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## The importance of developing positive self-concept among social pedagogy students

**Abstract.** *In the age of rapid technology development and the emergence of a large number of new tasks, when educating the younger generation, social educators need special training that will help them to solve problems successfully. In view of the fact that the profession of a social pedagogue supposes active participation and high influence in society, the success of activity depends not only on the approach and attitude to the profession, but also, on the attitude towards oneself. Therefore, it is necessary to develop a positive self-attitude of a social pedagogue in the process of professional training. This article gives a brief theoretical review of self-attitude concept development, its structure and functions. As self-attitude is connected with the "Self" concept, self-esteem, self-acceptance some theoretical information is presented respectively. The empirical research was conducted for the purpose of defining 1-2 course students' self-attitude to their future profession. The results are presented and a conclusion is drawn. To define the self-attitude of students there was used the Twenty Statements Test (TST) of Manfred Kuhn & Thomas McPartland, modified by V.I. Yurchenko.*

**Keywords:** *self-attitude, positive self-attitude, self-esteem, self-image, sense of competence, self-awareness, personality, personal growth.*

DOI: <https://doi.org/10.32523/2616-6895-2022-141-4-187-195>

### Introduction

Since self-attitude affects not only the stability of a person's ties with the social environment, but also forms an internal, individual environment of personality development, the problem of self-attitude formation at the student age, particularly the formation of its positive orientation, is of particular importance. Self-attitude influences not just the stability of a person's social connections, but also creates an internal, personal environment for personal growth. This is particularly evident in the chosen professional activity, where each person is confronted with an awareness of his or her place in life, which is determined by how much a person values and respects himself,

accepts and understands his or her actions, and critically evaluates his or her own successes on the way to pursuing it. As a result, students' self-attitude becomes a type of expression and personification of the meaning of self [1].

The issue of studying the self-attitude of social educators and students in general is given little attention, while self-esteem, self-attitude and self-awareness according to Baklanov K.V. play the key role in the formation of a social pedagogue, taking into account the specifics of professional activity [2].

Practice and recent research in the field of psychology show that they have revealed the relationship between negative self-attitude and professional burnout [3], as well as between

professional well-being and professional self-attitude [4].

As the profession is mastered, professional identity is included in the structure of self-awareness and self-attitude, determining the basic conditions of a person in adulthood. Professional identity is based on satisfaction with the profession associated with a sense of joy [5]. Therefore, it is essential to evolve students' self-attitude during the university study, as students acquire not only knowledge relevant to their profession, but also develop their individuality.

In this regard, the purpose of this article is to identify the degree of formation of students' self-attitude.

#### **Problem statement:**

The problem of developing students' self-attitude remains insufficiently developed due to theoretical material scarcity. The analysis of scientific papers has shown that today, in the presence of the term self-attitude, scientists from different countries have their own approach to the problem of self-attitude. There is no unanimously accepted definition at the moment. In this regard, the objectives are as follows:

1. Examine the structure of self-attitude by analyzing the scientific literature on the concept of self-attitude and self-esteem.
2. Determine the specifics of the self-image to determine the positive attitude of students of 1-2 courses of the specialty social pedagogy.
3. Conduct the M.H. Kuhn and T. McPartland's test «Who am I?» (mod. by T.V. Rumyantseva) for 1-2-year students of the specialty of social pedagogy and obtained data interpretation.
4. Reveal the importance of self-attitude in the professional and personal development of students based on the results of the study.

#### **Historical background of "self-attitude"**

Despite the fact that the term self-attitude was first introduced by the Georgian psychologist N. I. Sarjveladze in 1974 and was defined as the attitude of the subject of need to the situation of its satisfaction, which is directed at himself [6], there is still no common definition of self-attitude in modern psychology.

Throughout the history of psychological science, the term self-attitude has been used

in different psychological schools in different interpretations, such as self-concept, self-image, global self-esteem, self-esteem, etc. In some works, self-relation is presented as an independent concept and in others as one of the components of other basic concepts. It should be noted that the below mentioned concepts are closely interrelated.

Some scientists such as C. Rogers, L. Wales, J. Marvel, S. Coopersmith, and M. Rosenberg connect self-attitude with the individual's system of self-esteem [7].

Self-esteem, according to M. Rosenberg, is a component of the self-concept and may be described as the sum of one's specific thoughts and feelings about oneself as an object [8].

Adults' self-esteem, according to S. Coopersmith, is a stable characteristic that is extremely difficult to change [9].

In their research employing the socio-structural-biographical method, M. Rosenberg and S. Coopersmith assessed self-attitude as an independent variable effecting some functions of self-awareness, but with its own distinct character.

A person's attitude towards himself might be either positive or negative. If that feeling about oneself is constant, according to M. Rosenberg and S. Coopersmith, it can be defined as self-attitude [10].

S.R. Pantilev determined that self-attitude is one of the types of global self-esteem, after examining works of a significant range of foreign scientists [7, p. 208-243].

L. Wells and J. Marvel analyzing literary sources on the problem of self-attitude outlined three main components of it: self-love, self-acceptance and sense of competence [7, pp. 216-217].

S. Gordon and K. Rogers highlighted several components of self-attitude in their works. S. Gordon outlined self-esteem and autosympathy, whereas C. Rogers distinguished self-esteem and self-acceptance as the main components of self-attitude [11].

N.I. Sarjveladze considered the concept of self-attitude to be central to the concepts of self-awareness, self-esteem, self-perception and others.

Self-consciousness, self-knowledge, self-esteem, emotional attitude toward oneself, self-control, and self-regulation appear to be independent of cognitive, emotional, or regulatory moments of self-consciousness [12].

#### Types of self-attitude

T.N. Koshetkova defined three types of self-attitude: positive, negative and conflicting.

T.N. Kochetkova defines positive self-attitude as integrated acceptance of one's personality, which manifests itself in the form of self-esteem and self-respect, adequate self-esteem, internal locus of control, low and medium expression of reflexivity, and a wide range of interpersonal styles of interaction. The personality places a great importance on his/her own characteristics, varies in the consistency of its self-concepts, and expects that others' attitudes are similar to his/her own.

Negative self-attitude is described by a high level of emotionality, low level of activity, externality in the sphere of personal achievements, dual styles of interpersonal interaction, and growth of reflexivity with an open position of the individual, high level of emotionality, externality in the sphere of personal achievements, dual styles of interpersonal interaction, and deep dissatisfaction with oneself.

Conflicting (ambivalent) self-attitude has contradictory core, as indicated by higher emotionality, activity, and reflexivity, low self-esteem, a common external locus of control, and polar interpersonal communication styles [13].

#### Structure and functions of self-attitude

The structure of self-attitude was examined by R. Burns, I. Chesnokova, S. Pantilev, N. Stolin, and N. Sardzhveladze.

Self-attitude, according to N. I. Sarjveladze, is an attitude that has three components: cognitive, emotional and conative.

Since the task of self-awareness and self-knowledge is not only to take oneself into account in the process of activity and to know something about oneself, but also to evaluate one's properties and capabilities according to certain criteria,

Sarjveladze N. I. emphasizes that the cognitive component of self-attitude includes self-esteem. A person attempts to comprehend not just who he/she is, but also what he has done, and what and how he can do through the processes of self-knowledge.

The emotional component based on associations with feelings of person towards him/herself. A person can love or dislike himself based on what he knows.

The conative component is described as internal actions of person addressed to him or herself [12, p 99].

On the basis of the described three-component structure, the following **functions of self-attitude** were identified:

1. The mirror function means displaying oneself. As it is considered that each person's actions, feelings and emotions are perceived by people in society and displayed back to the individual. A person is able to analyze and the way his behavior accessed by others.

2. The function of self-expression and self-realization. The function is connected with the self-improvement of person.

3. The function of sustaining the self's internal stability and continuity. The function's significance is reduced to sustaining the personality's inner harmony.

4. Self-regulation and self-control function. By seeing how others react to their behaviors and deeds, the person can exert volitional control over his actions.

5. The function of psychological protection: rationalization. When confronted with a circumstance in which society does not accept person's behavior and undervalues the person's importance and position, the individual might rebuild the image of the ideal «I» in oneself, assigning to himself acts and attributes that society does not acknowledge.

6. The function of intracommunication. A person in the current world continually interacts not only with the people around him, but also with his inner «I». The personality debates, infers and makes conclusions, assesses, and fantasizes about himself [12, p.100]

Self-attitude structure scheme according to S.R. Pantileev

Factors (modalities)	Self-respect	Self-sympathy	Self-humiliation
Scales (aspects)	- self-management, - self-confidence, - reflected self-attitude, - social desirability of the Self	- self-attachment, - self-worth, - self-acceptance	- internal conflict, - self-accusation

I. Chesnokova examined in detail in her work the structure of self-attitude. She also identified three components of self-awareness: cognitive, emotional, and behavioral, which she characterized as self-knowledge, emotional-value attitude, and self-regulation of behavior, respectively. Each of these components has its own contents, integration tendencies, dynamics, interconnection, and interdependence of each other [14].

According to the findings of V.V. Stolin's research, the macrostructure of self-attitude of self-respect, auto sympathy and self-interest are integrated into the general feeling of positive or negative attitude towards oneself. The structure of self-attitude has three levels: cognitive, emotional, and behavioral.

V.V. Stolin proved that self-relation cannot be studied separately as it is directly related to other concepts, such as personality, emotions, need, motive [15].

### Study methods

In the process professional personality development of future social pedagogues, it is important to improve the personal qualities and professional abilities. The structural components of the self-knowledge, which contribute to the professional self-knowledge and professional orientation of social pedagogues are: self-assessment, self-affirmation, self-awareness, reflection, self-analysis, self-development and etc. aspects need to be formed in the individual. Based on the above theoretical information, a systematic analysis of the self-concept was made to determine the attitude of first and second-year social pedagogue students to their profession. In order to determine the specifics of the self-concept in the study, students of 1-2

courses of the specialty social pedagogy and self-knowledge were passed twenty statements test «Who am I?». In total, 67 students of 1-2 year of Eurasian National university state regional university participated in the study. The Twenty Statements Test is designed to study the substantive characteristics of the uniqueness of the person. The question is directly related to the characteristics of human self-perception, i.e. the self-image.

The Twenty Statements Test (TST) of Manfred Kuhn & Thomas McPartland.

In this research the modified version of «Twenty statements of self-attitude» developed by V.I. Yurchenko was used.

**Identification characteristics analysis scale.** It includes 24 indicators, which, when combined, form seven generalized indicators-components of identity [16]:

The «social I» consists of 7 indicators:

1. direct designation of gender (I'm a young man, girl, woman);
2. sexual role (lover and etc.);
3. educational and professional role position (I'm a student, studying at the institute, doctor, specialist);
4. family affiliation, manifested through the designation of a family role (I'm a daughter, son, brother, wife, etc.) or through an indication of kinship (I love my relatives, I have many relatives);
5. ethnic-regional identity includes ethnic identity, citizenship (I'm Kazakh, Russian, German, etc.) and local, local identity (I'm from Almaty, Kokshetau, etc.);
6. ideological identity: confessional, political belonging (I'm Judaist, Muslim, etc);
7. group affiliation: perception of oneself as a member of a group of people (member of society).

2. «Communicative Self» includes 2 indicators:

1. friendship or circle of friends, perception of oneself as a member of a group of friends (I'm a good friend, I have many friends);

2. communication or the subject of communication, features and evaluation of interaction with people (I often make visits, I like to communicate with people; I like to listen to people);

3. The «Material I» implies various aspects:

1. description of the property (I have an apartment, clothes, a bicycle);

2. assessment of the security, attitude to material goods (I'm rich, wealthy, I love money);

3. attitude to the environment (I love the sea, I don't like bad weather).

4. The «Physical I» includes the following aspects:

1. subjective description of one's physical data, appearance (I am strong, pleasant, attractive);

2. the actual description of his physical data, including a description of his appearance, painful manifestations and location (My height, weight, age, live in a hostel);

3. food addictions, bad habits.

5. The «Active I» is evaluated through 2 indicators:

1. classes, activities, interests, hobbies (I like solving problems); experience (I've been to Bulgaria);

2. self-assessment of the ability to work, self-assessment of skills, abilities, knowledge, competence, achievements, (swim well, smart; workable, know English).

6. The «Perspective I» includes 9 indicators:

1. professional perspective: wishes, intentions, dreams related to the educational and professional sphere (future driver, I will be a social pedagogue);

2. family perspective: wishes, intentions, dreams related to family status (I will have children, I'm a future mother, etc.);

3. group perspective: wishes, intentions, dreams related to group membership (I plan to join the party, I want to become an athlete);

4. communicative perspective: wishes, intentions, dreams related to friends, communication.

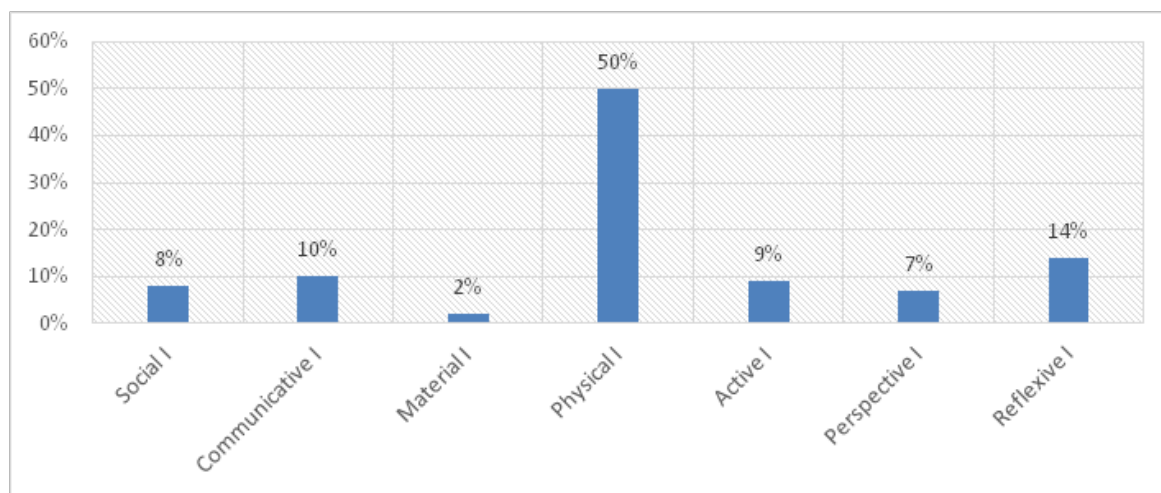
5. material perspective: wishes, intentions, dreams related to the material sphere (I will receive an inheritance, I'll buy an apartment);

6. physical perspective: wishes, intentions, dreams related to psychophysical data (I will take care of my health);

7. activity perspective: wishes, intentions, dreams related to interests, hobbies, specific activities (I will read more) and the achievement of certain results (I will learn the language perfectly);

8. personal perspective: wishes, intentions, dreams related to personal characteristics: personal qualities, behavior, etc. (I want to be more cheerful, calm);

Chart 1.



9. assessment of aspirations (I wish a lot, I'm an aspiring person).

7. «Reflexive I» includes 2 indicators:

1. personal identity: personality traits, personality, and individual style of behavior (I'm kind, sincere, sociable, persistent, sometimes harmful, sometimes impatient, etc.), 2. personal characteristics (nickname, horoscope, name, etc.); the emotional attitude (I'm super «cool»);

3. global existential «I» statements, which are global and are not show differences of one person from another (I'm reasonable person, my essence...).

The data obtained from the study can be observed in the figure below:

**Analysis of the results.** The 1-2 course students «Social-I» image of the specialty «social pedagogy and self-knowledge» is low, the indicator is 8%. This means that “Social I” of students needs to be developed. For example, there were answers like I want to live in the village and return home. To that extent he is not married yet.

«Communicative-I» is 10%, there were statements like: I am often given negative characteristics; I can not communicate; I'm shy; I can not present myself in the environment; I get easily angry, I get annoyed often and so on. After all, we can observe that future social educators find it difficult to communicate with the environment.

Students gave less descriptions connected with the «Material-I». After all, the students were accustomed to a new life and their goal was to study, they did not pay special attention to material values.

Characteristics of «Physical I» are high 52%, which is due to the fact that students pay great attention to their physical condition. Special attention to one's physical condition is an ordinary phenomenon for students of a certain age.

“Active I” category indicated 9%, and students wrote several answers about their interests. It is obvious that in everyday life students have little hobbies, interests and most of them lead a passive lifestyle. Active participation in different types of activities is rare.

The «perspective-I» indicator was 7%, because students do not know where to work after graduation, and the perspective-I image is not fully formed. The conclusion from this may be that when choosing a specialty, sometimes the student does not have his own choice or does not fully know the chosen specialty.

The «reflexive I» was 14%, students have enumerated positive qualities about themselves, most often described personal qualities: honest, polite, kind, friendly, faithful, well-mannered, attentive, etc.

### **Conclusion**

Finally, it is obvious that students have high self-esteem related to physical I, lack of self-identification in the speciality, moderate personal differentiation, and low self-reflection, lack professionally oriented self-esteem and maturity in terms of social and psychological development. Since students have written few statements regarding “perspective I”, they couldn't explain about their future occupations.

The issues of personal development during adolescence and the formation of readiness of the student for future professional activity play a very important role, where his attitude to himself, the level of personal self-knowledge is important. As the first step in professional development is studying in university, student's outlook on life and his worldview are determined, the attitude to their profession, behavior and communicative skills are developed. In this regard, it is important to develop students' positive attitude to their profession in the process of future social pedagogues' preparation. This is because the only guarantee that a young specialist will be successful and productive when he steps into professional activity is that he has a positive attitude to his profession. Therefore, in the process of professional training of future social pedagogues it is necessary to develop and conduct a special professional psychological training program for students to form the concept of I, to visit institutions where social pedagogues work, to improve the work of the social pedagogue, etc.

It is necessary to form a positive attitude to their profession.

The results of the study confirm that self-attitude is one of the important factors that significantly affect the desire for self-improvement. The nature of this quality largely determines the vector and intensity of the process of self-development, since awareness of one's own value encourages a person to reflect on the prospects for professional and personal growth and strive to implement their plans. A

positive stable self-attitude increases the level of meaningfulness of life, creates prerequisites for creative self-realization and self-improvement, lays the foundation for setting and achieving professional and life goals, which generally contributes to positive self-changes and self-development of future specialists. Thus, in order to stimulate students' aspirations for personal and professional growth, it is necessary to form a stable positive self-attitude in the process of professional preparation.

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### **Әлеуметтік педагогика студенттері арасында позитивті қарым-қатынасты дамытудың маңыздылығы**

**Аңдатпа.** Технологияның қарқынды дамуы асырында және жас ұрпақты тәрбиелеуде көптеген жаңа міндеттердің пайда болуына байланысты әлеуметтік педагогтарға проблемаларды сәтті шешуге көмектесетін арнайы дайындық қажет. Әлеуметтік педагог мамандығы қоғамға белсенді қатысу мен жоғары ықпал етуді қамтитынын ескере отырып, қызметтің сәттілігі тек мамандыққа деген оң көзқарасымен ғана емес, сонымен қатар педагогтың өзіне деген көзқарасымен және қатынасымен де байланысты. Сондықтан кәсіби дайындық процесінде әлеуметтік педагогтың өзіне позитивті қарым-қатынасын дамыту қажет. Мақалада өзін-өзі бағалау тұжырымдамасының дамуына, оның құрылымы мен функцияларына қысқаша теориялық шолу жасалады. Өз-өзіне қарым-қатынас «Мен» ұғымымен байланысты болғандықтан, өзін-өзі бағалау және өзін-өзі қабылдау туралы теориялық ақпарат берілген. 1-2 курс студенттерінің болашақ мамандығына деген өзіндік көзқарасын анықтау үшін эмпирикалық зерттеу жүргізілді. Осы мақсатта студенттердің өзін-өзі қарым-қатынасын анықтауда В.И. Юрченко беймдеуіндегі Манфред Кун мен Томас Макпартлендтың жиырма растау тесті (TST) қолданылды. Зерттеу нәтижесі бойынша қорытынды жасалып, ұсыныстар берілді.

**Түйін сөздер:** өз-өзіне қарым-қатынас, позитивті өзін-өзі бағалау, өзін-өзі қабылдау, құзыреттілік сезімі, өзіндік сана, тұлғалық, тұлғалық өсу.

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### **Важность развития позитивного самоотношения среди обучающихся социальной педагогике**

**Аннотация.** В век стремительного развития технологий и появления большого количества новых задач при воспитании подрастающего поколения социальные педагоги нуждаются в специальной подготовке, которая поможет им успешно решать проблемы. Учитывая тот факт, что профессия социального педагога предполагает активное участие и высокое влияние в обществе, успех деятельности зависит не только от подхода и отношения к профессии, но и от отношения к самому себе. Поэтому необходимо развивать позитивное самоотношение социального педагога в процессе профессиональной подготовки. В данной статье дается краткий теоретический обзор развития концепции самоотношения, ее структуры и функций. Поскольку самоотношение связано с концепцией “Я”, соответственно представлена теоретическая информация о самооценке и самопринятии. Эмпирическое исследование проводилось с целью определения самоотношения студентов 1-2 курса к своей будущей профессии. Для определения самоотношения студентов использовался тест двадцати утверждений (TST) Манфреда Куна и Томаса Макпартленда, модифицированный В.И. Юрченко. Результаты представлены и сделан вывод.

**Ключевые слова:** самоотношение, позитивное самоотношение, самооценка, самопринятие, чувство компетентности, самосознание, личность, личностный рост.

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