



## **Development of Volitional Qualities of Students of Pedagogical University by Means of Physical Education**

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**Abstract:** *The article proposes an analysis of the features of using the means of the system of physical education for the formation of volitional qualities of students of pedagogical universities. In particular, the features of students of pedagogical universities as future professionals are analyzed, and requirements are made for their personal characteristics. Volitional qualities are considered as a fairly important factor in achieving success in various areas of professional activity.*

**Keywords:** *physical education, volitional qualities, development of will, students, Pedagogical University.*

### **INTRODUCTION**

Will is a rather specific integrative characteristic of a person, formed under the influence of a complex of psychological and social factors. This causes interest in the study of the will and the volitional sphere of the personality on the part of psychologists, sociologists and educators, as well as a variety of approaches to the interpretation of the will [1].

The study of the will was carried out by the philosophers of ancient Greece. For example, Aristotle considered the will as a process that has a social nature. Volitional decisions, the ability to make them, he associated with the understanding on the part of a person of his duties to society. Volitional Aristotle called only those actions that are performed by a person according to a reasonable desire. Volitional actions of a person are aimed at building his future, and they contain a certain forecast of the result and reasonable calculation [5, 6, 7].

According to Socrates, each person has a higher rational consciousness, directed towards perfection, goodness and truth. It was this rational consciousness that he called will. Happiness for a person consists mainly in the elimination of the contradiction between personal gain and social existence, and the will performs precisely this function. On the contrary, the focus of a person's attention on their own interests, their opposition to the interests of society or their neighbors lead to disharmony, mental discord and complication of relations with society.

Socrates is also one of the founders of the doctrine of the good and just nature of the will of each person. Giving special importance in his teachings only to natural predisposition, he considered it the duty of every person to be strong-willed, since this is inherent in nature itself. Socrates saw in following the will the most true and accurate way of manifesting the possibilities and abilities of a person in self-knowledge. He said that "he who knows himself knows what is useful for him, and understands what he can and cannot." By "knowledge of oneself" Socrates meant not only the improvement of the mind, but also the knowledge of one's physical body, including factors that are beneficial and harmful to it. Socrates saw the fundamental task of any mentor in awakening healthy, powerful spiritual forces, that is, the will of his student.

In the Middle Ages, the problem of human will was practically not raised. This is due to the fact that a person in this period was thought of as the embodiment of the will of God, a being obedient to God and not having his own aspirations, except for those that are pleasing to the higher mind. All human actions, according to the philosophy of the Middle Ages, are an expression of the will of God, and not his own. Only with the development of anthropocentrism of the Renaissance, a person was again recognized the right to manifest his own will [2, 3, 8, 9].

For some time, the will was considered not as an independent object of study, but as an element of free will. This position of philosophers dominates until modern times. The problem of free will was considered, for example, by R. Descartes. The selection of the will as an independent object of study was carried out within the framework of his concept by W. Wundt, who considered the volitional process as an affective process. At the same time, W. Wundt singled out two types of volitional processes:

1. Genuine affects are those that arise within the ordinary course of feelings, ending without a definite result.
2. Volitional actions, which are a change in the general state of feelings and ideas of a person. Volitional actions have a specific end result that stems from the purpose.

The structure of the volitional sphere of a person includes various kinds of volitional motives that prepare any volitional action. The volitional motive is also multicomponent and has two aspects: the basis for the emergence of the motive and some kind of motivating reason. The basis of the motive is the representation of some goal or object, and the feelings that are associated with it are the motivating cause of the will [10, 11, 12].

Interestingly, scientists even attributed impulsive actions to the number of volitional processes. In addition, they subdivided human volitional processes into simple and complex. According to them, a simple process has only one motive (due to which there is no struggle of motives in it), and the simple volitional process itself acts only as a strong impulsive action. A complex volitional process is actually the volitional process that is being studied at the present stage. A complex volitional process has two or more motives, which can be either unidirectional or contradict each other. That is, in a complex volitional process, there may be a struggle of motives [13, 14, 15].

The next step in the study of the will and the volitional sphere was the study of the psychology of the will. Volitional qualities are the main qualities that mediate the formation and development of other personal qualities. Exploring the psychological processes of the will, the researchers pointed out that the volitional actions and movements of a person are a derivative, not a primary function. At the same time, the researchers said that volitional movements are in all cases deliberate and deliberately constitute the object of goals and desires, and are always performed with the awareness of what they should be. The scientists also identified the prerequisites for the development of will and volitional qualities, in particular, the presence of a goal and a plan to achieve it, the presence of a set of ideas and ideas about the desired result, the availability of resources for the implementation of actions to achieve the result [18]. Volitional qualities are a rather important factor in achieving success in various areas of professional activity, which is why the process of their development, as well as the analysis of the methods and means of this process, is of particular relevance [16, 17].

At the same time, today, when studying in universities, the task of educating the volitional qualities of a person is not set, since the very level of educational work in higher educational institutions (due to the age characteristics of students) is relatively low. In this regard, the process of forming the volitional qualities of students today is carried out spontaneously, chaotically and often does not lead to positive results.

An insufficient level of formation of volitional qualities among students in the learning process can lead to an insufficiently high level of responsibility and efficiency in the process of future professional activity. In this regard, it is necessary to place special emphasis on the formation of volitional qualities of students today. At the same time, it is important today to search for conditions, methods and means of developing volitional qualities in students within the framework of their

rather high workload when studying at a university. Physical education can be one of such resources that allow shaping the volitional qualities of university students.

The development of volitional qualities in students of pedagogical universities has some features. First of all, for this group of students, it is quite important to develop such qualities as high self-discipline and fortitude, since their future professional activity is directly related to long-term work, coordination of minor details and reconciliation of data.

For students of pedagogical universities, such qualities as perseverance, long-term maintenance of a high level of attention, perseverance and discipline are quite important. This necessitates the purposeful formation of volitional qualities among students of pedagogical universities.

It should be noted that the formation and development of volitional qualities by means of physical culture must meet a number of requirements:

1. take into account the different physical training of students;
2. be carried out systematically;
3. imply an increase in the level of complexity in the process of planning exercises;
4. create conditions for overcoming difficulties.

Of particular relevance for the development of willpower, as the ability to show high willpower for a sufficiently long time, is the inclusion in the program of physical education (including physical education classes within the framework of the university) non-trivial and difficult elements for mastering. This may be, for example, the inclusion of acrobatic exercises in the program of physical education, increasing loads, organizing additional classes. The inclusion of a competitive element into the program of physical culture in a higher education institution is quite important for the development of volitional qualities by means of the system of physical education. At the same time, the process of competition should not be carried out chaotically (within the framework of individual relay races in the classroom), but systematically with the display of visual results.

**Conclusions.** Thus, the system of physical education at the university allows you to form volitional qualities in students in the learning process due to the fact that it has the following qualities:

1. allows you to visually demonstrate the result and its dynamics;
2. allows you to create conditions for overcoming difficulties;
3. allows you to create conditions for setting a goal and achieving it;
4. allows you to create conditions for planning the achievement of the goal, analyzing your result.

It should also be noted that the proposed system for the formation of volitional qualities will have a positive impact on the emergence of universal educational actions in students, which are necessary both in the learning process and in the process of future professional activity.

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