

APPLICATION OF SELF-AWARENESS AND SELF-REGULATION TECHNOLOGIES IN “TARBIYA” LESSONS

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Abstract

This article examines the theoretical and methodological foundations, pedagogical conditions, and opportunities for using modern educational technologies to develop students' self-awareness and self-regulation competencies in “Tarbiya” (Character Education) lessons in general secondary education. The ability to recognize one's potential, assess individual characteristics, regulate emotional states, make independent decisions, and consciously manage one's own activities is considered an important educational outcome. The article also explores the didactic potential of reflective practice, student-centred education, social-emotional learning, the analysis of problem situations, self-assessment, goal setting, and individual development maps. A methodological model is proposed to support the development of self-awareness and self-regulation skills among Grade 5 and Grade 6 students, taking account of their age-related and individual characteristics.

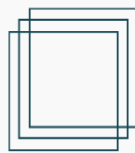
Keywords: Tarbiya (Character Education), self-awareness, self-regulation, self-education, reflection, student-centred education, individual approach, educational technology, emotional intelligence, self-assessment, independent decision-making, competency-based approach.

Introduction

In contemporary education, an important pedagogical task is not only to provide students with knowledge but also to develop their independent thinking, personal responsibility, social engagement, ability to monitor their behaviour, and capacity to make informed decisions in real-life situations. The “Tarbiya” subject, taught in general secondary education institutions, plays a particularly important role in fostering students' moral qualities, supporting personal development, and preparing them for participation in social life.

Educational reforms underway in the Republic of Uzbekistan are aimed at the holistic development of students, taking their individual abilities and needs into account, and preparing them for independent life. In particular, the Law of the Republic of Uzbekistan “On Education” No. O'RQ-637, dated 23 September 2020, sets out the main principles of education.[1]

In addition, the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, approved by Presidential Decree No. PF-5712 of



29 April 2019, emphasizes improving educational quality, introducing modern pedagogical approaches, and developing students' individual potential.[2]

Resolution No. 422 of the Cabinet of Ministers of the Republic of Uzbekistan, dated 6 July 2020, provides for the phased introduction of the "Tarbiya" subject in general secondary education institutions.[3] This subject makes it possible to organize students' personal, moral, and social development as an integrated pedagogical process.

Self-awareness is the process through which a person understands their abilities, interests, needs, values, emotional experiences, and behaviour. Self-regulation refers to the ability to set goals, plan activities, regulate emotions, monitor behaviour, and evaluate achieved outcomes.

These two processes are closely interconnected and constitute an important psychological and pedagogical basis for developing students' self-education competencies.

Literature Review

Self-awareness and self-regulation have been widely investigated in pedagogy, psychology, and theories of personal development. The scholarly perspectives of Albert Bandura, Barry Zimmerman, Lev Vygotsky, John Flavell, Edward Deci, and Richard Ryan are particularly important for explaining the theoretical foundations of this issue.

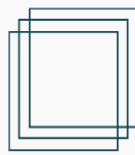
According to A. Bandura's social cognitive theory, human behaviour develops through the interaction of personal factors, the external environment, and activity. Bandura highlighted the importance of mechanisms through which people observe their own behaviour, compare it with established criteria, and respond to the results.[4]

This theory provides a foundation for using pedagogical methods in "Tarbiya" lessons that enable students to analyse their behaviour, define personal goals, and monitor changes over time.

B. Zimmerman explains self-regulated learning as a process comprising three interconnected phases: forethought and planning, performance, and reflective self-evaluation. In his view, setting goals, monitoring one's activity, and analysing outcomes can improve the effectiveness of independent learning.[5]

This approach is also relevant to "Tarbiya" lessons. Students need not only to know moral norms but also to plan how to follow them, apply them in everyday activities, and evaluate their own behaviour independently.

In L. S. Vygotsky's cultural-historical theory, children's psychological development is interpreted in close connection with social relationships and collaborative activity. His concept of the zone of proximal development helps explain how activities initially performed with the support of adults or more experienced peers can gradually become independent activities.[6]



From this perspective, the teacher initially guides and supports the development of self-regulation. Over time, students move toward independently planning, making decisions, and evaluating themselves.

J. Flavell provided a scientific foundation for the concept of metacognition and studied people's knowledge of their own cognitive processes and their ability to regulate them.[7] A metacognitive approach can help students analyse their thinking through questions such as "What do I know?", "In which situations do I struggle?", and "Why did I make that decision?"

In the self-determination theory developed by E. Deci and R. Ryan, autonomy, competence, and relatedness are understood as core psychological needs associated with intrinsic motivation.[8] From this perspective, offering students choices, recognising their achievements, and creating a supportive learning environment may help develop self-regulation skills.

The Eastern pedagogical tradition also gives important attention to self-awareness, moral development, and the cultivation of one's own behaviour. In particular, Abdulla Avloniy's work "Turkiy guliston yoxud axloq" discusses education, good conduct, discipline, responsibility, and the development of human virtues.[9]

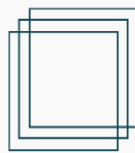
When these perspectives are integrated with contemporary pedagogical theories, they provide a scholarly and methodological basis for combining national values with student-centred educational technologies in "Tarbiya" lessons.

The literature review indicates that self-awareness and self-regulation should be studied not as separate processes but as components of a holistic system of personal development. However, adapting these theoretical approaches specifically to the content of "Tarbiya" and to students' age-related characteristics and individual needs requires dedicated methodological investigation.

This article is theoretical and methodological in nature and analyses pedagogical mechanisms for developing self-awareness and self-regulation competencies. Its methodological foundations include student-centred, competency-based, activity-based, reflective, and individual approaches.

An analytical approach was used based on the following methods: theoretical analysis, involving the study of key concepts and theories in pedagogical and psychological sources; comparative analysis, identifying common and distinctive features of scholarly approaches to self-awareness and self-regulation; pedagogical modelling, used to develop a methodical model for the step-by-step development of these competencies; and systematisation and generalisation, grouping technologies applicable in "Tarbiya" lessons by purpose, content, and expected outcomes.

For future empirical validation of the proposed model, the use of pedagogical observation, analysis of students' reflection journals, self-assessment questionnaires, and a pedagogical experiment is recommended.



Particular attention is paid to designing activities suited to the developmental characteristics of Grade 5 and Grade 6 students. At this age, students' attitudes toward themselves, relationships with peers, striving for independence, and growing awareness of responsibility are important considerations in organising educational activities.

Results

Analysis of theoretical sources and pedagogical modelling resulted in a five-stage methodological model designed to develop self-awareness and self-regulation competencies in "Tarbiya" lessons.

1. Stage of developing self-awareness

The main aim of this stage is to help students understand their personal characteristics, interests, abilities, values, and emotional states.

Reflective activities such as "Who Am I?", "My Strengths", "The Tree of Values", and "My Interests" are recommended.

For example, in the "My Strengths" activity, students identify their positive qualities and explain, using examples, how these qualities appear in everyday life. The teacher does not compare students' responses with one another but supports each student's individual development.

2. Stage of goal setting and planning

An important component of self-regulation is setting personal goals consciously and planning ways to achieve them.

This stage may use activities such as "My Weekly Goal", "Steps toward Success", and "Personal Development Map".

Students are taught to formulate goals that are specific, achievable, and observable.

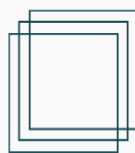
For example, instead of a general intention such as "I will be organised", a specific action plan can be developed: "For one week, I will prepare the materials I need for class each evening."

3. Stage of regulating emotions and behaviour

This stage aims to develop students' ability to recognise emotional states, express emotions in appropriate ways, resolve disagreements peacefully, and make responsible decisions.

Technologies such as the "Emotion Thermometer", "Analyse the Situation", the "Decision Tree", role-play, and discussion of problem situations may be used.

For example, students are presented with a situation involving a misunderstanding between classmates. They identify the emotions of those involved, discuss different solutions, and evaluate their possible consequences.



It is important to create a safe environment for discussion rather than blaming students or compelling them to disclose personal experiences.

4. Stage of self-monitoring

At this stage, students learn to monitor their own activities, compare actual outcomes with established goals, and modify their behaviour when necessary.

Recommended tools include a “Self-Monitoring Journal”, a “Weekly Development Chart”, a “Responsibility Card”, and individual monitoring sheets.

In the journal, students record planned tasks, completed activities, difficulties encountered, and ways of overcoming those difficulties.

This method can strengthen students’ sense of responsibility for their own activities and their ability to act independently.

5. Stage of reflection and self-assessment

Reflection is the process of analysing one’s activities, decisions, and behaviour in order to identify directions for future development.

This stage may include methods such as the “Reflection Window”, “What Did I Learn Today?”, “Three Achievements and One Goal”, and “My Growth Map”.

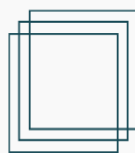
At the end of the lesson, students may be asked the following questions:

- What new thing did I learn about myself today?
- In which situation was I able to regulate myself?
- What difficulty did I encounter?
- What will I do differently next time?

These questions help students understand their own activities and plan their future behaviour.

Table 1. Educational technologies recommended for use in “Tarbiya” lessons

Educational technology	Purpose of use	Expected outcome
Reflective journal	Analysing one’s own behaviour	Self-awareness
SMART goal setting	Clarifying personal goals	Planning
Analysis of problem situations	Evaluating the consequences of decisions	Independent decision-making
Role-play	Modelling social situations	Communication and emotional regulation
Self-assessment form	Monitoring personal development	Reflective evaluation
Individual development map	Planning personal growth	Self-education



The technologies listed in the table should be selected according to the lesson objectives, students' individual needs, and the available pedagogical conditions.

Criteria for Assessing Self-Regulation Competence

Four criteria were identified for assessing students' developmental progress within the proposed methodological model.

Cognitive criterion — students' understanding of their personal characteristics, emotions, abilities, and the consequences of their behaviour.

Motivation-and-values criterion — the desire for self-development, understanding the importance of personal goals, and a positive attitude toward responsible behaviour.

Activity-and-practice criterion — skills in setting goals, planning, making decisions, completing tasks, and regulating one's own behaviour.

Reflective-assessment criterion — the ability to analyse one's own activity, identify achievements and difficulties, draw lessons from mistakes, and improve subsequent activity.

On the basis of these criteria, three levels may be distinguished: initial, developing, and independent application.

Discussion

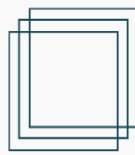
Analysis of the proposed methodological model suggests that applying self-awareness and self-regulation technologies in "Tarbiya" lessons offers important pedagogical opportunities to support students' personal development.

First, self-awareness technologies are intended to foster a conscious attitude toward oneself. By recognising their interests, needs, abilities, and values, students can identify goals for personal development.

Second, self-regulation technologies help students organise independent activity, set goals, complete assigned tasks, and assess outcomes. The teacher's role therefore extends beyond monitoring: it also includes supporting students' independence, providing guidance, and creating favourable conditions for development.

Third, an individualised approach is especially important when applying these technologies. Students differ in their levels of personal development, interests, needs, emotional characteristics, and capacity for independent work. It is therefore preferable to organise pedagogical activities that are adapted to individual capabilities rather than impose identical tasks and requirements on everyone.

Fourth, reflective technologies help students evaluate their behaviour consciously, identify difficulties, and develop independent solutions. Reflection is broader than simple self-assessment: it serves as a means of analysing personal experience and improving future activity.



B. Zimmerman's account of self-regulated learning also provides a theoretical rationale for the close relationship between the stages of planning, performance, and reflection.[5]

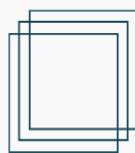
Fifth, the use of modern technologies in "Tarbiya" lessons should guide students not only to acquire moral values theoretically but also to apply them in everyday situations. The effectiveness of the pedagogical process may be assessed through positive changes in students' actual behaviour, their ability to make responsible decisions, and their conscious regulation of their own activities.

At the same time, determining the practical effectiveness of the proposed methodological model requires a pedagogical experiment, a comparison of outcomes from experimental and control groups, and statistical analysis of the resulting data.

Conclusion

Based on this theoretical and methodological study of the use of self-awareness and self-regulation technologies in "Tarbiya" lessons, the following conclusions were drawn:

1. Self-awareness and self-regulation are important components of students' independent development, social adjustment, responsible behaviour, and self-education competence.
2. The content of the "Tarbiya" subject offers broad pedagogical opportunities to develop students' ability to understand themselves, set goals, regulate emotions, make independent decisions, and engage in reflection.
3. The systematic use of reflective journals, individual development maps, problem-situation analysis, role-play, self-assessment, and goal-setting technologies may contribute to the development of students' self-regulation competence.
4. Taking students' age-related and individual characteristics into account, providing opportunities for independent choice, creating a supportive pedagogical environment, and organising regular reflection are important pedagogical conditions for this process.
5. The proposed five-stage methodological model is designed to organise self-awareness, goal setting, emotional and behavioural regulation, self-monitoring, and reflective assessment as an interconnected system.
6. It is advisable to use cognitive, motivation-and-values, activity-and-practice, and reflective-assessment criteria in combination when evaluating the development of self-regulation competence.
7. A promising direction for future research is to test the proposed methodological model with Grade 5 and Grade 6 students, evaluate its effectiveness using scientifically grounded diagnostic tools, and refine the model in light of the results.



Overall, the use of self-awareness and self-regulation technologies in “Tarbiya” lessons enriches traditional educational influence by creating a pedagogical process based on students’ conscious, independent, and active participation. This helps students become not merely objects of education but active subjects who manage their own personal development.

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