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**DYNAMICS OF STRONG-WILLED QUALITIES OF STUDENTS
AS SUBJECTS OF EDUCATIONAL PROCESS IN EDUCATIONAL ACTIVITY**

In the article dynamics of strong-willed qualities of students as subjects of educational process in educational activity is considered. The concepts of will and strong-willed qualities are refined. The basic factors of development of strong-willed qualities of students in the course of educational activity are described. The results of a comparative analysis of the dynamics of the volitional qualities of students as subjects of the educational process are given.

Keywords: self-willed qualities, moral and strong-willed qualities, willpower, will development.

**ЖОҒАРЫ ОҚУ ОРНЫ СТУДЕНТТЕРІНІҢ
ЕРІК САПАЛАРЫНЫҢ ДАМУ ДИНАМИКАСЫ**

Мақалада жоғары оқу орны студенттерінің ерік сапаларының даму динамикасы қарастырылған. Ерік, ерік сапалары ұғымдары нақтыланған. Студенттердің оқу іс-әрекеті үдерісіндегі ерік сапаларын дамыту факторлары сипатталған. Білім беру процесінің субъектілері ретіндегі студенттердің ерік сапалары динамикасының салыстырмалы талдауы берілген.

Түйін сөздер: өзіндік-ерік сапалары, моральдық-ерік сапалары, ерік күші, ерікті дамыту.

**ДИНАМИКА ВОЛЕВЫХ КАЧЕСТВ СТУДЕНТОВ КАК СУБЪЕКТОВ
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ**

В статье рассмотрена динамика волевых качеств студентов как субъектов образовательного процесса в учебной деятельности. Уточнены понятия воля, волевые качества. Описаны основные факторы развития волевых качеств студентов в процессе учебной деятельности. Даны результаты сравнительного анализа динамики волевых качеств студентов как субъектов образовательного процесса.

Ключевые слова: собственно-волевые качества, морально-волевые качества, сила воли, развитие воли.

Education in higher education institution – the important stage of professional and personal formation of the student predetermining his success in the chosen professional activity. During education in higher education institution for student as future professional significant is not so much a process of acquisition of new knowledge, abilities, skills and competences, and more preparation for organization of independent life. Therefore, for the student necessary are such qualities as purposefulness, insistence, persistence, organization, self-dependence, discipline, initiative, accuracy, ef-

ficiency, etc., belonging to the strong-willed qualities of the persons.

The will is the difficult integrated phenomenon of the personality which:

1) includes set of purposeful actions of the personality based on the general, conscious choice of motives and the decision made based on this choice;

2) promotes conscious any behavior of the personality by means of implementation set of actions and provides achievement of an effective objective;

3) reflects communication of behavior and activities of the person, providing conscious and deliberate management of both processes, thereby, promoting implementation of an effective objective.

Uniting the allocated main meanings of understanding of a will, we provided the following determination: the *will* is the difficult psychological phenomenon of the personality representing set of the purposeful actions promoting her conscious any behavior and reflecting communication of behavior and activities of the person that in the set allows to achieve an effective objective.

The main functional importance of the will consists in ensuring the choice of motives, and the most important, in conscious and deliberate management of behavior and activities of the personality for implementation of the purpose. The will promotes the organization of mental processes in single system of actions for mobilization of mental and physical capacities in overcoming obstacles and achievement of effective objectives.

Within the framework of individual distinctions of the strong-willed sphere it is possible to mark out a big variety of strong-willed qualities. By us it is established that the concept «strong-willed qualities», despite a large number of researches in this direction, is treated very vaguely today (K.M. Gurevich, P.A. Rudik, E.P. Ilyin, etc.).

Strong-willed qualities – the features of a will or strong-willed regulation including both the congenital, and purchased by the nature intellectual and moral components allowing the personality it is successful to overcome the arising obstacles.

The will and strong-willed qualities actively develop in the course of the activity which is carried out by the person, including, in the course of educational activity. Educational activity plays rather significant role at the initial stages of professionalizing when the person studies on the specialty chosen by him.

Students - an important stage of personal development in which strong-willed qualities actively develop and become more active. Educational activity of the student makes a basis of all process training of the young specialist in the conditions of higher education institution. The theoretical analysis of the studied problem has allowed to note insufficiency of methodological and theoretical representations concerning understanding of specifics and the differentiated idea of structure educational activity at the higher school.

Education of students is the purposeful system process of interaction between

the main subjects of educational process in operating conditions of the higher school assuming impact on mentality and activity of students for formation at them professional knowledge, abilities, skills, professional competences. The new created scientific outlook of the young man which is actively promoting development in him of intellectual, moral and professional and important qualities and competences is result of this process.

Strong-willed qualities of students act as the basis of formation and activization of his personal characteristics. It is caused by inclusion of students in a uniform stream of processes of socialization, individualization and professionalization by means of purposefully organized independent activity with use of modern technologies of training.

The main factors of development strong-willed qualities of students in the course of educational activities are: motivation; understanding a situation of the action; understanding of the public importance of the actions; individual and psychological features; value system; level of subjective control of the personality; student's collective; a training system, and education in higher education institution; way of student's life.

Based on the analysis of classification strong-willed qualities of the identity of E.P. Ilyin, we established that as subjects of educational process in higher education institution act as the main strong-willed qualities of students: **actually - strong-willed qualities** (purposefulness, insistence, persistence, self-control, endurance, determination, courage, persistence); **moral and strong-willed qualities** (discipline, initiative, independence, organization; **will power** - the integrated factor of set of own and strong-willed and moral and strong-willed qualities. The designated strong-willed qualities of students, are interconnected, supplement, and strengthen each other. Stability and value of these strong-willed qualities depends on the level of an ideological orientation, outlook and content of activities of students.

Results of an empirical research showed the following dynamics of strong-willed qualities of students as subjects of educational process.

Own and strong-willed qualities of students of the first training courses have the average level of expressiveness. First-year students in the course of educational activities are capable to set the purposes, to make decisions, to realize them, i.e. they are capable to manage themselves and the behavior. Nevertheless, they experience some difficulties in determination of the purpose, and its implementation. In morally - strong-willed qualities of first-year students the average level of discipline and organization was revealed. They are capable to organize themselves for achievement of effective objectives and tasks, to manage themselves, the actions and behavior in the course of educational activities. Low level of independence and initiative of first-year students reflects difficulties of students in respect of creative activity in the course of educational activities. Will power level at first-year students – average.

At students of the second years of training the average level of own and strong-willed and moral and strong-willed qualities is noted. In the course of educational activities second-year students aim at achievement of an effective objective; are capable to make the necessary decisions and to realize them; are active. We noted a weak capability to self-control and endurance. Moral and strong-willed qualities are expressed at the average level. Second-year students are capable to organize the educational activities, to manage themselves in various situations, are ready to manifestation of creativity and independence. The level of development of will power - average.

– Students of third years have own and strong-willed qualities, mainly, of high level. They actively aim at achievement of an effective objective in training process in higher education institution. Are capable to make the correct decisions and to follow their implementation. Quickly are guided in case of the solution of difficult and new educational situations. The average level of development was noted on self-control and endurance. From morally - strong-willed qualities at students of third years the high level of independence and initiative is noted, i.e. third-year students will organize the activities, managing themselves in various situations of activities; show creativity and independence. All other moral and strong-willed qualities and level of will power at students of 3 rates are expressed at the average level.

At students of the final **fourth years** the high level of development of own and strong-willed qualities is noted. They aim at achievement of an effective objective, keeping self-checking in any situation. In difficult and intense situations of activities are capable to make the correct decisions, following their implementation. The average level of determination and courage is noted. Moral and strong-willed qualities at students of final years are developed at the average level. They are capable to organize the activities, to manage themselves in various situations. High level of independence and initiative is noted, i.e. at the final stage of educational activities graduates actively show creativity and independence. The level of development of will power at graduates - average.

Results of the comparative analysis of dynamics of strong-willed qualities of students as subjects of educational process.

Results of the comparative analysis own and strong-willed quality by a technique «A self-assessment of strong-willed qualities of students» of N. E. Stambulova students of all courses are presented in table 1.

Qualities - determination and courage at students at the initial stage of training have the average level of expressiveness (51,1%) (table 1), i.e. first-year students are capable to make the proved and thought over decisions and to realize them. They are active in any difficult and inadvertently arising situations of educational activities in higher education institution. At 29,8% of students these qualities are expressed at the high level, i.e. they are capable to make quickly and timely proved and thought-over

decisions, immediately to pass to their accomplishment. Determination is shown at them in lack of excessive fluctuations and doubts in case of fight of motives, in timely and fast decision making. Nevertheless, at 19,1% of first-year students these qualities are expressed poorly. They experience difficulties in adoption of timely decisions. In the difficult or new, suddenly arisen situations of educational activities they experience difficulties. It is caused by weak motivation of students to training or difficulties of process of adaptation to conditions of the higher school.

Table 1 – Own and strong-willed qualities of students of all courses by a technique «A self-assessment of strong-willed qualities of students» (in a percentage ratio)

Strong-willed qualities	1 st course			2 nd course			3 rd course			4 th course		
	B	C	H	B	C	H	B	C	H	B	C	H
Purposefulness	29,8	36,2	34,04	25,5	54,9	19,6	37,8	35,5	26,7	50	40	10
Insistence and persistence	34,04	38,3	27,7	19,6	72,5	7,8	42,2	28,9	28,9	40	36	24
Self-control and staying power	19,15	57,5	23,4	23,5	54,9	21,6	31,1	44,4	24,4	40	38	22
Determination and courage	29,8	51,1	19,1	17,5	72,5	10,6	51,1	24,4	24,4	26	60	14
Note 1 – B – high level Note 2 – C – average level Note 3 – H – low level												

At students of 2 courses (table 1) at the average level (72,5%) determination and courage are expressed. Second-year students ability to make the proved and thought over decisions, realizing them. In the difficult or suddenly arisen situations they can make the necessary decision. It is confirmed statistically $\chi^2 = 14,79$ at $p < 0,05$; $\chi^2_{kp} = 3,841$. At 17,5% of students of 2 courses these qualities are expressed strongly (high level); at 10,6% of students – are expressed poorly (low level) (table 1).

At students of 3 courses growth of high level of expressiveness of the analyzed qualities (51,1%) with noticeable decrease in a percentage ratio of an average (24,4%) and slight increase of low level (24,4%) is noted (table 1). The indicator of mathematical statistics of high level of expressiveness of determination and courage has made $\chi^2 = 16,14$ at $p < 0,05$; $\chi^2_{kp} = 3,841$ that speaks about the statistical importance of the obtained data. In general, third-year students seek to make in due time proved and

thought-over decisions and to pass immediately to their performance. Excessive fluctuations and doubts in process of decision-making for them aren't characteristic.

At students of final years decrease in high and low levels of determination and courage, and noticeable increase in the average level (60%) is noted that is confirmed statistically ($\chi^2 = 18,15$ at $p < 0,05$; $\chi^2_{kp} = 3,841$). Graduates are capable to make the proved and thought over decisions, realizing them, but for this purpose they need more time. It is caused by reflexivity of as future professional and the forthcoming changes in connection with the end of process of training in higher education institution.

Thus, at students in the course of educational activities during training in higher education institution positive dynamics of own and strong-willed qualities is noted (commitment, persistence, persistence, self-control and endurance). Especially it is characteristic of 3-4 rates as increase of high level of expressiveness of the designated qualities was noted. Determination and courage have the high level of expressiveness on the 3rd rate and decrease to an average on the 4th rate. Our assumption that in the course of educational activities at students in the conditions of a credit technology of training in higher education institution the positive dynamics of strong-willed qualities caused by the technology of training is shown proved to be true.

Let's analyse moral and strong-willed qualities of students at all grade levels in higher education institution. Results of diagnostics are presented in table 2.

Table 2 – Moral and strong-willed qualities of students of all courses by results to diagnostics (in a percentage ratio)

Strong-willed qualities	1 st course			2 nd course			3 rd course			4 th course		
	B	C	H	B	C	H	B	C	H	B	C	H
Technique «Using the method of observation for assessment of strong-willed qualities» of A. Vysotsky												
discipline	25,5	53,2	21,3	21,6	72,6	5,88	24,5	51,1	24,4	34	50	16
Technique «Self-assessment of strong-willed qualities students» of N.E. Stambulova												
initiative and independence	31,9	19,2	48,9	29,4	45,1	25,5	33,3	42,2	24,4	50	38	12
Technique «Self-assessment of organization»												
self-organization	22,7	68,2	9,09	13,6	72,7	13,6	21,9	75,6	2,44	36,2	48,9	14,9
Note 1 – B – high level Note 2 – C – average level Note 3 – H – low level												

Discipline at students of the first courses of mainly average level (53,2%) (table 2). They are capable to operate themselves, the thoughts, emotions, feelings in various situations of educational activity. At 25,5% of first-year students this quality has the high level of expressiveness; at 21,3% - expressiveness level – low. This fact is connected with process of adaptation of first-year students to training conditions in higher education institution.

– At students of 2 courses we see substantial increase of discipline of the average level of expressiveness (72,6%) and significant decrease in low level (5,88%) (table 2). The indicator of mathematical statistics of the average level of expressiveness of discipline at students of 2 courses has made $x^2 = 14,89$ at $p < 0,05$; $x^2_{кр} = 3,841$ that speaks about the statistical importance of the received results. At students of 2 courses ability to operate itself, the thoughts, emotions and feelings is shown.

– At students of 3 courses we observe decrease, but still percentage prevalence of the average level of discipline (51,1%) (table 2). Manifestation of a peculiar synthesis of moral beliefs, spiritual needs, skills and habits of behavior which allow young people to operate themselves, the thoughts and feelings is characteristic of them. At 24,5% of students of 3 courses this quality is expressed strongly and at the same percent (24,5%) of third-year students this quality is expressed poorly.

At students of 4 final years this tendency is supported, i.e. the average level of discipline prevails. The percentage ratio of high level has increased up to 34%; low level of expressiveness of the analyzed quality has decreased to 16%. The indicator of mathematical statistics of high level of discipline has made $x^2 = 4,22$ at $p < 0,05$; $x^2_{кр} = 3,841$ that speaks about the statistical importance of the obtained data. In general, one may say, that graduates are capable to operate themselves, the thoughts and feelings owing to the moral beliefs created and interconnected among themselves, spiritual needs, skills and habits of behavior. Thus, having analysed discipline, we draw a conclusion about the zigzag nature of her dynamics during training of students in higher education institution. Level of expressiveness of this quality at students of all courses – average.

Initiative and independence at students of the first rates (table 2) mainly the low level (48,9%). It means that first-year students are a little dependent on external influences, aren't able to organize the activities and to put into practice the made decisions. Perhaps, it is caused by process of adaptation of young people to training process conditions in higher education institution, to conditions of credit technology of training.

At students of 2 courses the low level of expressiveness of the analyzed qualities significantly decreases (to 25,5%) and considerably the average level (45,1%) increases (table 2). The indicator of mathematical statistics has made $x^2 = 6,89$ at $p < 0,05$; $x^2_{кр} = 3,841$ that speaks about the statistical importance of the obtained data. Therefore, students in the course of educational activity, become less dependent from external influences, and are guided by the inner world, own point of view more.

At students of 3 courses we don't see a considerable difference (table 2). At

them, similar to second-year students, the average level of expressiveness of the designated qualities (42,2%), insignificant increase (to 33,3%) high level and decrease (24,4%) low is noted. Indicators of mathematical statistics on an average ($x^2 = 1,89$) and high ($x^2 = 0,16$) haven't shown to levels of expressiveness of the analyzed qualities the statistical importance in dynamics of results at students of 3 courses.

Dynamics is noted at students of 4 final years. High level of expressiveness of the analyzed qualities (50%) is characteristic of them (table 2), further manifestation of the average level (38%) and insignificant percent (12%) of low level. The indicator of mathematical statistics of high level of expressiveness of initiative and independence at students of final years has made $x^2 = 4,22$ at $x^2_{kp} = 3,841$ that speaks about the statistical importance of the received results. In general, one may say, that graduates are independent of external influences and opinion of people around, are independent, initiative, critical in relation to themselves and the activity, show creativity in the course of educational activity. Thus, having analysed the designated moral and strong-willed qualities, we draw a conclusion about positive dynamics of such strong-willed qualities as independence and initiative of students in the course of educational activity in higher education institution.

The analysis of results of diagnostics by a technique «An organization self-assessment» has shown that organization level at students of all courses – average (1 course – 68,2%; The 2nd course – 72,7%; The 3rd course – 75,6%; The 4th course - 48,9%). A conclusion about stability of manifestation of organization on all courses is defined only at the percentage level as indicators on this quality haven't received the statistical importance ($x^2 = 1,04$ - for students of 2 courses; $x^2 = 0,54$ – 3 courses; at $p < 0,05$; $x^2_{kp} = 3,841$).

Dynamics by criterion «the will power level» is noted on 2 courses. On the 3rd and 4th courses the level of expressiveness of this quality – average, also has static character.

The conducted research allows to draw the following conclusions:

1) At students in the course of educational activities during training in higher education institution positive dynamics of own and strong-willed qualities is noted (commitment, persistence, persistence, self-control and endurance). Especially it is characteristic of 3-4 rates as increase of high level of expressiveness of the designated qualities is noted. Determination and courage have the high level of expressiveness on the 3rd rate and decrease to an average on the 4th rate.

2) The average level of development of moral and strong-willed qualities of students of all training courses is established. Quality of discipline has zigzag nature. Positive dynamics of independence and initiative, and steady nature of quality of organization which has the average level of expressiveness on all training courses in the course of educational activities in higher education institution is revealed. In general, the level of development of moral and strong-willed qualities at students of all training courses - average.

3) The assumption of positive dynamics of strong-willed qualities of the identity

of students as subjects educational process during educational activities in the conditions of credit technology of training in general, proved to be true.

4) The assumption that manifestation of the average level of own and strong-willed qualities and active forming of moral and strong-willed qualities of the personality is characteristic of junior students proved to be true.

5) Partially the assumption that manifestation of high level of own and strong-willed qualities is characteristic of students of seniors – final years proved to be true. It is caused by completion of process of professional education and the initial stage of forming of the mature personality. Level of moral and strong-willed qualities of students of older years - average. We explain with the beginning of forming of a maturity of the identity of students graduates, systems of professional and personal values.

The conducted research allowed to formulate the following most general practical recommendations:

– for the purpose of ensuring dynamics of strong-willed qualities of students, it is necessary to enhance conditions of educational activities and educational technologies;

– for positive dynamics of strong-willed qualities it is necessary to create an environment which would make active their independence and creativeness in the course of educational activities;

– in development of strong-willed qualities in students in the course of educational activities in higher education institution it is necessary to consider influence of a complex of factors – motivation of students; system of their values; individual and psychological and personal features of students;

– for the purpose of increase in dynamics of development of strong-willed qualities of students as subjects of educational process in the conditions of training in higher education institution to consider features of development of the strong-willed qualities received in this research;

– development of strong-willed qualities of students as subjects of educational process perhaps in the conditions of fixed enhancement of the most educational environment and psychology of training.

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