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## **SELF-EDUCATION OF VOLITIONAL QUALITIES IN CHILDREN OF SENIOR SCHOOL AGE**

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### **ABSTRACT**

The article deals with the essence of the concepts of "self-education of the will" and "freedom". The development of freedom in different age periods is analyzed. The influence on the development of the will of high school students is considered. The methods of self-education of the will and the requirements for them are singled out. The types of influence on volitional qualities in children of senior school age are determined. Examples of psychological studies of scientists regarding the will and self-education of volitional qualities are given.

### **KEYWORDS**

Self-education, freedom, volitional qualities, action, choice, decision, activity.

### **INTRODUCTION**

A person not only perceives and cognizes the objective world, but also actively influences it. He constantly sets himself certain goals and fights for their realization. Carrying out purposeful actions, a person encounters various obstacles. Some of them are connected with the conditions of life, these are objective obstacles -

the opposition of other people, natural obstacles, others - with their own shortcomings - this is an unwillingness to do what is needed, passivity, laziness, a bad mood, a feeling of fear, the habit of acting thoughtlessly, a feeling of painful pride [1, 2, 3]. To achieve the goal, a person needs to mobilize his mental



and physical strength to overcome obstacles, that is, to show strong-willed efforts [4].

The will of the individual is expressed in the extent to which he is able to overcome obstacles and difficulties on the way to the goal, control his behavior, subordinate his activity to the chosen tasks. Therefore, it is important to know what exactly are the ways of developing the will that should be used to develop volitional qualities, and most importantly, when exactly and how it is better to develop the will, volitional qualities and engage in its self-education [5, 6].

Questions concerning freedom in world philosophy and psychology were solved in different ways. In psychology, there are three main areas: intellectual, emotional, volitional [7, 8, 9]. For the first time, A. Schopenhauer objected to the rational nature of the will. He interpreted freedom as a dark, unconscious, irrational force that underlies the world. Such is the will (that is, the will to live) more corresponding to the lustful part of the soul according to Plato. Therefore, a person must be freed from it in order to have some hope in life. Another philosophical question about freedom concerns free will. There are two solutions to it: determinism (there is no free will) and indeterminism (there is free will).

Earlier in psychology there was a tendency to understand the will as a means of subordinating individual motives to higher social goals. From this, the volitional nature of the individual values of the individual was derived, which were understood as learned public value assets.

Now the will in psychology is most often defined by:

- Through the volitional qualities of the individual - initiative, self-control, endurance, perseverance, determination, purposefulness, and the like;
- Through arbitrary regulation of behavior, mental processes;
- Through volitional actions, which are identified by such signs as: awareness, purposefulness, overcoming obstacles, initiation of action, presence of volitional effort, lack of dependence on actual needs [10, 11, 12, 13].

But none of the listed signs is sufficient to determine the content of the will, although together they distinguish volitional action in its specificity, therefore the issue of will, especially its self-education in senior school age, has not been sufficiently studied [14]. From the moment of birth, the child begins to show activity. But his activity is still elementary and only involuntary. The will of each person develops on the basis of involuntary actions, depending on the growth of the organism, on the social environment, in activity and mainly under the influence of education and self-education [15, 16, 17].

The activity of children is primarily manifested in involuntary actions, primarily in the form of orienting movements. The child reacts vividly to all objects new to her, especially to those that move, sound, brightly colored, returns, reaches for them, grabs them, throws them on the floor and thus masters the first actions. The life of the organism is manifested in them, with the help of these involuntary actions the child satisfies his needs. At the same time, involuntary actions should have preparatory significance for the development of will in children [18, 19, 20].

Until almost two years old, under the influence of upbringing and play activities, the child accumulates certain experience, there is already a certain supply of ideas, elements of the imagination appear, she begins



to think. At the same time, the child begins to manifest conscious aspirations, desires. True, they have a rather important emotional character for quite a long time, and actions here are usually carried out under the influence of strong emotional urges [21, 22, 23].

When a child enters school, the character of the child changes. Teaching becomes the leading activity of the younger student. In the process of individual performance of class and homework assignments, the child develops self-control, organization, independence and other volitional qualities. In the conditions of learning, learning interests are formed - important motives for the behavior of students [24].

The most characteristic features of the volitional behavior of a teenager are independence and initiative. Living conditions, the general development of the child contribute to the formation of these qualities. There are many contradictions in the psyche of a teenager. They show a strong will to self-affirmation, but they still do not know their capabilities and underestimate their shortcomings.

The will of the teenager has not yet been formed, and upbringing constantly brings new and new changes. At the same time, tendencies are clearly revealed in the personality of a teenager, which differ from schoolchildren of other age periods, without taking into account which it is impossible to successfully conduct educational work. First of all, in all adolescents, the need for self-education of the will is actively developing. It is very important that this process is constantly under the control of the teacher, and above all the class teacher.

The period of early youth in the mental aspect is the age of character formation with all its main components: worldview, will, moral feelings and relationships.

Pedagogical and psychological studies show that for the successful formation of volitional qualities in schoolchildren, it is necessary not only to use the usual conditions for their educational activities, socially useful work, but also to create special ones. This work should have the goal of forming in schoolchildren the correct concepts of volitional qualities and the ways of their development, and should contribute to the emergence in all students of the need for their self-education.

Work has always been and will be the best means of strengthening freedom. It is important to bring each case to the end, think over your actions, not make impossible decisions, but if a decision is made, then it is necessary to achieve its implementation. The education of the will depends on the goal that a person sets for himself. Awareness of purpose in tempering the will.

Methods of self-education of the will may be different, but they all require compliance with certain requirements:

1. You should start by acquiring the habit of overcoming minor difficulties.
2. Any self-justification is very dangerous. This is a deception, first of all yourself.
3. Difficulties and obstacles must be overcome.
4. The decision made must be carried out to the end.
5. A special goal should be divided into stages, identify immediate goals, the achievement of which creates the conditions for approaching the final goal.
6. The most strict observance of the regime of the day, the routine of the whole life.

Therefore, we can conclude that willpower is at a high level in 45% of the respondents. In a difficult moment, such a person will not let you down, neither new

assignments, nor long trips, nor difficult cases will frighten her. But sometimes such a tough and uncompromising position on unprincipled issues bothers her environment. Most of the time it's stubbornness. Such a person lacks such qualities as flexibility, tact, kindness.

## CONCLUSIONS

Will is a mental process of conscious and purposeful regulation by a person of his activity and behavior in order to achieve his goals. In volitional actions, a person realizes his conscious goal. Conscious activity is voluntary activity. A significant role in the development of the will is played by the family and the immediate social environment in the preschool period. A teenager is most afraid of not being perceived as a small child. But he does not know the full complexity of life and does not have the experience of adults, so he is unrestrained, straightforward, sharp, self-confident, stubborn.

Willpower at a high level can be traced in 45% of respondents, high development of perseverance - in 35%, self-control at a high level - in 40%. Although this is less than half of the subjects whose results are at a high level, however, this shows that it is they who are engaged in self-education of the will, using most of the techniques for this. Based on this, there is a high level of perseverance and self-control and, accordingly, a high level of willpower, which is the most important thing in modern life.

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