

EXAMINATION AND EVALUATION OF DEVELOPMENT OF VOLITIONAL ATTRIBUTES IN STUDENTS

Khayriev Isroil

Candidate of pedagogical sciences, associate Professor at Samarkand
State University, Republic of Uzbekistan



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Relevance: Dynamics of volitional attributes in students and its evaluation are researched in this article.

Methodology: In this article, observation, conversation, questionnaire and natural experiments are used.

Conclusion: It was justified that positive attitude, relationship, and connection was significant between the activeness of respondents and the level of development will (power).

In order to psychologically analyze the volitional qualities of students terms such as “will-power”, “determination”, “initiative”, “diligence”, “courage”, “persistence”, “stamina”, “independence”, “stubbornness” and “decisiveness” were used. Students studying in lower courses were attracted to experimental training classes. Before the training workshop, the participants were interviewed to identify their level of knowledge of the terms (concepts). The aim was to examine their perceptions of life and, after coming up with common conclusion, to work out and develop scientific-

psychological definitions, descriptions, requirements, and a system of evaluation. The evaluation was planned based on the following criteria: probable psychological expectation was based on the answers “right”, “wrong”, and “I do not know”, “generalization”, “via evident example”, “identical”, “disproportionate”. The experimental works were conducted separately in each course (I and II), but comparative analysis was not taken as the primary task.

Responses given regarding the terms (in percentage)

Course	Right	Wrong	I do not know
I	73.2	11.1	15.7
II	84.0	8	8

The responses of the first-year students related to volitional concepts (personal attitude) are evident in distribution to different scales (with different values). The highest indicator belongs to the right (adequate) criterion (73.2%). The next group demonstrated certain volitional activeness, despite this, their response was wrong (11.1%) and the researcher mentions this with a pity. Not knowing (failure to understand or imagine) the scientific meaning of the volitional conceptions is a sign of indifference or sluggishness.

The responses based on the next two criteria constitute more than a quarter of the total number of participants. It would be okay not to consider this as an extremely worrying psychological phenomenon. Because most of the examinees (in percentage) had the opinion and this is enough for the psychological expectation of the research.

The distribution of responses of second-year students by this criterion (small or large amounts) demonstrated a different psychological picture with their indicators: most of the respondents (84%) had the right opinion. The responses on the other two criteria (8% and 8%) are equivalent. The appearance of these amounts is the evidence of a qualitative change. The logic, scope, consistency, and briefness of giving opinion justify this clearly.

The following table presents a summary of the responses and opinions of participants on the same volitional attributes, taking into account the criteria with other expressions of meaning:

Attitude towards the conceptions with other criteria

Course	Responses (in percentage)			
	Generalization	Evident	Identical	Disproportionate
I	24.1	45.2	28.5	2.2
II	27.1	57.7	14.7	0.4

The distinctive feature of responses of first-year students on four criteria in the other category, the distribution (dissemination) of quantitative values, that is, having different indicators in quantity, requires different interpretation and implementation. From the essence of the terminology that is related to the willpower attributes, this is evident that it is generalization, that is, it embraces generalized thoughts, descriptions and arguments. With the help of complex operation of thinking (intellectual activity), the essential signs are divided into parts and, based on their general characteristics, are combined according to the indicator's (or unit's) values. In spite of the complexity of this criterion, a quarter of the respondents used it and this is a socio-psychological phenomenon. Because the explanation of the meaning and essence of volitional conceptions with the help of a clear illustration (based on a clear emotional discretion) is a light, easy form of thinking, almost fifty percent of the participants used it more efficiently. Relying on the same criterion, the opportunity to explain and comment on the concepts belongs to more than a quarter of them. The number of students sticking to willpower terms, which give contrary meaning to the true (adequate) answer, is very small (2.2%). Here, disproportionate response played the role of criterion and this does not negatively affect the reliability of overall indicator.

It is desirable to emphasize that the accumulated amounts in percentage by the second-year examinees is a good indicator of positive thinking. When compared the amount of percentage on generalization (27.2%), obvious (57.7%), identical (14.7%) criteria, the whole indicator of positive values is 99.6%, and this indicates a high level of reliability. The disproportionate criterion constitutes only 0.4% with them. The highest value among the indicators is 57.7%, this consist more than half of the total amount. Explaining the essence of volitional concepts based on clear examples can also be described as a positive psychological phenomenon.

Thus, as the second-year examinees have been actively involved in conversations on volitional concepts, they demonstrated their ability to express themselves on their scientific essence, composition in the most perfect way. The duration and quality of the assignment aimed at revealing the essence of the volitional concept, on the generalization criterion, demonstrates a high level of potential in students.

Changes in the choice of job types with the degree of progressive development in students:

According to the level of development of volitional attributes in the students (academic staff members) of the lower courses, attempts to solve the problem on the change of choice of work with different complexity are included in the research subject. At the initial stage of the research, with purpose of determining the development of the volitional qualitative characteristics in the participants, the following questions were asked:

1. If you face challenging situations and complex issues in the education system, what kind of measures do you take and tools do you use?
2. If the level of difficulty of tasks, the quality and quantity of their solution is not considered, which solution would you choose?
3. You are chosen for the competition, but your mood is not good enough, what decision would you make?

The questions are important as they are aimed at elimination of difficulties, opening functional aspects, approaches related to willpower category and evaluation of the essence of leadership quality. The answers to the questions shall constitute in the following scales: "reasonable", "difficult", "self-reliance (being strong)". Before implementing this information, the examinees obtained general ideas on the essence of volitional attributes, through the notions of "reasonable", "difficult", and "self-reliance (being strong)", with the help of researcher's directive questions.

After analyzing the quantitative results, examinees were divided into three categories: 1) students with high level of willpower development; 2) students with moderate level of willpower development; 3) students with low level of willpower development.

By choosing the hard and easy exercises or tasks, participants showed the following figures:

I. A) Participants who have chosen difficult tasks - 90%, B) Participants who have decided to take easy tasks - 10%.

II. A) Those who decided for a complicated task - 64.3%, B) Those who decided for a easy tasks 35.7%.

III. A) Examinees who tend to solve difficult tasks - 37.5%, B) Those who like easy tasks - 62.5%.

Thus, the analysis of both quality and quantitative results on selecting the type of assignment by the trainee-examinees allowed to make some conclusions on certain issues:

1) Plays an important role in determining the level of development of their volitional qualities, thus this created favorable conditions for description of concepts' essence;

2) The degree of development of irreproachable qualities depends on the simplicity or complexity of the concepts, it would take a certain period of time (quantitative indicator) and consistent expression of essence (qualitative indicator) to explain each of them.

3) If in the education system familiarized with the general concepts of volitional attributes, it shall be easy for students to develop abilities of determination, commitment, and decisiveness;

4) Even gender differences between students shall swiftly lessen.

In conclusion, we justified the importance of the positive attitude and relationship between the participants' activeness and the level of volitional development. Most high quantitative values are applicable to all situations. High indicator takes the leading place, and this shows the level of stability of development of volitional attributes.

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