

IMAGE OF “THE OTHER” IN THE COURSE OF SELF-COGNITION DEVELOPMENT IN THE SCHOOL CHILDREN

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The article analyzes the problem of self-cognition development in the school children. The research suggests theoretical analysis of the approaches to the problem of the influence of the image of “the other” on the self-cognition development. The empirical research has been made on the sample group of more than 300 school children age 8-17 from several Volgograd schools. Method of free self-description has been used as the major one. It has been stated that there are characteristics of the significant “other” people in the contents of self-cognition of the school children through which their own characteristics are revealed. Image of “the other” in self-cognition of school children is represented in four modalities: perfect adult, actual adult, perfect peer, actual peer. Psychological and pedagogical aspect of the problem under research presupposes formation of sequential “other” analysis skill in the school children and ability to compare his/her essential characteristics to characteristics of one’s own personality.

Key words: “I” image, self-cognition; “the other” image, cognition of the other, perfect other.