PSYCHOLOGICAL PROPERTIES DEVELOPMENT OF VOLITIONAL QUALITIES IN PUPILS

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ABSTRACT

The system of physical education in preschool institutions is built taking into account the age and psychological characteristics of children. In the process of physical education, health-improving, educational and educational tasks are carried out. Recreational tasks include: protecting the life and strengthening the health of children, their all-round physical development, improving the functions of the body, increasing activity and general performance, as well as hardening.

Keywords: methodology, theory, tactics, technique, activity, formation, development.

INTRODUCTION

In this article analyses the psychological properties of the development of volitional qualities in pupils. Since the will provides the performance of two interrelated functions - incentive and inhibitory, and manifests itself in them. The development of will in students is closely related to the enrichment of their motivational and moral sphere. The inclusion of higher motives and values in the regulation of activity, an increase in their status in the general hierarchy of incentives that control activity, the ability to highlight and evaluate the moral side of the actions being performed - all these are important points in the education of will in children. The motivation of an action, which includes volitional regulation, becomes conscious, and the action itself becomes arbitrary. These aspects are studied separately in the article.

METHODOLOGY AND LITERATURY REVIEW

Currently, there is no unified theory of will in psychological science, although many scientists are trying to develop a holistic doctrine of will with its terminological certainty and unambiguity. The study of will in the historical aspect can be divided into several stages. The first stage is associated with the understanding of the will as a

mechanism for the implementation of actions prompted by the human mind in addition to or even contrary to his desires.

The second is associated with the emergence of voluntarism as an idealistic trend in philosophy. At the third stage, the will began to be associated with the problem of choice and the struggle of motives. On the fourth, the will began to be seen as a mechanism for overcoming obstacles and difficulties encountered by a person on the way to achieving the goal [1]. At this time, there are two opposing currents about the issue and the nature of will [2].

One of them replaces the will with motives and motivation. In accordance with the views of representatives of this trend, to say "against the will" means to say "against the will." Desire is of different strengths. Accordingly, in this case, the power of desire becomes a substitute for "willpower". Thus, there is a substitution of ideas about mental and physical volitional tension with ideas about the strength of the experience of need. Will acts here rather as a conscious (motivational) way of regulating human behavior and activities [3].

Studying the question - what needs to be taught to preschoolers, I got acquainted with the "Program of education and training in kindergarten" edited by M.A. Vasilyeva. the Program comprehensively presents all the main content lines of education, training and development of a child from birth to seven years. In parallel with the Program, short methodological recommendations were prepared. Among them is "Physical education in kindergarten". I studied the Program and methodological recommendations of E.Ya. Stepanenkova "Physical education in kindergarten" and the work of L.I. Penzulaeva. "Physical education with children."

In addition to well-known, field-proven traditional activities, creative physical education instructors suggest new approaches; in a special way apply classical methods of physical education, diversify classes by: using new ways of organizing children, using non-standard equipment. These are the works of V.L. Strakovskaya. "300 outdoor games for the health improvement of children", "Entertaining physical education in kindergarten for children 3-5 years old" Utrobina K.N., Fomin A.I. "Physical education and sports games in kindergarten." V.S. Loseva suggests exercises to prevent flat feet in preschool children. Many recommendations received in the manual by N.S. Golitsina "Non-traditional physical education in a preschool educational institution." The manual offers outlines of classes of different options: "Classes on a single plot", "Classes based on outdoor games," on musical rhythmic movements "and so on, which arouse particular interest in children. The author expresses his point of view on this issue.

RESULTS AND DISCUSSION

Since in his scientific research he wrote about the will of S.L. Rubinstein “Will is a person's conscious regulation of his behavior (activity and communication), associated with overcoming internal and external obstacles [4]. This is a person's ability, which manifests itself in self-determination and self-regulation by him of his behavior and mental phenomena. Another trend connects will only with overcoming difficulties and obstacles, ie, in essence, makes the concept of "will" synonymous with the concept of "willpower".

For the development of volitional qualities in students, their actions need to be linked by the following factors:

- transformation of involuntary mental processes into voluntary;
- a person gaining control over his behavior;
- development of strong-willed personality traits;
- as well as the fact that a person deliberately sets himself more and more difficult tasks and pursues more and more distant goals that require significant volitional efforts over a long time.

The development of volitional regulation of behavior in students is carried out in several directions. On the one hand, this is the transformation of involuntary mental processes into arbitrary ones, on the other hand, a person gains control over his behavior, on the third, the development of volitional personality traits. All these processes ontogenetically begin from the moment of life when the child masters speech and learns to use it as an effective means of mental and behavioral self-regulation [5].

Within each of these directions of development of will, students, as it is strengthened, take place their own, specific transformations, gradually raising the process and mechanisms of volitional regulation to higher levels. For example, within cognitive processes, the will first appears in the form of external speech regulation and only then in terms of the intra-speech process. In the behavioral aspect, volitional control first concerns the voluntary movements of individual parts of the body, and later - the planning and control of complex complexes of movements, including the inhibition of some and the activation of other muscle complexes. In the field of the formation of volitional qualities of the personality, the development of will can be represented as a movement from primary to secondary and further to tertiary volitional qualities [6].

Another direction in the development of will in students is manifested in the fact that the student consciously sets himself more and more difficult tasks and pursues more and more distant goals that require the application of significant

volitional efforts for a sufficiently long time. For example, a schoolchild, even in adolescence, may set himself the task of developing in himself such abilities, for the formation of which he does not have pronounced natural inclinations. At the same time, he can set a goal for himself to engage in a complex and prestigious activity in the future, for the successful implementation of which such abilities are required [7]. There are many life examples of how people who became famous scientists, artists, writers, achieved their goals without having good inclinations, mainly due to increased efficiency and will.

The development of will in students is closely related to the enrichment of their motivational and moral sphere. The inclusion of higher motives and values in the regulation of activity, an increase in their status in the general hierarchy of incentives that control activity, the ability to highlight and evaluate the moral side of the actions performed - all these are important points in the education of will in children [8]. The motivation of an action, which includes volitional regulation, becomes conscious, and the action itself becomes arbitrary. Such an action is always performed on the basis of an arbitrarily constructed hierarchy of motives, where the highest level is occupied by a highly moral impulse, which gives moral satisfaction to a person in case of success. A good example of such an activity is super-normative activity associated with the highest moral values, committed on a voluntary basis and aimed at the benefit of people.

Improvement of volitional regulation of behavior in students is associated with their general intellectual development, with the emergence of motivational and personal reflection. Therefore, it is practically impossible to educate a student's will in isolation from his general psychological development [9]. Otherwise, instead of will and perseverance as, undoubtedly, positive and valuable personal qualities, their antipodes can arise and gain a foothold: stubbornness and rigidity.

A special role in the development of will in students in all of the above areas is played by teaching methods, such as communicative, cognitive and play methods, and each type of play activity makes its own specific contribution to the improvement of the volitional process. Constructive object games, which appear first in the age-related development of the student, contribute to the accelerated formation of voluntary regulation of actions. Role-playing games lead to the consolidation of the necessary volitional personality traits in the student. In addition to this task, collective games with rules solve one more problem: strengthening the self-regulation of actions.

Since the will provides the performance of two interrelated functions - incentive and inhibitory, and manifests itself in them.

The incentive function is provided by a person's activity, which generates an action due to the specificity of the subject's internal states that are revealed at the moment of the action itself (for example: a person who needs to receive the necessary information, calls out to a friend, experiencing a state of irritation, allows himself to be rude to others, etc.).

Unlike volitional behavior, which is characterized by unintentional behavior, activity is characterized by arbitrariness, i.e. conditionality of action by a consciously set goal. Activity may not be caused by the requirements of the momentary situation, the desire to adapt to it, to act within the bounds of the given. It is characterized by oversituationality, i.e. going beyond the initial goals, the ability of a person to rise above the level of the requirements of the situation, to set goals that are excessive in relation to the original task (such is “risk for the sake of risk,” a creative impulse, etc.).

According to V.A. Vannikov, the main psychological function of the will is to enhance motivation and improve on this basis the conscious regulation of actions. The real mechanism for generating an additional incentive to action is a conscious change in the meaning of the action by the person performing it. The meaning of an action is usually associated with a struggle of motives and changes with certain, deliberate mental efforts.

The need for volitional action arises when an obstacle has appeared on the way to the implementation of motivated activity. A volitional act is associated with overcoming it. Previously, however, it is necessary to realize and comprehend the essence of the problem that has arisen.

Volitional action is always associated with the awareness of the goal of the activity, its significance, with the subordination of this goal to the actions performed. Sometimes it becomes necessary to attach a special meaning to any goal, and in this case, the participation of the will in the regulation of activity is reduced to finding the appropriate meaning, the increased value of this activity. Otherwise, it is necessary to find additional incentives for the performance, bringing to the end of the already begun activity, and then the volitional meaning-forming function is associated with the process of performing the activity. In the third case, the goal may be to learn something, and actions associated with learning acquire a volitional character.

Energy and the source of volitional actions are always, in one way or another, associated with the actual needs of a person. Relying on them, a person gives a conscious meaning to his voluntary actions. In this regard, volitional actions are no less determined than any others, only they are associated with consciousness, intense work of thinking and overcoming difficulties.

Volitional regulation can be included in the activity at any of the stages of its implementation: initiation of activity, choice of means and methods of its implementation, following the planned plan or deviating from it, control of execution. The peculiarity of the inclusion of volitional regulation at the initial moment of the implementation of activities is that a person, deliberately rejecting some drives, motives and goals, prefers others and implements them in spite of momentary, immediate motives. The will to choose an action is manifested in the fact that, deliberately abandoning the usual way of solving the problem, the individual chooses a different, sometimes more difficult, and tries not to deviate from it. Finally, volitional regulation of control over the execution of an action consists in the fact that a person consciously forces himself to carefully check the correctness of the actions performed when there is almost no strength and desire to do so. Particular difficulties in terms of volitional regulation are presented for a person by such an activity, where the problems of volitional control arise along the entire path of the activity, from the very beginning to the end.

CONCLUSION

Thus, the development of volitional qualities in students in the management of activities is a situation associated with the struggle of incompatible motives, each of which requires at the same time to perform different actions. Then the consciousness and thinking of a person, being involved in the volitional regulation of his behavior, look for additional stimuli in order to make one of the drives stronger, to give it more meaning in the current situation. Psychologically, this means an active search for connections between the goal and the activity being carried out with the highest spiritual values of a person, consciously giving them much more importance than they had in the beginning.

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