

**MODERN STANDARDIZED METHODS OF MEASURING  
THE SELF-CONCEPT OF JUNIOR SCHOOL AGE CHILDREN**

The article states that one of the most important tasks of the educational process is the education of a holistic personality, the disclosure of personal potential and the consideration of the individual capabilities of each child. An important prerequisite for this task is the education of a positive self-concept of children, which is the basis of their self-determination, attitude towards themselves, interaction with peers and adults. The self-concept is a rather complex, multi-level personal formation and defines the life path of a person. The process of nurturing the self-concept requires an individual approach to children, which is why high-quality and timely diagnosis of self-concept in schoolchildren, the selection of appropriate methods are important for further education of positive ideas about themselves and self-perception.

The author notes that the Self-concept of personality is a dynamic system of ideas of a person about themselves. The content of self-concepts include ideas about the abilities and personal characteristics of the individual, the possibility of interaction with other people and with the world around them, value perceptions that influence the construction of human behavior. The experience of childhood determines the further formation of self-concept, it changes throughout the life of the individual, depending on the experience in different fields, but the more important periods when its formation is active are childhood, upbringing in the family, period of study in educational institutions.

The publication states that the study of features of the child's self-concept is of great importance, and therefore the development of appropriate diagnostic methods and techniques. Children come to the first grade with the basics of self-perception and self-concept already laid down in preschool age, on which the individualized education of their I concept in school should be based. Prominent among the methods

of research are standardized tests that allow you to quickly study the peculiarities of children's development and to compare the obtained indicators with the normative data in a well-established procedure.

Ukrainian educators and psychologists use techniques developed by both domestic and foreign authors. Domestic and post-Soviet methods are more widespread in the territory of Ukraine, while not all foreign ones have become widespread, which partially limits the diagnostic tools of practitioners.

The author analyzes twelve methods of researching the self-concept of children, which are more common in foreign publications.

The article deals with the twelve most popular methods of measuring the self-concept of children: Rosenberg Self Esteem Scale, Self Esteem Inventory, Piers-Harris Children's Self Concept Scale, Tennessee Self Concept Scale, Self Perception Profile for Children, Self Description Questionnaire, Self Perception Profile for Adolescents, Pictorial Scale of Perceived Competence and Acceptance for Young Children, Hare Self Esteem Scale, State Self Esteem Scale, Multidimensional Self Concept Scale, Martinek-Zaichkowsky Self Concept Scale for Children. The analysis shows that all methods have good indicators of validity, reliability and internal consistency. Some of them have been translated and adapted into Russian or Ukrainian. However, in most cases information about the psychometric properties of adapted versions of the methods is not disclosed by the authors. Only several versions of the Harter Self Perception Profile are presented in a format that allows their practical application. In addition, a number of methods (the Rosenberg test and the different versions of the Harter method) have good prospects for implementation in the educational process with proper standardization and additional studies of validity and reliability.

According to the results of the analysis of the literature, it is revealed that foreign methods of studying the self-concept of schoolchildren in the domestic literature are insufficiently covered, in most cases information about the psychometric properties of

adapted versions of the methods is not disclosed. Mostly outdated versions of the techniques were adapted. Only certain versions of the Harter self-perception technique are presented in a format that allows their full practical application.

The researcher emphasizes that it is worth noting those methods that, with proper refinement, have good prospects for the implementation in education. First of all, it is Rosenberg's method, which has already been translated to Ukrainian, but needs standardization, normalization and validation. The method is a recognized international standard, requires minimal effort and is distributed under a free license. The free license also covers the Harter technique, which should be updated, standardized, normalized and investigated for its validity and reliability. The implementation of these methods in practice will allow to study the self-concept of children in more depth and quality.

The author notes that the study of the self-concept of younger students can be efficiently carried out if reliable methods are used. The research has not exhausted all the possibilities and needs more empirical studies, data analysis and in-depth study in order to develop and implement personally oriented technology of education of self-concept.