

## THE RELATIONAL – INTERPERSONAL AND SELF-ESTEEM IN SMALL SCHOOLBOY

**Maria Dorina Pașca, Assoc. Prof., PhD, University of Medicine and Pharmacy, Tîrgu Mureș and Ștefania Bumbuc, Assoc. Prof., PhD, Terrestrial Forces Academy, Sibiu**

*Abstract : Knowing the child in all its aspects, is an adventure that can lead time, an imprint of his personality development in all aspects. The conceptual components of its identity, interpersonal relationships and self-esteem in small schoolboy, taken as a cognitive segment is a way not only evaluation and reporting certain items that determine the beneficial or destructive dyad created. Under these auspices, the paper proposes a theoretical constructive approach bringing to the fore, components and structures methodological relationship.*

*Keywords: small school, interpersonal, self-esteem, relationship structures.*

From the psychological point of view, the harmonious development of the child can be centered moments leading up to self-knowledge and personal development, knowing that Sillamy N. (1996) personality is essentially stable element of a person's behavior, its normal to be which sets it apart from others in our case is the objective small schoolboy.

In this context, all small pupil attitudinal approach will focus in the future, Lupșa E, Bratu V. (2005) interpersonal relationships as those that mobilizes and activates the psychic life of the individual, causing certain mental states, leading to the formation and the manifestation of mental qualities, and forms the space where there is the whole mental life of the individual.

Thus, we arrive at this age determinations where some cognitive attitudes towards themselves, can trigger certain reactions are not always as expected and recognized reference group to which the one at issue. Therefore, age and timing of the interpersonal relationship is very important in terms of knowledge, Lupșa E, Bratu V. (2005) self-image plays an important role in everyone's life because:

- Influence our emotional feelings tone
- Leads us to (self) has been known by reference to others
- Helps us to organize knowledge in a scheme itself
- Leads us to obtain self-esteem,

actually causes a new behavior regarding interpersonal relationships found in the effervescence of its development in all aspects of bio-psycho-social peda.

Basically as Carl Rogers says (1996) "each person is valuable in itself", so if we focus on school work student primary school (I-IV), it is well to bear in mind the principles of humanistic psychology which states that :

- Each student is unique and has its own individuality;
- Every student wants to feel respected;
- Require similar attitudes and behavior of pupils;
- Respect individual differences;
- Encourages diversity;
- Not generalize behaviors by private labels and global characteristics of the person;
- Assesses only the specific behavior;
- Openly expressed confidence in the ability of positive change;
- Does the economy was highly appreciative of student behavior;
- Emphasizes the role of self-esteem as a prerequisite for personal development;

- Recognize the essential role of sense of personal worth and emotional mental health;  
So for a harmonious development, the child needs a positive self-esteem and self-esteem that is the feeling of self-confidence. In fact, self-esteem is an important dimension of any human being and refers to how we evaluate ourselves, how "good" compared to their own expectations consider ourselves or others. Self-esteem is the size evaluative and affective self-image.

The schoolboy small relational element - self-esteem has a character and a source of its formation extending to the group of friends, school and other people in their lives. Always positive and realistic self-esteem develops the ability to make responsible decisions and the ability to cope with peer pressure. Self-image develops lifetime of experiences you have children and develop their actions, participating in them. Experiments, Munteanu A (2003) during childhood are critical in the development of self-image. The successes and failures of childhood and how the child's reaction to them, define the image itself, but the attitude of parents, teacher, teachers, colleagues, brothers, friends who have a definite place in the structure of personality development of our subject:

For positive self-esteem, the student:

- Assume responsibilities (I can do this);
- Behave independently (on my own);
- Is proud of his achievements (are proud that ...);
- New tasks done without problems (I am sure I can do this);
- Expresses emotions both positive and negative ones (I like mine as are angry when you talk like me);

- Provide help and support other colleagues (I need your help);

In counterpoint, a student with low self-esteem:

- Is unhappy with his way of being (not for nothing; they are not able to do this);
- Avoid to make or engage in new tasks (I will not be able);
- Feels unloved and worthless (are repugnant, I do not like anyone);
- Blames others for their failures (the teacher was unfair to me and persecute me);
- Can not tolerate a medium level of frustration) I do not know how to fix the problem; I can not learn);

- Pretending to be any emotional (I do not care what I took note);

- Is easily influenced (it is good that smoke or miss school);

- Do not assume any responsibility, is too good;

- Seems rebel, careless;

Following the "two trays of self-esteem" we realize that the problem is the student who thinks and has negative emotional feelings, considering almost always as worthless. However, this "kind of student" is often criticized and talking on a high tone and irritating, is ignored, ridiculed, expecting his side to be "perfect". It also has extra-curricular activities and school failures, often being compared with his brothers and parents on school performance exaggerating their standards.

We stopped in our exposition, the element of self-esteem and relationship to schoolboy small as they may cause strong personality development over time. Thus, the occurrence of inconsistencies in the micro and macro cosmos small pupil's personality, can trigger "great earthquake" in time.

It is necessary to detect early and situations - a problem that may underlie interpersonal relationships and self-esteem, and even from applying the six rules Mastrich Fabert A and E (2002), namely:

1. - listen to the feelings and needs of the child;
2. - summarizes the views of the child;
3. - express your feelings and needs;

- 4 - invite your child to analyze the situation with you;
- 5 - write down all ideas without assessing them;
6. - decide together which ideas you do not like that like and how you plan to put them into practice;

Under these auspices theoretical awareness of the importance of self-esteem in conjunction with: image, confidence and self-awareness will cause knowingly, new attitudes and behaviors that will lead to future harmonious development of small pupil of metamorphoses not only age, but his personal evolution from foundations universal human values.

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