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Formation of self-esteem of future specialists in achieving success in professional activity

Abstract: The aim of the study was to examine the self-esteem system of educational organizations. To achieve an effective result, the proper organization, and planning of pedagogical activities, resources, and time play a key role during the educational process. The questions of self-esteem which is the decisive factor of efficiency of managed process are considered. The truth is, developing a strong, positive self-esteem concept is the key to success.

Keywords: self-esteem, self-concept, development, professional self-esteem, education.

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Introduction

The importance of mental education and mental consultation in educational institutions has become increasingly prominent (Kassymova et al., 2019). Good self-esteem and success in life go hand-in-hand. It's difficult to achieve anything if you don't believe you can, or if you believe others are holding you back and if only you could change “X” you could really succeed at “Y.” The image that people construct about themselves, namely their self-concept, is often seen as a significant indicator of their life satisfaction; in other words, higher levels of self-concept lead to more life satisfaction (Palacios et al., 2015). We should note, however, that self-concepts are a multidimensional structure and domain-specific (Marsh & Shavelson, 1985). Self-concept in a range of domains may play varied roles in determining life satisfaction.

The formation of the professionalism of an employee is directly related to the development of a person. One of the important factors in the development of professionalism is professional self-esteem. Professional personal development is largely influenced by attitude to the profession, as well as to yourself, to abilities, capabilities, and professionally important qualities. The formation of professional self-esteem, which further determines the position of an employee in both social and professional spheres, is the fundamental basis for his future professional career. At the same time, professional activity has the opposite effect on the development of the employee's personality, including the formation of self-esteem.

Most authors consider self-esteem as an organic and central component of the self-consciousness of the individual. S.L. Rubinstein considers self-esteem as a kind of core formation of personality, formed through the evaluation of a person by other people and his assessments in relation to them. He considers the self-esteem of an individual in the form of its basic structure, the core of which is the values accepted by the individual and determining the mechanisms of self-regulation and behavior. Self-awareness is the result of cognition, at the same time self-awareness personality is associated with its self-esteem, largely due to the worldview that determines the norms of evaluation (Rubinstein, 2012).

The analysis of theoretical approaches to the problem of self-esteem, which have developed in domestic and foreign psychology to date, allows us to conditionally identify three main approaches to its study:

1. Self-esteem is part of the Self-concept. Proponents of this approach define self-esteem as an emotional and value attitude towards oneself, often identifying with self-esteem (Raygorodsky, 2003).
2. Self-esteem is a cognitive substructure that generalizes the subject's previous experience, transforms it, and forms a new image of "I", capturing the knowledge of the person about himself (Derkach, 2022). Based on this, it became possible to conclude that self-esteem is an image of the "I" of a person.
3. Self-esteem is the presence of a critical position of the individual, self-assessment from the point of view of a certain system of value orientations.

Research Materials and Methods

According to a number of authors (A.M. Rikel, I.I. Chesnokova, etc.), "self-esteem is continuously developing, differentiating and correcting, being the basic process of self-regulation of the individual. Self-assessment is the interesting fact that, according to researchers, it promotes autonomous motivation of activity and increases its effectiveness" (Rikel, 2011; Chesnokova, 1977).

Various factors influence the formation of self-esteem:

- **Social factors.** When a child is just born, parents introduce him to the world, its rules and laws, stereotypes, and traditions. Parents are adults, and they "know better" how to express themselves in life, the child absorbs all actions and words in relation to him without criticism and filters. That is why the first years of life are so important when the foundation of psychological health is formed. When a child enters a preschool, and then a general education institution, educators and teachers begin to influence self-esteem, using their authority in front of him. Even in adulthood, we are influenced by the opinion of socially significant people. However, the individual characteristics of a person are also of great importance. In general, self-esteem in different age periods may fluctuate, it is not stable, and often has a situational character.
- **Personal factors.** How a person perceives reality, criticism, or compliments, how well his psychological state is adequate in general and what kind of temperament a person has formed - all this has a direct impact on self-esteem. The level of self-esteem affects a person's behavior and actions, his relationships with loved ones and the rest of society, and forms self-criticism, self-demanding, and thoughtful attitude to life's victories and defeats.

Psychologists distinguish several levels of self-esteem in relation to an individual's shortcomings and virtues, the desire to overestimate or belittle their significance in their own eyes (Table 1).

Table 1. Levels of self-esteem

Levels	Characteristics	Advantages
Adequate self-esteem is the correspondence of a person's claims to the possibilities to realize them.	An adequate level of self-esteem is characterized by a realistic awareness of their capabilities. People with such a self-perception easily build relationships, are tolerant of criticism, are not touchy, and like to make fun of themselves.	Among their advantages are: - self-confidence; - peace of mind and reliability; - stability in feelings and manifestations of emotions; - the ability to balance desires with opportunities.
Understated self-esteem is the lack of confidence in their abilities and abilities, and even if they exist, speaks of low self-esteem.	A person with such self-esteem is not initiative, suspicious, overly cautious, or dependent on someone else's opinion. It is	Less dangerous signs of low self-esteem are the usual shyness and timidity. Such character traits can be formed from childhood if

	difficult for him to take responsibility for himself. Sometimes such people suffer from perfectionism (the desire to bring everything to an ideal state) – a neurotic disorder that exhausts their strength.	parents inspire the child with the idea of his imperfection. The reason for low self-esteem may be the "efforts" of other people in a person's life - teachers, coaches, classmates, unfaithful girlfriend, etc.
Overpriced self-esteem In this case, we also have to talk about painful self-esteem, since there is no common sense in the attitude of people with inflated self-esteem.	People who are not endowed with either opportunities or talents, but have inflated self-esteem, are not so much aggressive as funny. Society does not perceive their claims to honor and respect, but on the contrary, it is fenced off by an inadequate individual. The trouble is that a person sincerely does not understand why a social vacuum is being created around him, he feels unfairly offended, and unhappy.	The main features of their character: - disrespectful attitude to someone else's opinion; - swagger; - arrogance; - peremptory.

According to A.A. Rean, "professional self-esteem is a structural component of the professional Self-concept, which includes operational and personal aspects. The operational-activity aspect is expressed in the assessment of one's professional level and level of competence; the personal aspect is expressed in the assessment of one's personal qualities in connection with an idea of the image of "I am a professional". In addition, professional self-assessment can be distinguished by self-assessment of the result and potential" (Rean, 2014).

Inadequately overestimated or underestimated professional self-esteem often turns against the employee himself, revealing himself in such qualities (suspicion, arrogance, aggression, insecurity, anxiety) that do not contribute in any way to the productive development of his career. Inadequate professional self-esteem is a factor that has an extremely negative impact on employee development and work results.

In professional activity, situations often arise due to the consequences of the incorrect formation of personal characteristics, and in particular, with the formation of inadequate self-esteem in an individual. If an individual has very low self-esteem, then the following methods and techniques can be used to correct it:

1. Organization the workflow in such a way that in the professional activity of the employee there are both elements of routine work with the usual ways of solving standard situations, and elements of novelty (for example, the development of new technologies, connections, etc.). Using this method, an employee has the opportunity to obtain more complete and objective information about their real capabilities, identify positive and negative factors affecting self-esteem, as well as eliminate undesirable factors (Gavrichenko, 2009).

2. Reorientation of attention from the result of the activity to its achievement.

3. Creating a situation of success, which causes positive emotions from the result of the activity.

4. The formulation of tasks where "there are no wrong decisions", which can serve as an impetus to the activation of independent activity of the employee.

In that case, "if the emotional component prevails in the structure of self-esteem, then in such a situation it is necessary to shift a person's attention from the process of activity to himself, or rather to his own self-esteem" (Tarasov & Sukhodolsky, 2022).

Research Results

How to increase self-esteem? Here are several tips:

- Authors suggest replacing the word "self-esteem" with "self-perception". At every moment of choice, question, or difficult situation, focus on yourself, regardless of the outside world. Regardless of friends, parents, children, husband, or wife. Of course, you can listen to their opinion. But the decision is yours.
- Don't compare yourself to someone else. You are you. Your achievements are only yours, and you can be proud of them.
- Do not allow negative thoughts.
- Thank the world for what you already have.
- Focus on success in any business, even the most modest.
- Write down all your positive qualities and successes and add this list more often.
- Be realistic in your expectations, but do not belittle your dignity.
- Treat mistakes like lessons.
- Learn to say "NO".
- Make friends with your inner critic.

It is interesting to note that a specialist with higher self-esteem, as a rule, always makes deliberate, balanced, and independent decisions. When making decisions, he relies on his life experience and his own opinion and has clear life positions and value orientations. An analysis of practical experience shows that specialists with overestimated self-esteem are in a better position compared to colleagues with low self-esteem.

Conclusions

Self-esteem largely determines the formation of a number of professionally important qualities. For example, risk-taking is very often generated by inadequate self-esteem (Shelkovoy, 2007). Self-assessment can provide significant benefits to a specialist, management, and the organization as a whole when it is integrated with the overall process of evaluating work results. Self-assessment helps to increase the involvement of specialists in the evaluation process, making them owners of the results of such a process. Proper self-assessment strategies in combination with an extensive program of general assessment and clear instructions on what goals this process pursues will definitely outweigh any fears and doubts about self-assessments. And the most important thing is that the advantages of including a self-assessment system in traditional specialist assessment programs far exceed the real or far-fetched disadvantages of such evaluation practices.

Professional self-esteem is not a constant value, since it is dynamic and changes under the influence of various factors, life circumstances, and environmental conditions. Therefore, it should be monitored in the course of professional activity.

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