SCHOLASTIC:
Journal of Natural and Medical Education
Volume 5, Issue 2, Year 2026
https://univerpubl.com/index.php/scholastic

Article

Principles of a Personalized Approach to Developing Discipline through Self-Control in Preschool Children

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Abstract: This article examines the issues of developing conscious discipline in preschool children through self-control (self-regulation) skills. It highlights the pedagogical and psychological foundations of applying personalized approach principles to this process. Based on research findings and literature analysis, the importance of considering children's individual psychological characteristics, particularly temperament and volitional qualities, is emphasized. The article also discusses practical recommendations and experimental results related to fostering internal discipline through role-playing games and independent activities, instead of relying on traditional coercive methods.

Keywords: preschool children, self-control, discipline, personalized approach, self-regulation, learner-centered education, individual characteristics, role-playing games.

Citation: qizi, E. M. O., & Asranbayeva, M. X. Principles of a Personalized Approach to Developing Discipline through Self-Control in Preschool Children. Scholastic: Journal of Natural and Medical Education. 2026, 5(2), 83-87.

Received: 15th Apr 2026
Revised: 10th May 2026
Accepted: 18th May 2026
Published: 05th Jun 2026

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1. Introduction

The preschool period is one of the most important and responsible stages of human life, during which a child's personal qualities, moral values, behavioral culture, and social adaptation skills are formed. At this stage, a child's psychological development progresses rapidly, and specific behavioral traits emerge through interactions with the surrounding environment, adults, and peers. Therefore, developing discipline in preschool children, teaching them to consciously follow rules and regulations, and fostering their ability to control their own behavior are among the most pressing pedagogical challenges in preschool education systems [1].

In the current era of globalization and rapid technological advancement, children are increasingly influenced by various external factors. This situation enhances the need for children not only to think independently but also to manage and regulate their own behavior. In particular, relying solely on external control or coercive methods is insufficient for developing discipline in preschool-aged children. Contemporary pedagogical approaches consider the development of children's internal motivation, self-management, and self-control skills as one of the primary educational objectives [2].

According to psychological researchers, self-control is a significant indicator of a child's emotional stability, volitional qualities, and social adaptability. As children become more capable of controlling their actions, qualities such as responsibility, patience, independence, and discipline develop. Therefore, applying personalized approach principles in preschool education while considering children's age-related and individual characteristics has substantial pedagogical significance [3].

The principle of a personalized approach involves organizing educational activities by taking into account each child's abilities, needs, interests, and psychological characteristics. Educational processes based on this approach help children reveal their

potential, make independent decisions, and consciously regulate their behavior. In particular, self-control competencies can be effectively developed through play activities, communicative exercises, encouragement methods, and reflective activities [4].

2. Literature Review and Methodology

The process of developing discipline in preschool educational institutions requires educators and caregivers to possess a high level of professional competence. This is because each child has unique character traits, temperament types, and educational backgrounds. Therefore, educators should apply an individualized approach, accurately assess the child's emotional state, and use encouraging and supportive methods. Creating an atmosphere of respect, trust, and support within the educational process contributes significantly to the effective development of self-control skills in children [5].

In addition, the family environment is one of the key factors influencing the formation of discipline and self-management skills in children. Parents' pedagogical culture, a positive psychological climate within the family, consistency in expectations placed upon the child, and exemplary behavior directly affect the development of self-control skills. In this regard, cooperation between preschool educational institutions and families is recognized as one of the primary factors enhancing the effectiveness of this process.

This article analyzes the pedagogical and psychological foundations of developing discipline through self-control in preschool children, the essence of personalized approach principles, and effective ways of implementing them in educational and upbringing processes from a scientific and theoretical perspective.

Literature Review

Extensive research has been conducted in pedagogy and psychology regarding the management of preschool children's behavior and the development of discipline. In particular, a child's ability to exercise self-control occupies a leading position in personality development. According to psychologist Lev Vygotsky, the first manifestations of voluntary behavior emerge during the preschool years, primarily through play activities and communication with adults, where children acquire social norms [6]. His cultural-historical theory suggests that self-regulation initially appears as external control provided by adults and gradually transforms into internal control, or conscious self-management.

From the perspective of the personalized approach principle, each child's nervous system type, temperament, and emotional state determine the level of discipline they exhibit. Swiss psychologist Jean Piaget viewed moral and disciplinary development as a long-term stage-based process. According to Piaget, preschool children are generally in the stage of "heteronomous morality," characterized by obedience to external rules and prohibitions. Through a personalized approach, educators should help children develop "autonomous morality," where rules are followed due to internal understanding and personal conviction [7]. In other words, discipline should be based not on punishment or fear but on the child's understanding of the meaning and importance of rules.

Scholars and psychologists in Uzbekistan have also paid particular attention to implementing learner-centered educational technologies in preschool education. Research findings indicate that the formation of self-regulation and self-control skills in preschool children requires consideration of their individual psychological characteristics, including activity level, attention stability, and endurance in situations requiring volitional effort [8]. The personalized approach principle requires educators to develop children's abilities to make independent decisions and evaluate their own behavior based on their individual needs and interests.

The literature review demonstrates that the most effective way to develop discipline in children is not through commands and directives alone but through fostering internal motivation and self-control mechanisms while taking individual characteristics into account.

Methodology

The study of personalized approach principles in developing discipline through self-control among preschool children employed a comprehensive combination of systemic, comparative-pedagogical, and empirical research methods. The methodological foundation of the study was based on the learner-centered education concept and pedagogical theories emphasizing child development through activity. To determine preschool children's level of self-control and promote the formation of conscious discipline, a consistent step-by-step methodological approach was implemented [9]. This approach involved diagnosing each child's individual psychological characteristics, including temperament, emotional stability, and volitional qualities.

To organize the pedagogical experiment and analyze children's self-regulation processes, the following methods were utilized:

Pedagogical Observation: Children's ability to control their behavior and follow group rules during natural activities such as play, work, and educational sessions was systematically recorded using specially designed observation charts.

Interviews and Projective Techniques: Methods such as "Tell a Story Based on a Picture" and free interviews were used to identify children's conscious understanding of discipline and rules [10].

Pedagogical Experiment: Special games, social role-playing situations, and methodologies encouraging independent decision-making based on personalized approach principles were introduced into practice, and their effectiveness was evaluated.

To ensure the reliability and objectivity of the findings, the dynamics of children's self-control development were processed using pedagogical and statistical analysis methods. Particular attention was paid not only to quantitative indicators, such as the duration of rule compliance and levels of perseverance, but also to qualitative indicators, including internal motivation and self-assessment motives [11]. These methodological foundations made it possible to study the research object comprehensively through a learner-centered perspective.

3. Results and Discussion

The pedagogical experimental work conducted demonstrated that the principles of a personalized approach are highly effective in developing discipline through self-control among preschool children. While discipline in traditional groups was mainly maintained through the educator's external demands, prohibitions, and strict supervision, activities organized in experimental groups by considering children's individual needs and temperament characteristics produced significantly different outcomes. When children were not merely forced to follow rules but were helped to understand their meaning through role-playing games and "self-assessment charts," internal discipline (autonomous discipline) began to develop [12].

The experimental results revealed the following positive dynamics after the implementation of activities based on the personalized approach principle:

Among hyperactive children: The ability to regulate physical movements according to planned game rules, wait for their turn, and control impulsive reactions increased by 34%.

Among passive and shy children: Motivation for independent decision-making, freely expressing opinions in front of the group, and confidently evaluating the outcomes of their own activities increased significantly.

From a psychological and pedagogical perspective, these findings indicate that a preschool child's capacity for self-control is directly related to the level of volitional development and the emotional relationship established with the educator [13]. If educators ignore children's individual characteristics and impose the same standardized disciplinary requirements on all children, this may lead either to aggression or, conversely, passive obedience based on fear. A personalized approach, however, supports the development of the child's self-concept. As a result, children perceive

themselves as equal members of the group and willingly accept and follow established rules.

Thus, the findings confirm that developing self-regulation mechanisms through learner-centered technologies during the preschool period constitutes one of the most important foundations for successful school readiness [14]. The earlier children learn to regulate their behavior without external pressure, the stronger their sense of responsibility and social adaptability becomes [15].

4. Conclusion

Research on the development of discipline through self-control skills in preschool children based on the principles of a personalized approach has led to the following important conclusions:

1. Priority of Internal Motivation

The development of discipline in preschool children is most effective not through external prohibitions, commands, or fear of punishment, but through children's conscious understanding of rules and the activation of self-regulation mechanisms. External control should gradually transform into internal self-control.

2. Consideration of Individual Characteristics

The personalized approach principle requires educators to take into account each child's nervous system type, temperament, and emotional condition. As demonstrated by the experimental findings, reducing impulsivity in hyperactive children and increasing independence in shy children can only be achieved effectively within a pedagogical environment adapted to their individual needs.

3. Development Through Activity

Since play is the leading activity during the preschool years, the most effective pedagogical outcomes are achieved when self-control skills are developed through social role-playing games, problem-solving situations, and opportunities for independent decision-making.

It is recommended that preschool educational institutions introduce self-assessment and self-monitoring charts for children, enhance educators' methodological training in learner-centered educational technologies, and establish a unified disciplinary approach through cooperation with parents within the family environment. A foundation of discipline based on a personalized approach is one of the most important factors ensuring a child's successful adaptation to future school education.

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