

Pedagogical Approaches To The Development Of Self-Assessment Skills In Preschool Age

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Abstract: This article outlines the pedagogical conditions, methods, stages, and mechanisms for developing self-assessment skills in students of school educational institutions. Self-assessment is revealed as a crucial component of self-awareness in the process of an individual's activity. The stages of the formation of the self-esteem movement are analyzed.

Keywords: Preschool education, educator, pupil, self-assessment, self-analysis, encouragement, support.

Introduction: Today, when educational processes are accelerating in the world, as the main factors of development, it is necessary to improve the preschool education system based on the requirements of the time, raising it to a new qualitative level. Special attention is paid to improving the level of preparation of children for school education, introducing modern educational programs and technologies into the educational process, and creating conditions for the comprehensive intellectual, moral, aesthetic, and physical development of children. Pupils of a preschool educational organization should be ready for independent acquisition of knowledge. For this, they must be able to evaluate alternative viewpoints and diagnose the level and quality of knowledge as a subject of educational activity. In order for children to master potential opportunities at an early age, they must master the skills of diagnosing their own activities.

In pedagogical science, there are a number of approaches to the formation of students' skills of adequate self-assessment. Specialists also tried to theoretically substantiate the nature of self-esteem and develop mechanisms for its development. Because self-assessment is extremely necessary for older school-age children, it helps them to manifest their "I," to form qualities of respectful attitude towards themselves and others.

L.S.Vygotsky assessed self-assessment as an important

component of the ability of self-awareness in the process of a person's activity. The specialist emphasized that the process of self-awareness is directly related to human activity.

A.I. Lipkina also approached the field of self-esteem in her own way. Self-assessment is the self-assessment of a person. Self-esteem determines a person's relationship with others.

Self-esteem is a child's self-awareness. First of all, the child understands their place among their capabilities and others. Self-esteem regulates a child's interactions with others. In particular, his critical thinking, demandingness towards himself, and self-esteem are directly related. When a child objectively assesses themselves, they understand the reasons for their success and failure. Therefore, self-assessment influences the provision of a child's activity and development. Accordingly, self-assessment allows one to analyze one's activities, establish communication with others, treat oneself with demands, achieve stability, and have a firm opinion. All this serves to reveal the essence of the concept of self-esteem.

The emergence and development of the problem of self-esteem is one of the leading issues in the formation of a child's personality. The problem of self-esteem arises in the educational process. The renowned psychologist L.S. Vygotsky noted that self-assessment skills in children are consistently manifested from the age of 7. Today, the intensification of the flow of

information indicates the early formation of self-assessment skills in children. At this age, children begin the process of preparing for school. As a result, they develop new concepts and interests. Learning motives begin to form. They set themselves the goal of achieving new results. In this process, they must learn to assess their capabilities.

Such specialists as G.V.Repkina and E.V.Zaika interpreted the activity of self-assessment of children as the main component of the pedagogical process. They tried to justify the fact that grades perform two pedagogical functions.

1. Pedagogical phenomenon that determines the degree of correctness of the actions performed
2. The correctness of the decisions made is an indicator of the possibility of solving problems.

In the first case, assessment allows children to form an idea about their actions, whether to change them or not. In the second case, assessment serves to develop children's ability to determine the meaning and essence of their actions.

Experts have managed to identify six stages of the formation of the evaluation movement. Including:

First stage: the stage of formation of evaluative ideas in the consciousness of the individual.

Second stage: the emergence of a retrospective assessment of an inadequate nature.

Third stage: adequate retrospective assessment.

Fourth stage: predictive assessment of an inadequate nature.

Fifth level: assessment based on adequate potential forecasting.

Sixth stage: assessment based on active prediction of an adequate nature.

Such an approach to self-assessment is the basis for conducting research on the formation of actions related to self-assessment in children. In the process of self-assessment, children analyze their actions and activities and react to them. During our observations, we became convinced of the extremely small number of studies aimed at forming the skills of self-assessment of pupils of preschool educational organizations. Most scientific research works are devoted to the formation of self-assessment skills in primary school children.

Ensuring a balance between the child's self-assessment and the educator's assessment of the child's activities is important for the development of pupils and ensuring their independence. Children are not always able to accurately assess their own actions. There are a number of reasons for this. Including:

- shyness in children;
- lack of vocabulary in children;
- boastfulness inherent in children's character;
- the presence of a tendency in children to strive for superiority over their peers;
- such as the strength of children's "self."
- Because children's self-assessments are often higher than reality. This situation is more common in boys than in girls. Therefore, the development of a methodology for the formation of self-assessment skills in preschoolers is of particular relevance.

Most of the educators who participated in the initial experimental process emphasized the need to form in children the ability to evaluate their own activities. One of the important tasks of preschool education methodology is the development of ways, methods, and techniques for forming self-assessment skills in pupils. During lessons, educators are required to identify factors hindering the formation of children's self-assessment skills and find ways to eliminate them.

Such barriers include:

- insufficient allocation of time for the formation of self-assessment skills in pupils in classes. To eliminate this situation, allocate a certain amount of time in the program for the purpose of forming children's self-assessment skills;
- to give children a clear idea of their activities in order to adequately assess the results of their activities;
- lack of scientific and methodological support for the process of forming self-assessment skills in pupils of preschool educational organizations.

Children earnestly seek out the mistakes and shortcomings of their peers and struggle to objectively evaluate them. They allow subjectivity in comparing their activities with those of their groupmates. Based on the analysis of children's activities, educators pay little attention to identifying their mistakes and shortcomings and filling these gaps. Educators should analyze the children's acquired knowledge, skills, and abilities and give advice on identifying and collectively monitoring the risks they are making.

Only after understanding the essence of their mistakes can children achieve adequate self-assessment. As can be seen, the activities of educators are of particular importance in the formation of students' skills of adequate self-assessment. In older preschool children, clear ideas about themselves, their motives, activities, needs, and goals are formed. It is during this period that educators should pay special attention to developing children's skills of adequate self-assessment.

Self-esteem is directly related to a person's needs.

Need encourages a child to find their place in the collective, set requirements for themselves, express themselves, and strive to achieve a certain goal.

Children's self-assessments influence the results of their behavior, interpersonal relationships, and activities. The teacher's assessment of children plays a special role in developing their self-assessment skills. The influence of the teacher on the formation of self-assessment skills in children was studied by the well-known psychologist B.G. Ananyev. B.G. Ananyev recommends paying attention to children's self-assessment of their behavior and directing them towards it.

In the process of preschool education, children succeed in self-affirmation as a result of studying traditions and values. Values, traditions, family lifestyle create the basis for children's self-esteem. They begin to evaluate their actions, approaching themselves as individuals. In the process of classes, the possibility of joint activity arises among the pupils. Such cooperation provides feedback. As a result of feedback, children can see their mistakes and achievements, see the correctness of their actions, and the benefits for group members. If the feedback takes on a negative character, the child realizes that their actions are wrong. Therefore, educators should focus on organizing positive feedback. For children to correctly assess themselves, the educator must constantly encourage and support them. Because incentives and support for pupils of preschool educational institutions serve as an activating stimulus.

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