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Журналға келген мақалаларға жуўап қайтарылмайды, журналда жарияланған мақалалардан алынған үзіндилер «Мугаллим ҳәм ўзликсиз билимлендириў» журналынан алынды, деп көрсетилиўи шәрт. Журналға 5-6 бет көлеминдеги материаллар еки интервалда TIMES NEW ROMAN шрифтинде электрон версиясы менен бирге қабыл етиледі. Мақалада келтирилген мағлұматларға автор жуўапкер.

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In this article the author analyzed role of the independent work student in educational process. Since, independence form of necessity-motivation sphere, mental, physical and morally volitional efforts of students.

THE PSYCHOLOGICAL DEVELOPMENT OF PROPERTIES VOLITIONAL QUALITIES OF PUPILS

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Tayanch soʻzlar: iroda, chidamlilik, chidamlilik, rivojlanish, shakllanish, aql.

Ключевые слова: воля, выносливость, стойкость, развитие, формирование, психика.

Key words: volition, endurance, stamina, development, formation, mind.

In a school system in which young people receive an ever greater degree of self-determination, it is important to study how the teacher can influence young people's motivation to work towards long-term goals in schoolwork. The purpose of this study is to investigate which teaching skills influence the volition of 16-year-olds. Structural equation modelling of cross-sectional surveys from one survey was used to estimate the path coefficients. The influence of teachers' skills on 16-year-olds' volition was estimated. The analysis indicates that the teacher's perceived ability to influence pupil volition is present, but modest. Classroom management has a moderately-high effect on pupil volition, whilst the teacher's press has only a moderate effect on pupil motivation. The teacher's relationship-building efforts have little effect on either pupil motivation or volition. The indirect effect from pupil motivation to pupil volition is of moderately-high strength. However, a cross-sectional study does not allow us to test causal relationships amongst personal antecedents of pupil volition. Teachers may exercise some influence over 16-year-olds' volition primarily by means of classroom management, but also in terms of pupil motivation via teacher press. Teachers may exploit this capacity to influence in order to improve pupil performance at school. For pupils lacking academic motivation, the teacher's efforts to motivate and to strengthen pupil volition are important, including in terms of social levelling.

At present the social-cognitive theory perspective has a strong position in the field of educational psychology, and the concept of self-regulated learning (SRL) is in vogue (Boekaerts, 1999). There is extensive literature on SRL. SRL theories are often viewed as a function of learning strategies, motivation, volition, and metacognition, bridging several strands of psychological research (Boekaerts & Corno, 2005; Wolters, 2003; Pintrich, 2000).

"All theorists assume that students who self-regulate their learning are engaged actively and constructively in a process of meaning generation and that they adapt their thoughts, feelings, and actions as needed to affect their learning and motivation" (Boekaerts & Corno, 2005, p. 201). The basis of SRL theories is that it is valuable for the development of agency and ability that the student accomplishes setting personal goals for learning (hereafter termed goal-driven motivation) and pursues strategies in order to achieve these goals (hereafter termed volition).

Currently in psychological science is no single theory volition, although many scientists and attempts to develop a coherent doctrine of the will of its terminological and unambiguous. [1]

The study will in the historical aspect can be divided into several stages. The first stage involves the understanding of the will as a mechanism for the implementation of the actions are driven by the mind of man apart from, or even contrary to his wishes.

The second - is associated with the emergence of voluntarism as idealistic philosophy course. In the third stage will become associated with the problem of selection and the struggle of motives. On the fourth - volition become viewed as a mechanism to overcome the obstacles and difficulties encountered a man on the way to the goal. [2]

At this time, there are two opposing flows of matter and the nature of the will.

One of them will substitute motives and motivation. In accordance with the views of representatives of this trend, say against the will - so say reluctantly. Desire is different forces. Accordingly, in this case, the power of desire becomes a substitute for volition power. Occurs, so the substitution of notions of mental and physical stress volitional ideas about the power of the experience requirements. The will appears here rather as a conscious (motivational) method of regulation of behavior and human activities.

Since his research, wrote about a volition of S.L. Rubinstein «Volition - conscious regulation of man's behavior (activity and communication) associated with overcoming internal and external obstacles. This is - a person's ability, which manifests itself in self-determination and self-control of his behavior and mental phenomena. Other links will only for overcoming difficulties and obstacles, in essence, makes the concept of «freedom» synonymous with the concept of «volition power». [3]

For the development of the pupils volition qualities you want to link their actions to the following factors:

- ▶ conversion of involuntary mental processes in arbitrary;
- ▶ purchase man control his behavior;
- ▶ development of volitional qualities of personality;
- ▶ fact that a person consciously sets itself more challenges and pursue more long-term goals that require significant effort of will for a long time.

Development of volitional regulation of behavior of pupils carried out in several directions. On the one hand - this transformation involuntary mental processes at random, on the other - the acquisition of human control over their behavior, with the third - generation of strong-willed personality traits. All these processes are developmentally begin from the moment of life, when the child masters speech and learn to use it as an effective means of mental and behavioral self-regulation.

Within each of these areas of the will of the pupils as it is strengthening its place, the specific transformation gradually raising process and volitional regulation mechanisms to higher levels. For example, within the cognitive processes will initially appears in the form of foreign speech regulation and only then - in terms of inside speech process. In the behavioral aspects of volitional control concerns in the beginning of voluntary movements of individual body parts, and later - the planning and management of a complex set of movements, including the inhibition of some other complexes and activation of muscles. In the area of volitional qualities of personality development will be represent as a movement from primary to secondary and further - to tertiary volitional qualities.

Another trend in the development of the pupils will manifested in the fact. The pupils deliberately set itself more challenges and pursue more long-term goals that require the application of significant willpower for quite a long time. For example, a student in adolescence can put the task to develop their abilities such to the formation of which he has no significant natural inclinations. At the same time, it can set a purpose to do in the future, complex and prestigious type of activity, for the successful implementation of which requires this kind of ability. There are many living examples of how people have become well-known scientists, artists, writers, achieve your goals, not having good instincts, mainly due to increased capacity and volition. [4]

Development of the pupils' volition closely correlates with the enrichment of their motivation and moral sphere. Inclusion in the regulation of the activities of higher motives and values, improving their status in the overall hierarchy of incentives governing the activities, the ability to select and evaluate the moral side to commit acts - all the important points in the education of the will in children. Motivation Act, which includes a strong-willed regulation, becomes conscious, and the act itself arbitrary. This action is always performed based on arbitrarily constructed hierarchy of motives, which occupies the top step of the highly moral motivation that gives moral satisfaction person if successful activity. A good example of this can serve as excess-related activities with the highest moral values, performed on a voluntary basis and designed to benefit people.

Improvement of volitional regulation of behavior of the pupils due to their general intellectual development, with the advent of the motivational and personal reflection. Therefore, the pupil volition raise apart from its general psychological development is almost impossible. Otherwise, instead of will and perseverance as undoubtedly positive and valuable personal qualities may arise and fix their antipodes: stubbornness and rigidity.

Special role in the development of the volition of the pupils on all these fronts perform teaching methods, such as communicative, cognitive and game techniques, and every kind of game activity makes its own specific contribution to the improvement of volitional process. Constructive substantive games, appearing first in the age development of the pupil, contribute to the accelerated development of voluntary regulation of action. Pretend play lead to the consolidation of the pupil the necessary volitional qualities of personality. Collective games with rules except that solves another problem: the strengthening of self-regulation actions.

As will ensure the fulfillment of two interrelated functions - motive and braking, and manifests itself in them.

Incentive function is provided by human activity, which generates an action because of the specific internal states of the subject, showing up at the time of the action (for example: a person who needs to obtain necessary information, hails friend, experiencing the state of stimulation, allows himself to be rude to others, etc.).

Unlike volitional behavior, characterized by unintentional activity characterized by arbitrariness, due to the action consciously intended purpose. Activity may not be caused by short-term requirements of the situation, the desire to adapt to it, to act within the limits specified. It is characterized suprasituational and other, going beyond the original goals, a person's ability to rise above the requirements of the situation, set goals, excessive in relation to the original problem (this is the risk for risk, the creative impulse, etc.).

According to V.A. Vannikov, as the psychological function of the volition is to strengthen motivation and improve on this basis, the conscious regulation of action. The real mechanism of generating an additional call to action is a conscious change in the meaning of the action to carry out his man. Meaning of the action is usually associated with the struggle of motives and changes in certain, deliberate mental effort.

The need for a strong-willed action arises when in the way of motivated activity appeared obstacle. An act related to its overcoming. First, however, it is necessary to understand, to comprehend the essence of the problem.

Volitional action is always associated with conscious purpose, its importance, with the subordination of this goal workflow. Sometimes you need to give some purpose a special

meaning, and in this case, volition participate in the regulation of the activities is to ensure to find the appropriate sense to increase the value of the activity. Otherwise, it is necessary sometimes to find additional incentives to perform, completing the already initiated activities, and then willed semantic feature associated with the process of implementation of activities. In the third case, the goal may be a learning anything, and strong-willed character acquire activities related to teaching.

Energy and power of voluntary actions always somehow connected with the actual needs of the person. Based on them, a man gives a conscious sense of their arbitrary actions. In this regard, volitional actions no less determined than any other, but they are associated with consciousness, thought and hard work to overcome difficulties.

Volitional regulation may be involved in activities at any stage of its implementation: the initiation of activities, choice of means and methods of its implementation, following the plan or deviate from it, control of execution. Especially the inclusion of strong-willed regulation at the initial time of the activity consists in the fact that a person consciously abandoning some drives, motives and goals, prefers others and sells them in spite of short-term, direct motives. Volition in the choice of action is manifested in the fact that, consciously abandoning the usual way of solving the problem, the individual elects another, sometimes more difficult, and tries not to deviate from it. Finally, the strong-willed regulation of execution control action consists in the fact that a person knowingly makes a carefully verify correct action when the strength and desire to do it is almost gone. Special difficulties in volitional regulation is for a person such activity where problems arise volitional control all the way to the implementation of activities from the beginning to the end.

Thus the development of volitional qualities of the pupils in the management of the situation is linked to the struggle are incompatible motifs, each of which requires at the same point in time perform various actions. Then consciousness and thinking people, including a strong-willed regulation of his behavior, looking for additional incentives in order to make one of the drives stronger, give it in this situation more sense. Psychologically, this means actively seeking links objectives and activities carried out with the highest spiritual values of human conscious to give them much more value than they had in the beginning.

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РЕЗЮМЕ

Ushbu maqolada muallif o'quvchilarning irodaviy fazilatlarining psixologik xususiyatlarini rivojlantirishni muhokama qiladi. O'zaro bog'liq bo'lgan ikkita funktsiyani - harakatlantiruvchi va tormozlashning bajarilishini ta'minlaydi va ularda o'zini namoyon qiladi.

РЕЗЮМЕ

В данной статье автор рассматривает вопросы развития психологических свойств волевых качеств школьников. Как будет обеспечивать выполнение двух взаимосвязанных функций - двигательной и тормозной, так и проявляется в них.

SUMMARY

In this article, the author discusses the development of psychological properties of volitional qualities of pupils. As will ensure the fulfillment of two interrelated functions - motive and braking, and manifests itself in them.