



PAPER

PSYCHOLOGICAL MECHANISMS AND SOCIO-PSYCHOLOGICAL FACTORS IN THE FORMATION OF A VALUE-BASED SELF-ATTITUDE IN PRIMARY SCHOOL STUDENTS

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Abstract

This article provides a theoretical analysis of the psychological characteristics involved in the formation of a value-based self-attitude among primary school students. The psychological content of concepts such as “self-attitude,” “value,” “value-based attitude,” “self-esteem,” and “self-awareness” is revealed, and the main psychological mechanisms underlying the formation of a value-based self-attitude in children of primary school age are highlighted. In addition, the socio-psychological factors, as well as internal and external determinants influencing this process, are examined. Scientific and practical directions for developing this quality in the process of education and upbringing are also presented.

Key words: primary school age, value, value-based attitude, self-attitude, self-awareness, self-esteem, self-concept, personality development, psychological characteristics.

Introduction

In modern education systems, the growing importance of a personality-oriented approach necessitates a deep study of the student’s inner world, level of self-awareness, self-attitude, and system of values. Particularly, the nature and quality of self-attitude in primary school children have a direct impact on their further personal development,

social adaptation, academic success, and mental well-being.

Primary school age is characterized by the child acquiring a new social status. The child is no longer only a family member but becomes a full participant in an educational environment governed by specific rules, requirements, and evaluation criteria. This situation leads to noticeable changes in the child’s self-perception. The child begins to see themselves

Compiled on: March 31, 2026.

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through the eyes of others, compares their behavior, and evaluates their own worth based on successes and failures. As a result, the child's understanding of the "self" gradually becomes more complex, and a certain emotional and value-based self-attitude begins to form.

Value-based self-attitude is not merely the perception of oneself, but the acceptance of oneself as a significant, valuable, worthy, and capable subject of development. When such an attitude begins to form at the primary school age, the child grows up to be more confident, active, and responsible regarding their abilities. Conversely, a negative, unstable, or self-devaluing attitude may later lead to social anxiety, decreased learning motivation, excessive dependence on external evaluation, and the intensification of internal conflicts.

The issue of self-attitude has been widely studied in psychology. Various scientific approaches have been developed within general and developmental psychology. L.S.Vygotsky linked the development of the psyche with the assimilation of socio-historical experience, emphasizing that the process of self-awareness is also formed within a system of social relationships. According to his perspective, a child initially evaluates themselves through the attitudes of others, and later internalizes these evaluations to form a personal structure of self-awareness.

A.N.Leontiev within the framework of activity theory, identified activity as the main factor in personality development. According to his views, in the process of recognizing themselves as a subject of activity, the child develops certain ideas about their abilities, achievements, and shortcomings. This process is especially evident in primary school age, when learning activity becomes dominant.

S.L.Rubinstein interpreted personality as an active being engaged in a system of relationships and considered self-attitude as an integral part of the overall system of relationships. According to his approach, self-attitude is not a passive reflection of external influences, but the result of their subjective processing and enrichment with internal meaning.

In modern psychology, issues related to the "self-concept," self-esteem, self-awareness, and sense of self-worth have also been analyzed by scholars such as R. Burns, C.Rogers, and W.James. In their views, a person's self-attitude serves as a central factor in

their well-being, motivation, and social activity.

In local psychological research, problems related to self-awareness in childhood, personal values, self-esteem, and the role of educational influence have also been studied. These works emphasize the importance of the school environment, pedagogical communication, family relationships, and learning activities as key factors influencing the student's personality. However, the specific psychological mechanisms underlying the formation of a value-based self-attitude in primary school age remain a relevant and insufficiently explored issue.

Primary school age generally covers the period from 7 to 10 years and marks the beginning of a new stage of psychological development as the child enters school. The main characteristic of this period is that learning activity becomes the leading activity in the child's life. In the process of learning, the child not only acquires new knowledge but also learns to live according to rules, wait for results, regulate behavior, accept social evaluation, and exercise self-control.

At this age, the child's cognitive processes—especially thinking, attention, memory, and speech—develop rapidly. At the same time, significant changes occur in the emotional sphere. The child begins to understand their feelings more clearly and experiences complex emotional states such as shame, pride, resentment, and a sense of success. This forms the emotional foundation of self-attitude.

For primary school children, the opinions of adults, especially teachers, are of great importance. A teacher's evaluation becomes not only an indicator of task performance but often a measure of the child's personal worth. Therefore, the relationship between external evaluation and internal self-esteem acquires particular psychological significance at this age.

During this period, the child also strives to find their place within a peer group. Being accepted, recognized, and involved in joint activities strengthens their self-attitude. Thus, primary school age is a favorable yet sensitive period for the development of self-awareness, a sense of self-worth, and a value-based self-attitude.

A value-based self-attitude is characterized by the individual's acceptance of themselves as a being with inherent worth, as well as awareness of

their internal potential, moral qualities, and social significance. This concept is broader than simple self-esteem, as it integrates cognitive, emotional, and motivational components.

The cognitive-value attitude towards oneself is connected with the child's self-image. The child asks, "how am I?" "what am I capable of?" "how am I different from others?" he forms an image of his "I looking for answers to questions such as "why am I like this?" On the other hand, emotionally it is expressed in self-acceptance, self-satisfaction, experiencing warm feelings for oneself. Motivationally, this attitude encourages the child to work on himself, strive for success, maintain self-esteem and demonstrate positive behavior.

One of the key features of a value-based self-attitude is that the child begins to perceive themselves as valuable not only through success or failure but as a person in general. This ensures internal psychological stability despite fluctuations in external evaluations. Such children tend to demonstrate higher levels of self-confidence, self-respect, initiative, and social activity.

Psychological mechanisms of forming a value-based self-attitude:

In primary school students, this quality develops through several psychological mechanisms.

The first mechanism is identification. The child adopts patterns of self-attitude based on close adults, especially parents and teachers. If adults treat the child with respect, trust, and support, the child gradually learns to treat themselves in the same way.

The second mechanism is interiorization, that is, the transformation of external evaluations and attitudes into internal psychological structures. Statements from teachers or parents such as "you can do it," "if you try, you will succeed," and "you are a good child" become internal standards of self-worth. Conversely, *постоянная* criticism, comparison, and humiliation may form a negative self-attitude.

The third mechanism is the development of elements of reflection. Although primary school children are not yet fully capable of deep reflective analysis, they begin to think about their actions and outcomes. Questions such as why they were praised or criticized, and what others expect from them, contribute to their self-awareness.

The fourth mechanism is social comparison. The child compares themselves with other students, which can either inspire them or make them feel less valuable. Therefore, in the pedagogical process, it is more appropriate to evaluate students based on their individual progress rather than direct comparison with others.

Factors influencing the formation of a value-based self-attitude:

The factors influencing this process can be conditionally divided into family, school, personal, and social factors.

Among family factors, emotional support, love, respect, trust, and consistency in upbringing are especially important. When parents value the child, listen to their opinions, recognize achievements, and explain mistakes without attacking the child's personality, it creates a favorable foundation for positive self-attitude. In contrast, constant criticism, comparison with other children, emotional coldness, or excessive demands increase the likelihood of the child feeling worthless.

Among school factors, the style of pedagogical interaction plays a crucial role. The teacher's attitude toward the child, assessment culture, methods of encouragement, and the psychological climate in the classroom significantly influence the child's self-awareness. When a teacher recognizes even small achievements and interprets mistakes as opportunities for growth, it strengthens the child's value-based self-attitude.

Personal factors include temperament, emotional sensitivity, learning pace, communicative activity, and volitional qualities. Some children are more sensitive to external evaluation, while others are more stable. Therefore, an individual approach to each student is essential.

Social factors relate to the broader environment—peers, community, mass media, and cultural values. The child learns from society the criteria by which to evaluate themselves. If human dignity, respect, kindness, cooperation, and justice are valued in the social environment, this contribu At this age, a value-based self-attitude manifests in several ways. First, the child demonstrates confidence in their achievements and abilities. They participate more actively in tasks, are not overly afraid of making mistakes, and strive to take action. Second, the child develops a positive emotional attitude

toward themselves; that is, they do not perceive themselves as bad, useless, or incapable, but rather as a developing and valuable individual.

Third, such children show higher levels of communicative activity. They engage more readily in cooperation with peers, feel less hesitant to express their opinions, and strive to take on social roles. Fourth, a value-based self-attitude is also reflected in the child's moral behavior. A child who feels their own worth is more likely to recognize the value of others, as they experience respect and value first through their own personal experience.

In order to develop a value-based self-attitude in primary school students, it is necessary to apply a number of scientific and practical approaches within the educational process. First and foremost, the principle of treating the child with respect as an individual must be prioritized. In pedagogical communication, not only the child's results but also their efforts, aspirations, and inner potential should be valued.

Creating situations of success in primary education is of particular importance. The child should experience small achievements and feel capable of accomplishing tasks. In addition, assessment should not focus solely on shortcomings; recognizing positive aspects also strengthens the student's self-confidence.

Strengthening cooperation with the family is another important direction. Providing parents with psychological recommendations about factors influencing the child's self-attitude, creating a positive emotional environment at home, and teaching the child to compare themselves not with others but with their previous state are all beneficial practices.

Furthermore, it is essential to foster a culture of cooperation, mutual respect, support, and acceptance within the classroom. In a socially safe environment, the child can express themselves more freely, which contributes to the development of a positive self-concept.

Conclusion

In conclusion, primary school age is a crucial and sensitive period for the formation of a value-based self-attitude. It is during this stage that the child begins the process of self-awareness, self-evaluation, developing a sense of self-worth, and

forming an emotional-value-based attitude toward themselves. This process is shaped through the child's learning activities, evaluations from adults, relationships with peers, family environment, and the system of pedagogical influences.

A value-based self-attitude serves as an essential foundation for the child's personal stability, learning motivation, social activity, and psychological well-being. Therefore, in primary education, respecting the student as an individual, supporting their internal potential, fostering a positive self-concept, and creating conditions for the development of self-worth should be among the priority objectives of the pedagogical process.

Thus, the formation of a value-based self-attitude in primary school students is not only a psychological issue but also a complex pedagogical and social problem. Addressing it effectively contributes to the healthy and holistic development of the child's personality.

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