



## Volitional Qualities as a Means of Physical Education of a Personality

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**Annotation:** *The article reveals the possibilities of developing volitional qualities in the physical development of a person, shows the importance of self-control and self-regulation in competitive activity, both for beginners and highly skilled athletes. The structure of volitional qualities is singled out, recommendations for the development of volitional qualities in the process of physical education are given, the basic principles of self-education of volitional qualities are given.*

**Keywords:** *volitional qualities, self-control, self-regulation, personality, physical education.*

*Date of Submission: 29-04-2023*

*Date of Acceptance: 31-05-2023*

**Introduction.** The content of sports training as a process of training and education of athletes, along with technical, tactical, theoretical training, also includes psychological training, in which the development of volitional qualities is one of the essential sections [1, 2, 3].

The process of moral-volitional education of a child includes the formation of universal ideals, social activity, high moral needs, interests and motives of activity [4]. The pedagogy of physical culture and sports has repeatedly emphasized the exceptional possibilities of physical education in the implementation of the task of developing moral and volitional qualities [6, 7, 9]. At the same time, in sports and health-improving activities, as in all other spheres of human activity, moral qualities act as a unity of mutually opposite positive and negative qualities: courage and fear, the desired and the possible, fortitude and weakness of the will, interest and necessity, endurance and incontinence [5, 8, and 10].

Numerous studies of domestic psychologists and sports teachers [11, 12, 13, 14] give reason to consider the education of volitional qualities as the main task of the psychological preparation of an athlete. Under competition conditions, the degree of mental stress increases as a “working” mental state of athletes, which can positively or negatively affect the success of activities and requires constant self-control and self-regulation. At the same time, studies show that even among highly qualified athletes, there are a fairly significant percentage of people with insufficiently developed skills for self-regulation of the mental state, which is one of the components of the educational and training process [18, 19, and 20].

Education of athletes' volitional qualities as a component of sports training is aimed at increasing the effectiveness of sports activities [17]. However, the strong-willed training of young athletes, of course, has a wider meaning for the upbringing of the personality of the younger generation.

The manifestation of will (more precisely, willpower, volitional effort) in various specific situations makes one speak of the volitional qualities (properties) of the individual [15, 16]. At the same time, both the very concept of “volitional qualities” and the specific set of these qualities remain very

uncertain, which makes some scientists doubt the actual existence of these qualities [18, 19]. An example of this is the chapters on will in a number of textbooks, which do not talk about willpower or strong-willed qualities at all. In psychology, there are several approaches to the classification of the volitional qualities of a person.

In research works, D. Yu. Turdimurodov offers his own list of volitional qualities (properties) of a personality, which is determined by the goal, motives and decision-making by the individual [20, 21]. Among the most important volitional properties, he singled out a strong will, perseverance, stubbornness, determination. In his opinion, volitional qualities have a horizontal and vertical structure [22].

The horizontal structure is formed by inclinations, which are the typological features of the properties of the nervous system. However, recognizing this, in a number of cases psychologists make a mistake in presenting this issue.

The fact is that some authors, relying on the authority of I. P. Pavlov, believe, like him, that there are good and bad typological features. Strong nervous (strength, mobility and balance of nervous processes are classified as good, opposite typological features are classified as bad). In accordance with this, in many textbooks, until recently, it was stated without evidence that good academic performance, high achievements in sports are inherent only in people with a strong, mobile and balanced nervous system.

In our study, we used two methods to develop volitional qualities in students involved in powerlifting. The first method was chosen as the method of education and development of abilities for volitional qualities, which always takes place on the basis of some general laws:

1. Observing the principle of gradualness, begin training with overcoming minor difficulties, gradually increasing their intensity. This contributes to the formation of the athlete's self-confidence. However, only significant difficulties have educational value.
2. It is necessary to create in the athlete the installation for the obligatory fulfillment of the task. To create confidence that the proposed difficult task is feasible.
3. To create conditions for the manifestation of energetic volitional tensions by each athlete, up to the outrageous (The motto of the coach of the Australian swimmers Councilmen was: "Pain, severe pain, agony!").
4. Be sure to develop the ability for prolonged volitional efforts, including during monotonous activities, using stretching exercises.
5. It is necessary to constantly achieve the effectiveness of exercises for volitional efforts and ensure that the athlete receives information about his actions for awareness. Efforts of will spent in empty (without evaluation) destroy the ability to volitional efforts.
6. The will is brought up not only in the process of playing sports, therefore, tasks and actions associated with the life of an athlete should be applied, requiring independence, activity, creativity and social responsibility from him.

The second method was chosen by Ya. M. Abdullaev, who believes that in the education of the will it is necessary to adhere to the following rules:

1. Start with minor difficulties, gradually increasing their intensity. Easy tasks at the initial stage contribute to the formation of confidence;
2. create confidence that a difficult task is doable;
3. arouse in those involved the desire to complete the task;

4. cause fast and energetic movements in those involved;
5. to require that students perform the task with attention focused on the exercise;
6. To achieve results in the performance of tasks, remembering that efforts spent in vain destroy the ability to volitional effort.

The study involved two groups: control and experimental, 15 people each. These techniques were used in training sessions during the academic year. At the end of the academic year, students competed in regional competitions. In the experimental group, there were 35% more sports categories compared to the control group, which showed the relevance of using methods for educating volitional qualities in students involved in physical culture and sports.

**Conclusions.** Volitional training of an athlete is a long and purposeful psychological and pedagogical process aimed at developing and educating an athlete's conscious self-regulation, certain qualities of mental activity and moral feelings necessary for volitional effort in overcoming obstacles and difficulties. In addition, an important and necessary condition for the education of the will is self-education.

Volitional training of an athlete is a daily, systematic process that is carried out all year round. It is not limited to the system of influence on the part of the coach and the sports team. It requires efforts from the athlete himself, aimed at self-education of the will. Self-education is an important aspect of the volitional training of those involved in physical culture and sports. The volitional training of athletes undoubtedly has a wider meaning for the upbringing of the personality of the younger generation, this is manifested in different age characteristics. These qualities (volitional properties of a personality) are associated with the type of nervous activity of an athlete and with the requirements that the social environment and conditions of sports activity impose on him.

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