

REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**WAYS OF FORMING SUPERVISION AND SELF-CONTROL
SKILLS IN THE EDUCATIONAL ACTIVITY OF YOUNG
SCHOOLCHILDREN**

Speciality: 5804.01 – General pedagogy,
history of pedagogy and education

Field of science: Pedagogy

Applicant: **Tura Ali Aliyeva**

The dissertation work was performed at department of General pedagogy of Ganja State University

Scientific supervisor: Doctor of Pedagogical Sciences, Professor
Shahin Tagi Tagiyev

Official opponents: Doctor of Pedagogical Sciences, Professor
Akif Nuraga Abbasov

Doctor of Pedagogical Sciences, Professor
Shahla Gasim Aliyeva

Doctor of Philosophy in Pedagogy,

Solmaz Rafiq Jabbarova

Dissertation council FD 2.40 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Teachers Institute

Chairman of the
Dissertation council: Doctor of Pedagogical Sciences, Professor
Ismayil Israfil Aliyev

Scientific secretary of
the Dissertation council: Doctor of Philosophy in Pedagogy,
Associate Professor
Giziltaj Tarverdi Shahbazova

Chairman of the
scientific seminar: Doctor of Pedagogical Sciences, Professor
Lazifa Naghi Gasimova

GENERAL CHARACTERISTICS OF THE DISSERTATION

Relevance and the degree of study of the topic. If a person does not have a critical approach to his actions, the ability to check and evaluate them, then it is impossible for him to correctly direct his way of thinking and activities. All activities and social interactions of the personality are guided by their own personal activities. Correct evaluation and control of this activity is considered an important feature of a fully developed and formed person. Control and self-control are such skills that its inclusion in social activities insures a person from possible mistakes and failures.

In the “Education Reform Program of the Republic of Azerbaijan” it is stated that *“training – as one of the types of activity, should fist of all tekes into account the development of active forces during the process, not the teaching material and its volume”... The main thing in training is not specific knowledge and skills, but the development of forces involved in this process*¹.

The main goal of control and self-control in the training process is to check, evaluate individual moments of the training activity by the student, analyze the obtained results and coordinate them, and finally direct all training activities in a purposeful direction. The development of control and self-control skills in students helps not only to solve educational problems correctly, but also to their comprehensive development and the upbringing of positive personal qualities in them. Being able to control one's own actions is one of the manifestations of individual independence, which is necessary for the development of one's cognitive abilities.¹

The problem of forming control and self-control skills in schoolchildren is not new for either pedagogy or other humanities. For a long time, both in our country and in the republics of the former union, pedagogues and psychologists, methodists and sociologists have approached this problem from different points of view and have expressed valuable ideas that are also important for our modern times. In our republic N.M. Kazimov, I.I. Aliyev, F.A.

¹ Education Reform Program the Republic of Azerbaijan / – Baku: Pedagogika, – 2009, p. 46

Rustamov, A.N. Abbasov, L.N. Gasimova, F.B. Sadigov, P.B. Aliyev, R.I. Aliyev, H.A. Alizadeh, H.H. Ahmadov, M.I. Ilyasov, E.A. Mollayeva, R.L. Huseynzade and others, and in the Russian pedagogical press I.T. Gavakova, A.V. Zakharova, M.V. Zvereva, V.S. Ivanova, A.I. Lipkina, K.N. Malseva, I.N. Merkelina, A.K. Markova, A.E. Mishveladze, L.K. Nazarova, N.A. Romanova, A.K. Serdyuk, G.A. In her works, Sobiyeva spoke about the valuable qualities of herself and her partners, such as controlling the learning activities, and expressed a lot of new, very valuable scientific ideas regarding the determination of the possibilities and ways of the theory of pedagogy in the formation of those qualities in schoolchildren from an early age. However, since the issue of formation of the ability to control the learning activities of both their own and their peers in young schoolchildren is not a direct research object of the aforementioned educators, the individual aspects of the problem have not been adequately addressed. In general, in the pedagogical literature, especially in the didactic literature, with the exception of separate methodical writings, until recently, the functions of control and self-control in the learning activity of students have not been specified, their place and role in the entire learning process has not been determined.

The development of control and self-control in young schoolchildren is the most important training and educational task of our modern schools. These skills contribute not only to the strengthening of the learning and cognitive activity of students, but also to the successful performance of tasks related to their general development. Nevertheless, in school practice, no special attention is paid to the perfect mastery of control and self-control abilities by young children and the formation of their application skills. The reason is that the possibilities, ways and means of mastering these skills to young children have not been taken as a special research object and have not been investigated from a pedagogical perspective. Therefore, there is a need for a special study of the problem of instilling the skills of control and self-control to young schoolchildren in the educational process.

Thus, the need to form control and self-control skills of learning activity in young schoolchildren made it possible to state the relevance of our research and define the topic of the dissertation as "Ways of forming control and self-control skills in the learning activity of young schoolchildren".

The object of the research is the process of formation of scientific knowledge and skills in young schoolchildren.

The subject of the research is ways of forming control and self-control skills in young schoolchildren.

The purpose of the study is to establish a system of work on the formation of control and self-control during the educational activity of young schoolchildren, to determine its possibilities, optimal ways and means.

The following tasks were set before our research:

1. Specifying the functions of control and self-control in the educational activity of young students;

2. Determination of the pedagogical and psychological characteristics of control and self-control in the learning activities of young students;

3. Learning the possibilities of control and self-control in the process of experimental training based on meaningful evaluations;

4. Development of a system of tasks and a methodology for working with these tasks for the formation and development of control and self-control skills in young students.

5. Organization, conduct and analysis of the results of the experimental work on the formation of control and self-confidence in the educational activity of young schoolchildren.

The following methods were used in the research process according to the object, purpose, hypothesis and characteristics of the research:

1. Analysis of special pedagogical, methodical, psychological and educational literature and experimental works to investigate the theoretical and practical areas of research;

2. Pedagogical experiment applied to determine the main direction of the research and check the efficiency of the obtained results;

3. Study and analysis of writing works of junior students;
4. Observation of students in the collective and individual work process to learn control and self-control skills;

5. Analysis of the work experience of leading teachers in the formation of control and self-control skills in young schoolchildren.

The following basic provisions are included in the defense:

1. Determining the work system, its possibilities, optimal ways and means for the formation of control and self-control during educational activities of young schoolchildren creates very fertile conditions for the integration of the Azerbaijani educational system into the advanced educational system of the world.

2. The training work based on the synthesis of collective and individual approach with young schoolchildren is the most effective tool for forming control and self-control skills in them.

3. A special and purposefully organized training activity in the formation of control and self-control skills in young schoolchildren has wide pedagogical, psychological and physiological possibilities.

4. The formation of control and self-control skills in young schoolchildren can increase the efficiency of the learning process in primary classes and ensure its connection with real life.

The scientific novelty of the research consists of the following: to try to solve a problem that has not been sufficiently studied in pedagogical science - to study the didactic basis and methodology of the formation of control and self-control in young schoolchildren. The function of control and self-control in the educational activity of young schoolchildren was clarified, the characteristics of the formation of control and self-control directed to the learning process were revealed. Ways and means of forming control and self-control in the process of collective and individual work with children were determined. For the formation of these skills, a system of special tasks, the classification of these tasks and the method of their use have been developed.

The theoretical significance of the research is that the determination of the system of work on the formation of control and self-control of young schoolchildren, its optimal ways and means, leads to the enrichment of the didactic theory of primary education.

The practical value of the work consists of the following: The scientific results of the research can be used by primary school teachers of secondary general education schools for the purpose of forming control and self-control skills in children, as well as when children do their homework. The tasks we recommend will help students not only in the development of these skills, but also in improving the activity of training and cognitive activity based on this development and in conducting training work at a high level independently.

Approbation and application of the research.The main content and main ideas of the dissertation, the results of the research, practical proposals for their implementation were published in various scientific journals and found its application in scientific conferences. The applicant published scientific articles, conference materials on the research topic.

1. At International scientific-practical conferences held in Moscow on "Actual problems of pedagogy and psychology" (Moscow, February 9, 2021) and "Artpedagogy and art psychology in the age of innovations" (Moscow, October 11, 2022);

2. Abstracts of reports at international and republican scientific conferences held at Ganja State University and other higher educational institutions of the republic with the participation of doctoral students and dissertations;

3. It was approved at the meetings of the Department of General Pedagogy of Ganja State University.

Since the research was conducted on the basis of secondary schools No. 8 and No. 28 of Ganja city, the obtained results were first applied in the training work of those schools.

Organization where the dissertation is performed. The dissertation work was performed at department of General pedagogy of Ganja State University.

Structure of the dissertation. The dissertation consists of an introduction and two chapters with the seven paragraphs, result, a list of references.

Dissertation introduction – 11970 symbols; Chapter I – 66382 symbols; Chapter II – 126757 symbols; Result – 10452 – Total 215561 symbols.

MAIN CONTENT OF THE DISSERTATION

In **introduction** part of the dissertation the relevance of the topic is justified, the object, subject, goals and tasks, scientific innovation, practical and theoretical foundations of the research are clarified, and the provisions put forward for defense are indicated.

The first chapter of the dissertation, called "**Theoretical issues of control and self-control in the process of educational activities of young schoolchildren**" consists of 2 subchapters. In the first subchapter of the chapter called "**Essence and Structure of the Concepts of "Control" and "Self-Control"**" in Pedagogical and Psychological Researches, the essence of the concepts of "Control" and "Self-Control" is clarified and reinterpreted referring to various sources. Studying the psychological nature of control and self-control, their importance and place in the learning activity of students, I.T. Gavakova, A.V. Zakharova, M.V. Zvereva, V.S. Ivanova, A.I. Lipkinan, K.N. Malseva, I.N. Merkelina, A.K. Markova, A.E. Mishveladzenin, L.K. Nazarova, N.A. Romanova, A.K. Serdykun, G.A. The work of Sobiyeva and others made an important contribution.

Experts consider the function of control and self-control in the learning process from different aspects. Some of them (A.I. Lipkina, G.A. Sobiyeva, etc.) look at this concept in a broad sense – as a general sign of personality, while others (T.I. Gavakova, B.P. Yesipov, N.A. Menchinskaya, etc.) see self-control as a cognitive activity in a person. they consider the act as a critical sign characteristic of a way of thinking; and in some works (V.S. Ivanova, K.P. Malcheva, A.K. Markova, N.A. Romanova, etc.) it is shown that self-control is one of the main and leading components of the student's activity in the learning process, and is an integral component that reconciles and regulates the final result of the student's independent activity.

In a broad sense, self-control refers to a person's critical approach to their behavior and activities and the ability to regulate their actions. Self-examination during training activity is considered one of the manifestations of monitoring one's own activity. N.M.

Kazimov and G.A. Sobiyeva, according to self-monitoring plays an important role in the learning process, self-checking in learning activities prompts accurate performance of learning tasks, eliminates mistakes, helps to better understand the content, teaches students to express their opinions, compare and evaluate the studied objects, and show independence of thought. N.M. Kazimov attaches great importance to control and self-control in the learning activities of students and emphasizes that "self-control skills in students will not develop until special work is done with them."²

A.E. Alizadeh, R.I. Aliyev, T.I. Gavakova approaches the issue in a different way and believes that self-control is the main indicator of cognitive activity, but it includes the cognitive and emotional-volitional field of psychological activity in synthesis and includes self-awareness, self-criticism, etc. is closely related to the manifestations of consciousness.

L.N. Gasimova, A.K. In Markova's work, control and self-control are considered as an integral part of the learning activity, as an integral component. According to them, the formation of control and self-control is of great importance in the formation of the student's independent thinking. The exceptional importance of the formation of self-control is related to the formation of the child as a subject of activity.

In A.N. Abbasov, L.N. Gasimova, A.K. Markova's work, control and self-control are considered as an integral part of the learning activity, as an integral component.²

According to them, the formation of control and self-control is of great importance in the formation of the student's independent thinking. The exceptional importance of the formation of self-control is that it is related to the formation of the child as a subject of activity: "In a broad sense, the concept of the principle of self-control should be understood as the ability of students to choose such criteria that, with their help, it will be possible to organize independent work in the future and apply self-control over it."³

² Kazimov, N.M. Selected works. Volume 8. // N.M.Kazimov. – Baku: OKA Offset, – 2012., p. 71

F.A. Rustamov, E.A. Mollayeva, A.S. Linda on the other hand, they believe that without the self-control skills of the students in the learning activity, it is impossible to develop the habits of independent work in students and to actively involve them in the learning process.

A student's self-control skills will not develop until specific work is done with them. Self-control should be specially taught to schoolchildren.

Therefore, control is a process that can manage the student's educational activities on the basis of a specific standard. The student determines how the training activity goes and what it results in (to what extent it complies with the pre-developed rule or standard) by means of supervision. If the result is in accordance with that rule or standard, then the control can be considered completed. After that, the result obtained is compared with the prepared rule or standard and it is evaluated whether it is incomplete, satisfactory, good or high level.³

Thus, there is a concrete difference between the tasks of control and self-control. The task of supervision is to determine the activity of another person or the result of the activity in relation to the standard based on a certain motivation (help, exchange of experience, encouragement, criticism, etc.). The task of self-monitoring is to determine whether one's activity or its result is in accordance with the standard based on a certain motivation (getting rid of mistakes, qualitative performance of the task, etc.).

The second sub-chapter called "**Features of control and self-control of young schoolchildren in the educational process**" is dedicated to the determination of the pedagogical and psychophysiological features of the work on the realization of control and self-control in primary classes.

Based on psychological research, it is clear that the primary school age period is considered to be a period that attracts more attention in recent years and plays a special role in a child's life. The psychological and physiological characteristics of young schoolchildren cannot be considered fully studied and unchangeable,

³ Abbasov, A.N. Pedagogy: Reciprocity. / A.N.Abbasov, R.R.Mammadzadeh, L.A.Mammadli – Baku: Mutarjim, – 2021., p.5

only certain characteristics of this age can be said definitively. Children of this age are inquisitive, enthusiastic and extremely sensitive to their environment. 8-10-year-old children try to respond to the teacher's individual ideas with all their being, they react very quickly to any innovation, joke, example brought from life. When evaluating themselves, they completely rely on the evaluation of adults – teachers and parents, repeat what adults say and think, and accept their evaluations without criticism.

According to some researchers (Sh.T. Taghiyev, G.A. Sobiyeu, M.P. Shesternina, I.N. Margolin, B.P. Yesipov, A.K. Serdyuk), young schoolchildren already have ideas of self-control in I-II grades, but their use has yet to become a skill. did not know. Other researchers (S.P. Tishenko, K.P. Malsev, N.A. Romanova, K.A. Sotnikova, N.A. Belskaya, L.K. Nazarova, M.I. Moro) note that young schoolchildren do not have the ability to control their learning activities at all, and if they feel certain symptoms however, it is very poorly developed. The level of the ability to act independently in schoolchildren of this age is also low.

The presented material shows the specificity that characterizes the educational activity of young students in the conditions of the current educational system. This specificity, i.e. acceptance of training tasks without critical analysis, indicates a low level of control and self-control in young schoolchildren.

Thus, the conducted analyzes lead us to the following conclusion: under the conditions of the current educational system, the educational activity of young schoolchildren is not fully formed in all components. The main reason for this is that students accept the instructional part of the training tasks, the question or the instruction without analysis; the student does not approach him critically even when he encounters a discrepancy between the instructional part of the tasks and the actual situation in the process of learning activities. This kind of attitude towards the directive parts (the question of the task) is caused by insufficient development of control and self-control skills.

Chapter II of the thesis called "**Ways and means of forming control and self-control**" consists of four sub-chapters. In the first

sub-chapter of the chapter called "Guidance in the training process as a basis for forming control and self-control", it is determined that the stages of the formation of control and self-control skills are revealed and justified. It is proven that the main and initial stage of this process is the creation of a training environment (fertile conditions for training). The learning environment should usually occur naturally, according to different situations and needs. K.D. Ushinsky noted that "according to a psychological law, it is easier to master together facts and thoughts that are much more difficult to master alone." In experimental studies, it was concluded that "with the participation of another person, the performance of already learned, firmly fixed actions becomes more productive in the learning process."⁴

The random connection of the learning environment with the teaching material leads to only empirical knowledge, and the systematically organized connection with the teaching material leads to scientific knowledge. The second stage that follows the formation of the training environment is the creation of conditions for objectification. This stage combines all the main components included in the content of the studied educational material.

The main task of the stage is that the student can turn the content of the teaching material into a theoretical learning object. The content of the third stage of the process is the understanding of the theoretical essence of the internal relations and regularities of objects and events. At this time, theoretical considerations, abstractions and certain ideas arise. In the end, a system of certain regularities and generalizations is formed. The next stage of the training process is to change the training environment, the existing training conditions and replace them with a new one. At this stage of the learning process, a relatively sophisticated learning environment is formed based on the formation of internal regularities and generalizations.

In this paragraph, the algorithm of the tasks designed for the formation of control and self-control skills is defined and experimentally tested. The first operation (stage) that students will perform during the execution of tasks is to understand the purpose of

⁴ Fedorenko, I.T. Formation of self-control skills in learning // "Public Education", № 6, – 2012, p.17

the task. The student must first understand what the purpose of solving the task is. The next step is to understand the conditions for the assignment. The student must know clearly the purpose of the task, what to look for and what conditions can help the search.

The third operation is directed to the fact that the student is able to evaluate his personal strength, capabilities, previously acquired knowledge and experience.

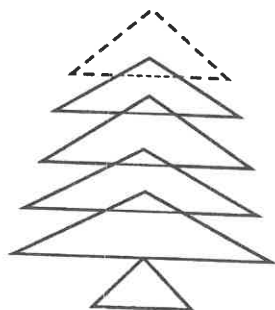
Part of the tasks specially organized for the development of control and self-control in students are the characteristics that contribute to their development: observation, concentration, willpower, insight, etc. aims to form the skills shown through intensification. The use of this type of tasks mostly occurs at the initial stage of skill formation – preparatory and first grade. Another part of the specially organized tasks involves the development of control and self-discipline during the improvement of already acquired knowledge and skills, that is, the correction of mistakes made by students in the learning activity and the prevention of future mistakes.

One of the most important tasks of the teaching process should be the inclusion of primary control of the student's learning activity in this process. The control activity that precedes the performed training operations also clarifies and specifies the result expected at the end of the activity at one or another stage, helps the student to progress and get rid of misunderstandings, mistakes and deviations. Of course, if necessary, the preliminary control should also replace the control of the later stages of the operation and where, it should completely confirm that this or that activity is performed correctly, and recheck the conformity of the activity or result to the standard. Experience has shown that in the process of a student's rationally organized learning activity, pre-activity control and post-activity control can be presented in the form of closely related operations, and here the previous control plays a leading role.

The difference between control and self-control is that one's activity or the result of one's activity is subject to control. If the performance or outcome of another is judged by whether it meets a standard, this would be control, but if one's own performance or

outcome is judged by whether it meets the standard, then it is self-monitoring.

In this paragraph, examples of tasks designed by us and aimed at the formation of direct control and self-control, intended for preparatory and elementary school students, are also given. For example, a Christmas tree consisting of triangles of different sizes is drawn on the board.



picture

Pupils are asked to count how many triangles the Christmas tree drawn on the board consists of. Here, most students see five triangles, but some can see all eight. Then the students are told: "We will add one more triangle to the Christmas tree (this triangle is marked with broken lines in the picture). How many triangles will be added to the Christmas tree? The student should note that by adding one triangle to the Christmas tree, two triangles are added.

At the end of the school year, the quality of training was assessed through a test experiment. The results of the test experiment were as shown in Table 2.4.1.

So, at the end of the experiment, persons mastered the ideas of Azerbaijanism, its components and features, was able to use and justify those components and features in their training and life, have the necessary scientific vision of our national statehood, national ideology, state independence, military, political and economic success. Compared to the beginning of the school year, the number

of pupils has increased significantly in the experimental classes compared to the control classes.

It is known, that the psychological nature of training, which is the basis of the training process, creates fertile conditions for the formation of other training activities. The training activity, which is the main component of the training process, is the main tool for the formation of knowledge, skills and habits in students. This activity is an activity that requires special formation. With the condition that the educational activity has the purpose of special formation of the knowledge that the students have mastered in advance. In the learning environment that does not reflect the special formation of the learning activity, the knowledge acquired by the students is spontaneous and they are deprived of the thorough assimilation of knowledge. In addition, it takes a lot of time and special work to eliminate the many errors observed in the tasks solved by the students. Also, because the results of the mastery are not sufficiently generalized and understood, it slows down the generalization of the general results from specific issues to other issues of the same type. In order to get rid of this situation, long-term and intensive work should be done with young schoolchildren on the system of training activity formation. Without it, training would be formal.

In order to be able to evaluate one's own work or the work of others, such examples and benchmarks should be formed in the student, so that the student can evaluate the progress and results of the activity in relation to them. The student should have a clear idea of what is required of him, what result he will achieve with his work, and how this result should be. The teacher gradually forms the standard of this or that activity in the student, they are divided into problem solving, artistic recitation, essay, collage, etc. introduces the best examples. When performing any training activity, the student gets the opportunity to reconcile and compare his personal work and its result with the standard. These qualities are mainly formed in students during the training process. In such circumstances, the evaluation is related to the content, where the student has the opportunity to say what he made a mistake, which section he is weak in, what he liked and disliked in his personal work and his friend's

work, the reasons for the shortcomings, and his opinion on drawing appropriate conclusions. . Compared to the traditional assessment, the content assessment characteristic of the experimental learning process has many advantages, if we take into account that the assessment given by the teacher to the student is a positive or negative indicator of the level of knowledge, but what content it consists of, what shortcomings the student should pay attention and does not give a concrete idea about it.

In the third sub-chapter of the chapter called **"Ways and means of forming control and self-control in the individual work process"**, it is determined that in the training process, the ability to control arising from the characteristics of individual work with students is formed in a unique way. Tasks of strong and weak students should be different from each other. In the conditions where the same teaching material is applied, a student who reads poorly should be given an assignment in such a way that he learns the teaching material, the rules of its solution, and does not make mistakes. Tasks for students who read well should serve to enrich and further improve their knowledge. "Even if the assignment given to relatively good students does not advance them, it is important for them to enrich their knowledge and improve its quality."

Studies prepared for individual work with students should develop control and self-control, and should also have a different didactic nature. We divide the activities used during individual work with students into three types:

1. Studies that directly serve the development of control and self-control;
2. Tasks and studies aimed at further improvement of control and self-control in order to develop cognitive activity;
3. Studies that serve the development of control and self-control during the performance of homework.

After taking into account the psychological features of the formation of control and self-control in young schoolchildren, we can come to the conclusion that when students correctly understand the importance of applying self-control, then the efficiency is higher than when the student is forced to apply it.

For the development of control and self-control while doing homework, special tasks given to students to improve these skills, taking into account their individual characteristics and the mistakes they make in collective and individual work in the class, are of great importance. The paragraph provides examples of these tasks and the written and verbal instructions for them.

By giving written instructions, recommendations, and explanations to the student while performing homework of various content, the teacher helps him to further strengthen and deepen his knowledge, skills and habits, thereby improving him.

Despite the fact that collective work with students has many positive aspects, it is also characterized by certain shortcomings. Since students have individual characteristics, collective work does not allow all students to understand the task at the same level, overcome difficulties at the same level, and eliminate it at the same level. the illusion of a solution is created. After the collective work, the illusion can be easily dispelled by organizing an individual check to reveal the individual level of how the learning material has been mastered. During the individual check, we are once again sure that most of the students cannot solve the analogous task independently. This is due to the fact that thinking, attention, memory, etc., which are important for mastering. such mental processes are noticeably different from each other in students.

It is these individual characteristics of students and the development of their skills and habits at different levels that make it important to conduct individual work in students. The teacher's goal should be to eliminate deficiencies through individual work that will accompany collective work. Therefore, after solving the training task together, after familiarizing the students with its content and ways of solving it, the teacher, as is often the case in teaching practice, should not proceed to checking the individual level and the individual performance of the inspection tasks, but instead of this or that educational material to the students he should do certain things for it to be completely clear, to be fully assimilated by them.

During collective work, the whole class is involved in solving the training task. Not one student, but all students solve the training

task by showing more or less activity. Each student performs a certain part, a certain operation during the training activity. Therefore, the collective learning activity aimed at solving the given task is carried out by different students thanks to the teacher's guidance and his active help. The result obtained is the result of the cooperation of the whole class.

In the last and third sub-chapter of the chapter called **"Results of the experiment on the formation of control and self-control in the learning activity of young schoolchildren"**, the results obtained during the research and the effectiveness of the ways of forming control and self-control skills in the learning activity of young schoolchildren in the schools of Ganja city (numbers 8 and 28), Goywas checked in the pedagogical experiment held in rural schools of Lake and Dashkasan regions. As an experimental class, 3-"C" of secondary school No. 8, Ganja city; 3-"A" classes of secondary school No. 28; 3-"B" of secondary school No. 8 in Ganja city as a control class; Grades 3-"C" of secondary school No. 28 have been taken.

The experiment was conducted in two stages.

At the first stage, the purpose of the experiment was to determine the level of control over the performance of educational tasks with various motivational content by primary school students.

The purpose of the II stage experiment is to reveal the characteristics of self-control in young schoolchildren in the process of implementing educational activities and evaluating their results.

In the second stage, that is, after the students discovered the mistakes in their work, we instructed them to give themselves the grade they think they deserve and to justify it. For this, students had to answer the following questions in writing:

1. Do you agree with the teacher's assessment? Why?
2. How would you rate yourself?

When we compared the indicators of the students of the experimental class with the corresponding indicators of the students of the control classes, we observed the following regularity: In the first experiment of the first stage of the experiment (see Table 2.4.1.), 81% of the students of the experimental class noted (found) errors, which and 21% more than the students who found mistakes in the control classes.

In the second experiment of the same stage, despite having to focus on 5 errors, the students of the experimental class again found 83.4% of the errors (32.0% more than in the control class), and in experiment III they found 93% of the errors (20% more).

Table 2.4.1.

Results of the first stage of experiment

Number of pupils in classroom	n	1 experiment		2 experiment		3 experiment	
		γ	μ	γ	μ	γ	μ
III – 87 pupils experiment	870	705 (81%) (1 pup. - 8)	1	726 (83,4%) (1 pup. - 8,3)	1,4	809 (93%) (1 pup. - 9,3)	4
III – 83 pupils control	830	498 (60%) (1pup. - 6)	2,2	427 (51,4 %) (1 pup. - 5,1)	2,8	606 (73%) (1 pup. -7,3)	6,7

n – number of mistakes in text

γ – number of self mistakes

μ – correct as mistake (probably 1 pupil)

Instructional information (instructions, given directions) that characterizes one of the signs (components) of self-control of students during learning activities comes into the center of attention. The main purpose of that information is to focus the main attention of young schoolchildren on their practical activities in the process of activity, that is, students should approach their writing more carefully and find the mistakes they made. The results of this part of the experiment were reflected in the following indicators: the students of the control classes detected 27.9% of the missed errors, and the students of the experimental classes revealed 49.2%.

It should be noted that the students are looking for mistakes even after they know the grades given by the teacher to their activities. After evaluating the results, the following picture emerges

in terms of the effect that knowing these grades can have on the student's self-control: students who received high ("4" or "5") grades in control classes did not see 75% of the mistakes made, and "2" and or students who received a "3" but actually deserved a "4" or a "5" "discovered" errors that were not written, that is, they treated some of the correctly spelled words as errors. In the experimental classes, in both cases, students detected almost half of the errors (49.2%).

Based on the materials of the second part of the same stage of the experiment (see table 4.2.3.), they determined that 52.4% of the students in the control classes were uncritically satisfied with the teacher's assessment. In reality, 14.3% of students deserved a higher grade, and 38.1% deserved a lower grade. Thus, schoolchildren are sure that they have received a "decent" grade and do not analyze it critically. In the experimental classes, the same content information is presented differently: here 40.9% agreed with the teacher's assessment (27.3% of them deserved a higher and 13.6% a lower grade). 47.6% of the students in the control classes, and 59.1% in the experimental classes, respectively, disagreed with the teacher's assessment. In the control classes, only 14.3% of the indicated number of students concluded that they deserved a higher grade. In the same opinion, the number of students who disagree with the teacher's grade and claim that they deserve a higher grade in the experimental classes is 36.4%.

The final results of the second stage of the experiment show that the self-control abilities of the students of the experimental class have developed more than the students studying in the control classes. They take a more critical approach to their work, analyze learning activities, find and correct a significantly greater number of mistakes compared to the students of the control classes, moreover, they are more critical of the teacher's assessment, disagree with it, demand an objective increase or decrease of the grades received, and justify their opinions.

Table 4.2.3.

Results of the II round (test) experiment with II experimental and control class pupils

Schools	Exp. and cont. clas		Num. pupils	who agree on the price			
				who deserve a higher price	who deserve a low price	who deserve a higher price	who deserve a low price
Ganja city school №8	exp.	3-“C” exp.	29	7 24,1%	4 13,8%	11 38,0%	7 24,1%
		3-“B” cont.	24	3 12,5%	9 37,5%	4 16,7%	8 33,3%
Ganja city school №8	exp.	3-“A” eksp.	26	8 30,8%	4 14,4%	9 34,6%	5 19,2%
		3-“C” kont.	29	4 13,8%	12 41,4%	3 10,3%	10 34,5%
Goygol dist. Uchtapa vill.school	exp.	3-“B” eksp.	21	5 23,8%	2 9,5%	8 38,1%	6 28,6%
		3-“A” kont.	18	2 11,1%	7 38,9%	3 16,7%	6 33,3%
Dashkasan dist.Gabaqt apavill. school vill.school	exp.	3 eksp.	11	3 27,3%	2 13,2%	4 36,3%	2 18,2%
Dashkasan dist.Gabaqt apavill. school	cont.	3 kont.	12	1 8,4%	4 33,3%	3 25,0%	4 33,3%
Total results of experiment		III class cont.	22	6 27,3%	3 13,6%	8 36,4%	5 22,7%
Total results of experiment		III class cont.	21	3 14,3%	8 38,1%	3 14,3%	7 33,3%

It is possible to reach the following **general conclusions about the research:**

Self-control is one of the psychological characteristics of personality, it is a characteristic that forms the basis of active self-regulation of its activity and behavior. At the same time, self-control is a component of a person's conscious activity, its structural element. This is necessary not only for completely independent work, but also when performing tasks at all previous stages, starting with their simple repetition, and performing test actions performed under external supervision.

Based on the conducted research, the following general conclusions can be reached:

1. Teaching-cognitive activity can be considered perfect when, along with other necessary components, the assessment component also functions as a regulatory component of this activity. Control and self-monitoring as a condition of activity evaluation should accompany any stage of educational activity or the entire course of activity. In this case, it is possible to avoid errors and inaccuracies.

2. The inclusion of control and self-control in the educational activity of young students is possible only in special purposeful working conditions. The development of these skills effectively affects the learning process in the form of meaningful assessment, and this assessment activity falls under the responsibility of the student.

3. The formation of control and self-control skills is based on specially designed tasks that, on the one hand, create a motivation for control and self-control in students, and on the other hand, help them to use these forms of activity and evaluation standards and independently create new standards.

4. In the learning process, the teacher should teach students to critically analyze their learning activities, to find and correct mistakes in their work, to consider what achievements they have achieved and what they can achieve in addition. The teacher must seriously discuss the results of students' control and self-control, assessment and self-evaluation, and take them into account in his assessment.

5. The teacher should consistently form the performance standards and their results in the students, based on this, they should exercise control and self-control, and teach them to act according to these standards.

6. The content of the tasks is often related to the typical mistakes that young students make when performing various tasks. The teacher should include these mistakes in new exercises, thereby giving the students an opportunity to find and correct them.

7. The teacher should pay special attention to using methodical methods based on "mistakes" that he intentionally left out, which can motivate students, force them to express their opinion and "argue" with the teacher. In this situation, the teacher can more clearly observe the form and progress of business relations with students.

8. The content of the tasks is often related to the typical mistakes that young students make when performing various tasks. The teacher should include these mistakes in new exercises, thereby giving the students an opportunity to find and correct them.

9. Teacher should pay special attention to the use of methodical methods based on "mistakes" that he deliberately left out, which can motivate students, force them to express their opinion and "argue" with the teacher. In this situation, the teacher can more clearly observe the form and progress of business relations with students.

It is possible to make the following suggestions regarding the research:

1. We involved in the study the problem of formation of control and self-control skills in educational activities of young schoolchildren. It is also appropriate to conduct research in the field of problems of forming control and self-control skills in the educational activities of teenagers and upper-class students.

2. As in general education schools, it is advisable to focus on the formation of control and self-control skills in the educational activities of young schoolchildren in the family as well.

3. It would be useful to take into account the work on the formation of control and self-control skills of young schoolchildren during educational activities outside the classroom.

Main content of the dissertation, also the basic ideas put forward in the research, the results obtained are reflected in the following published works of author:

1. Improving the system of educational activities in primary grades, a pedagogical experiment in a modern Azerbaijani school. // Pedagogical science and education. Republic of Belarus.Minsk, 2019, № 4(29), p.83-87.
2. Use of educational activities in the formation of control and self-control. // Baku Slavic University, actual problems of humanities study, 2020, №4, p.153-156.
3. Opportunities to form control and self-control during individual approach. // Ganja State University. Scientific news. Series of fundamental, humanitarian and natural sciences.Ganja, 2020, № 4, p.150–152.
4. On the problem of formation of control and self-discipline in the process of collective action. // Institute of Education of the Republic of Azerbaijan. Scientific works. Baku, 2020, № 2(87). p. 37-39.
5. Ways and means of forming control and self-control in the individual work process. // Institute of Education of the Republic of Azerbaijan. Scientific works. Baku, 2021, № 1(88). p. 71-74.
6. Initial stages of development of self-control skills in primary schoolchildren. // Moscow State Institute of Culture. Current problems of pedagogy and psychology. Materials of the VI International Conference. Moscow, 09 february 2021. p.103-105.
7. Means of developing students' self-control in the process of individual work // Moscow State Institute of Culture. Art pedagogy and art psychology in the age of innovation. Collection of articles based on materials from the IV International Scientific and Practical Conference. Moscow city,11 october 2022.p.61-66.
8. The function of control and self-control in the educational activity of young schoolchildren. // Sumgait SU. International scientific conference on "Restoration of state independence in

- Azerbaijan and political, socio-economic, cultural development of the country". Sumgait. 13-14 april 2023, p.112-114.
9. The practical situation of control and self-discipline of young schoolchildren. // Nakhchivan State University. Materials of the Republican scientific-practical conference. Nakhchivan, 04-05 may 2023, s.126-127.
 10. Opportunities to form control and self-control skills in the collective work process. // BSU. Actual problems of studying humanities. Baku Slavic University, Current problems of humanities study,2023, №1, p.278-280.
 11. Organization of collective work on tasks that serve the formation of control and self-control. // Institute of Education of the Republic of Azerbaijan. Scientific works.Baku, 2023, № 1(88). p. 80-83.
 12. Features of organizing training with students with poorly developed control and self-control skills. // Baku city, "Pedagogy" scientific-methodical journal, 2023, № 1, p.98-103.
 13. Formation of control and self-control in young people through tasks. // Ganja State University. Scientific news. Series of fundamental, humanitarian and natural sciences. Ganja, 2023, № 1, p.215-221.
 14. Practical state of formation of control and self-control among junior schoolchildren in Azerbaijani schools // Art pedagogy and art psychology in the age of innovation. Moscow State Institute of Culture. Collection of articles based on materials from the V International Scientific and Practical Conference. Moscow city. 04 October 2023.

The defense will be held on 12 January 2024 at 11⁰⁰ the meeting of the Dissertation council FD 2.40 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Teachers' Institute

Address: Nakhchivan MR, Nakhchivan city, Heydar Aliyev 1, AZ7003, Nakhchivan Teachers' Institute

It is possible to get acquainted with the dissertation in the Library of the Nakhchivan Teachers' Institute.

Electronic version of abstract are available on the official website of the Nakhchivan Teachers' Institute (www.nmi.edu.az).

Abstract was sent to the required addresses on 09 december 2023.

Signed for print: 05.12.2023.

Paper format: 60x84 1/16

Volume: 36616 characters

Number of hard copies: 20