

## Formation of Self-Management Skills in Pupils During the Learning Process

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**Abstract.** *This article reveals the theoretical foundations and practical approaches to developing self-regulation skills in students during the educational process. It also analyzes effective methods for fostering qualities such as independent thinking, responsibility, self-control, and goal-oriented activity in the course of learning. The article highlights key factors in forming self-regulation abilities in learners based on modern pedagogical technologies, a learner-centered approach, and reflection methods.*

**Key words:** *self-regulation, learner, personal development, independent learning, reflection, motivation, pedagogical technologies, self-control.*

The preschool education system is the initial stage in the comprehensive development of a person. During this period, the ability of self-regulation plays a particularly important role in a child's psychological, social, and emotional development. Self-regulation is the ability of a child to consciously control their actions, emotions, and behavior, set goals for themselves, and exert voluntary effort to achieve them. These qualities form the foundation for the individual's further development, socialization, and success in the learning process.

Preschool-aged children are not yet fully capable of managing their emotions; therefore, self-regulation skills are not innate but gradually developed under pedagogical guidance. In this process, the educator plays a crucial role not only as a guide but also as a role model. They teach children to analyze their behavior, express and manage their emotions, and, at the same time, cultivate qualities such as responsibility, independence, patience, and self-control. The main components of self-regulation include: firstly, the ability of the child to plan their activities; secondly, the ability to monitor and evaluate their actions; and thirdly, the capacity to adjust their behavior and make independent decisions. To develop these stages, a properly organized educational process by the educator is essential.

Main part: The preschool period is the most critical stage in a person's life, during which core personality traits, social behavior, and self-management skills are formed. During this period, a child learns to control emotions, regulate behavior, make independent decisions, and act appropriately in a social environment.

Several factors influence the development of self-regulation skills in children. Social factors are closely connected to the family environment, the relationship with parents, and group interaction. Psychological factors relate to the child's temperament, willpower, emotional balance, and self-confidence. The psychological foundation of self-regulation in preschoolers involves the development of willpower, emotional stability, motivation, and reflection. The ability to manage emotions, exercise self-control, and adapt behavior to the environment is primarily formed at home and in the kindergarten. Important psychological factors include observing and imitating adult role

models, strengthening intrinsic motivation through positive feedback and encouragement, providing opportunities for choice, and teaching emotional balance.

Pedagogical factors involve the methods and techniques applied by the educator and the proper organization of play activities. The pedagogical factor plays a central role in developing self-regulation skills. The educator should support children's independence and teach them to analyze their behavior. This can be achieved by:

- Allowing children to make independent decisions through free activities such as play, drawing, and role-playing games;
- Conducting reflection exercises, such as asking questions like "What did we learn today?" or "How did you behave today?" to encourage self-analysis;
- Promoting collaboration in the children's group, enabling the child to learn to regulate themselves as a member of a team;
- Pedagogical observation and gentle guidance, where the educator directs the child correctly without constant control.

Social factors. Social factors are closely related to the family environment, the parents' attitude, and group interactions. Self-regulation is strongly influenced by the social environment. A child learns to manage their behavior through interactions with peers, family members, and educators. Therefore, the following factors are particularly important:

Quality of family upbringing – positive communication between parent and child, firm but loving relationships;

Play activities in a group – during play, the child understands rules and learns self-restraint;

Performing social roles – role-playing games such as "teacher," "parent," or "friend" help the child strengthen self-regulation skills.

Motivational factors. Motivation is the primary force that drives a child to engage in activities. To develop self-regulation skills, a child must understand the answer to the question "why?" The educator should assign purposeful tasks in small and engaging forms. For example, play-based tasks such as "Who will put the toys away first?" or "Who was organized today?" strengthen the child's intrinsic motivation. Through encouragement, positive feedback, and smiles, the child learns to control themselves voluntarily. Play as a tool for self-regulation. For preschool-aged children, play is the most effective tool for developing self-regulation. During play, a child:

- Follows rules;
- Learns to wait their turn and practice patience;
- Recognizes mistakes and strives to act correctly next time;
- Learns to evaluate themselves and others.
- Play is not only a source of enjoyment but also a socio-psychological school for self-regulation.

Connection with speech development. Self-regulation is closely linked to speech development. As a child learns to express emotions verbally and understand concepts like "no" or "wait," they simultaneously learn self-control. Therefore, educators should organize play and activities rich in communication, explanation, and emotional expression. A high level of speech development strengthens the child's internal inhibitory mechanisms, which form an important psychological foundation for self-regulation.

Role of the educator. The educator always serves as a role model. Their tone, patience, behavior, and emotional stability directly influence the child's ability to control themselves. If the educator is balanced, cheerful, and fair, children learn to manage their emotions calmly. Thus, one of the strongest factors in developing self-regulation is the personal example set by the educator.

**Methods.** In preschool institutions, using engaging games, modern methods, and project-based activities is highly effective for developing self-regulation skills in children. Below are several methods that help form these skills:

**“I Can Do It Myself” Method** – This method helps children develop independent action, decision-making, and self-confidence. The educator assigns everyday tasks to the children (dressing, tidying toys, eating, drinking water). Tasks such as “Who will clean their place today?” or “Who will participate actively in the activity?” cultivate a sense of responsibility and allow the child to trust their abilities, practice self-control, and make independent decisions.

**Role-Playing Method** (“I am the Teacher,” “Shopkeeper,” “Doctor”) – By performing social roles, children learn to regulate behavior, exercise self-control, and interact appropriately with others. Children are assigned different roles, e.g., one child is the doctor, another is the patient, and another is the assistant. Each acts within their role. This helps the child understand social norms, control emotions, and manage behavior according to their role.

**“Quiet Minute” (Calming Exercise) Method** – This method teaches children emotional self-regulation and calming techniques. The educator guides children: “Now close your eyes, take deep breaths, and listen to the sound of ocean waves...” Through such exercises, children learn to regulate emotions and manage anger or excitement.

**“Stop, Think, Act” Method** – This method helps children manage impulsive actions. The educator presents a situation (e.g., “Your friend took your toy”) and asks: “First, we stop, then think, then decide what to do.” Children learn to control themselves in problematic situations and make thoughtful decisions.

**“Magic Box” Game** – This game develops patience, turn-taking, and self-control. A box with various items is prepared. Each child puts their hand in turn but only takes an item when the educator allows it. The child describes the item, learning to express themselves, wait, take turns, and follow rules.

**“How Am I?” (Reflection Game)** – This game helps children analyze and evaluate their behavior. At the end of the day, the educator asks: “What did you do well today?” “Did you help your friends?” “How are you feeling today – happy, kind, or caring?” This helps children understand their actions, assess themselves, and begin developing self-regulation.

**“Allowed – Not Allowed” Game** – This game teaches children to understand and follow social rules. The educator states various actions: “Washing hands – allowed!” “Hitting a friend – not allowed!” Children respond by raising “yes” or “no” signs. Through this, children learn to distinguish positive and negative behavior and regulate themselves according to social norms.

**“How Was My Day?” (Reflection through Drawing)** – Children learn to recognize their activities and emotions. At the end of the day, they draw their mood, activities, and favorite games. The educator discusses the drawings with them, helping the child express emotions and understand themselves – an initial stage of self-regulation.

Through these methods, the educator develops the three main components of self-regulation in children:

Cognitive (thinking) – understanding their behavior;

Emotional (feeling) – managing emotions;

Volitional (action) – exercising self-control and making independent decisions.

Each game and method teaches children self-awareness, control over actions, and independent activity – one of the most important tasks during preschool preparation for school.

**Conclusion.** The development of self-regulation skills in preschool-aged children is a multifaceted process, shaped by the interplay of psychological, pedagogical, social, motivational, and emotional factors. Key elements for the child include adult role models, play activities, a positive environment, and opportunities for independence. In this process, the educator must act as a guide, helping the child

grow into a free yet responsible individual. Only then can a preschool institution establish a strong foundation for self-regulation in children.

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