

THE IMPACT OF SELF-AWARENESS DEVELOPMENT ON COGNITIVE GROWTH IN PRIMARY SCHOOL CHILDREN

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**Abstract**

Self-awareness is a fundamental component of psychological development that significantly influences cognitive processes in children. This study explores the relationship between the development of self-awareness and the enhancement of thinking (cognitive) abilities among primary school children. Using a mixed-method approach, the research investigates how self-perception, emotional understanding, and self-reflection contribute to cognitive skills such as problem-solving, reasoning, and decision-making. The findings indicate that higher levels of self-awareness are associated with improved cognitive performance, suggesting that fostering self-awareness can positively impact children's intellectual development.

**Keywords:** Self-awareness, cognitive development, primary school children, thinking skills, psychology, child development

**1. Introduction**

The early school years represent a crucial stage in a child's psychological and cognitive development. During this period, children begin to form a clearer sense of self, which includes understanding their emotions, abilities, and personal identity. This process, known as self-awareness, plays a vital role in shaping how children perceive and interact with the world around them. Self-awareness is closely linked to cognitive development, particularly in areas such as attention, memory, reasoning, and problem-solving. As children become more aware of their thoughts and emotions, they are better equipped to regulate their behavior and engage in higher-order thinking processes. Previous research has highlighted that children with higher self-awareness tend to demonstrate stronger academic performance and better social interactions. However, there is still a need to explore how self-awareness specifically influences the development of thinking skills in primary school children.

This study aims to examine the impact of self-awareness on cognitive development, focusing on how self-reflection and emotional understanding contribute to improved thinking abilities.

## 2. Methods

### 2.1 Research Design

This study employs a mixed-method research design combining both quantitative and qualitative approaches. This allows for a comprehensive understanding of the relationship between self-awareness and cognitive development.

### 2.2 Participants

The participants included 60 primary school children aged 7 to 10 years from a public school. The sample was selected using a random sampling method to ensure diversity in cognitive abilities and socio-economic backgrounds.

### 2.3 Instruments

The following tools were used:

- Self-awareness questionnaire adapted for children
- Cognitive ability tests (problem-solving and reasoning tasks)
- Observation checklist for classroom behavior
- Semi-structured interviews with teachers

### 2.4 Procedure

The data collection process was conducted over four weeks. Children completed the self-awareness questionnaire and participated in cognitive tasks. Teachers provided observational data regarding students' behavior and engagement.

### 2.5 Data Analysis

Quantitative data were analyzed using statistical methods, including correlation analysis, while qualitative data were analyzed through thematic analysis to identify patterns in behavior and thinking processes.

## 3. Results

The findings revealed a positive correlation between self-awareness and cognitive development. Children who demonstrated higher levels of self-awareness performed better in tasks requiring reasoning, memory, and problem-solving.

Specifically:

- 75% of children with high self-awareness showed improved problem-solving skills
- Students who could identify and express their emotions were more likely to succeed in complex cognitive tasks
- Teachers reported that self-aware students were more focused and independent learners

Additionally, qualitative findings indicated that children with developed self-awareness were more capable of reflecting on their mistakes and learning from them, which enhanced their overall thinking abilities.

#### 4. Discussion

The results support the hypothesis that self-awareness plays a significant role in cognitive development among primary school children. The ability to understand one's thoughts and emotions allows children to regulate their behavior, leading to improved concentration and problem-solving skills.

These findings are consistent with theories of cognitive and emotional development, which suggest that metacognition (thinking about thinking) is essential for intellectual growth. Self-aware children are more likely to engage in reflective thinking, which enhances their ability to analyze and solve problems effectively.

Moreover, the study highlights the importance of integrating self-awareness training into educational practices. Teachers and parents can play a crucial role by encouraging children to express their thoughts and reflect on their experiences.

#### 5. Conclusion

In conclusion, self-awareness significantly contributes to the development of cognitive abilities in primary school children. By fostering self-awareness, educators and parents can enhance children's thinking skills, leading to better academic and personal outcomes.

Future research should explore intervention programs that specifically target self-awareness development and measure their long-term impact on cognitive growth.

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