

fun. Though originally Tatyana's Day is mainly a Russian holiday, many Ukrainian students in have embraced the day as their own, celebrating the fire of creativity and the thirst for knowledge. It is a very special day for all involved and if you are visiting the country you will no doubt find it easy to notice the gaiety of the event [2].

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#### **THE SELF-ESTEEM OF A PERSONALITY IN A SELF-REGULATION SYSTEM**

The main aim of this paper is to analyze the literature about self-esteem by soviet and foreign psychologists. According to this aim the following tasks are set:

- 1) to show the main approaches to this problem;
- 2) to describe the component of self-consciousness in which self-esteem is included;
- 3) to analyze some definitions of self-esteem and to clear up their differences;
- 4) to show the importance of self-esteem in a self-regulation system and to define its functions.

A study of a personality self-esteem is one of the leading trends in foreign and soviet psychology. Traditionally self-esteem is regarded as a central formation of a personality. Usually it is studied in connection with self-consciousness side by side with such components as self-conception, self-attitude, and self-acceptance. In different approaches self-esteem is defined in different ways depending on what component of self-consciousness it is included in.

In foreign psychology self-esteem is regarded as an emotional and valuable structure. Self-esteem is defined as a form of reflection of attitude to ourselves; a personal estimation of our own value. In foreign psychological literature the term “self-esteem” has a lot of synonyms: “self-love”,

“self-respect”, “self-worth”, “self-acceptance”, “self-appraise”, “self-evaluation”. Foreign scientists usually define self-esteem as estimation of ourselves, as one of three components of self-conception [1].

Let’s describe some approaches to the interpretation of self-esteem.

The original definition by W. James presents self-esteem as a ratio found by dividing one’s successes in areas of life of importance to a given individual by the failures in them or one’s “success, pretensions” [5].

L. E. Wells and G. Marwell define self-esteem as a set of attitudes and beliefs that a person brings with himself when facing the world [7].

Blaskovich and Tomaka define self-esteem as something that refers to an individual sense of his or her value or worth, or the extent to which a person values, prizes, or likes himself. Self-esteem is generally considered as the evaluation component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluation or affective components [10].

N. Branden defines self-esteem as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. Branden’s description of self-esteem includes the following primary properties:

- self-esteem as a basic human need, i.e., “it makes an essential contribution to the life process”, “it is indispensable to normal and healthy self-development, and has a value for survival”;
- self-esteem as an automatic and inevitable consequence of the sum of individuals’ choices in using their consciousness;
- something experienced as a part of, or background to, all of the individual’s thoughts, feelings and actions [6; 9].

Coopersmith defines self-esteem as an attitude of a person to himself that develops gradually and also gets a habitual character, it’s shown in the form of approval or disapproval of oneself. The degree of conviction of this approval or disapproval defines the conviction of the individual in his worth [2].

Morris Rosenberg and social-learning theorists define self-esteem in terms of a stable sense of personal worth or worthiness, measurable by self-report testing [8]. The “Rosenberg Self-Esteem Questionnaire” and the “Coopersmith Self-Esteem Inventory” are among the most widely used systems for measuring of self-esteem [8].

According to Burns self-conception is a complex of all ideas of an individual about himself, connected with their estimation. The author distinguishes three components of a self-conception:

- self-image – knowledge of a person about himself in all spheres of life;
- self-esteem, self-acceptance – affective and value aspect;

- behavioural attitude – the result of the interaction of the self-image and the self-esteem which is realized in personal contacts and activity [2].

From what has been said about foreign psychologists we can draw the following conclusion: these authors consider self-esteem as a person's overall evaluation or appraisal of his or her own worth. Self-esteem means how positive or negative we feel about ourselves. It's a very important aspect of personal well-being, happiness, and adjustment. Self-esteem is related to many positive behaviour patterns and life outcomes.

In the soviet psychology the problem of self-esteem was studied by such scientists as I. I. Chesnokova, V. I. Morosanova, I. S. Kon, V. V. Stolin. They describe different structures and functions of self-esteem.

V. V. Stolin includes self-esteem in a self-regulation system, which consists of three levels: cognitive, affective and regulative. Self-esteem in this case is a component of self-consciousness and actually is identified with self-attitude. Self-esteem can be not only a separate long-term plan but it can be also a form of different spontaneous emotional reactions [2].

I. S. Kon includes self-esteem in self-conception, and distinguishes three levels of it: active, reflective and non-verbal. Self-esteem is defined by him as a component of self-consciousness that in addition to knowledge about oneself includes the evaluation of one's abilities, moral qualities and deeds [2].

A. V. Zakharova proposes a dynamic model of self-esteem which consists of cognitive, emotional and behavioral components. The author distinguishes two forms of the functioning of self-esteem:

- general self-esteem – acceptance or non-acceptance of oneself, the positive or negative attitude to all that are included in self-structure;
- particular self-esteem – the evaluation of a person of his or her own qualities and worth.

The conceptions and relations between the components of self-esteem are complex. Their unity and interaction define the value and significance of this personality formation as a factor of self-regulation. Zakharova also distinguishes such components of self-esteem as cognitive and emotional ones, and shows their dynamic and main features in different ages. She considers the behavioral component as a derivation from the first two [1].

In works of these authors self-esteem is regarded as evaluation of one's abilities, moral qualities and deeds.

Thus, we can make a conclusion that in works of soviet psychologists self-esteem is often identified with self-attitude. In these approaches not enough attention is given to self-esteem as a component of self-

consciousness which performs such a necessary function as regulation of behavior and activities.

Such authors as I. I. Chesnokova and V. I. Morosanova include self-esteem exactly in a self-regulation system.

I. I. Chesnokova considers self-esteem as a complicated process of mental activity of a personality and as a separate important component of self-consciousness. With the development of self-consciousness as well as emotional and valuable attitude to ourselves, our regulation sphere of self-consciousness widens. Generalized results of getting knowledge about ourselves as well as emotional and valuable attitude to ourselves are formed in the corresponding self-esteem. This self-esteem is included in the regulation of a person behavior as one of the main and determining components. The main function of self-esteem in a mental life of a person is to create inner conditions for the regulation of behavior and activities of a person. By including self-esteem in a structure of motivation of human activity a person continuously correlates one's abilities with the aims and means of this activity [4].

V. I. Morosanova distinguishes the regulating function of self-consciousness and self-esteem as its components. This function is to reveal the interrelation of various components of the content semantic sphere of self-consciousness with a structure of style peculiarities of the self-regulation of behavior and activity [3].

From what has been said above, we can make the following conclusions: self-esteem is the central formation of a personality; usually it's studied in a context of self-consciousness with such components as self-conception, self-attitude, and self-acceptance. In foreign psychology it is regarded as an emotional and valuable structure. In foreign psychology self-esteem is usually identified with self-love, self-respect, self-worth, self-acceptance, self-appraise, and self-evaluation. Self-esteem is an attitude of a person to oneself, it shows how positively or negatively we feel about ourselves. Generalized results of getting knowledge about ourselves as well as emotional and valuable attitude to ourselves are formed in the corresponding self-esteem. This self-esteem is included in the regulation of behavior as one of the determining component. But we must underline that self-esteem has also a very important function of the regulation of our behavior and deeds. This function can be shown in details when self-esteem is included in a self-regulation system. By including self-esteem in a structure of motivation of human activity a person continuously correlates one's abilities with the aims and means of his activity. Self-esteem is a complicated process of mental activity of a person and it has its own pa-

rameters which can be measured. Some of these parameters are: the stability, the height, the realness degree, criticality degree and others.

On the basis of our study we shall assess the whole self-esteem of our university students. In our research we are going to apply some techniques which are most developed and widely used now for self-esteem measuring. For example, the Rosenberg Self-Esteem Scale (1965) and the Coopersmith Self-Esteem Inventory (1967/1981). The Rosenberg test usually uses a ten-question battery scored on a four-point response-system that requires participants to indicate their level of agreement with a series of statements about themselves.

We shall also use a self-esteem scale by Dembo – Rubinstein and a ranging procedure [8].

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**КООПЕРОВАНЕ НАВЧАННЯ ЯК ІННОВАЦІЯ В СИСТЕМІ ОСВІТИ  
США**