

THE STRUCTURE AND COMPONENTS OF DEVELOPING VOLITIONAL QUALITIES IN PRIMARY SCHOOL STUDENTS

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Abstract

The need to study the problem of motives in children aged 7-10, an important component of the personal development of a primary school student, is substantiated by the method of comparative-logical analysis. The article provides scientific information on the need to provide optimal conditions for the development of a young person, the manifestation of his abilities and the realization of his potential as a bright personality, the harmonious combination of personal interest in a particular type of activity and a free, creative attitude to life.

Keywords: Personal development, volitional qualities, motives, behavior, goal setting, contradictions.

Introduction

Discussion of issues in school education on the eve of the new academic year under the chairmanship of President Shavkat Mirziyoyev In recent years, great work has been done in this area based on the noble idea that "New Uzbekistan begins from the school threshold". Ensuring optimal conditions for the development of the younger generation, the manifestation of their abilities and the realization of the opportunity to become a bright personality is a harmonious combination of personal interest in a particular type of activity and a free, creative attitude to life. Programmatic goals of modern society in the field of human development. Every teacher knows how complex and full of contradictions the process of personality development is, how difficult it is to find the only right path to the child's heart that will allow achieving the goal of personality development

Literature analysis Modern psychology has accumulated data that allows us to consistently and purposefully solve the problem of personality development at school. Modern psychology determines the main role in the process of personality development as the problem of motives:

- ☐ Why does a child perform this or that activity or why does he not perform it;
- ☐ To what extent is he aware of the motives that prompted him to commit a certain act;
- ☐ Can the child set a clear goal and realize and implement the adopted intention;

Ro'ziyeva Dilnoz, Ismatova Nargiza, Mominova Laylo, Islamov Zohidjon, Rakhimjonov Durbek, Sattorov Shuhrat, Zamonov Zokir, Makhmudov Obiddin, Zokirova Sevara, Shermukhamedova Saodat, Akkulova Saodat, Kholmukhamedova Nilufar, Madaliyeva Sevara. The textbook on Education provides information that success is the result of determination and



hard work. Currently, there is no single theory of will in psychology, despite this, many scientists are trying to develop a holistic doctrine of will with terminological accuracy and unambiguousness. "E.P. Ilyin emphasizes that to date, several scientific directions have been formed that interpret the concept of "will" in different ways: will - volition, will - freedom of choice, will - arbitrary control of behavior, will - motivation, will - volitional regulation." Which aspirations and interests are primary, dominant for a child, and which are subordinate, secondary - all these and many other questions belong to the field of behavioral motivation. The need to study the problem of motives in children 7-10 years old is not limited to concerns about the future development of a person. Some problems arise already in primary school. L. Rubinstein writes about the ontogenetic development of volitional control: "The child's first mental activity, directed at a specific object, aimed at solving some "problem", is a primitive form of a volitional act. But the will is still far from this primitive form to complex volitional actions. It is emphasized in the literature that the will is not strong in early childhood, but by adolescence it, like the mind, manifests new facets. In fact, volitional actions begin to manifest in a person very early: It is completely wrong to attribute all the actions of even a 3-year-old child to instincts. In fact, the will begins to develop from early childhood and continues for a long time. At each stage of this development process, the will acquires its own special characteristics."

Thus, in primary grades, a decrease in interest in learning, emotional distress of individual children, discipline of a certain part of schoolchildren, and poor reading skills are often observed. Several aspects of the development of the motivational sphere of the personality can be distinguished:

- 1) the development of motives in terms of content, the emergence of new motives;
- 2) a change in the structural relationships between various motives, the emergence of a stable motivational orientation of the personality, at the heart of which is the emergence of a personality orientation, when some motives become dominant, while others recede into the background;
- 3) a change in the nature of the relationship between the motivational (or affective-need) and intellectual spheres.

In a practical sense, this direction is associated with the process of development of voluntary behavior, which can be defined as behavior in a state of conflict between psychologically opposite motivational tendencies, in which one tendency seems more valuable to the subject's consciousness (a consciously accepted goal). , and the other is emotionally attractive, and the first wins, suppressing the second . A typical example of a situation requiring strong-willed behavior: a child needs to solve a problem and considers this task important and most important for him (at the moment), but at the same time he wants to watch an interesting movie on a tablet. Methodology The development of research activity in children was studied based on the observation method, the conversation method, the experimental method, the method of studying children's creativity, the test-experimental method.

The development of volitional qualities in primary school students is a crucial aspect of their personal and academic growth. Volitional qualities, such as perseverance, self-discipline, responsibility, and determination, play a significant role in shaping a child's ability to set and achieve goals, overcome difficulties, and adapt to different learning environments.

The structure of volitional development in young learners consists of several interconnected components. These include cognitive, emotional, and behavioral aspects. The **cognitive**



component involves understanding the importance of willpower, setting personal goals, and developing problem-solving skills. The **emotional component** relates to managing emotions, building resilience, and fostering motivation to complete tasks despite challenges. The **behavioral component** focuses on practicing self-control, adhering to rules, and developing habits that reinforce positive volitional qualities.

Effective methods for fostering volitional qualities in primary school students include engaging them in problem-solving activities, role-playing scenarios, and communicative games that require decision-making and perseverance. Teachers can also encourage self-regulation strategies, such as goal-setting, time management, and self-assessment, to strengthen students' ability to control their actions and emotions.

Furthermore, creating a supportive learning environment that promotes encouragement and positive reinforcement is essential. Teachers and parents should act as role models, demonstrating persistence, patience, and responsibility in their daily actions. This helps students internalize these qualities and apply them in their academic and social lives.

In conclusion, the structured development of volitional qualities in primary school students is vital for their overall growth. A well-balanced combination of cognitive, emotional, and behavioral components, along with effective teaching strategies, ensures that children develop strong willpower, resilience, and self-discipline, which will benefit them throughout their educational journey and beyond.

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