

General Didactic Requirements for the Development of Primary School Students' Self-Control Skill

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Abstract.

This article studies the didactic requisites for developing younger schoolchildren's behavioral management skills in elementary education.

The purpose of the article is to investigate the life experience of students during the independent study of fundamental values in primary school. It is a crucial prerequisite for acknowledging the self-learning values as the individual significance of education in a child's life.

Moreover, the article describes how teaching and educating young children of primary school age involves the use of contemporary communication tools, such as interactive apps and digital storytelling, to engage students and facilitate their learning process.

The article discusses an approach to helping elementary school students develop self-control skills. Different opinions exist on young children's ability to learn self-regulation. It is well recognized that young children in schools struggle to maintain self-control in a number of ways. Such conduct may be a sign of stress and frustration brought on by academic challenges.

A study was conducted among 11 boys and 13 girls (24) students to test their self-control skills. Data were collected through a questionnaire. Participants were provided with interview questions and pictures.

The main findings show that children are somewhat far from psychological norms in terms of behavioral control learning. The development of self-control behavior is due to the lack of didactic requirements for learning. In this regard, the article emphasizes the importance of didactic requirements. From a practical point of view, the article can be an interesting resource for teachers and parents.

Keywords: younger schoolchildren, rules of conduct, self-control, didactic requirements

Загальні дидактичні вимоги до розвитку навичок самоконтролю в учнів початкової школи

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Анотація.

У цій статті досліджуються дидактичні вимоги для розвитку навичок управління поведінкою у молодших школярів у початковій освіті.

Мета статті – дослідити життєвий досвід учнів під час самостійного вивчення фундаментальних цінностей у початковій школі. Це є важливою передумовою для визнання цінностей самостійного навчання як індивідуальної значущості освіти в житті дитини.

Крім того, у статті описується, як навчання та виховання дітей молодшого шкільного віку передбачає використання сучасних комунікаційних інструментів, таких як інтерактивні додатки та цифрові розповіді, для залучення учнів та полегшення їхнього навчального процесу.

У статті обговорюється підхід до допомоги учням початкової школи у розвитку навичок самоконтролю. Існують різні думки щодо здатності дітей молодшого віку навчатися саморегуляції. Загальновідомо, що дітям молодшого віку важко підтримувати самоконтроль у багатьох аспектах. Така поведінка може бути ознакою стресу та фрустрації, спричинених академічними труднощами.

Було проведено дослідження серед 11 хлопчиків та 13 дівчаток (24) учнів, щоб перевірити їхні навички самоконтролю. Дані були зібрані за допомогою анкети. Учасникам були надані запитання для інтерв'ю та фотографії.

Основні результати показують, що діти дещо далекі від психологічних норм з точки зору навчання контролю поведінки. Розвиток поведінки самоконтролю зумовлений відсутністю дидактичних вимог до навчання. У зв'язку з цим у статті підкреслюється важливість дидактичних вимог. З практичної точки зору, стаття може бути цікавим ресурсом для вчителів та батьків.

Ключові слова: молодші школярі, правила поведінки, самоконтроль, дидактичні вимоги

Introduction.

Self-control skills of schoolchildren. In Azerbaijan, the child is involved in a systematic process of activity during the early school years, and society has high and complicated expectations for the new schoolchild position. The child's development outside of the educational system is both spontaneous and disjointed, failing to align with the requirements of human society. There are a lot of problems with controlling student behavior. Most of our schools have rules for how students should behave, but not many people know about them. The reason is that there aren't many round tables and talks about behavior rules. Thus, the study's goal is to examine the didactic underpinnings of children's behavior management as well as the acquisition and growth of self-regulation skills in terms of language. The purpose of the study is to investigate the importance of learning self-control skills, including the theoretical foundations of its terminology. Blair and Diamond (2008) state that a young schoolchild needs to be able to manage his own activities and find the root causes of problems to develop independence, initiative, and responsibility in school (Blair & Diamond, 2008, p. 903). The young schoolchild is now at the center of educational activities, where he creatively participates and learns new skills. It is defined as the ability of an individual to effectively manage himself by developing appropriate methods and attitudes to maintain purposeful behavior and seek help when necessary (Blair & Diamond, 2008, p. 914).

Literature Review. Several studies have been conducted on students' self-control, and various ideas have been put forward about the development of these skills. The present article puts forward the didactic requirements for creating a self-control mechanism for students in a broad aspect. It explains that new didactic approaches are significant aspects of how students manage their thoughts, emotions, and behaviors.

The term "self-control skills" refers to all of the abilities that kids exhibit when communicating with and receiving information from others. Communication specifically refers to a person's capacity to comprehend the information that surrounds them, which may involve labeling, answering inquiries, and responding to directions.

Anderson and Prawat (1983) proved that "self-control" is the ability of a child to control how they express their feelings, desires, and actions safely and productively, especially when faced with a challenge or difficulty (Anderson & Prawat, 1983, p. 64). It is important to help elementary school students learn self-control of their behaviour. According to Baumeister et al. (2007), modern age classifications, primary school age covers 6-7-9-11 years. At this age, lifestyle changes occur students take on new social roles, new demands arise, and they engage in a new type of activity - learning. Controlling children's behavior at this age is an essential condition for their proper psychological development (Baumeister et al., 2007, p. 518).

According to Rahimov (2012), Shirzadova (2013), and Linda A.S., explicitly teaching self-regulation skills such as emotional awareness and impulse control enables children to recognize and manage their feelings. It also has to do with the capacity to communicate one's needs, desires, and emotions. Children who communicate well can form bonds with others, speak out for their needs and desires, and foster an atmosphere that encourages problem-solving. The researchers indicate that children actively change their values and interests, as well as how they see themselves in the system of relationships. (Anderson & Prawat, 1983; Baumeister et al., 2007). During this period, there is a lot of untapped development potential, which should be immediately identified and encouraged. Problems with self-control can occur for various causes. Furthermore, people sometimes confuse a lack of social skills with a lack of self-control. If kids are not conscious of what they are doing, they struggle to follow social rules. The significance of examining current literature for the applicability of the research problem is taken into account in the theoretical framework of the study. Recent theoretical and empirical research on self-regulated learning has included a number of studies on didactic requirements in learning. However, according to Fredricks et al. (2004), as a didactic requirement, self-monitoring is crucial to the learning process because it facilitates self-regulated learning, which is a set of abilities that includes planning, tracking, and assessing advancement. Students can set specific objectives and assess their tactics with this methodical approach, which results in better learning outcomes (Fredricks et al., 2004, p. 67). Through self-management, students develop self-awareness, which gives them greater control over their educational path and the ability to use resources effectively.

Developing self-control skills requires a structured pedagogical-didactic approach that views self-regulation as a "muscle" that can be strengthened through consistent practice, environmental design, and cognitive learning. Key didactic requirements include creating a supportive environment, developing self-awareness, teaching specific cognitive strategies, and encouraging consistent, long-term practice.

Self-regulation is the ability of a child to control how he or she expresses his or her feelings, desires, and actions safely and productively, especially when faced with a challenge or difficulty. It is important to help elementary school students learn self-regulation. The development of self-regulation in this age group has been the subject of numerous scientific studies to date. Several theoretical studies on self-regulation in school-aged children are of relevance. Hofmann et al. (2009) argued that the self-regulation literature has a long history of examining how people choose between conflicting impulses, from the growing number of researchers in developmental, personality, social, and clinical psychology to the growing number of researchers in the fields of didactic

requirements in education (Hofmann et al., 2009, p. 168). Several theoretical literatures on didactic requirements in education have recently given rise to a large number of theoretical and empirical studies on self-regulated learning

Additionally, self-regulation is especially important in academic environments as demands increase. For example, at the elementary level, students face greater challenges with less supervision, making self-regulation essential for managing their time and attention. Duckworth states that “Developing self-control skills in schoolchildren requires a systematic approach, step-by-step instruction using clear criteria, models, visual aids, stimulating thinking, and rewarding efforts” (Duckworth et al., 2019). It is essential to incorporate game elements, teach self-checking techniques, and create a safe environment for error analysis, which increases awareness and reduces anxiety.

Systematic approach. Teachers need to use structured, age-appropriate methods that build awareness, regulation, and regular practice over time to help school-aged kids learn self-control. It is closely related to developmental psychology and the idea of executive functions, which include attention, working memory, and inhibitory control. Here's a clear framework that teachers can use in schools:

Awareness building – in this step, kids need to be able to identify their feelings and urges before they can control them. Teaching emotional vocabulary (like content, happy, and anxious) and using reflection questions like “What are you feeling right now?” Introducing simple self-monitoring charts is a good way to help. Teachers should use tools like “Daily check-ins” and “Mood charts.” “Telling stories and talking about them.” (Anderson & Prawat, 1983; Duckworth et al., 2019; Hofmann et al., 2009)

Self-control isn't something that comes naturally. You have to learn it and practice it. Basic methods are having morning exercises, counting before acting, “Stop and think” habits, and visualization of images that make children calm down.

Developing functional skills: improving students’ executive function skills through training underlying cognitive skills enhances self-control.

They play “Simon Says” (for inhibitory control), switch tasks, play memory games, and follow directions with multiple steps. These directly help with cognitive flexibility and inhibitory control.

Set clear criteria. To help students learn self-control, which is a big part of self-regulation, you need clear, observable, and measurable standards. Teachers can use these clear criteria to evaluate and direct progress:

Table 1.
Criteria for the development of schoolchildren’s self-control skills

№	Criteria	Activities	Indicators
1	Knowing goals and making plans	- Before projects, students establish specific, attainable goals. - divides work into doable steps. - exhibits comprehension of expectations	To be able to describe their goals and plans for achieving them.
2	Controlling impulses	- stays silent while waiting for their turn. - thinks before speaking or doing - avoids being distracted by things like phones and side discussions	Demonstrates less impulsive behavior in class settings.
3	Regulating emotions	- Recognizes and identifies their emotions - Uses techniques like deep breathing and taking a break to calm down. - Deals with frustration without losing it	Gets back on track after setbacks without losing focus or control.
4	Managing attention	- Keeps its mind on tasks for the right amount of time - Goes back to work after getting distracted, completes work on time	Concentration that lasts with few distractions.
5	Self-Observation and Reflection	- Looks for mistakes in their own work - Checks on how well progress is being made - Finds things that are good and things that need work	Can tell what they did well and what they could do better.
6	Classroom rules and being responsible	Always follows the rules in class -Accepts responsibility for what they do -Accepts the consequences without fighting back	Behavior that is dependable and responsible.

The table (Table 1.) indicates that precise criteria, activities, and corresponding indicators determine the ability of younger schoolchildren to control their own behaviour. It is an important condition for students to assess their activities against these criteria.

The aim and objectives of the research.

The main goal is to help students become self-regulated, responsible, and

independent learners who can control their feelings, actions, and attention in both school and social settings.

Objectives of research:

- to help students understand and deal with their emotions, like anger, frustration, and excitement, through didactic methods. (Kani et al., 2025; Keshwani et al., 2025)

- to show students how to show their feelings in the right way in class

Research hypotheses are:

1) *Didactic requirements are essential in the development of self-control skills;*

2) *An effective learning environment is an essential condition for the formation of self-control in students.*

Materials and methods.

The research study conducted data that collected data to determine the rates among the variables such as age, gender, motivation, and the number of class hours in teaching. The experiment employed survey questionnaires, interviews, observation, and descriptive methodologies. According to Eisenberg et al. (2007, p. 7), descriptive research is a way to gather information about how to improve self-control by using interviews, case studies, and observations. This study attempted to address the following inquiries:

- *What methods do you prefer in the development of your self-control skills?*

- *How does the classroom environment impact your discipline?*

- *How do teachers apply didactic methods in the elementary classroom?*

Research results and discussion.

Research has shown that developing self-control skills encourages students to think independently and solve problems on their own. The main goal of self-control is to help young schoolchildren regulate their emotions, think freely about life events, and ensure students' real-life speech. In addition, it was intended to check the level of formation of control over one's own behavior. For this purpose, certain activities were observed in the educational process with the participation of teachers and students on compliance with the rules of behavior. Conversations were listened to during the demonstration of classroom routines, games, small projects, scenes, and storytelling on some video materials. The first survey examined the opinions of boys and girls about the rules of behavior for effective communication in real life. A study was conducted, enrolling 24 students (13 girls and 11 boys) from 3rd to 4th grades. Data were collected according to the mentioned indicators. Participants demonstrated their self-control skills through activities mainly on the mentioned indicators. Therefore, the first questionnaire was determined at the following figure 2.1.2.



Fig. 1. Survey results on students' attitudes to self-control skills

The figure (Fig.1.) shows that boys lag behind girls to some extent in some indicators. Girls were 4.3% better than boys at setting goals that would help them behave better and making a plan to reach those goals. In this activity, boys did 2.3% better than girls. It turns out that boys are still only 2.4% independent in planning. For this reason, they need guidance in planning their daily routines.

In the second criterion, demonstrating impulsive behavior, boys showed slightly higher results than girls.

Boys were ahead by 3.8%, while girls were ahead by 2.3%. The boys react to events more quickly than the girls.

Boys are 2.6% behind girls in getting back on track without losing focus or control after failures. Here, they were hindered by psychological stress, fear, and anxiety. Girls were able to overcome this anxiety more easily and showed progress by 4.2%.

The measure of sustained concentration with fewer distractions was observed in boys with a somewhat

lower percentage. Boys were able to show a result of 2.8%. Girls achieved this level more than boys, coming ahead by 4.5%. It turns out that the teacher's attention management was implemented effectively.

Girls were able to present a 5.2% and boys 3.2% indicator in being able to say what they did well and what they could do better. Here, students' control over their own behavior has improved to some degree.

On classroom rules and being responsible, boys were 5.8% ahead of girls in demonstrating some degree of trust and responsibility. Girls, on the other hand, scored 3.8%, or 0.2% less.

Practical Relevance. The study's practical significance lies in the development of a novel teaching model that cultivates self-control skills in young children regarding their behavior, grounded in specific didactic criteria. Along with helping primary school teachers, the study's findings can also be used to write resources, make teaching aids, plan seminars, and train teachers.

Research limitations. Research limitations are explained as the schoolchildren's self-control, often situated within executive functions such as shyness, learning, memory, and cognitive flexibility. It indicates that its development is intricate and hindered by various interrelated constraints. These constraints can be categorized into biological, psychological, environmental, and methodological factors.

Prospects for further research. This research study

proved that didactic approaches in the development of young schoolchildren's self-control skills are adaptable methods for growing students' communication skills and independent learning. Through this research, teachers and students will learn valuable ideas for developing social-emotional learning. Moreover, this research integrates academic outcomes, behavioral observations, educator assessments and involves the family in learning.

Conclusions.

In conclusion, it should be noted that the formation of the skills of younger schoolchildren to control their own behavior is based on the effective application of a number of approaches. Here, taking into account pedagogical, didactic, and social requirements is an essential condition. The development of self-regulation skills of primary school students can be developed according to certain criteria, activities, and indicators. Thus, the research study examines the basic pedagogical-didactic concept of self-control, emphasizing its importance for personal development, decision-making, and overall success in life; the basis of self-control; and how it affects various aspects of time management, habit formation, and goal achievement. The study's findings demonstrated that primary-level students are interested in developing self-control skills and in resolving real problems. Theoretical analysis of the advantages was the development of self-regulating skills in teaching elementary classrooms that explores students' performance skills.

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