

Date: 13<sup>th</sup> December-2025

## PEDAGOGICAL SOLUTIONS FOR DEVELOPING SELF-AWARENESS AND SELF-ASSESSMENT ABILITIES IN THE EDUCATIONAL PROCESS

Matkarimova Zebiniso Po'latbek qizi

Asia International University First-year Master's student  
majoring in Pedagogy

**Abstract:** This article covers the theoretical and methodological foundations of the processes of forming, assessing and developing personal consciousness and self-assessment skills in the educational process. The role of modern pedagogical approaches, psychological diagnostic methods, observation, interview, experience and test-based assessment systems in the educational process is analyzed. The opportunities created by the educational environment for the development of a person's creativity, logical thinking, self-assessment, social and technical abilities are highlighted, and effective pedagogical conditions are justified.

**Keywords:** personal awareness, self-assessment, reflection, pedagogical technologies, portfolio-based assessment, student activity, personal development, psychological diagnostics, competence.

**Аннотация:** В данной статье рассматриваются теоретические и методологические основы процессов формирования, оценки и развития личностного сознания и навыков самооценки в образовательном процессе. Анализируется роль современных педагогических подходов, методов психологической диагностики, наблюдения, интервьюирования, опыта и систем оценки на основе тестирования в образовательном процессе. Подчеркиваются возможности, создаваемые образовательной средой для развития творческих способностей, логического мышления, самооценки, социально-технических навыков личности, и обосновываются эффективные педагогические условия.

**Ключевые слова:** самосознание, самооценка, рефлексия, педагогические технологии, портфолио-оценка, студенческая деятельность, личностное развитие, психологическая диагностика, компетентность.

**Annatotsiya:** Ushbu maqolada ta'lim jarayonida shaxsiy ong va o'zini baholash qobiliyatlarini shakillantirish, baholash olish va rivojlantirish jarayonlarining nazariy-metodik asoslari yoritiladi. Zamonaviy pedagogik yondashuvlar, psixologik diagnostika usullari, kuzatish, suhbat, tajriba va testga asoslangan baholash tizimlarining ta'lim jarayonidagi o'rni tahlil qilinadi. Shaxsning ijodkorlik, mantiqiy fikrlash, o'zini baholay olish, ijtimoiy va texnik qobiliyatlarini rivojlantirishda ta'lim muhiti yaratadigan imkoniyatlar yoritilib, samarali pedagogik shart-sharoitlar asoslab beriladi.

**Tayanch so'zlar:** shaxsiy ong, o'zini baholash, refleksiya, pedagogik texnologiyalar, portfolioga asoslangan baholash, o'quvchi faolligi, shaxs rivoji, psixologik diagnostika, kompetensiya.



Date: 13<sup>th</sup> December-2025



In the modern education system, developing not only students' knowledge and skills but also such important competencies as self-awareness, self-understanding, and self-assessment is considered one of the priority tasks. This is because an individual who understands themselves, recognizes their abilities, capacities, strengths, and weaknesses is capable of independent thinking, taking responsibility, and making conscious decisions.

In our country, the Law "On Education" and the "National Program for Personnel Training" also emphasize the comprehensive development of the learner's personality and the organization of the educational process with consideration of individual characteristics. The essence of nurturing a well-rounded individual and a qualified specialist is fully revealed in these documents. Therefore, developing scientific foundations for identifying personal abilities, applying modern methods for assessing students' self-awareness, and improving teachers' diagnostic competence are among the most important tasks facing education today.

Self-awareness is the process by which a person perceives themselves as an independent individual and exercises control over their behavior, thoughts, goals, and emotions. In the educational process, the formation of self-awareness includes such aspects as self-knowledge, recognition of one's own worth, strengthening of internal motivation, and the development of a sense of responsibility for one's own life.

In modern pedagogical research, fostering students' activity, reflection, and self-assessment skills in education has been studied as one of the key directions of pedagogical technologies. In this regard, scholars such as L. S. Vygotsky, J. Piaget, B. Bloom, and D. Kolb developed and analyzed experience-based learning models and approaches to teaching self-analysis.

Among Uzbek pedagogical scholars, A. Qurbonov, N. Sayidahmedov, and B. Ziyomammedov studied the methodological foundations of interactive education, reflection, and self-assessment. M. Yo'ldosheva and Sh. Sharipov examined personality psychology and age-related characteristics of self-awareness. R. Ishmuhamedov and O. Tolipov explored modern approaches to educational technologies and the assessment of student activity. These studies have expanded the theoretical and practical foundations for developing the student's personality within the pedagogical process.

The scientific and philosophical essence of self-awareness is also noteworthy. In philosophy, consciousness is interpreted as a person's ability to consciously reflect reality. Self-awareness, in turn, is an internal, individualized form of general consciousness and includes the following structural components:

1. **Self-knowledge** — having an understanding of one's own characteristics, qualities, abilities, and shortcomings.
2. **Self-assessment** — the ability to critically evaluate one's own activities and behavior.
3. **Self-regulation** — the ability to control decisions, intentions, motives, and actions.
4. **Self-concept ("I-concept")** — the ability to answer questions such as "Who am I?" and "What are my life goals?"

Date: 13<sup>th</sup> December-2025



The importance of self-assessment lies in a person's ability to analyze their actions and results based on certain criteria and to view their own capabilities fairly. Properly formed self-assessment increases students' interest in learning, motivates self-development, supports independent learning, and helps shape strategies for achieving success. Conversely, low or excessively high self-assessment can negatively affect motivation and social interaction processes.

Ability is defined as a set of individual psychological characteristics that enable a person to successfully perform a particular activity. In psychology, scholars such as B. M. Teplov, S. L. Rubinstein, and A. N. Leontiev explained abilities by considering both innate and acquired aspects.

Among Uzbek pedagogical scholars, M. G'. Davletshin, O. Tolipov, R. Niyozov, and N. Azizxo'jayev emphasized the significant role of the educational process in developing abilities. According to their views, abilities can be formed, strengthened, and developed through properly organized and well-directed education.

Pedagogical factors influencing the development of self-awareness include the following:

1. **Teacher's personality** — the teacher's behavior, communication style, and support directly influence the formation of students' self-awareness.
2. **Family environment** — love, trust, and encouragement contribute to healthy self-awareness development.
3. **Teaching methods** — reflective approaches, interactive methods, project-based and problem-based learning, and learner-centered education help students recognize themselves as active subjects of learning.
4. **Culture of communication and communicative environment.**
5. **Assessment system** — fair assessment fosters positive self-assessment in students.

Today, psychology deeply studies the content, structure, developmental patterns, formation mechanisms, and age-related characteristics of self-assessment. This is because social adaptation, academic and work performance, leadership ability, communicative culture, and psychological stability are directly linked to the stability of self-assessment.

**Methods for forming self-awareness and self-assessment in the educational process**

1. **Organizing reflection processes**
2. Encouraging students to analyze their activities after each lesson plays an important role in the formation of self-awareness. Questions such as "What did I learn today?", "What was difficult for me and why?", and "How can I achieve better results next time?" help strengthen self-understanding.
3. **Peer assessment and self-assessment tasks** The use of rating tables, self-assessment sheets, and reflective journals in the educational process helps develop fair and well-grounded assessment skills in students.

Date: 13<sup>th</sup> December-2025

4. **Motivational conversations and psychological support** Teachers should conduct individual conversations with students, highlight their strengths, and increase their self-confidence. This process enhances internal motivation.

5. **Creating conditions for creative and free activity**  
Providing students with choice, creative tasks, and project-based work allows them to test their abilities. As a result, levels of self-awareness and responsibility increase.

6. **Use of digital technologies** Electronic portfolios, interactive tests, and online reflection platforms help students clearly track their achievements and shortcomings.

### **Conclusion**

Forming self-awareness and self-assessment abilities in the educational process is one of the main conditions for nurturing independent-thinking, responsible, and conscious individuals. The teacher's appropriate approach and the rational selection of methods and tools ensure the effective organization of this process. Students who possess such competencies can become mature specialists capable of finding their place in society in the future.

### **REFERENCES:**

1. O'zbekiston Respublikasi Prezidentining "Ta'lim-tarbiya tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi farmoni. — Toshkent, 2021.
2. Karimov, S. Sh. Pedagogik texnologiyalar va pedagogik mahorat. — Toshkent: Fan, 2020
3. Qodirov Q., Begimqulov U. "Oliy ta'limda innovatsion yondashuvlar" — Toshkent: Fan, 2016. — 145–178-betlar.
4. Nishonova, Z. Pedagogik innovatsiyalar: nazariya va amaliyot. — Toshkent: TDPU nashriyoti, 2022.
5. Mavlonova, R. va boshq. Pedagogika: darslik. — Toshkent: O'zbekiston, 2020.
6. Jalilova, N. Ta'lim jarayonida innovatsion yondashuvlar. — "Pedagogika va psixologiya" jurnali, 2023, №2.

