PSYCHOLOGICAL FEATURES OF PERSONAL RELATIONSHIPS IN PRIMARY SCHOOL AGE STUDENTS

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Annotation: *Interpersonal relationships of younger schoolchildren are characterized primarily by the narrowness of interpersonal ties. Most often, this is a relationship between two children; groups either do not arise at all, or appear sporadically. There are practically no mutual preferences between boys and girls. As a result, the structure of interpersonal relationships turns out to be very amorphous, consisting of two emerging substructures - boys and girls. Leadership here is of a single and expanded nature, and each of the substructures has its own leaders. Researchers of this problem agree that younger schoolchildren have an emotional attitude to their comrades.*

Key words: *individual characteristics, objective reasons, future tends*

The main motives of interpersonal choice are gaming, as well as purely external motives. The motives of business relations are mainly formal, not substantive. There is also such a feature of interpersonal relations as their lack of generalization and stability [3]. For most children of this age, communication with classmates is limited to school and does not take up much space in life. Only a few of them have motives for communicating with their peers that reflect interests unrelated to school. Most interpersonal relationships that have arisen in primary school age break up at the stage of transition to adolescence. Thus, in terms of content, breadth, and stability, the interpersonal relationships of younger schoolchildren remain at a low (first) level of development. Only by the end of primary school age are the prerequisites for the transition to a higher level (there is a desire for mutual understanding, preferences related to the assessment of moral and psychological traits of the personality of comrades, etc.) [3]. When a junior student starts school, he becomes a member of many groups and collectives, some of which he chooses independently (circles, sections, etc.), and he becomes a member of others, and above all of the class collective, due to certain conditions. At this stage, as a part of society and a group, the child is obliged to accept the rules and norms of relationships that are characteristic of a particular team. He cannot ignore these norms, ignore them, because he wants to be accepted into the group, take a special position in itю

Stage 1 - adaptation of the personality in the team. There is an active development of social norms by a person, traditionally operating in this group, and mastering the appropriate forms of behavior. A person, having brought with him into interpersonal relations everything that makes up his individuality, is not able to fully express himself before he has mastered the norms in force in the group (educational, moral, etc.) and the methods of activity that other members of the group possess.

Stage 2 - individualization. It is caused by the contradiction between the adaptation formed by the personality in the team and the unsatisfied need for maximum personalization.

Stage 3 - integration of the individual in the team. At this stage, the team accepts the personality, evaluates its individual characteristics, and the personality, at the same time, establishes a cooperative

relationship with its members. Here a person is able to fully express his individuality and creative contribution to the team.

Thus, the phenomenon of "reflected subjectivity" manifests itself, when there is an ideal representation and continuation of one person in another. Reflected in other people, the personality acts as an active principle, contributing to the strengthening or changing of their views, attitudes, the formation of new motives, the emergence of new plans and actions.

It is important for each person to assert himself in the group to varying degrees and to take a satisfactory position in it for himself. But for various subjective and objective reasons, not everyone succeeds. It is especially difficult for younger schoolchildren to cope with this task, since they still have insufficiently developed self-awareness and self-esteem, the ability to correctly assess the attitude of the group, classmates, to identify the position in the team that would allow the group to evaluate them as interesting and worthy of attention. However, in addition to subjective, there are objective reasons: the monotony of activity and the narrow range of those social roles that a junior student is able to play in interpersonal relationships; the monotony of organizational forms of communication and the poverty of their content between team members, the lack of culture of perception of each other, the inability to see in another person (classmate) something interesting and valuable that deserves attention [3].

The organization of collective activity contributes to the development of interpersonal relationships of younger schoolchildren. So sympathy, goodwill, friendship begins to manifest itself among the team members. This condition allows you to create a general emotionally positive tone of communication, an atmosphere of comfort and freedom for each child [2]. Developing collective relationships, the teacher shows younger students ways of making common decisions, cooperation and mutual assistance in joint activities; helps to understand and emotionally experience a sense of satisfaction from the results of common efforts. The task of the teacher is to contribute to the creation of conditions in the children's collective for favorable adaptation, individualization and integration of each individual in it.

At this age, self-awareness is actively developing. The younger student realizes that he is an individual who is amenable to social influences: he must study and transform himself in this process, mastering social knowledge, concepts, ideas, a system of social expectations regarding behavior and value orientations; at the same time, the student feels his uniqueness, his Self, strives to achieve approval among adults and peers. In educational activities, a junior student develops self-esteem, as well as self-control and self-regulation skills.

The child develops self-control in behavior, he is more accurately and differentially aware of the norms of behavior at home, in public places, shows special attention to the moral side of actions, strives to give the act a moral assessment, the norms of behavior turn into internal requirements for himself. The main task of moral education in primary school age is the development of an arbitrary level of moral self-regulation of behavior. An important task is the development of moral aspects in the attitude of children to learning, on the basis of which hard work develops. One of the most important tasks is to form students' understanding of the moral content of the requirements. Feelings as motives of behavior occupy a huge place in the life of a younger student. The development of the emotional sphere during this period is determined by restraint and awareness in the manifestations of emotions, increased emotional stability. The child is already more restrained in expressing his own emotions, especially negative ones, which is associated with distinguishing situations in which it is

possible or impossible to show his feelings, that is, the arbitrariness of behavior gradually begins to affect the sphere of feelings. Nevertheless, in general, children of this age are characterized by impressionability and responsiveness.

At the end of primary school age, there is a deep motivational crisis, when the motivation associated with the desire to take a new social position has ended, and the meaningful motives of teaching are often absent. This crisis has the following symptoms: a negative attitude towards the school as a whole and the need to attend it; lack of desire to perform educational tasks; conflicts with teachers. This fact is further complicated by the fact that the school has a fairly stable negative status of the student, which in the future tends to persist during the transition from primary school to secondary school.

The basic psychological content of the pre-adolescent crisis is a reflexive turn on oneself — the emergence of "self-orientation", on one's own qualities and skills as the main condition for solving various kinds of tasks. This is a key milestone when a child realizes himself as a subject, feels the need to realize himself as a subject, to join the social at the level of transformation. Thus, the main neoplasm of the younger student's personality are: orientation to a group of peers; formation of personal reflection (the ability to independently set the limits of their capabilities); formation of conscious and generalized self-esteem; awareness and restraint in the manifestation of feelings, the formation of higher feelings; awareness of volitional actions, the formation of volitional qualities.

The theoretical analysis of the literature devoted to the problem of the formation of self-esteem of personality, and the considered age characteristics of younger schoolchildren allowed us to clarify the content of the concept of "self-esteem of younger schoolchildren". By the self-assessment of younger schoolchildren, we understand the integral quality of personality, which is based on a system of knowledge about oneself and one's capabilities, manifests itself in the need and ability to evaluate one's behavior, the process and the result of educational activity as a leading type of activity, due to a system of age-related personality neoplasm and a purposefully organized process of self-knowledge.

When implementing this condition, various forms and methods of work were used: teaching students to ask each other questions that motivate self-assessment, introspection and analysis of the results of their work; organization of group creative work of students; organization of project and research activities of students; systematic training seminars for parents; round tables for parents to exchange experience; holding contests and holidays with the participation of all subjects of the educational process, etc.

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