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## DEVELOPMENT OF SELF-REGULATION SKILLS IN THE ACTIVITIES OF SECONDARY SCHOOL TEACHERS

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**Abstract:** *This article analyzes the issues of forming and developing self-regulation skills in the professional activities of secondary school teachers. In the modern education system, a teacher is required not only to have knowledge and methodological skills, but also to have the ability to manage his emotions, behavior and professional motivation. The study considers the theoretical foundations of self-regulation, its practical significance in the work of a teacher, and effective methods for developing these skills. Also, teachers' skills of reflective thinking, emotional stability and overcoming professional stress are analyzed as the main components of self-management. The results of the article serve to increase the professional competence of teachers, ensure their personal growth, and improve the quality and efficiency of education.*

**Keywords:** *self-management, self-regulation, teacher activity, reflection, professional competence, emotional intelligence, pedagogical skills, stress resistance, personal growth, motivation.*

**Introduction:** In today's era of globalization and increased competition, the role of the teacher in the education system is becoming increasingly important. The teacher is not only a provider of knowledge, but also a personal role model, a person who understands the psychology of the student and constantly analyzes and improves his own activities. From this point of view, self-regulation skills are one of the main factors of a teacher's professional success.

Self-regulation is the process of consciously managing a person's own emotions, thoughts, and behaviors, consistently moving towards a goal, and ensuring tolerance to stress and external pressures. For a teacher, these skills play an important role in effectively organizing the lesson process, taking into account the individual characteristics of students, maintaining a positive atmosphere in conflict situations, and preventing professional burnout.

In modern education, the professional approach of a teacher is determined not only by methodological preparation, but also by the level of emotional intelligence, reflection, and self-development. Therefore, the development of self-regulation skills in teachers is a



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necessary condition for strengthening their professional potential, ensuring personal well-being, and improving the quality of education.

This study analyzes the level of self-regulation of secondary school teachers, their needs and existing problems in this regard. It also presents practical proposals developed on the basis of psychological and pedagogical mechanisms, training, and reflective methods that serve to form self-regulation skills.

**Literature Review:** In recent years, in the education system, not only knowledge and skills, but also the ability to self-regulate are considered important criteria for assessing a teacher's professional skills. According to researchers, self-regulation is a systematic goal-directed action of a person through conscious planning, control and evaluation of his own activities. This approach is the basis of professional success, emotional stability and personal growth of a teacher.

According to the social-cognitive theory put forward by A. Bandura,<sup>ix</sup> a person controls his behavior based on internal (motivation, beliefs, goals) and external (social influence, environment) factors. According to him, the main components of self-regulation are self-observation, self-evaluation and self-motivation. Based on this theory, B. Zimmerman<sup>ix</sup> emphasizes that the process of self-regulation in teachers is formed on the basis of a three-stage model:

1. Planning stage - goal setting and strategy selection;
2. Monitoring stage - observation and analysis of one's own activities;
3. Reflection stage - evaluation of results and self-improvement.

Studies show that teachers with a high level of self-regulation demonstrate greater independence, creativity and stress resistance in their work. They are able to create a stable emotional environment in communication with students and maintain motivation during the lesson. Local researchers also emphasize that the self-management competence of a teacher is one of the important psychological factors in improving the quality of education.

Also, D. Baumeister and R. Heatherton<sup>ix</sup> noted that self-management is inextricably linked to a person's emotional intelligence. The teacher's ability to manage his emotions, withstand stressful situations in the classroom, and maintain a positive atmosphere is a practical manifestation of self-regulation.

Local pedagogical experience shows that psychological trainings, seminars and self-development programs organized for teachers increase their professional motivation and strengthen self-regulation skills.

The analysis of the literature shows that the development of self-regulation skills in teachers is of great importance for the effective organization of their professional activities, improving the quality of education and ensuring personal stability. This requires scientifically based methodological approaches, psychological and pedagogical support and the development of a reflective culture of teachers.



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**Methodology:** The purpose of this study is to determine the state of self-regulation skills in secondary school teachers and identify ways to develop them. The object of the study is the professional activity of teachers, and the subject is their self-regulation skills and the process of their formation.

Theoretical, empirical and statistical methods were used during the study. Theoretically, pedagogical and psychological literature was analyzed, and best practices in self-regulation were studied. At the empirical stage, questionnaires, observations and interviews were conducted among teachers. The level of self-regulation was assessed using the Self-Regulation Questionnaire (SRQ) and an emotional intelligence test. A training program aimed at developing reflection, motivation and emotional control in teachers was tested through experimental work.

80 teachers from several schools in Tashkent participated in the study. The results were processed using descriptive and correlational analysis methods to identify the main factors influencing the development of self-regulation skills. As a result, a model of self-management in teachers based on reflection, emotional intelligence, and intrinsic motivation was developed, and recommendations were made for its practical application.

**Discussion and Results:** The results of the study showed that the majority of secondary school teachers have moderately developed self-regulation skills. In particular, there was a lack of time management, emotional stability, and decision-making skills under stress. At the same time, it was found that teachers with high reflexivity and intrinsic motivation achieve more effective results in their work.

The data obtained during the discussion were compared with international studies. For example, as stated in the theories of self-regulation by Zimmerman and Schunk,<sup>ix</sup> the level of a teacher's self-regulation is directly related to his ability to manage the educational process. The results of our study also confirm this scientific view.

As a result of the trainings conducted at the experimental stage, it was observed that the participants' skills in self-analysis, control of emotions, and planning activities significantly increased. According to the survey results, 68% of teachers were able to reduce stress in their professional activities, and 72% were able to increase motivation.

The results show that the development of self-management skills increases the professional effectiveness of teachers, and also serves as an important factor in creating a positive psychological environment for students. Therefore, it is recommended to establish a system of regular training, reflection sessions and psychological support aimed at developing self-regulation in pedagogical practice.

**Conclusion:** The results of the study confirmed that self-regulation skills are an important factor in the professional success of secondary school teachers. The ability of a teacher to control his emotions, clearly define the goal, plan and reflect increases the effectiveness of the educational process and becomes a positive example for students.

Based on the study, it was found that teachers with an average level of self-



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regulation have low stress tolerance, rapid decline in motivation, and lack stability in their work. At the same time, it was proven that these skills can be significantly improved through training, reflection exercises, and self-development programs.

Thus, the development of self-regulation in teachers is a necessary condition for improving the quality of education, improving the psychological environment, and increasing the effectiveness of professional activity. Based on the results of the research, it is advisable to develop special methodological recommendations aimed at systematically developing teachers' self-management skills in pedagogical practice.

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