

5-15-2021

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### Recommended Citation

Турдимуродов, Дилмурод (2021) "FORMATION AND EDUCATION OF WILL IN SCHOOLCHILDREN IN THE PROCESS OF PHYSICAL EDUCATION LESSON," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 02 , Article 6.

DOI: <https://www.doi.org/10.51348/tziuj2021S26>

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss02/6>

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# FORMATION AND EDUCATION OF WILL IN SCHOOLCHILDREN IN THE PROCESS OF PHYSICAL EDUCATION LESSON

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**Abstract:** In physical education lessons, teaching movements and functional load are not sufficiently consistent with the solution of educational problems. The upbringing of will and volitional qualities in the learning process in general education schools is considered a poorly studied aspect and is clearly underestimated. This indicates the relevance of the topic and indicates the need for research in this direction. This article presents research work on the formation and upbringing of will in schoolchildren, the creation of pedagogical conditions for scientific substantiation and experimental verification of the results, pedagogical tools, the methodology for the formation and upbringing of volitional qualities in schoolchildren in the process of a physical education lesson.

**Keywords:** physical education lesson, will, pedagogical conditions, volitional qualities, methodology, schoolchildren, sensitive period.

## **INTRODUCTION.**

One of the most difficult and significant problems in the upbringing process is the problem of will, which is based on the ability and ability of a person to consciously direct their activities by certain principles and to solve problems, the ability to overcome obstacles on the way to achieving their goals. It is customary to call the manifestations of will in specific situations due to the nature of work, which is overcome by the efforts of the formed personal qualities. Among the main volitional qualities, experts most often name persistence and perseverance, dedication, decisiveness and courage, initiative and independence, endurance, and self-control.

## **MATERIALS AND METHODS.**

In studies of the problem of will and its upbringing in students, the works of A.I. Vysotsky [1], E.P. Ilyina [2], A.Ts. Puni [3], T.I. Shulgi [4], V.I. Selivanova

[5], E.P. Shcherbakov [12], and others. However, despite a significant amount of research in this area, many unresolved issues remain. As for the education of the will, many studies mainly cover purely sports activities, and, as a rule, do not consider the age aspects and lesson forms of classes, so they do not represent a holistic science and grounded methodology for the education of volitional qualities in students. In physical education lessons, teaching movements and functional load are not sufficiently consistent with the solution of educational problems. The development of will in the learning process is considered a little-studied aspect and is underestimated. This indicates the relevance of the topic and indicates the need for research in this direction.

Based on his research on the education of volitional qualities in students in the process of physical education, the author studied the materials of the works of E. P. Ilyin [2], A. Ts. Puni [3], TI Shulgi [4], T. A Ataeva [6], K. L. Babayan [7], D. Y. Turdimurodova [8,10], Ya. M. Abdullaev [9], G. M. Gagaeva [11].

Research methods. To preferentially form volitional qualities of the first group, in particular perseverance, educational influences should be directed to:

- students' awareness of the importance of the goal;
- specification of tasks when performing certain exercises;
- compliance with the principle of accessibility;
- a variety of means, forms, and methods of conducting classes;
- using the effect of rivalry;
- mandatory control over the implementation of tasks;
- gradual complication of exercise and labor.

At the same time, it is advisable to use exercises for endurance and for overcoming fatigue. Here we are talking not only about exercises but also a gradual and moderate complication of their implementation, which ensures a variety of educational conditions. For example, running on sandy ground, over rough terrain, conducting classes in adverse weather conditions - in heat, cold, rain. Also in the process of training, it is advisable to include elements of the competition.

Endurance and self-control are manifested in the weakening and overcoming of psychological barriers, difficulties that appear unexpectedly and make it difficult to prepare for or in the very process of performing physical exercises. The main means of instilling endurance and self-control among students in the process of physical education are physical exercises of varying complexity and focus, as well as methods of their implementation. When modeling the upbringing of the will, special attention should be paid to difficulties that arise unexpectedly, and to premeditated and planned factors that complicate the work of students. Such techniques are advised to apply after a certain preparation of students in the physical, intellectual, and emotional terms. Students must be prepared physically and mentally for specific tasks despite complicating factors. Games and relay races can be considered as one of the most effective means of developing strong-willed qualities in this group. At the same time, the composition of rivals and teams that are competing should be changed promptly, as well as the content of specific tasks, depending on the individual characteristics of students. The teacher should constantly explain the importance of self-control and restraining negative emotions, for example, when an opponent violates the rules of the game when a partner fails to pass when a refereeing error occurs.

To preferentially form the volitional qualities of the second group (courage, decisiveness, initiative), the author recommends modeling educational conditions that force students to overcome emotional states that negatively affect performance, as well as requiring quick and independent decision-making. A variety of educational methods is provided in this case by the selection of physical exercises associated with risk, a pedagogical approach, and individual tasks aimed at further complicating the performance of exercises provided that an optimal result is achieved. Elements of the competition can also be used here.

Among the physical exercises associated with risk can be a variety of jumps and overcoming artificial and natural obstacles, acrobatic exercises requiring flexibility and coordination, competition with a strong opponent in single combat, in sports games, wrestling for over balls with equal opponents, and the like.

When developing willpower, the achievement of maximum results in running over short distances, jumping, throwing, swimming, and the like should be provided.

At the lessons of physical education, such tasks can relate to the constant game and competitive forms of organizing classes.

Encouraging students, instilling in them self-confidence contributes to the education of courage and determination. The main means of developing determination is an exercise with repeated repetition of situations in which it is necessary to make decisions. The development of determination is facilitated by the creation of a competitive environment in the classroom. Increases determination and self-confidence, which arises as you master the material. To increase confidence in the first stages of training, it is advisable to give simple and feasible tasks, to assist students.

The main task in the upbringing of such a strong-willed quality as an initiative is to create situations from which it is necessary to find a way out by one's efforts, not counting on outside help. At the same time, it is important to observe the principle of gradualness, to set tasks that are accessible in terms of complexity for students. The initiative is most clearly manifested and formed in the process of sports games. It should be remembered that it is easiest for a strong player to take on the game, that is, to show initiative and independence in the fight against a weak opponent. qualities will be more effective with a simultaneous increase in the level of physical and motor readiness of students. In the process of formation of the initiative is also important to ensure self-confidence.

For the formation of volitional qualities of students in the process of performing various physical exercises, the author has compiled a set of well-known pedagogical techniques:

- start with simple and accessible exercises, gradually increasing their complexity;
- perform complex exercises in lightweight conditions and parts;
- first to master underwater exercises, which increase students' confidence in their strengths and capabilities;

- provide adequate insurance when performing difficult exercises;
- to encourage students, instill in them confidence that they can cope with a difficult task;
- Exercises and actions aimed at fostering volitional qualities students must perform confidently and energetically;
- exercises should be performed with focused attention, without stopping or interrupting work until the task is completed;
- to achieve the effectiveness of the exercises set for the upbringing of volitional qualities;
- to ensure the participation of schoolchildren in competitions for the honor of the class and school, participation in relay races and sports games in physical education lessons;
- to teach students self-stimulation techniques;
- strive to provide students with interest in classes, to determine goals that are meaningful for them, to convince students of the need and importance of physical education.

The choice of adequate training means and methods of physical training should be attributed to the main pedagogical conditions for the upbringing of volitional qualities in the process of physical education. For this purpose, the author has developed a set of physical exercises and outdoor games aimed at the accentuated development of specific physical qualities in students, taking into account sensitive periods. Such an emphasis on the process of physical training is one of the main pedagogical conditions, which provides a quick and significant increase in physical qualities. This creates the basis for success. It is the success of the activity that is considered one of the main qualities in the formation of will.

When developing pedagogical conditions for the formation of volitional qualities, the opinions of experts were taken into account that each person's volitional qualities are a single integrated system, but practicing various types of physical exercises contributes to the formation of clearly defined volitional qualities and their specific combination. In this regard, pedagogical conditions

have been developed aimed at the formation of volitional qualities in the process of the predominant development of specific physical abilities: speed, power, speed-power, etc.

The pedagogical conditions for the formation of volitional qualities in the process of performing exercises of power, speed, and speed-power nature consisted of:

1. Selection of adequate training means and methods of physical training (taking into account sensitive periods).
2. A gradual increase in the volume of physical activity (number of exercises, number of repetitions).
3. A gradual increase in the intensity of the exercise:
  - a) an increase in the weight of weights (dumbbells, belts);
  - b) an increase in efficiency when running distance segments;
  - c) an increase in efficiency when performing jumping exercises.
1. Exercise for maximum results.
2. Involvement in the process of physical training of the elements of the competition:
  - a) competition with an equal opponent;
  - b) competition with a feasible opponent;
  - c) competition with an equal opponent against the background of fatigue after physical exertion;
  - d) competitions with elements of team wrestling (relay).
1. Performing running and jumping exercises with complicated conditions: up, uphill, on the sand, with weights on the belt or the legs, and the like.
2. The use of techniques of encouragement in summing up the results in each lesson.
3. Using a differentiated approach in assessing student performance. A high mark is given for everyone's desire to improve their result.

Pedagogical conditions for the formation of volitional qualities in the process of outdoor games and game exercises:

1. Careful formation of equal teams.
2. Preliminary mastery of the ball control technique, familiarization with the tactics and rules of the game.
3. Individual tasks for students for the manifestation of volitional qualities of the type:
  - show more persistence in the fight for the ball with an opponent,
  - it is more courageous to "take the game upon yourself", to show initiative, to move to the opponent's goal (in football), or to throw the ball into the basket in basketball,
  - in all game situations, show perseverance and perseverance, fight for every ball to the end, - do not pass in front of a strong player from the opposing team, more daringly enter into the fight for the ball,
  - until the very end of the game, try to be useful to your team as much as possible, regardless of how the game is going, - show restraint and self-control, despite possible rudeness or errors in refereeing.
4. Periodic change of the composition of the teams.
5. Holding competitions between classes in the presence of fans (class teachers, teachers, parents).

## **RESULTS AND DISCUSSION.**

Experimental testing of pedagogical means and methods of formation of volitional qualities in students was carried out in the process of a formative pedagogical experiment.

The experiment involved four parallel classes, two of which constituted the control group and two - the experimental one. During the year, in the experimental classes, lessons on physical education were conducted taking into account the developments in modeling educational situations aimed at fostering volitional qualities. In the control group, the lessons were conducted according to the generally accepted methodology. In the course of the formative experiment, considerable attention was paid to the methodological training of students, equipping them with a system of knowledge in physical culture and sports. During

the lessons, the teacher paid attention to the need to develop physical qualities, each time he tried to achieve conscious assimilation by adolescents of methodological knowledge on organizing independent studies and exercising self-control. During the formation of conscious activity in physical education lessons, the tendency of secondary schoolchildren to identify independence was taken into account. For this purpose, such situations were modeled that contributed to the realization of this inclination in the process of performing physical exercises. Great importance was attached to the upbringing of the needs for physical development and the achievement of a high level of physical fitness among the pupils of the experimental classes, which in itself created the sign of success.

Thus, the studied indicators of the pupils of the control group did not practically change. But in the experimental group, there is a significant increase in all indicators, which testifies to the effectiveness of the developed recommendations for the upbringing of volitional qualities among students in the process of physical education. The indices of motor readiness for the year improved both in the control and in the experimental group. However, a more significant increase in similar indicators was found in the students of the experimental group. At the same time, if before the start of the experiment all the indicators of the students in the control and experimental groups were practically at the same level, then after the experiment these indicators began to differ significantly.

A large increase in the indices of motor readiness in the experimental group is explained, in our opinion, by a more active and conscious attitude to the lessons of these students in connection with those pedagogical in languages that were created during the experiment. Thus, a significant improvement in the indices of volitional qualities is accompanied by a noticeable increase in the indices of physical fitness.

The dynamics of the growth rates of volitional qualities among students in the control and experimental groups for the first and second half of the year show their uneven nature both in the control and in the experimental groups. The most

significant improvement in the indicators of volitional and physical qualities is noted in the first half of the experiment, that is, in the age period from 10 to 11 years.

The results of the pedagogical experiment confirm the presence of sensitive periods for the formation of volitional qualities. In our case, the age period from 10 to 11 years can be considered favorable for the education of volitional qualities in students in the process of physical exercises.

### **CONCLUSION.**

The results obtained made it possible to formulate the following conclusions:

1. Among the main psychological and pedagogical conditions for the upbringing of volitional qualities in students in the process of a physical education lesson are the conditions that provide: the influence on the formation of positive motivation and an increase in interest in educational and physical activity, a systematic increase in complexity, a rapid and noticeable increase in physical qualities, which creates conditions for success, students' confidence in their abilities, influence on the formation of the ability to control themselves in case of unexpected difficulties, situations associated with risk.

2. The results of the one-year formative pedagogical experiment showed that volitional training is carried out successfully if the process of upbringing the will is organically combined with the improvement of motor readiness. The very process of physical exercise fulfillment, competitive activity is the most important means of upbringing the volitional qualities of schoolchildren. In this respect, a rapid and noticeable increase in physical qualities (in fact, the creation of situations of success) should be considered as a prerequisite for organizing the pedagogical process aimed at the formation of positive motivation and interest in personal self-improvement. The experimental work confirmed the effectiveness of the psychological and pedagogical conditions for the upbringing of volitional qualities in students in physical education lessons, developed in the course of the study.

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