



DEVELOPING SELF-MANAGEMENT SKILLS IN PREPARATORY GROUP CHILDREN

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Abstract. *This article highlights the importance of developing self-management skills in preparatory group children, as well as the pedagogical conditions and effective methods for their formation. It also analyzes issues related to fostering independence, responsibility, and social activity in children. The article identifies key factors in shaping students' self-management abilities during learning activities, including independent thinking, responsibility, self-control, goal-oriented activity, modern pedagogical technologies, a learner-centered approach, and reflection methods.*

Keywords: *self-management, preparatory group, preschool education, independence, upbringing, pedagogical approach, personal development, self-control*

I. Introduction.

Today, one of the key tasks of the preschool education system is the comprehensive development of children and their preparation for school education. In particular, the development of self-management skills in preparatory group children serves as an important factor in their successful adaptation to future learning processes. During the preschool period, self-management skills play a special role in a child's psychological, social, and emotional development.

Self-management is the ability of a child to consciously control their actions, emotions, and behavior, to set goals, and to exert voluntary effort to achieve them. These qualities form the foundation for a child's further development, socialization, and success in the educational process. Preschool-aged children are not yet able to fully regulate their emotions; therefore, self-management skills are not innate but are gradually formed under pedagogical guidance. In this process, the educator plays an important role not only as a guide but also as a role model. The educator teaches children to analyze their behavior, express their emotions, and manage them effectively. At the same time, qualities such as responsibility, independence, patience, and self-control are developed in children.

The main components of self-management include the following: first, the child's ability to plan their activities; second, to monitor and evaluate their actions; and third, to adjust their behavior and make independent decisions. The development of these stages requires a properly organized educational process guided by the teacher.

II. Materials and methods

In preschool educational institutions, the use of interesting games, modern methods, and project-based activities plays an important role in effectively developing self-management skills in children. Below are several methods that help form self-management skills:

The "I Can Do It Myself" method helps children develop independence, decision-making skills, and self-confidence. The educator assigns simple daily tasks such as dressing, cleaning toys, eating, or drinking water. Tasks like "Who will clean their place today?" or "Who

will be active during the lesson?" create a sense of responsibility. As a result, the child learns to trust their abilities, control their behavior, and make independent decisions.

The "Role-Playing" method ("I am a teacher," "Shopkeeper," "Doctor") helps children learn self-control, proper behavior, and communication skills through performing social roles. Children are assigned different roles; for example, one becomes a doctor, another a patient, and another an assistant. Each child acts according to their role. This helps them understand social norms, regulate their emotions, and manage their behavior according to the role.

The "Calm Moment" (Relaxation Exercise) method teaches emotional self-regulation and self-soothing. The educator guides children with instructions such as: "Now we close our eyes, take deep breaths, and listen to the sound of the sea waves..." As a result, children learn to regulate emotions, control anger or excitement, and calm themselves.

The "How Am I?" (Reflection Game) helps children develop self-analysis and self-evaluation skills. At the end of the day, the educator asks questions such as: "What did you do well today?", "Did you help your friends today?", "What kind of child are you today—happy, kind, or friendly?" This helps children become aware of their behavior and begin self-evaluation, which is the initial stage of self-management.

The "Allowed – Not Allowed" game teaches children to understand and follow social rules. The educator names actions such as: "Washing hands – allowed!", "Hitting a friend – not allowed!" Children respond by showing "yes" or "no" signs. This helps them distinguish between positive and negative behaviors and act according to social norms.

The “How Was My Day?” (Drawing Reflection) activity helps children understand their daily experiences and emotions. At the end of the day, children draw pictures about their mood, activities, and favorite games. The educator then discusses the drawings with them, helping children express and understand their feelings—an early stage of self-management.

These methods help educators develop three main components of self-management in children:

1. Cognitive (thinking) – understanding one’s behavior;
2. Emotional – managing feelings;
3. Volitional (behavioral) – self-control and independent decision-making.

Each game and method teaches children self-awareness, behavioral control, and independence, which are essential goals of the preparatory stage for school education.

III. Result and Discussion

Self-management skills are developed through play activities, organizing independent activities, adult role modeling, as well as encouragement and assessment methods. Play is the main type of activity for children, through which they acquire various social roles. For preschool-aged children, play is the most effective means of developing self-management. During play, a child learns to follow rules, wait their turn, be patient, acknowledge mistakes and strive to act correctly next time, as well as evaluate themselves and others. Role-playing games, in particular, help develop responsibility and self-control in children.

It is also important to assign small tasks to children and teach them to complete these tasks independently, such as putting away toys or organizing learning materials. Recognizing and encouraging any positive actions of children increases their self-confidence and motivates them toward self-management. In addition, educators and parents should serve as role models through their behavior, as children adopt positive behavioral patterns by observing adults.

The following methods can be used to assess self-management skills in preparatory group children:

Theoretical analysis – studying pedagogical and psychological literature to define the essence of self-management;

Observation method – examining children's daily activities in the preparatory group;

Interviews and question-answer sessions – identifying the opinions of children and educators through communication;

Pedagogical experiment– developing self-management skills through specially designed activities.

The use of modern technologies in the preschool education system is one of the key factors in improving the effectiveness of education. Especially in preparatory groups, these technologies play an important role in increasing children's interest in learning, as well as in developing independent thinking and self-management skills. Modern pedagogical technologies refer to innovative methods, tools, and approaches aimed at organizing the educational process effectively. When applied in accordance with children's age characteristics, they yield high results.

1. Information and Communication Technologies (ICT) – multimedia presentations, interactive games, and video materials help

present topics in an engaging and understandable way, improving children's attention.

2. Interactive methods– techniques such as “Brainstorming,” “Cluster,” and “Role-playing” ensure active participation and foster independent thinking.

3. Game-based technologies – didactic and role-playing games develop social skills, communication culture, and self-management abilities.

4. Project-based learning – through simple projects, children learn to explore independently, think critically, and achieve results.

5. Learner-centered approach – taking into account each child's individual abilities is an essential requirement of modern pedagogy.

As a result of applying modern technologies:

children's interest in learning increases;

independent thinking develops;

creative abilities are formed;

self-management skills and a sense of responsibility are strengthened.

Furthermore, activities organized on the basis of modern pedagogical technologies and a learner-centered approach ensure the active participation of children in the learning process.

IV. Conclusion.

In conclusion, the development of self-management skills in preparatory group children is one of the important directions of preschool education. This skill helps to form independence, responsibility, self-confidence, and social activity in children. In preschool-aged children, the formation of self-management skills is

guided by the educator, who helps the child develop as a free yet responsible individual. In this process, the use of modern educational technologies and methods, as well as the support of experienced educators, creates a strong foundation for children's self-management abilities.

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