 20% (4 people) and an underestimated level in 30% (6 people). According to the results of the ascertaining stage of the study, the overall level of self-esteem of younger schoolchildren was determined. The results of determining the overall level of self-esteem are presented in Figure 4.
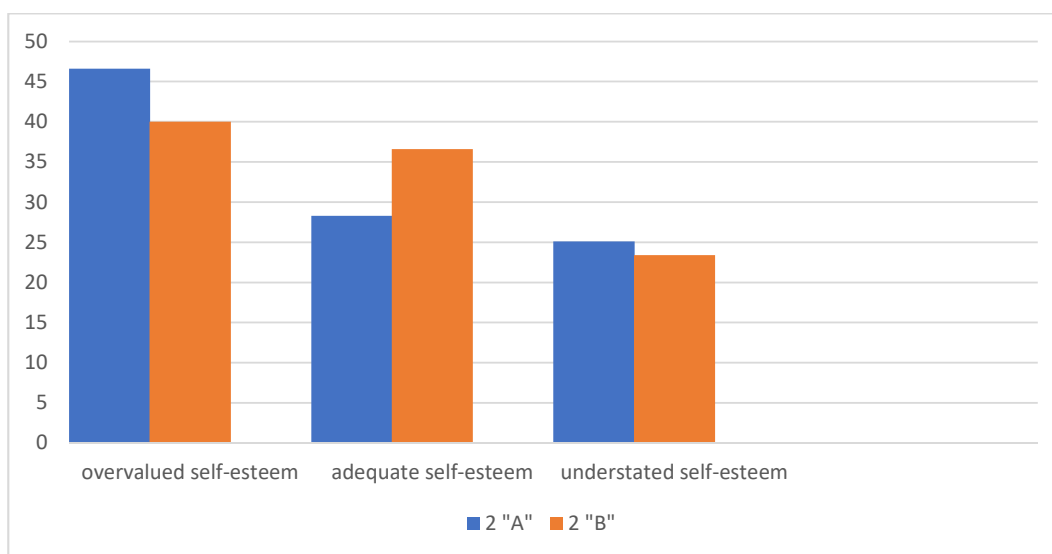

Figure 4: The results of the development of the level of self-esteem of younger schoolchildren at the ascertaining stage of the experiment

The work on the development of adequate self-esteem of younger schoolchildren was carried out in mathematics lessons. The content of a set of exercises and tasks in mathematics lessons for the development of adequate self-esteem among younger students is shown in Table 3.

Table 2. *The content of a set of tasks for the development of adequate self-esteem of younger students*

№	Theme of lesson	The content of the task package
	The introductory stage	
1	The combined property of addition	Performing introspection of his own work
	The main stage	
2	Written calculation techniques for cases of the type 50-24	«Assessment sheet»
3	Properties of the opposite sides of the rectangle.	«Rainbow»
4	Fixing properties of opposite sides of a rectangle.	«The peer at the desk»
5	Square. Building a square	«Rulers, a five-level scale»
6	Multiplication. The specific meaning of multiplication. The multiplication sign	Performing introspection of his own work
7	Rectangle perimeter	The «Tree of Creativity»
8	The method of multiplying 0 and 1 by a number.	«The peer at the desk»
9	The name of the numbers during multiplication.	«Doubt Card»
	The final stage	
10	The area of the figures. Units of area	«Colorways»

The developed set of tasks and methods was carried out as part of research work with an experimental group (2nd A grade) in mathematics lessons for one month and totaled 10 hours.

During the formative stage, the following exercises were conducted to form adequate self-esteem among younger students:

1. Performing self-analysis of his own work (in notebooks). The students were asked to evaluate the outcome of their work. At the end of the page, draw a circle and color it with the color or logo that says how they rated their work in the notebook.

2. "Assessment sheet". The children were given cards that indicated the tasks that were submitted for control, the student's assessment and the teacher's assessment. The student had to evaluate the completed task, and then compare it with the teacher's assessment. If the assessment did not match, an explanation was required.

3. The students were given cards, which show a circle divided into 4 parts, these are the tasks that the teacher submitted for control. Students marked each task that was completed correctly in green, if one mistake was made – in yellow, and if 3 or more mistakes were made - in red.

4. After completing the independent work, the peer at the desk evaluated the student sitting next to him, justifying his assessment and pointing out the shortcomings.

5. Performing self-assessment at different steps of the lesson. Before the younger students begin to complete the task, each student predicts how well he will manage this task, and fixes his assumption on the "success track". After completing and verifying this type of work, students again turn to the "success path" and determine the step along this path, which will be an adequate self-assessment.

6. "Rulers, a five-level scale". After completing the independent work, the students evaluated their results on a five-level scale. First, together with the class, we agreed on the criteria by which the work would be evaluated. These were three criteria: accuracy, correctness and design of the work. In the margins of the notebooks, the students drew three segments with divisions, they showed the level of work done: high, above average, medium, below average and low.

The children put a cross on the scale in the place that corresponds to their assessment of their own work. Each ruler was marked with the letter "C", "A" or "D": C - correctness, A - accuracy, D - design of the work. High, above average, medium, below average, low. By checking the work, we showed how much we agreed with the children's self-assessment. If they agreed with the student's opinion, they circled his cross on the ruler, if they did not

agree, they put the cross higher or lower. If the assessment of the work coincided with the assessment of the children, it means that the student knows how to evaluate himself.

7. The "Tree of Creativity". Visual material was presented on the board: the trunk of an apple tree, carved leaves, apples and flowers. The evaluation criteria were indicated next to them. The apple meant that the lesson was fruitful, the leaf was a wasted day, and the flowers were pretty good. At the end of the lesson, when summing up the results, the students themselves chose and glued either an apple, a leaf, or a flower to the trunk of an apple tree. Some children commented on their choice. The results of the children who chose a piece of paper for evaluation were recorded.

8. "The peer at the desk". The children first evaluated the completed task themselves, then exchanged notebooks with a neighbor at the desk, and evaluated them in pairs. The neighbor's cross was circled if the scores matched, and the discrepancy between the scores was fixed by the neighbor's cross in the circle. By checking the notebooks, it was possible to judge the adequacy of the students' grades.

9. "Doubt Card". The student is offered three types of cards: +– "I understood everything" - – "I didn't quite get it, I doubt it"? – "I didn't understand". To evaluate myself was offered. Then, if the child chose the card "Did not understand" or "Did not quite understand, I doubt it", then together with the teacher, the students understood the assignment. After that,

as a rule, the child chose the "I understood everything" card, which means that he increased his self-esteem.

10. "Colorways". Using colored pencils, the student was asked to independently assess how much he had mastered the material. After choosing one of the colors, the students made notes in their notebooks next to their classwork: – green is a signal of well–being: everything is clear to me, I can handle it, – yellow – insecurity: I didn't quite figure it out, – red is an alarm signal: I can't do it, it's hard for me.

In order to develop adequate self-esteem of younger students, increased attention was paid to creating an atmosphere of psychological comfort and support in the classroom. The teacher explained his assessment and remark. They praised even the insignificant successes of weak students. This led to the fact that the student began to respect himself, therefore, his classmates began to respect him. For children with high self-esteem, who had excellent academic results, it was suggested to "take patronage" over those who missed a lot (due to illness, for example), and now these children need help and support.

The purpose of the control stage of the scientific and experimental work is to diagnose the effectiveness of the developed and conducted set of tasks for the development of adequate self-esteem of younger schoolchildren. The results of the dynamics of the development of indicators of the level of self-assessment according to the methodology (V.G. Shchur) of the 2nd "A" class are shown in Figure 5.
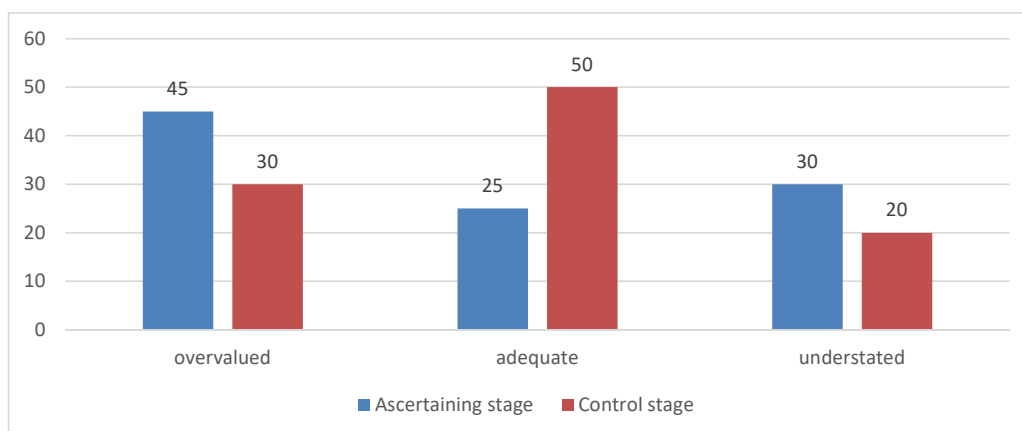

Figure 5: The results of the dynamics of self-esteem of younger schoolchildren using the "Ladder" method in the 2nd "A" class (experimental group)

The analysis of the data obtained shows that in grade 2 "A" the level of adequate self-esteem increased by 25% (5 people), which means that 5 students now have adequate self-esteem. The level of overestimated self-esteem decreased by 15% (3 people), and underestimated by 10% (2 people). It can be noted that at the control stage of the study, primary school-age children began to note a more realistic assessment of themselves, a meaningful approach, while inadequate self-esteem prevailed in children at the ascertaining stage. Let's compare these indicators with the result of self-assessment diagnostics with the control group (2nd "B" grade). The results are shown in Figure 6.
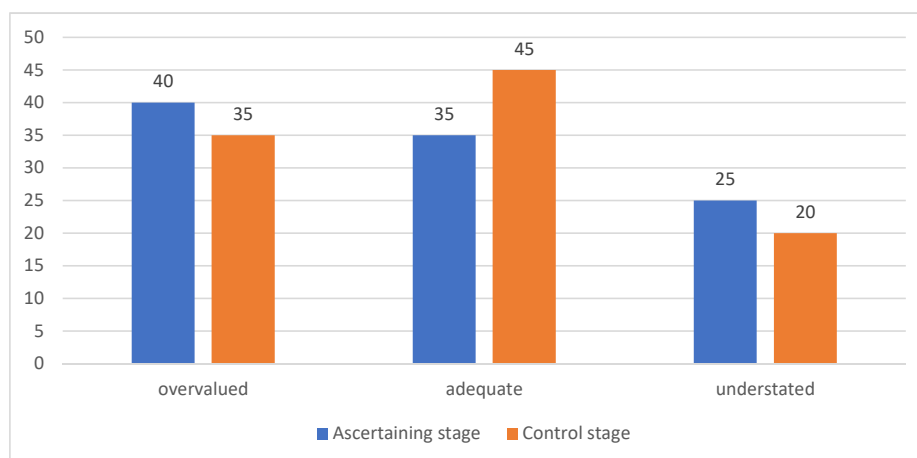

Figure 6: The results of the dynamics of self-esteem development using the "Ladder" method in the 2nd "B" class (control group)

In the 2 "B" class, we also observe positive dynamics, but they are completely insignificant – the level of adequate self-esteem increased by 10%. The levels of inflated and diminished self-esteem decreased by 5%. During the repeated administration of the "Subtest No. 1" in the 2 "A" class, data were obtained as shown in Figure 7.
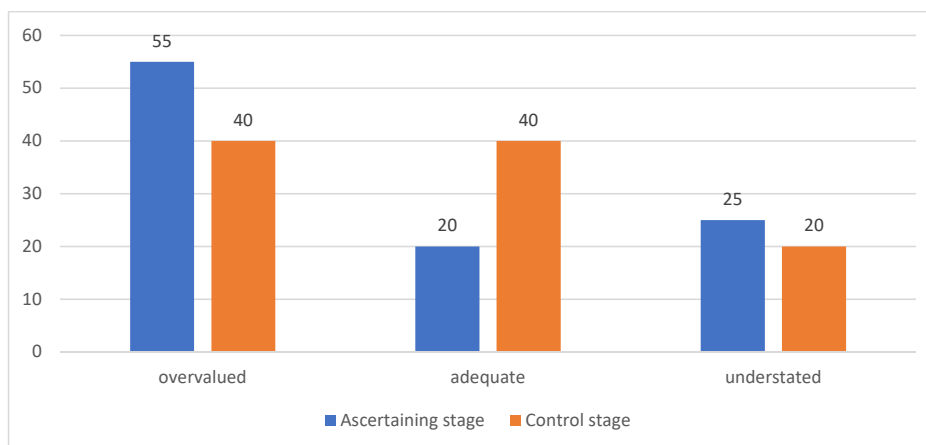

Figure 7: Results of the dynamics of self-esteem development among primary school students according to the "Subtest No. 1" methodology in the 2 "A" class (experimental group)

The analysis of the diagram indicates that the level of adequate self-esteem in the 2 "A" class increased by 20% (4 individuals). The level of inflated self-esteem decreased by 15%, and that of diminished self-esteem by 5%. Comparing the results of the methodology's application at the

initial and control stages, it is noted that before the implementation of the set of tasks, children more frequently demonstrated an inadequate (either high or low) level of self-esteem, whereas at the control stage, children more often began to demonstrate realistic self-esteem. In the 2 "B" class, the dynamics of the indicators turned out to be somewhat smaller (Figure 8).
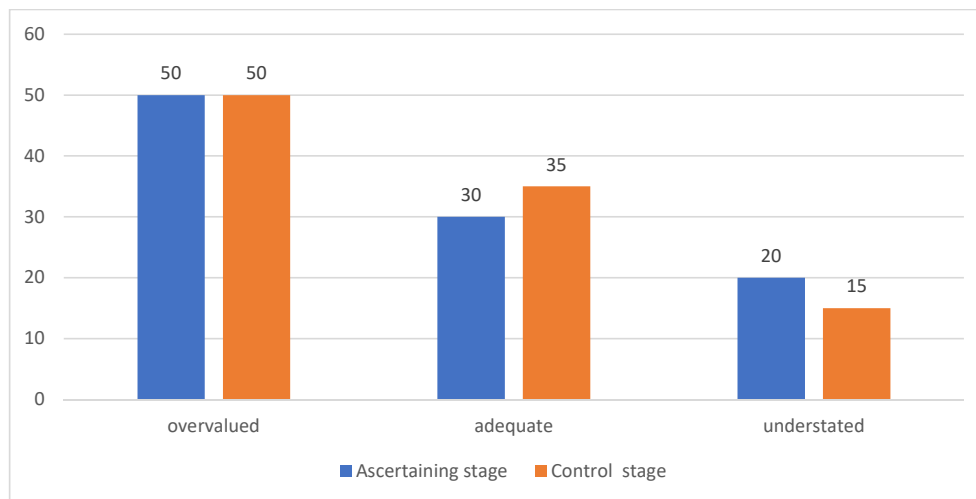

Figure 8: Results of the dynamics of self-esteem development among primary school students using the "Subtest No. 1" methodology in the 2 "B" class (control group)

The level of adequate self-esteem increased by 5% (1 person), the level of inflated self-esteem remained unchanged at 50%, and the level of diminished self-esteem stands at 15% (3 persons). The third methodology is "Determining the Quantitative Expression of Self-Esteem" by S.A. Budassi. The dynamics of the diagnostic indicators in the 2 "A" class are shown in Figure 9.
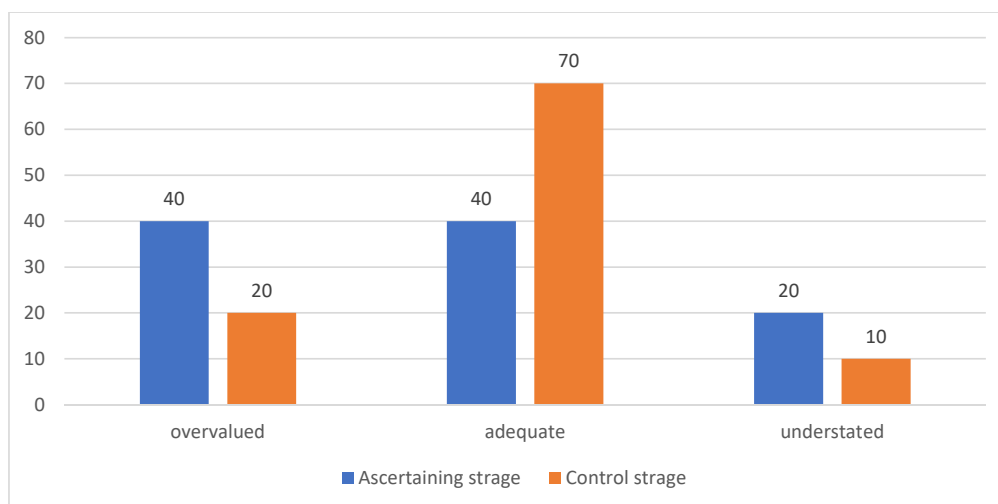

Figure 9: Results of the dynamics of self-esteem development among primary school students using the "Determining the Quantitative Expression of Self-Esteem" methodology in the 2 "A" class (experimental group)

According to the results of the conducted methodology, we see that in the 2 "A" class the level of adequate self-esteem increased by 30% of the total number of students in the class. The level of inflated self-esteem decreased to 20%, and the level of diminished self-esteem to 10%. After the implementation of the program aimed at forming adequate

self-esteem, primary school children more frequently demonstrated an adequate level of self-esteem. For instance, the students began to evaluate their intellect, authority, and physical appearance significantly more realistically. Figure 10 presents the results of the dynamics of the indicators using this methodology in the 2 "B" class.
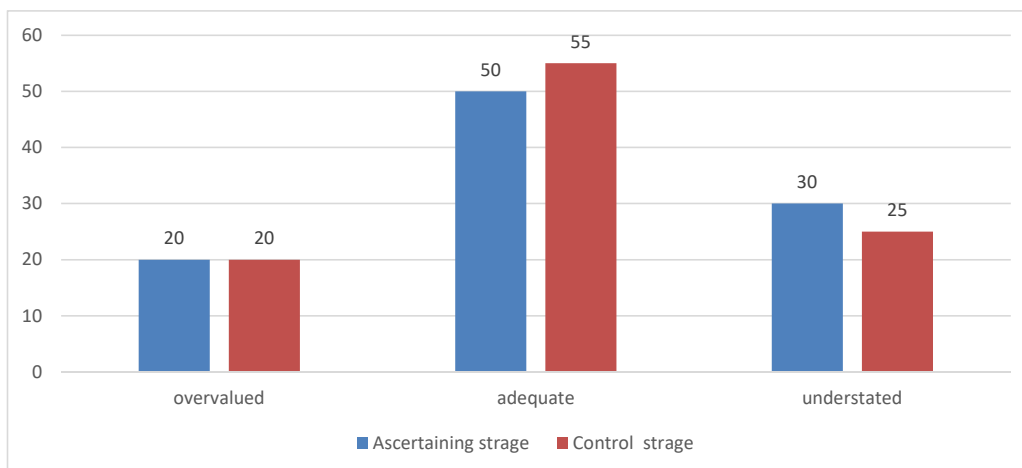

Figure 10: Results of the dynamics of self-esteem development among primary school students using the "Determining the Quantitative Expression of Self-Esteem" methodology in the 2 "B" class (control group)

In the diagram, we can see that the level of adequate self-esteem increased by 5%. The level of inflated self-esteem remained unchanged, while the level of diminished self-esteem decreased by 5%. To assess the effectiveness of the set of tasks aimed at forming adequate self-esteem among primary school children, it is necessary to analyze the dynamics of the indicators in the experimental class at the control stage. Figure 11 reflects the indicators of the 2 "A" class at the initial and control stages of the experiment.
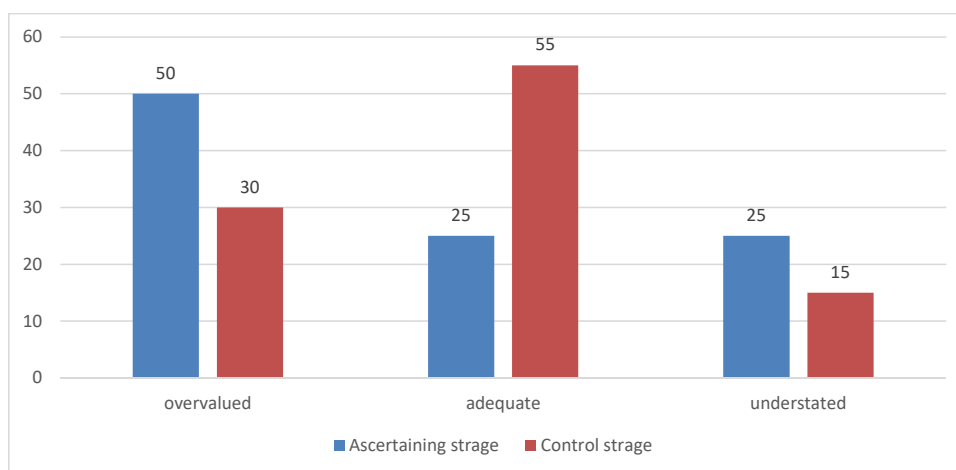

Figure 11: Dynamics of the Overall Self-Esteem Formation Indicator in the Experimental Group

Thus, the obtained data indicate that the dynamics of the adequate self-esteem indicator in Class 2 "A" reached 30%. The inflated self-esteem level at the control stage was 35%, which is 15% lower than at the initial stage, while the diminished self-esteem indicator decreased by 15%. It can therefore be concluded that at the control stage of the study a larger number of children exhibited an adequate level of self-esteem, accompanied by a good development of

communicative skills and a low degree of anxiety. Notably, the self-esteem dynamics of younger schoolchildren at the control stage reveal an increased number of children with adequate self-esteem and a reduced number with low self-esteem. It is evident that the intervention-a

set of tasks aimed at fostering adequate self-esteem-contributed to the normalization of self-esteem among primary school children. It is also worthwhile to examine the dynamics of the overall self-esteem development indicators in the control group, as presented in Figure 12.
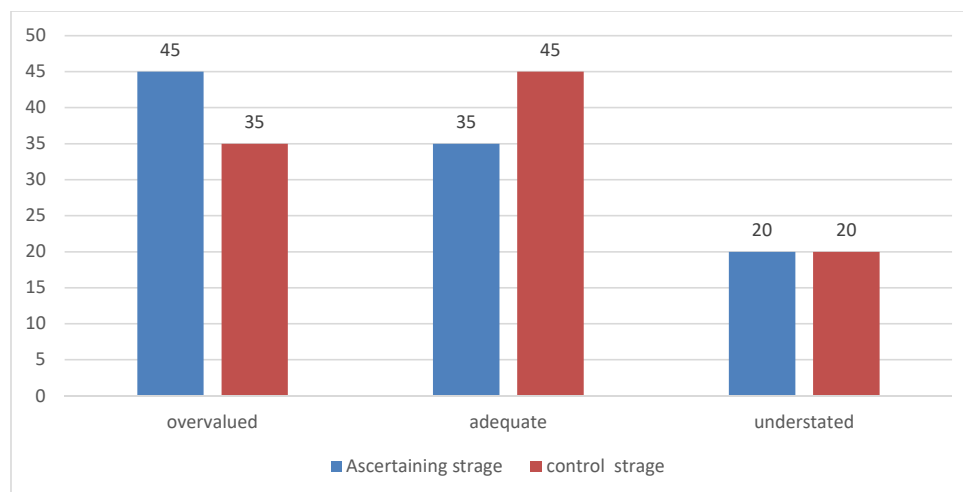

Figure 12: Dynamics of the Overall Self-Esteem Formation Indicator in the Control Group

In the control group, we also observe a positive dynamic in the development of adequate self-esteem, albeit a modest one: the level of adequate self-esteem increased by 10% (2 individuals), the inflated self-esteem level decreased by 10%, and the low self-esteem level remained unchanged at 20% (4 individuals). To determine the peculiarities of forming adequate self-esteem in younger schoolchildren, an experimental study was organized and conducted.

Discussion. In our study, we define adequate self-esteem as an individual's ability to realistically assess their abilities, achievements, and shortcomings across various spheres (such as academics, social interactions, sports, etc.), as well as their behavior, aligning these evaluations with generally accepted norms and expectations-without undue overconfidence or self-deprecation. Since adequate self-esteem is only beginning to develop in primary school children, it is more amenable to intervention and adjustment than in adults. Therefore, understanding a child's self-esteem is crucial for establishing relationships and facilitating effective communication (Rogov, 2015).

Throughout the process of upbringing and education, under the influence of evaluative judgments from peers and teachers, children internalize certain norms and values. They develop a tendency to assess their own capabilities, which is an essential component of self-esteem. Primary school students initially learn well within the framework of family relationships, and sometimes even perform better when guided by team dynamics. Personal motivation also plays a key role-striving for high grades and seeking approval from teachers and parents (Kohut, 2015).

The teacher's significant pedagogical influence on younger schoolchildren stems from the fact that, from the outset of their education, the teacher becomes their unquestionable authority. This authority is a fundamental prerequisite for the formation of adequate self-esteem in young children. A child's self-esteem is particularly affected by the evaluation given by their teacher. In assigning a grade, the teacher appears to assess not only the child's performance but also their overall personality, potential, and place in the world. Thus, children take the grades assigned by the teacher very seriously. Based

on these evaluations, they position themselves and their classmates within a social hierarchy. This may result in categorization into high achievers, those who lag behind, or those who perform averagely. They may also be divided into groups such as the lazy versus the diligent, those who answer or do not answer questions, discipline offenders versus obedient students. Typically, assessment is carried out through formal grades recorded in a diary or log, though verbal assessments also occur. It is important to note the significant differences between these two forms of evaluation.

A grade recorded in a journal is an official document; therefore, the teacher assigns it based on specific criteria and societal standards. In contrast, a verbal assessment is informal, shaped by general societal expectations that are not strictly regulated, although they must not contradict humanistic principles or hinder the student's development. For a teacher, a verbal evaluation is often more consequential than a recorded grade. Typically, high-achieving students develop a high-and often inflated-self-esteem, whereas weaker students tend to develop low, mostly diminished self-esteem. However, even successful students may struggle to accept low evaluations of their performance and personal qualities, leading to conflicts that intensify emotional stress, anxiety, and confusion.

Weaker students gradually develop insecurity, worry, and shyness; they often feel out of place among their peers and exhibit caution toward adults. In contrast, self-assured children who strive to independently tackle academic challenges and build relationships with their peers generally do not fear school. On the other hand, when it comes to an exaggerated level of self-demands, children may also fear failing to meet others' expectations, experiencing difficulties adapting to the school environment. In the early school years, the process of self-discovery and the formation of one's self-image continues, alongside the emergence of new needs that enable the student to act in accordance with their goals, moral standards, and emotions. The development of adequate self-esteem in primary school

children is linked to their inclusion in a systematic learning process, which becomes increasingly complex in content and form through interactions with adults and peers. A young schoolchild is constantly evaluated in every action, a process that cultivates the ability to consider others' perspectives during self-assessment and leads to realistic perceptions of one's abilities (Borozdina, 2014).

The emerging adequate self-esteem in primary school children, as a product of self-awareness and self-realization, becomes an intrinsic and organic aspect of their personality. Adequate self-esteem instills confidence, facilitates the setting and achieving of career, personal, and creative goals, and fosters valuable qualities such as initiative, enterprise, and the ability to adapt to different social conditions (Vitushkina, 2014). In fostering self-esteem, educators should adhere to two principles: moderation and systematicity. The principle of moderation is based on the idea that any personal quality is beneficial only up to a certain point. Excess in this quality can lead to an inflated sense of self, a lack of self-criticism, and an inability to recognize one's shortcomings-resulting in a failure to pursue self-improvement. A child who believes they must always be first in everything, an impossibility, experiences internal conflict and distress. In such cases, it is crucial to teach the child to relieve both muscular and emotional tension (Kondratiev, 2008).

To boost a child's low self-esteem, adults should follow certain guidelines:
- praise the child in the presence of other children (but not excessively);
- avoid pressuring the child to perform tasks faster than necessary;
- do not assign tasks with strict time limits;
- teach the child techniques for relieving tension;
- use relaxation exercises;
- allow the child to make choices;
- provide opportunities for the child to evaluate themselves positively during play and social interactions.

To develop adequate self-esteem among primary school students, teachers should:

- methodically design evaluative activities that help the child understand the positive and negative aspects of their performance;

- place the child in situations where they must make choices-a fundamental educational requirement for fostering individuality. When a teacher encourages a student to make a conscious, desired choice, it helps them develop their own uniqueness;

- conduct relaxation games and exercises to alleviate muscular tension, partially or fully relax the body, and strengthen the nervous system. It is recommended to engage in physical activities after periods of intense concentration. It is also important to remember that the self-esteem formed in childhood will have a lasting impact, influencing academic performance and future achievements.

The study demonstrated that targeted self-esteem development during the pedagogical process-using relaxation games, reflective exercises, self-assessment sheets, peer evaluations, as well as praise and support-contributed significantly to the formation of adequate self-esteem in primary school children.

Conclusion. The development of adequate self-esteem in primary school children is a key factor in their successful adaptation to academic activities and social life. The conducted study shows that adequate self-esteem enhances self-confidence and boosts motivation to learn. Underestimating or overestimating one's abilities can lead to various problems, ranging from poor academic performance and anxiety to aggressive behavior and difficulties in peer interactions. It is essential to create environments in which children can realistically assess their achievements and failures, receiving support and constructive feedback from both teachers and parents. Effective methods for fostering adequate self-esteem include: encouraging effort rather than just results, creating an atmosphere of security and trust, developing reflection and self-analysis, and providing opportunities for independent decision-making and responsibility.

Successfully forming adequate self-esteem in primary school children is the foundation for their harmonious development and future success. The development of adequate self-esteem is a continuous process that requires the attention and consistency of adults. It is important to remember that every child is unique and requires an individual approach. Even small successes, when supported and recognized, reinforce self-confidence and stimulate further development.

Utilizing game-based methods and specially designed classroom activities related to self-esteem, peer evaluation, and reflection contributes to the development of adequate self-esteem among primary school children. Through interactions with peers, children learn to assess themselves relative to others, which helps form a more realistic understanding of their abilities. Parents and teachers should avoid comparing children with one another; instead, they should focus on each child's personal achievements and progress. This approach prevents feelings of envy and competition, promoting healthy self-esteem and a positive self-image. Research on the adequate self-esteem of primary school children holds immense practical significance for the educational system and the psychological well-being of children. Understanding the peculiarities of self-esteem formation at this age enables the development of effective programs and methodologies aimed at supporting and enhancing positive self-perception. The comprehensive set of games and exercises proposed by the authors will assist teachers in adapting the educational process to create a conducive environment for every child's success. Future research in this area may explore the impact of the digital environment and social media on the self-esteem of primary school children, as well as the development of innovative methods for diagnosing and correcting self-esteem using modern technologies.

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