



## Formation of Volitional Qualities of Preschool Children in the Process of Physical Education

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**Annotation:** The problem of formation of volitional qualities of preschoolers in physical education classes is considered. It is shown that the poor development of many aspects of the problem is also reflected in the practice of raising children, since teachers do not have scientifically based methods for the formation and objective assessment of volitional qualities, as a result of this, pedagogical activity aimed at shaping the will is in most cases declarative.

**Keywords:** volitional qualities, personality of a preschooler, physical education, development factors, typological characteristics, diagnostic methods.

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**Introduction.** The problem of educating a person's will, determining the mechanisms of regulation of volitional behavior, the determinants of volitional development is still debatable. The formation and development of will and volitional behavior are the central line in the formation of a child's personality.

In domestic psychology and pedagogy, the study of the patterns of development of endurance (Ya. M. Abdullaev) [1, 2], responsibility, courage, organization, perseverance, discipline (D. Y. Turdimurodov) [11, 12, 13, 14]. These works are more pedagogical than psychological [18, 19, 20].

The experimental theory of will, developed by D. Y. Turdimurodov, is based on the fact that the motivation for any action is determined by the presence of an attitude [21]. The change of attitudes (from the immediate, actual to the imaginary, conceivable) is the essence of the volitional act [22, 23, 24].

Within the framework of the regulative approach to understanding will and arbitrariness, many specific experimental studies were carried out, in which various options and conditions for self-regulation of activities, emotional states, individual mental and psychophysiological processes were used (D. Y. Turdimurodov, Kh. A. Menglikulov [3, 4, 5, 6]. In the framework of this approach, studies of voluntary movements and cognitive processes - attention, memory, thinking - are singled out as an independent problem [7, 8, 9].

An analysis of the specialized literature showed that when considering the phenomena of will, researchers are faced with an extremely ambiguous understanding of this phenomenon [10]. These include overcoming obstacles on the way to the goal, and the choice of the goal itself, and the volitional qualities of the individual, and the change of attitude, and the subordination of motives, and the problem of choice, and self-regulation of activity, and much more.

The vagueness and ambiguity of the definition of the essence of the will does not allow a more or less definite answer to the question of what exactly develops: the ability to overcome obstacles through volitional efforts; ability to free choice; self-regulation; volitional qualities of a person [14, 17]. And the main question that remains open is what are the basic psychological formations that underlie all these manifestations, unite them into a single area of psychic reality.

The most significant is the initial period of the formation of the will - the preschool period of ontogeny [22, 24]. The poor development of the problem is also reflected in the practice of raising children, since teachers do not have scientifically based methods for the formation of volitional qualities. As a result, pedagogical activity aimed at forming the will is, in most cases, declarative in nature [1, 2].

The main factor in the development of will and arbitrariness in preschool children is the participation of an adult in the formation of volitional processes (especially in the early stages of its development), which is no less important than in the formation of voluntary processes [9, 18]. Therefore, we believe that the development of will and arbitrariness in ontogeny can only be studied in the context of communication and joint life activity of a child with an adult.

The pedagogical experiment was carried out in 2022 on the basis of the Preschool Educational Institution No. 43 in Termez. In the course of experimental work, the following tasks were solved:

1. To identify the features of the development of volitional qualities of preschoolers, which are included in the structure of the volitional sphere in physical education classes.
2. To scientifically substantiate and experimentally confirm the effectiveness of the developed means and methods for the formation of volitional qualities of preschoolers in physical education classes.
3. To develop practical recommendations for the formation of the volitional sphere in preschoolers in the process of physical education.

An analysis of the psychological and pedagogical literature, as well as the results of our ascertaining experiment, made it possible to determine a group of basic volitional qualities of a preschooler's personality, on which the success of their education and upbringing depends. It was revealed that the means and possibilities of physical education in the formation of the volitional sphere of a preschooler are practically not used by teachers of the Children's Educational Institution, remain unexplored and do not have proper scientific justification.

Based on the hypothesis of the study, we presented our view on the essence, structure and content of the volitional qualities of a preschooler's personality, tried to identify pedagogical conditions that actualize the use of physical education in the formation of these qualities.

To determine the level of development of volitional qualities, tests and control tasks that were generally accepted and adapted for preschoolers were used. The choice of diagnostic methods to determine the level of development of will and arbitrariness was carried out taking into account the characteristics of the external and internal actions of the preschooler, in which the volitional quality is manifested.

The diagnostic methods adapted by us for preschool children were adopted as the main ones: A. I. Vysotsky - observation and evaluation of the manifestation of volitional qualities; G.A. Kalashnikovs - revealing the level of courage; Mac Carey - assessment of persistence while maintaining concentration; the author's method for assessing the ability of children to restrain impulses under the influence of various restrictive motives.

The subjects in the study were 50 preschool children aged 6 years. 26 children made up the control group and 24 - experimental. With each child, control and experimental pedagogical "sections"

were carried out. All measurements were taken by the experimenter. In the process of experimental work, gradations by gender were not made.

The study was conducted for three months and included three stages: ascertaining, forming and control. In the course of it, typological characteristics and personality traits of children were identified, which made it possible to organize an individual approach in carrying out experimental work.

According to the nature of the behavior in the classroom during the "cuts" in the ascertaining experiment, all the subjects were divided into 4 groups: disciplined active children; undisciplined active children; disciplined passive children; undisciplined passive children.

At the formative stage in the experimental group for three months, specially organized classes and games with rules aimed at the formation of volitional qualities were systematically and intensively conducted. The content of classes and walks included games collected and described in the methodological manual by V. L. Strakovskaya. All games had a joint character and were held with the active participation of the group teacher. At the same time, educators performed two roles - a participant and an organizer of the game. With each educator participating in the experiment, conversations and training in the game were preliminarily conducted.

An important and main factor in the distribution of the volume and intensity of exercises aimed at forming the will was an individual approach that takes into account the individual characteristics of children, mainly in terms of the properties of psychodynamics.

The conducted classes, activities and games had a differentiated effect on children with different types of behavior: passive and timid children became more relaxed and active, impulsive and "unbalanced" children became more focused and disciplined. In the children of the control group, there were no changes in the behavior in the classroom; indicators of discipline and activity in all subgroups remained approximately at the same level. This fact may indicate that the positive changes observed in the experimental group were the result of the classes and games.

As a result of the work carried out in the experimental group, there were significant changes in the level of development of almost all volitional qualities. The most significant gains (in points) were found in the development of discipline - 1.4; initiative - 1.5; persistence - 1.5. Based on this, one can judge the effectiveness of the means and methods of physical education used in the formation of volitional qualities in preschoolers.

The conducted research made it possible to make a number of practical recommendations aimed at the formation of volitional qualities of a preschooler's personality in the process of physical education:

- include special exercises, tasks and games aimed at developing volitional qualities in the content of physical education classes and in the educational process of a preschool educational institution;
- the content of volitional education should be selected taking into account the age and typological characteristics of preschoolers;
- To plan the process of formation of volitional qualities in stages, taking into account the psychophysiological mechanisms of their consistent formation in the preschool period of ontogenesis.

**Conclusions.** The search for opportunities to use the means of physical education in the development of the volitional sphere of a preschool child showed the need to increase the level of special training in this direction for preschool education specialists.

Key issues requiring further consideration include the following:

- implementation of the developing possibilities of physical education means in the formation of the will while integrating them with the means of other types of activities and objects;
- psychological and pedagogical diagnostics of volitional manifestations;
- Organization of pedagogical support in the education of volitional qualities of preschoolers.

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