

SELF-IMAGE FORMATION IN THE FAMILIES WITH MORE CHILDREN

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Abstract: Self-image is an accumulation of integrated acquisitions, which we use in identifying images and representations that we have created about our own person. It is one of the deepest restructurings and representations, due to the need for human identity. Also it is a construction resulting largely from the reactions to the experiences of small childhood, being largely a psychic construct of the subconscious. Past experiences form the basis of self-assumptions lead over the course of life to highly automated emotional and behavioral responses determined by self-image identification. Forming self-image involves self-appraisal, based on feedback from parents, later friends and colleagues.

Keywords: Self-image, self-assumptions

Introduction

Self-image is a system of beliefs about what we are and what we can become, a system of assumptions, internalized presumptions, personal reactions, happenings, a powerful motivating factor of individual actions, and self-control and self-regulation systems. Self-image has a defining role in the individual's behavior, well-being and psychological balance. The major sources of information in the self-concept are: - the information obtained from others - the autobiographical memory - the introspection - the observation of one's own behavior. Of these, the first two lay the foundations of the self-concept in childhood, and the latter two manifest later in ontogenesis, but are based on the first. The factors of influence in self-image formation are: - heredity, - education (family, parents' beliefs and expectations, behavioral example, etc.), - the environment. It arises through the exchange between children and close carers, with behavior, emotions, desires; the formation of self-image begins when children can represent concepts, ideas, and can work with symbols in their minds.

Self-image is the "goal" to which the individual tends, and is closely related to motivation as a structure that selectively directs the individual to actions that suit his ends, as part of the psychic mechanisms of stimulating and energizing behavior. In 1960, Maxwell Maltz wrote in the book "Psycho-Liberty" that self-image is a mental model of reality that acts on the behavior of an individual, such as an automatic pilot that brings man back to the sure, known pathway, that is to behavioral patterns reflecting self-image. It therefore emphasizes the resistance to change that the self-image imparts to the personality, so that any change in attitudes and behaviors must begin with the change of self-image.

Research dates

In families with two or more children, the process of confidence-building itself evolves differently in siblings, depending on the order of birth

- the firstborn has a higher degree of self-confidence than the second child

As a way of collecting information, we used the biographical (anamnesis) method to find out about the past of those in the investigated group and the test method (the Rosenberg scale) to measure the level of self-confidence.

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The sample studied is 15 pairs of siblings coming from families with two children, of which more than half have a maximum of 15 years, the rest being adults • 65% are boys and 35% are girls. In 68% of cases, children have the same gender. In 60% of cases, the age difference between the two siblings is greater than 3 years (9 pairs), in 40% the difference is less than 3 years, and in 5% the children are the same age. A difficulty in collecting data was the lack of tools to measure self-confidence in small children; For this reason, data collection was made through parents.

Data collected and processed confirm the hypothesis that self-confidence is higher in the second child. In the case of 68% of the total pairs in the sample, the first child has a lower self-esteem, and needs continuous validation from the outside. In the remaining 32%, the situation is reverse; the exceptions are mainly due to heredity factors and parents' ability to balance family dynamics after the birth of the second child and not to show favoritism. In the case of 75% of pairs, the difference between self-esteem levels is relatively small and in the case of 25% the discrepancy is high to very high. In almost all situations in couples with very large differences in levels of self-esteem, brothers have the same gender. A secondary conclusion is related to the relationship between parenting style and self-confidence; in families where there were physical and physical abuse manifested by either father or mother, or both, irrespective of the order of birth, both brothers have a lower self-esteem than those in families with supportive and encouraging parents. The average level of self-level obtained in boys is slightly higher than that obtained for girls.

Reflections

Brothers are companions, confidants, rivals, but also social comparison factors. Their relationships and identity are modeled by elements such as personality, cultural norms, values, mutual modeling by direct or indirect influence. When the social environment changes, it is self-esteem that determines changes in self-assessment. A child who has a higher self-esteem reacts better to the appearance of the brother / sister, whose presence is better integrated. The first child has more authority, more initiative, and develops a certain responsibility over time (in relation to the small one); more responsibility automatically leads to greater self-esteem. On the other hand, the degree of dependence of the smallest one distorts confidence in their own forces, a situation constantly fueled by comparisons between what they both can do. Self-evaluation is closely related to the level of difficulty of the tasks the individual claims. In young childhood (pre-school age), self-confidence is closely linked to parental behavior and feedback.

The firstborn strongly perceives the impact of the birth of the next brother / sister, as the parent's attention moves and suddenly focuses on the other; he is no longer at the center of the point of interest of his parents, he feels he has dropped that importance, and most of the time he receives "parental tasks": he must be suddenly responsible, help his parents, care for his brother, be example; they must learn to share the family resources that until then were offered 100%, as parents' availability decreases. He has to reorganize the structure of the Self, adapting to the new existence. Fear of losing the first place, inoculated at the birth of the next child, restrains him in having new experiences and becomes more cautious, he avoids risks; at the same time, he must learn and accept the fact of being compared, as the second child takes things as such, not knowing another reality. On the other hand, for the same reasons, it becomes more competitive than the need to attract the attention and recognition of princes, to obtain the validation it needs so much. Throughout the development of the Self, the younger child has the big brother, who is indissolubly part of the

reality. One of the important factors influencing his self-image is related to the inability to do all the things that the older brother does. Adults who are parents for the first time tend to respond to newborn signals in a more anxious, precipitous way due to lack of experience. In the second child, however, the parenting style relaxes because they have a greater confidence in their own power, the ability to interpret the child's signals and respond to the needs of the child, have a better self-control and relaxation resulting from experiences and previously accumulated knowledge. Naturally and incapacitatingly, these attitudes are also passed on to the child. It is important for parents to succeed in maintaining equidistant behavior and not showing maternal or paternal favors. Even so, children may have the perceived favoritism in action, which can affect their self-image regardless of the good intentions of the parent. The self-image is therefore a construct of the conscious / especially subconscious mind which, on the one hand, gives the individual the sense of personal identity, on the other hand it influences and determines the external experiences, the interiors, the life, the environment. It is much invested in the image, interests, what we like or do not like, personal philosophies, life concepts, and how much we do.

The ideal self includes goals, aspirations, qualities that you admire at yourself and others, hopes, dreams, visions. Little childhood is the most important period of the development of any individual, since at this stage are laid the foundations of intellectual, emotional and moral development; up to about 7 years, the emotional map is configured and remains relatively stable throughout life. Types rooted in this age can be changed later, but with weight, and with each passing year, effort and work are getting bigger and the results are getting harder to get. Significant in childhood is the relationship with the primary caregiver and the core family, translated into the type of attachment and the way in which the self image is built; all subsequent relationships will build on the experiences of the little ones with their parents.

Children learn in the first phase through observation, experimentation through play and communication; entry into the kindergarten phase is equivalent to the onset of social life outside the family. The game is essential for cognitive, social, physical and emotional development and for forming the idea of who he is. In order to form a healthy self-image, the child must have permanent and stable relationships, and the environment must be safe and predictable. Needs need to be properly and promptly satisfied, and family life revolves around them; so that the child will learn to have the right to be in the world, to be respected, cared for and loved. If she is well reflected by her parents, she teaches her about her emotions and feelings; verbal, non-verbal parental messages are coherent, consistent, secure and communication is of quality, the self-image that the small one creates will be real and complete; if messages are confused, the self-image will be confused and incomplete, because the child will not know what to integrate. Developing good communication skills will also help the younger person in shaping self-image.

A sure attachment leads to the child's courage to embark on exploration, to approach new experiences, and to take calculated risks; through experiences he has the chance to discover, develop and exploit his interests and talents as a powerful energizing factor of behavior and an important component of self-image. The child should be raised to become independent, to be taught all the things he can do by himself; should be facilitated the opportunity to explore the world, to create experiences and situations that are slightly above its level but still possible to overcome. Thus, the child will be stimulated to evolve through the small challenges he encounters and resolves well, experiencing a sense of satisfaction that he will internalize in time; it will become an intrinsic energy factor of behavior.

A child who is not raised in the spirit of independence will become an adult dependent on other people to validate their self-image. When emotional care is of good quality, they teach the

child communication, thinking, the moral sense of good and evil, are the most important because it encourages affection, provides security. When all the experiences and emotions, both positive and negative, are accepted and validated, the child is helped to understand, overcome, integrate and internalize them; if the parent is open and available even when the child goes through negative experiences, the little one knows that he has a stable and safe base he can recover whenever he needs, regardless of the feelings he has. In the case of a difficult, difficult to manage temperament, the parent should seek help to learn to respond to the child according to his / her individuality. Just being raised by parents with love, empathy and compassion, the child will teach them to live in this way and to pass it on to future generations. The little one must be trusted and promised to win the trust of others; he must never be fooled or lied, but be treated with respect, accepted, and validated for uniqueness, individuality, sexuality, and be left to take initiatives. If they are given the chance to play freely with children of similar age, they interact with them to learn how to solve relational problems, how to cope with competition and rejection, how to cope with frustration and overcome humiliation and teasing.

Parents are the right model and closely imitated, so they have to think, talk and behave as the child wants to do because the two parents need to work together together, never solve their differences of opinion or problems in front of the children, to be affectionate with each other, to behave with compassion, compassion, and to allocate time to the couple.

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