

THE INFLUENCE OF THE STUDENT COLLECTIVE ON THE FORMATION OF THE PERSONALITY OF THE YOUNGER STUDENT

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Abstract. The article examines the influence of the student collective on the formation of the personality of a younger student. It is shown how the personal qualities of a child affect his status in the team.

Keywords: development, personality, team, child, school, status, teacher, research, society, self-assessment.

At all times, the problem of the formation and development of a child's personality has been significant and important. The process of personal and collective development is interrelated. Personal development directly depends on how the team develops. It depends on his level of development, the structure of interpersonal relationships that have developed in him. On the other hand, the level of mental and physical development of pupils, their activity, their capabilities and abilities determine the educational power and the impact of the collective on the individual. It can be said that the more active the team members are, the more they use their individual capabilities in the life of the team, the more clearly the collective attitude is expressed.

Personal and collective development are mutually dependent processes. A person lives and develops in his environment. The wealth of connections determines the spiritual wealth of the individual, the wealth of connections and communication expresses the social, collective strength of a person [3].

The collective in which the child spends a lot of time is his school class. It has a huge impact on the formation of the child's personality. The better the teacher understands the psychology of the children's collective, the easier it will be for him to teach and educate children [1].

The formation of a student's personality occurs in his communication with other people. A careful study of the various groups and collectives encountered by a person on this path seems to be very important for understanding what kind of person he will grow up to be.

This problem has always attracted the attention of teachers, both theorists and practitioners. A.S. Makarenko, V.A. Sukhomlinsky, P.I. Ivanov, N.K. Krupskaya and others made a great contribution to the development of this issue [2].

A person becomes a person through communication. Communication is a type of activity, the object of which is another person. Communication is accompanied by isolation. Isolation and communication are a resource of the social wealth of the individual.

The best conditions for communication and isolation arise in a team. The team is characterized by similar hobbies, common goals and mutual understanding. It is in the collective that personality education takes place. Gradually, everyone in the team develops the skills of friendly mutual assistance, responsibility and other personal qualities. Also, the principles of behavior, communication, attitude to comrades are assimilated in the team, organizational skills are formed. In the team, the personality is liberated, comprehensive development takes place.

The school team is the main accumulation of positive social experience in children. The accumulation of social experience in children occurs in the family, in communication with peers outside of school, from books and other sources. But it is in the school team that this is specially planned and controlled by teachers. After coming to school, first of all, the child becomes a member of the class team, and then a member of other teams that he chooses himself. Other groups include various clubs and sections that the child chooses.

Having come to the team, the child needs to accept and learn the rules established in this team, only then he will be able to interact sensibly with his peers and effectively implement his activities in this team. But this does not mean that the student is obliged to reluctantly adapt to the relationships that were formed earlier. If a child does not like something, and he thinks that he is right, then he is obliged to express and justify his point of view. Socially valuable qualities are formed in the team: responsibility, activity, humanity, activity and others [5].

In order to identify the peculiarities of the influence of the collective on the development of the personality of a younger student, I conducted a study. The study involved students of the 2nd grade of the MOE secondary school No. 1.

The experimental study used the "Ladder" technique, the sociometric technique "J. Moreno" and the method of "Joint sorting" by G.V. Burmenskaya.

Cities of Shebekino, Belgorod region. The total number of subjects was 14 people.

In the course of conducting a sociometric study, "J. Moreno", we saw that there are both leaders and rejected children in the class. This shows that the collective influences the personality through criticism, evaluation and opinions. Based on this, the child is assigned a certain status in the team. The position of the child in the team is directly related to his development. At primary school age, the child is highly dependent on the opinions of peers. If a child sees that he is willingly accepted in a team, this, as a rule, has a positive effect on his academic performance, activity and self-esteem. The opposite situation develops in children who are outcasts in the team.

In the course of diagnostics using the method of "Joint sorting" by G.V. Burmenskaya, we found that in this group most of the students have low communicative abilities. Based on this, we can assume that there is a poorly formed joint activity in the team. And since communication is the basis of a child's harmonious development at primary school age, and at this age a child learns to interact in a team, that is, personality socialization occurs, we can conclude that a low level of joint activity has a bad effect on the development of the personality of each child and the whole team.

During the research using the "Ladder" method, it was revealed that most students have low self-esteem. But there are also children with inflated self-esteem. The self-esteem of children is influenced by many factors, including the environment in which the child lives. Children constantly compare themselves with other children, and on the basis of this comparison they develop an opinion about themselves, about their capabilities and abilities, their character traits and human qualities. So gradually develops self-esteem. Adequate self-esteem allows you to correlate your strengths with tasks of varying difficulty and the requirements of others. Inadequate self-esteem (underestimated or overestimated) deforms the inner world, hinders harmonious development.

Thus, it can be concluded that self-esteem in primary school age is formed mainly under the influence of the teacher. Children attach particular importance to intellectual abilities and how they are evaluated by others (adults and peers). At the same time, it is important for them that a positive assessment is generally recognized. Self-esteem and the level of claims associated with it are personal parameters of mental activity and allow us to judge how the process of personality development of a younger student under the influence of educational activity is going on.

Therefore, it is important for a psychologist and a teacher to monitor the formation of students' self-esteem.

The collective and educational work of a teacher with each student can become an important tool for the formation of a child's personality. The team of junior schoolchildren, as a rule, is organized by adults. At the same time, the question of the relationship between the needs of children in friendly communication and the learning tasks assigned to this team becomes important. The formation and development of the junior school team takes place in stages, methodically organized. Effective management of a team of younger schoolchildren is possible only under the condition of a deep theoretical armament of the teacher in matters of collective education, especially such as reliance on self-government, organization of activities and relationships, development of the team and personality.

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