



Testing Volitional Qualities For Students Of High Schools Of Secondary School

Dilmurod Yuldashevich Turdimurodov

Teacher, Department Of “Theory Of Physical Education And Sports”, Termez State University, Uzbekistan

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

ABSTRACT

The article discusses the features of the manifestation of volitional qualities in high school students when performing tasks in the form of test exercises of a different nature. Based on the analysis of scientific and research work on the formation and development of volitional qualities, studies of the mid-education school, studies have been conducted by studies to identify the level of evidence in the performance of test exercises in the lessons of physical education. As test exercises, the researcher took and carried out: holding a dumbbell in front of him (for a while) with an outstretched arm (static mode of operation), work with a dumbbell for biceps with a strong arm for the number of times (dynamic mode of operation), breath holding test (for time). Tables of measurements of volitional component indices were compiled for students with different levels of motor activity (LMA) when performing tasks of a different nature. Indicators of the level of manifestation of volitional qualities of senior pupils in the experiment were assessed by the method of E.P. Shcherbakov.

KEYWORDS

Secondary school, physical education lesson, test exercises, volitional qualities, component, technique, schoolchildren, level of manifestation of volitional qualities.

INTRODUCTION

In the upbringing of an active life position of a modern person, an important place is occupied

by the formation of the ability to volitional regulation of activity. However, the analysis of

psychological and pedagogical literature shows that the problem of will and its formation remains one of the most controversial areas of modern pedagogy and psychology.

Within the framework of upbringing an active life position of each individual, an important place is occupied by the formation and development of the ability for self-active volitional regulation of activity. In recent years, in pedagogy, the problem of the child's personality has been increasingly considered as part of a more general problem of mental regulation of behavior. From a general theoretical point of view, will is rightly considered the pinnacle of the hierarchy of mental regulatory processes [1, pp. 21-25].

THE MAIN FINDINGS AND RESULTS

Many authors consider the will as a certain set of volitional qualities, which characterizes the level of conscious self-regulation of behavior achieved by the individual [3, p. 21; 8, p. 64; 9, pp. 66-82; 10, p. 45]. In turn, the concept of volitional quality is defined as a relatively stable personal education, is not limited to a specific situation and manifests itself in volitional effort in overcoming difficulties [8, p. 64]. B. Smirnov calls the volitional qualities of the personality concrete manifestations of will with the characteristic overcoming of obstacles [9, pp. 66-82]. Volitional qualities according to D.Y. Turdimurodov are the ability for volitional regulation, which manifests itself in specific conditions, due to the nature of the difficulties overcome. Each volitional quality has its own psychophysiological structure, which in some cases may coincide with other volitional qualities, and in others - diverge. For example, people who have a high level of tolerance may

or may not have a high level of determination [5, pp. 204 -207].

LITERATURE REVIEW

In general, it can be stated that volitional qualities belong to the consideration of the most important in the characterization of the personality. In the works of psychologists, a thorough disclosure of their content is proposed. However, different authors characterize volitional qualities in different ways. In the views of psychologists, there are significant disagreements about the essence, content, quantity and classification of volitional qualities. Even in textbooks on psychology, the essence of volitional qualities is not defined in the same way. Some say that this is a manifestation of will, in others - the ability, in the third - the ability to overcome various difficulties, manage oneself, and the like. In all these works, it is noted that commitment is the ability to make and implement informed, firm and quick decisions. Determination is realized in the choice of the dominant motive and adequate means of achieving the goal set for oneself. Purposefulness is the ability of a person to subordinate his actions to set goals. Being the most important personality trait, purposefulness determines the content and level of formation of other volitional qualities. Initiative is the ability to work creatively by taking actions and deeds on one's own initiative. This is a manifestation of activity, an inner urge to new forms of activity, accompanied by invention, resourcefulness, ingenuity. Self-reliance is the ability of a person to autonomy, independence, the ability to act without outside help [2, pp. 12-14].

Various authors identify up to 34 volitional personality traits. The psychology textbook

edited by V.M. Melnikov deals only with volitional qualities, which, according to the author, are essential in sports activity. S.A. Polischuk [7, p. 122] in his research examines a volitional complex of 14 qualities.

A variety of views on the nature of volitional qualities, difficulties in their determination complicate the solution of methodological problems. In the psychological and pedagogical literature, there are only fragmentary recommendations for the upbringing of volitional qualities in younger schoolchildren, in middle school age students in the process of physical education [6, p. 19; 7, p. 122]. The methodology for the formation of volitional qualities in senior students remains the least studied.

THE RELEVANCE OF THE RESEARCH

The volitional qualities of each person are formed and developed from the conditions of the surrounding world and environment. Each person throughout his life is faced with one or another difficult obstacles and problems that will need to be overcome. Therefore, taking into account the relevance and practical significance of this problem in the process of his own research, the author made an attempt to assess and study the volitional qualities of high school students when performing test exercises of a different nature.

This formulation of the question is caused by the presence of a close relationship between the level of physical and volitional readiness. According to A.T.Puni, volitional qualities of each person act as a single integral system, but the structure of the elements of this system is not the same for representatives of various sports.

In fact, the author points out that practicing various sports contribute to the formation of clearly defined volitional qualities and their specific combination (structure). The research results of A.A.Artyushenko, S.N.Bubka, and E.P. Shcherbakova emphasize the significant dependence of the level of manifestation of volitional qualities on the nature of physical exercises and the level of physical fitness of students. In this regard, the author proposes to coordinate the process of formation of volitional qualities with the development of specific physical abilities.

According to the author, the study of the features of the manifestation of will in students when performing physical exercises and tasks of a different nature is a necessary condition for substantiating effective means and methods of forming volitional qualities in the process of physical education.

FORMULATION OF WORK GOALS

The aim of the research was to study the features of manifestation of volitional qualities in senior school students with different levels of physical activity and when performing tasks of a different nature. In the process of experimental work, a complex of research methods was used, which included: analysis and generalization of psychological and pedagogical literature on the problem of research, ascertaining a pedagogical experiment, pedagogical testing, methods of mathematical statistics and comparative analysis.

Schoolchildren 15-17 years old (87 students in total) took part in the experiment.

As test exercises, the researcher took:

1. Holding a dumbbell in front of you (for a while) on an outstretched arm (static mode of operation).
2. Work with a dumbbell for biceps with a strong hand for the number of times (dynamic mode of work).
3. Test for holding your breath (for a while).

The result was taken as 100%.

When performing all test exercises, the moment of onset of a feeling of fatigue was recorded based on the subjective reports of the subjects. From that moment to failure, the time of holding the dumbbell and holding the breath in the first and third exercises and the number of movements in the other were taken into account. These indicators were converted into percentages and taken as a quantitative assessment of the volitional component. The validity of this approach to the assessment of the volitional component when performing test exercises takes place in the works of A.B. Voronin.

The level of physical activity was defined as relatively high and relatively low.

Pupils with a relatively high level of physical activity, in addition to physical education lessons, were additionally engaged in sports sections and independently. Pupils with a relatively low level of physical activity were engaged in physical exercises only in physical education lessons.

The level of manifestation of volitional qualities among senior pupils was assessed by us

according to the method of E.P. Shcherbakov [10, p. 45].

RESEARCH RESULTS

Comparison of the indicators of the volitional component when high school students perform tasks of a different nature (Table 1) indicates the absence of any regularity in terms of age. When performing all test exercises, the indicators of the volitional component in pupils of 15, 16 and 17 years old do not differ much. At the same time, in each age group there are significant differences in equal numbers of these indicators among students with different levels of physical activity.

When performing all test exercises, the indicators of the volitional component are significantly higher in students who, in addition to physical education lessons, are additionally engaged in sports sections and independently. Thus, it can be argued that in the process of doing physical exercises, not only the level of physical abilities, but also the ability to manifest volitional qualities, significantly increases.

Comparison of indicators of the volitional component when performing various test exercises shows the presence of a certain pattern. In particular, it can be argued that, regardless of age and level of physical activity, the ability of students to manifest volitional qualities during breath holding and when performing strength exercise in a static mode is higher than when performing strength exercise in a dynamic mode (Table 1).

Table 1

Indicators of the volitional component in students with different levels of motor activity (LMA) when performing tasks of a different nature (%)

№	Nature of the assignment	Level of motor activity	Age		
			15	16	17
1	Static strength exercise	1	34,3±3,7	35,4±3,5	33,7±3,4
		2	29,2±2,5	30,7±2,9	28,5±2,4
2	Dynamic strength exercise	1	19,4±2,3	20,9±2,6	22,7±2,5
		2	16,3±1,8	18,7±1,8	20,6±2,1
3	Breath holding test	1	34,7±3,3	32,6±3,2	36,3±3,7
		2	27,7±2,5	29,2±2,5	26,3±2,4

LMA 1 - in addition to physical education lessons, students additionally engaged in sports sections and independently.

LMA 2 - pupils were engaged in physical exercises only in physical education lessons.

Table 2

The level of manifestation of volitional qualities (%) of high school students

№	Strong-willed qualities	Level of motor activity	Age		
			15	16	17
1	Determination, mobilization	Low	16	14	12
		Below the average	22	22	25
		Middle	31	36	29
		Above the average	20	21	22

		High	4	7	8
2	Composure, determination, perseverance	Low	17	15	13
		Below the average	31	32	33
		Middle	24	28	31
		Above the average	20	21	22
		High	6	4	4
3	Self-esteem ability, perseverance	Low	15	14	12
		Below the average	33	31	30
		Middle	30	28	33
		Above the average	16	18	18
		High	5	6	8

So, when holding a dumbbell in front of you (a strength exercise of a static nature), the lowest indicator of willpower was recorded in 17-year-old students with a relatively low level of motor activity (28.5%), the highest among 16-year-old students with a relatively high level of motor activity (35, 6%).

When performing a test exercise for holding the breath, indicators of the volitional component were recorded at about the same level (from 26.2% to 36.2%). In the same students, when performing a strength exercise of a dynamic nature, the volitional component is significantly lower and ranges from 16.4% among 15-year-old students with a relatively low level of motor activity to 22.4% among 17-year-old students with a relatively high level of motor activity.

The obtained data actually confirm the position on the relationship of the volitional sphere of

LMA 1 - in addition to physical education lessons, students additionally studied in sports sections and independently.

LMA 2 - students were engaged in physical exercises only in physical education lessons.

Indicators of the volitional component in students with different levels of motor activity (UDA) when performing tasks of a different nature (%) with the state of physical functions. Since the human body is one, the physical volitional qualities are interrelated.

This was emphasized in the works of I.M.Sechenov, K.L.Babayana, S.N.Bubka and others. According to P.A.Rudik, physical education, developing skills in owning one's own body, thereby contributes not only to physical development, but improving the ability of students to volitional actions. Moreover, E.P. Shcherbakov believes that

physical qualities can also be used to assess the ability to volitional actions, that is, to assess volitional efforts.

Indicators of the level of manifestation of volitional qualities of senior pupils, which were assessed by the method of E.P. Shcherbakov [10, p. 45], are presented in Table 2. It should be noted that there are no significant age differences in the level of manifestation of volitional qualities of determination, self-control, and perseverance in senior pupils. The largest number of students aged 15 - 17 have an average level of manifestation of volitional qualities (from 26 to 35%). The smallest number of high school students has a high level of manifestation of volitional qualities (3-7%). A significant number of high school students have a level of volitional qualities below average (24 - 34%) and low (10 - 18%).

CONCLUSIONS

1. The results of the research allow us to assert that when performing test physical exercises of a static and dynamic nature, as well as test exercises for holding the breath, the indicators of the volitional component of students aged 15, 16 and 17 do not differ significantly. At the same time, the indicators of the volitional component in all cases are significantly higher in students with a higher level of motor activity.
2. Regardless of the age and level of motor activity, the ability of senior schoolchildren to manifest volitional qualities during breath holding and when performing a strength exercise of a static nature is higher when performing a strength exercise of a dynamic nature. The strong-willed component of high school students when performing a strength exercise of a

static nature ranges from 28.5% (min) to 35.6% (max) when performing a strength exercise of a dynamic nature from 16.4% (min) to 22.4% (max) when performing a test exercise for holding the breath from 26.2% (min) to 36.2% (max).

3. There were no significant age-related differences in the level of manifestation of volitional qualities of determination, self-control, and perseverance in senior school students. The largest number of students aged 15-17 have an average level of manifestation of volitional qualities (from 26 to 35%). The smallest number of students (3-7%) has a high level of manifestation of volitional qualities. A significant number of high school students have a level of volitional qualities below average (24 - 34%) and low (10 - 18%).

The research carried out does not exhaust all aspects of the problem under consideration. The following directions of further work are promising: the study of the main factors affecting the level of manifestation of volitional qualities and the development of a methodology for the formation of the volitional sphere of high school students in the process of physical education, taking into account the peculiarities of manifestation of volitional qualities when performing physical exercises of various orientations.

REFERENCES

1. Turdimurodov D.Y. (2020) Pedagogical factors of external stimulation affecting the volitional efforts of schoolchildren during physical exercises of a different nature / D.Y. Turdimurodov // Innovations in pedagogy and psychology. No. 9. Issue 3. – pp. 21-25. (Турдимуродов Д. Й. Педагогические факторы внешней

- стимуляции, влияющие на волевые усилия школьников при физических упражнениях разного характера / Д. Й. Турдимуродов // Инновации в педагогике и психологии. – 2020. - № 9. Выпуск 3. – С. 21-25.)
2. Abdullaev Ya.M., Turdimurodov D.Y. (2020) Creation of pedagogical conditions in the formation of volitional qualities in primary school students / Ya.M. Abdullaev, D.Y. Turdimurodov // Colloquium - journal. No 24 (76). – pp. 12-14. (Абдуллаев Я. М., Турдимуродов Д. Й. Создание педагогических условий в формировании волевых качеств у учеников начальных классов / Я. М. Абдуллаев, Д. Й. Турдимуродов // Colloquium – journal. – 2020. № 24 (76). С. 12 -14.)
 3. Babayan K.L. (1970) Analysis of the structure of volitional qualities and the peculiarities of their manifestation in the process of educating athletes: Abstract of the Thesis. Candidate of Pedagogical Sciences. - Moscow. – p. 21. (Бабаян К. Л. Анализ структуры волевых качеств и особенности их проявления в процессе воспитания спортсменов: Автореф.дис ... канд.пед.наук.- М., 1970. - 21 с.)
 4. Ilyin E.P. (2000) Psychology of Will. – Saint Petersburg. Publishing House “Peter”. – p. 288 . (Ильин Е.П. Психология воли.- С Пб: Изд - во «Питер», 2000.-288 с.)
 5. Menglikulov Kh. A., Turdimurodov D. Y. (2020) Development of physical training skills and formation of willpower qualities in extracurricular activities / Kh. A. Menglikulov, D. Y. Turdimurodov // European Journal of Research and Reflection in Educational Sciences. . Vol 8. No. 3. – pp. 204 -207.
 6. Polishchuk S. A. (2001) Features of the development of will in pupils of primary school age: Avtoref. Candidate of Pedagogical Sciences. – p. 19. (Полищук С. А. Особенности развития воли у учеников младшего школьного возраста: Автореф.дис ... канд .. пед.науч. К., 2001.- 19 с.)
 7. Puni A. Ts. (1962) Self-education of the will of an athlete // Problems of sports psychology. – Moscow. – p. 122. (Пуни А. Ц. Самовоспитание воли спортсмена // Проблемы психологии спорта.- М., 1962. - С. 122.)
 8. Selivanov V.I. (1976) Will and its upbringing. - Moscow. Knowledge. – p. 64. (Селиванов В. И. Воля и ее воспитание. - М.: Знание, 1976. - 64 с.)
 9. Smirnov B.N. (1979) Psychological aspects of upbringing volitional qualities // Psychology of physical education and sport, Edited by T. T. Dzhamgarovykh and A. Ts. Puni. – Moscow. – pp. 66-82. (Смирнов Б. Н. Психологические аспекты воспитания волевых качеств // Психология физического воспитания и спорта, Под ред. Т. Т. Джамгаровых и А. Ц. Пуни.- М., 1979. - С. 66-82.)
 10. Shcherbakov E.P. (1990) The functional structure of will: Abstract of the thesis. Doctor of Psychology Sciences. – Leningrad. – p. 45. (Щербаков Е. П. Функциональная структура воли: Автореф.дис ... докт.псих.наук.- Л., 1990. - 45 с.)
 11. Ataev T. A. (1966) Psychological characteristics of endurance and its development in adolescent schoolchildren: Author's abstract. Dissertation of Candidate. – Ryazan. (Атаев Т. А. Психологическая характеристика выдержки и ее развитие у школьников-

-
- подростков: Автореф. дис... канд. – Рязань, 1966.)
12. Gagaeva G.N. (1962) Content and methods of strong-willed training of athletes // Problems of sports psychology. – Moscow. – pp. 20-28. (Гагаева Г. Н. Содержание и методы волевой подготовки спортсменов// Проблемы психологии спорта. – М., 1962. – С. 20-28.)
 13. Kolominsky Ya. L. (2014) Development of the volitional sphere of the child. – Saint Petersburg. – pp. 272–279. (Коломинский Я. Л. Развитие волевой сферы ребенка. - СПб., 2014. - С. 272–279.)
 14. Accagioli P. (2018) Seven types of personality typology of psychosynthesis. – Moscow: World of Uranii. – p. 159. (Ассаджиоли Р. Семь типов личности типология психосинтеза. - М.: Мир Урании, 2018. - 159 с.)
 15. Nyutten J. (2017) Motivation, action and prospects for the future. – Moscow: Smysl. – p. 607. (Нюттен Ж. Мотивация, действие и перспектива будущего. - М.: Смысл. 2017. - 607 с.)