



PRESCHOOL PERIOD: PEDAGOGICAL ASPECT OF EDUCATION OF WILL IN A CHILD

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ABSTRACT

The article reveals the problems of personality development in preschool children and also suggests pedagogical conditions for the development of volitional qualities of preschoolers. The author revealed that the best volitional qualities in preschool children are formed when using the leading types of activity - communication, play and work.

KEYWORDS:- Volitional qualities, pedagogical conditions, play, developing space, children, and preschool age.

INTRODUCTION

The program for the development of preschool children provides for the diversified development of children, taking into account their age and individual characteristics and types of activities characteristic of the preschool period, as well as achieving a level of child development that will be sufficient for the successful mastering of primary education by children. Preschool age is an extremely important period in a child's development. Preschool age is a unique and decisive period in the development of a child, when the foundations of the personality are laid; will and voluntary behavior are formed.

In the multifaceted process of personality formation, the formation of will plays an essential role. Will is a conscious need. Understanding freedom reveals the conditionality of human actions, provides a

scientific basis in order to solve the issues of educating the will. A strong, purposeful, unbending will is one of the most important properties of a new person. A strong will is not only the ability to achieve something, to achieve what you want, it is the ability to force yourself to give up what you want when circumstances require it. Will is not just a desire and satisfaction of one's own ambitions, but the ability to restrain one's desire, to stop oneself in a timely manner when circumstances require it.

THE MAIN FINDINGS AND RESULTS

Character education plays an essential role in acquiring the necessary behavioral experience. Character as one of the most important traits of a person is manifested in the purposefulness of her actions, in relation to work, to her social duties, to people, to herself. The formation of the character of students is associated with the development of worldview, beliefs, will, feelings, with the acquisition of experience of behavior [1,



p. 344].

One of the most important tasks of educating will in a preschool educational institution is the correct organization of preschoolers' classes in overcoming difficulties and mastering disciplined behavior. The tasks that are offered to children must necessarily have certain difficulties in themselves, but feasible for the children to overcome them independently. At the same time, it is necessary to gradually increase the difficulties in the educational and practical activities of children. One of the important means of teaching a child to deal with difficulties is a hard work and rest regime.

The problem of the formation of volitional qualities of preschoolers is currently one of the most urgent, since volitional qualities play a large role in the development of a preschooler's personality. It is important to develop volitional qualities so that children of preschool age can know themselves, open up, acquire such qualities as initiative, perseverance and perseverance, independence, determination, purposefulness, and the like [2, pp. 74-80].

The urgency of the problem of the formation of volitional qualities of a personality, due to its practical importance, has constantly attracted the attention of numerous researchers (K. Kornilov, S. Rubinstein, P. Rudik, B. Ananiev). Preschool age is considered in terms of volitional development as a transition from impulsive to voluntary and volitional actions. Preschoolers have the necessary prerequisites for the development of volitional behavior (V. Asnin, N. Tsirkun, L. Kozharina, etc.). The purpose of the author of the article is to reveal the pedagogical conditions for the development of volitional qualities in preschool children.

LITERATURE REVIEW

Until the 20th century, the problem of the formation and development of will was one of

the key studies in classical theories (W. Wundt, W. James, T. Ribot). However, in the 30s of the last century, the concept of will gradually recedes into the periphery of science, giving way to such concepts as motivation, social attitude, value, etc. In foreign psychology, the almost complete absence of research on this topic continued for more than half a century, although the fact of a person's self-regulation of his behavior forced psychologists to return to the problem of will, often using different terminology.

Will is a mental process characterized by the transition from striving and decision to activity. As a mental process, it cannot be attributed to the sphere of sensitivity at a certain stage of development; but at the same time, it can be stated that it begins to form from the moment of the birth of a child and all the time becomes more complex in the content direction throughout a person's life, believes V.V. Kuzmenko [3, p. 354].

Volitional qualities are the individual characteristics of will inherent in individuals. Each volitional quality has its own psychophysiological structure. The main sign of the stability of volitional qualities is the degree of stability of the manifestation of volitional effort in similar situations. The volitional qualities of preschool children include: purposefulness, decisiveness, courage, initiative, perseverance, independence, and endurance, discipline [4, pp. 405 - 413]. N. Tsyrkun tried to classify volitional qualities. From his point of view, volitional qualities should be those that are formed on the basis of volitional processes, without the participation of intellectual and moral components. Such qualities, in his opinion, constitute the core of the system-forming qualities. To identify volitional qualities N. Tsyrkun took the following one-directional manifestations of consciousness: 1) increased level of activity; 2) maintaining the required level of activity; 3) a decrease in the level of activity [5,



p. 112].

The main volitional qualities that are manifested in a person: purposefulness and initiative, organization and discipline, perseverance and perseverance, courage and decisiveness, endurance and self-control, courage and courage. The practice of upbringing in children's educational institutions shows that the reserves of volitional development in preschool age are far from being exhausted. The problems of the theory of the issue of volitional education and development of preschoolers led to such problems of the practice of preschool education as:

- lack of specifics of learning objectives;
- setting a common task for all children;
- lack of close communication between the educator and the psychologist and parents in matters of volitional education;
- lack of a system of work to educate strong-willed readiness for school.

A. Shevtsova notes that the pedagogical staff of a children's educational institution, consisting of educators and specialists, are called upon to help a preschool child learn to realize his desires, to use the requirements of adults in various ways of getting out of a difficult situation, to use after an analysis of its causes, in finding rational ways to achieve a goal, choosing the most optimal of the alternative exemplary behavior [6, p. 399].

METHODS

The methods of influence of the teacher of a children's educational institution are the conditions created in the children's collective: the independence of children in actions, games, work, and it is also very important to encourage the child to perform tasks and the distribution of roles, as an important factor for the formation of volitional qualities. D. Turdimurodov refers to the fact that games play an important role in the

development of volitional qualities in preschool children, and each type of play activity will make its own contribution to the improvement of the volitional process in the formation of volitional qualities [7, pp. 64 - 74].

The use of role-playing games leads to the consolidation of the necessary volitional qualities in preschool children. Moreover, the role is understood as the form of the child's participation in those situations in which other people are also present. Role-playing games involve the child's acceptance of roles that are different in content and status, playing roles that are opposite to the usual ones, playing their role in a grotesque way. During the role-playing game, preschoolers learn to set tasks (so far "toy" ones related to the rules of the game) and strive to achieve them. Some teachers advise using the child's teachings in volitional actions, arranging games with rules, especially rules-prohibitions, when the player should make volitional efforts so as not to break them. The teacher should never do for the child what he is able to cope with himself. The preschooler will feel more joy if he himself can achieve a certain goal. Overcoming obstacles on your own - this is what will be the source of active action. The child's capabilities may be largely limited, and therefore very often he cannot achieve a result. If a preschooler cannot cope on his own, a teacher always comes to his aid [8, pp. 21-25].

For the development of volitional qualities in preschool children, a children's educational institution should be organized so that children have an independent choice: with whom, where, how and what to play or act with. Thus, preschoolers develop such volitional qualities as independence and purposefulness. In games with rules, volitional behavior of a preschooler is brought up, but this process must be carried out more purposefully. For this, approximate additional tasks are introduced in outdoor games. For example, the game "Take it quickly,



put it down quickly” (the task is set - not to be distracted during execution.). The game “Whoever was named catches the ball” (task: to be restrained in behavior). The game “Catching bunnies” (task: overcome difficulties on your own).

By activating the manifestation of volitional qualities in preschool children in outdoor games, there is a competitive nature of their conduct. This causes the players to show determination, perseverance and courage to achieve the goal. Competition does not separate the participants in the game. In games, preschoolers oppose each other, compete in teams, in the course of the game, various tasks often arise that need to be solved as soon as possible. To do this, teachers quickly assess the environment and take the most correct action, thus outdoor games contribute to self-knowledge. The possibility of forming volitional qualities in preschool children in the game allows the use of game techniques in the classroom and outside the classroom, in a variety of activities [9, pp. 12-14].

RESULTS AND DISCUSSION

The main pedagogical conditions for the formation of volitional qualities in preschool children:

- the formulation of literate requirements in various forms of educational activities in children's educational institutions;
- a well-thought-out regimen and daily routine in a children's educational institution;
- establishing a unified approach to each child;
- adherence to the principle of consistency.

In the best way, the volitional qualities of a preschooler's personality are formed when using the leading types of activities of preschool education. These are play, communication, and work, with the dominance of play over other

types of activity in the psychological development of a preschooler. Most researchers argue that participation in homework is very beneficial for the development of volitional actions and the formation of volitional qualities in preschool children, especially if this action occurs together with adults. A preschool child can help with cooking, cleaning the apartment, and the like. This will accustom the preschooler to the idea that nothing is easily given and that in order to obtain a result, it is necessary to make certain efforts, work, and work independently. And understanding this is one of the most important characteristics of freedom. The development of the will of preschool children begins with simple, voluntary actions and movements and ends with complex volitional actions, which will proceed in direct dependence on the collective activity of the preschooler [10, pp. 1348 - 1354].

CONCLUSIONS

Will is the ability of a person to carry out deliberate actions aimed at achieving goals, consciously regulate their activities and control their own behavior. Improving the formation of volitional qualities in preschool children is associated with general intellectual development and with the emergence of motivational and personal reflection. The conditions that educators in children's educational institutions must create for the development of volitional qualities in preschool children: the formulation of literate requirements in various forms in front of children, their motivation, which will ensure the development of awareness and will be the main method of forming volitional qualities; thoughtful mode; adherence to the principle of consistency.

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