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EMPIRICAL INVESTIGATION OF THE DYNAMICS OF STUDENTS' WILL QUALITIES AS SUBJECTS OF THE EDUCATIONAL PROCESS IN LEARNING ACTIVITIES

Annotation

The article presents the results of an empirical study of the dynamics of the manifestation of volitional qualities of students as subjects of the educational process. The results of the study can complement the content of training courses in the section "Will and volitional qualities" - general psychology: psychology of emotions and will; age-related psychology. In this study, the authors are based on the classification of volitional qualities developed by E.P. Ilyin. The dynamics of the volitional qualities of students as subjects of the educational process in the process of educational activities of the university is determined and described. The authors revealed the level of development of self-willed and moral-volitional qualities in students as subjects of the educational process at the initial stages of education at the university. It has been revealed and statistically confirmed that senior students as subjects of the educational process are characterized by a high level of self-willed qualities and an average level of moral and volitional qualities in educational activities. The content is revealed and the positive dynamics of self-volitional and moral-volitional qualities of students as subjects of the educational process in educational activities is determined

Keywords: willpower; qualities of will; educational activity; own-volitional qualities; moral-volitional qualities.

Introduction. Studying at a university is an important stage in the professional and personal development of a student, which determines his success in his chosen professional activity. During the time of study at a university for a student as a future professional, it is not so much the process of acquiring new knowledge, skills, abilities and competencies that is significant, but to a greater extent preparation for organizing an independent life. Consequently, for a student, such qualities as purposefulness, perseverance, organization, independence, discipline, initiative, accuracy, diligence, etc., related to the volitional qualities of the individual, become necessary.

A.N. Leontiev, under the concept of will, asserts action under the conditions of choice, based on decision-making [1-2].

We can also note the same approach in understanding the will in the works of V.A. Ivannikov. The researcher defines will

as “a volitional action, which is understood as a conscious, purposeful action of a person (in the broad sense of the word) to overcome external and internal obstacles, with the help of volitional efforts (will in the narrow sense) [3-5].

In current debates, while considering the concept of will in other aspects, scholars analyze its role in the development of the personality, its age-specific manifesting traits, and the dynamics of the development of the volitional powers [6-15].

Main body. E.P. Ilyin believes that «will (arbitrariness) is self-government of one's behavior with the help of consciousness». The researcher notes that the main essence of the will is the «selfhood» of a person [16-17].

E.I. Rogov noted that the will as a conscious organization and self-regulation allows a person to control his psychological world – feelings, actions, cognitive processes [18]. Within the

framework of individual differences in the volitional sphere, a wide variety of volitional qualities can be distinguished.

The manifestation of the volitional qualities of a personality, according to the research of S.A. Gaiduk, is the process of overcoming a person's internal and external difficulties, obstacles, on which the success of both educational and future professional activities depends [19]. The volitional qualities of a personality are the conscious control of a person by his actions, deeds, activities, behavior, thoughts and experiences.

There are many classifications of volitional qualities of a person, after analyzing which, we settled on the classification developed by E.P. Ilyin. This classification includes all the basic volitional qualities of a person required for conscious and purposeful behavior and activity. Volitional qualities of E.P.Ilyin [20] divides into two groups:

1) actually volitional (simple), including two subgroups:

– purposefulness, duration of retention of motivation, volitional effort - patience, perseverance, perseverance;

– self-control – courage, endurance, perseverance;

2) moral-volitional (complex) – independence, initiative, discipline, organization, diligence, vigor, heroism, courage, dedication, adherence to principles [10].

Further, we analyzed the specifics of the learning process and the structure of learning activities during the student period. We came to the conclusion that the educational activity of a student forms the basis of the entire process of training a young specialist in a university setting. Accordingly, the study of the student's educational activity should be carried out by analyzing the entire educational situation, taking into account the social interaction of students and teachers, as well as between the students themselves.

In the study, we present the results of an empirical study of the dynamics of the volitional qualities of students as the main subjects of the educational process.

Methodological basis of the study:

– theoretical analysis of scientific and methodological literature on the research problem (forecasting, comparison, evaluation, summarizing, etc.);

– empirical methods:

– technique «Self-assessment of volitional qualities among students» by N.E.Stambulova;

– questionnaire «Assessment of one's perseverance» by E.P.Ilyin;

– technique «Using the method of observation to assess volitional qualities» by A.Vysotsky;

– «Self-assessment of organization»; «Self-assessment of willpower» by N.N.Obozova;

– methods of mathematical and statistical processing and interpretation of results using the coefficient – Pearson.

The study was conducted on the basis of S.Amanzholov the East Kazakhstan University 193 students took part in the experiment.

Results and its discussion. To study the dynamics of the volitional qualities of students in the process of educational activities at the university, we covered all courses of study: 1st year students, as representatives of the initial stage of education; students of 2-3 courses, as persons in the middle of the educational process; and students of the 4th year, as representatives who are in the final year of study. Having carried out a comparative analysis of the results of the study of these courses, we received the most complete picture characterizing the dynamics of the students' volitional qualities. The results of diagnostics for a comparative analysis of self-willed qualities according to the method of «Self-assessment of volitional qualities of students» by N.E. Stambulova of students of all courses of study are presented in table 1.

Table 1

Self-willed qualities of students of all courses of study according to the results of the methodology «Self-assessment of volitional qualities of students» by N.E. Stambulova (in percentage terms)

Volitional qualities	1 year students			2 year students			3 year students			4 year students		
	H	M	L	H	M	L	H	M	L	H	M	L
Purposefulness	29,8	36,2	34,04	25,5	54,9	19,6	37,8	35,5	26,7	50	40	10
Persistence and perseverance	34,04	38,3	27,7	19,6	72,5	7,8	42,2	28,9	28,9	40	36	24
Self-control and endurance	19,15	57,5	23,4	23,5	54,9	21,6	31,1	44,4	24,4	40	38	22
Decisiveness and courage	29,8	51,1	19,1	17,5	72,5	10,6	51,1	24,4	24,4	26	60	14

Let us turn to the analysis of the first criterion of self-willed qualities - purposefulness. The results of Table 4 show that the students' purposefulness at the initial stage of education (1st year) has an approximately equal percentage for the average (36.2%) and low (34.04%) levels of severity, i.e. the conscious and active orientation of the individual to achieve a certain result of activity among first-year students is not pronounced in the process of educational activity.

In 2nd year students, we see a significant decrease in the percentage of the low (19.06%) level of the analyzed quality and a noticeable increase in the percentage of the average level (54.9%) (Table 1). At the same time, $\chi^2 = 7.22$ at $p < 0.05$; $\chi^2_{cr} = 3.841$.

In 3rd year students, we see a further change in the quality of dedication. As shown by the results of diagnostics according to the method «Self-assessment of the volitional qualities of students» by N.E. Stambulova (Table 1), the percentage of the severity of the average level significantly decreases among third-year students and the percentage ratio of the high level of severity of the analyzed quality increases (37.8%). Mathematical statistics score $\chi^2 = 6.89$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of a high level of purposefulness among 3rd year students.

Students of the 4th graduates have the same dynamics with an increase in the percentage of the high level (50%), a slight increase in the average level (40%), but a noticeable decrease in the low level of severity (10%) of the analyzed quality. The indicator of mathematical statistics on the high level of this quality in students of the 4th year was $\chi^2 = 6.19$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value also exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of a high level of purposefulness among 4th year students.

Thus, having analyzed the first self-volitional quality, we conclude about the dynamics of students' dedication in the process of educational activity at the university.

Consider the following self-willed qualities - perseverance and perseverance.

The results of Table 1 show that the persistence and perseverance of students at the initial stage of education (1st year) has an approximately equal percentage for the average (38.3%) and high (34.04%) levels of severity. The first-year students have a desire to achieve the goal in difficult conditions.

In 2nd year students, we see a significant increase in the average level of perseverance and perseverance with a noticeable decrease in percentage indicators for low (7.8%) and high (19.6%) levels of the analyzed qualities (Table 1). The indicator of mathematical statistics of a high level of expression of the analyzed qualities was

$\chi^2 = 8.12$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of a high level of perseverance and perseverance among 2nd year students.

In 3rd year students, we also see a further change in terms of developing perseverance and tenacity. In third-year students, the percentage of the severity of the average level significantly decreases (28.9%), the percentage ratio of the high level of expression of the analyzed quality increases significantly (42.2%) and the low level significantly increases (compared to the sample of 2-year students) – 28.9% of the analyzed self-volitional qualities. The indicator of mathematical statistics of a high level of the analyzed qualities among students of the 3rd year was $\chi^2 = 10.36$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of a high level of perseverance in 3rd year students compared to 2nd year students.

Graduate students (4th courses) have a predominance of a high level (40%), an increase in the average level (36%) and a decrease in the low level of severity (24%) of the analyzed qualities. The indicator of mathematical statistics of a high level of expression of the analyzed qualities was $\chi^2 = 1.66$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value does not significantly exceed the allowable indicator, which indicates statistical insignificance in terms of dynamics in terms of a high level of perseverance and perseverance among 4th year students in comparison with the data of 3rd year students.

Thus, having analyzed these qualities, we also draw a conclusion about the dynamics of perseverance and perseverance among students in the process of educational activities at the university. Especially in the 2nd and 3rd courses of study, since the indicators of the dynamics in these courses received statistical confirmation.

The next self-willed qualities are self-control and endurance.

The results of Table 1 show that self-control and endurance among first-year students have an average level of severity (57.5%).

The majority of first-year students are able to control themselves, their actions and behavior. They are characterized by the manifestation of self-control in any environment, including educational activities. In 19.15%, these qualities are strongly expressed (high level) (Table 1).

In 2nd year students, we see an increase in the percentage of a high level of self-control and endurance (23.5%), and a decrease in a low level (21.6%). The predominant percentage is the average level (54.9%) (Table 1). The obtained indicators allow us to say that students of the 2nd year in the process of educational activity show the ability to control themselves and their actions, the manifestation of self-control in activity is characteristic. The indicator of mathematical statistics on the average level of severity of these qualities in sophomores was $\chi^2 = 0.16$ with $p < 0.05$; $\chi^2_{cr} = 3.841$.

The same trend persists for 3rd year students, i.e. the average level of self-control and endurance prevails (44.4%). Unlike second-year students, they have a decrease in the average level of manifestation of the qualities manifested (44% in 3rd year students; 54.9% – in 2nd year students), and an increase in a high level (31.1% – in 3 courses; 23.5% – in 2 courses) (Table 1). The indicator of mathematical statistics on a high level of self-control and endurance in 3rd year students was $\chi^2 = 4.22$ at $p < 0.05$; $\chi^2_{cr} = 3.841$.

Graduate students (4th courses) show a predominance of a high level (40%), a decrease in the average level (38%) and, in fact, the preservation of the same percentage of a low level (22%) of the severity of the analyzed qualities. The indicator of mathematical statistics of the severity of the high level of the analyzed qualities was $\chi^2 = 3.99$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value slightly exceeds the allowable indicator, which indicates the dynamics of the qualities of self-control and endurance at a high level among 4th year students.

Thus, having analyzed the indicated self-willed qualities, we also conclude about the dynamics of self-control and self-control of students in the process of educational activities at the university.

The following self-willed qualities are determination and courage.

The results of Table 1 show that the qualities – determination and courage among students at the initial stage of education (1st year) have an average level of severity (51.1%), i.e. First-year students are able to make informed and thoughtful decisions and implement them. They are active in any situation, including complex situations that unintentionally arise in the conditions of educational activities at the university. In 29.8% of students, these qualities are expressed at a high level, i.e. this percentage of students is able to quickly and timely make informed and thoughtful decisions and immediately proceed to their implementation. Decisiveness is manifested in them in the absence of unnecessary hesitation and doubt in the struggle of motives, in timely and quick decision-making. They are also active in any difficult and unintentional situations that arise. However, in 19.1% of first-year students these qualities are weakly expressed.

For students of the 2nd year, the results of table 1 show the highest percentage of the severity of the average level (72.5%) of determination and courage. Sophomores the ability to make informed and thoughtful decisions by implementing them. In difficult or sudden situations, they are able to make the necessary decision. This is confirmed and statistically $\chi^2 = 14.79$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator, which indicates

statistical significance in terms of the dynamics of the average level of determination and courage among 2nd year students. In 17.5% of 2nd year students, these qualities are strongly expressed (high level); in 10.6% of students they are weakly expressed (low level) (Table 1).

3rd year students show an increase in the high level of the analyzed qualities (51.1%) with a noticeable decrease in the percentage of the average level (24.4%) and a slight increase in the low level (24.4%) (Table 1). The indicator of mathematical statistics of a high level of decisiveness and courage was $\chi^2 = 16.14$ at $p < 0.05$; $\chi^2_{cr} = 3.841$.

Graduate students show a decrease in high and low levels of decisiveness and courage, and a noticeable increase in the average level (60%), which is also confirmed statistically ($\chi^2 = 18.15$ at $p < 0.05$; $\chi^2_{cr} = 3.841$). This suggests that graduates are able to make informed and thoughtful decisions by implementing them, but for this they need more time. Perhaps this is due to the reflexivity of oneself as a future professional and the upcoming changes in connection with the end of the learning process at the university.

Let's compare and analyze the results of diagnostics according to the method «Questionnaire for assessing one's persistence» by E.P. Ilyin and E.K. Feshchenko. Visually, the diagnostic results for all courses are presented in Figure 1.

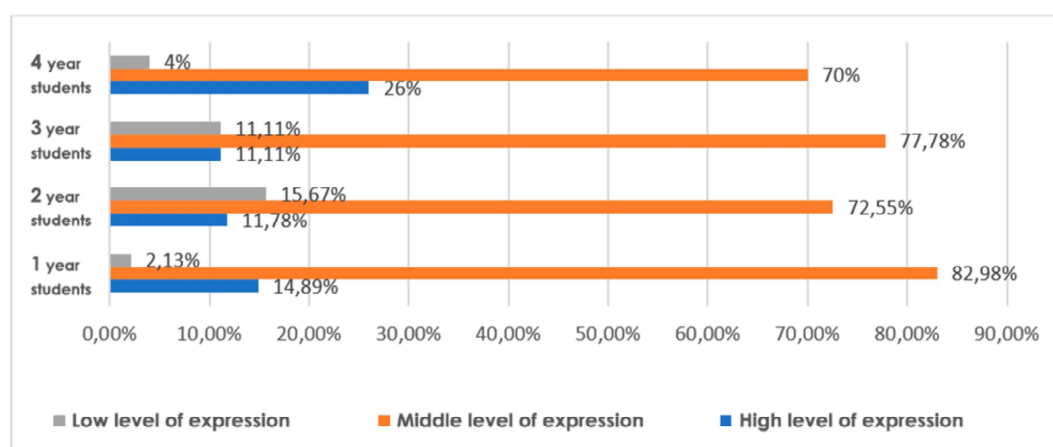


Figure 1 - The dynamics of the levels of persistence among students of all courses of study according to the methodology «Questionnaire for assessing their persistence»
 E.P. Ilyina, E.K. Feshchenko

Diagnostic results according to E.P. Ilyin and E.K. Feshchenko (Figure 1) allow us to say that the level of severity of persistence among students in all courses of study is average (1st year – 82.98%; 2nd year – 72.55%; 3rd year – 77.78%; 4th year – 70%). Students, regardless of the course of study, strive to achieve their goals, including in difficult conditions for him. In addition, there is a slight increase in the high level of this quality in the 4th year (26%)

(Figure 1) and a decrease in the low level (4%). This indicates the importance for students of educational activities at the university in the chosen specialties. Thus, we can also note the dynamics of students' persistence in the course of educational activities in the process of studying at a university. Let us analyze the moral and volitional qualities of students at all stages of education at the university. The diagnostic results are presented in Table 2.

Table 2

Moral-volitional qualities of students of all courses of study based on the results of diagnostics (as a percentage)

Volitional qualities	1 year students			2 year students			3 year students			4 year students		
	H	M	L	H	M	L	H	M	L	H	M	L
technique «Using the method of observation to assess volitional qualities» by A. Vysotsky												
discipline	25,5	53,2	21,3	21,6	72,6	5,88	24,5	51,1	24,4	34	50	16
methodology «Self-assessment of volitional qualities of students» by N.E. Stanbulova												
initiative and independence	31,9	19,2	48,9	29,4	45,1	25,5	33,3	42,2	24,4	50	38	12
methodology «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

Let us turn to the analysis of the first moral-volitional quality - discipline. The results of Table 2 show that discipline among first-year students is predominantly of an average level (53.2%). This suggests that first-year students are able to control themselves, their thoughts, emotions, feelings in various situations, including situations of educational activity. In 25.5% of first-year students, this quality has a high level of severity; in 21.3% - the level of expression is low, i.e. they should learn to manage themselves in various situations.

In 2nd year students, we see a significant increase in discipline of the average level of severity (72.6%) and a significant decrease in the low level (5.88%) (Table 2). The indicator of mathematical statistics of the average level of discipline in students of the 2nd year was $\chi^2 = 14.89$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of the average level of the analyzed quality among 2nd year students.

In 3rd year students, we observe a decrease, but still the percentage predominance of the average level of discipline (51.1%) (Table 2), i.e. they are characterized by the manifestation of a peculiar synthesis of moral convictions, spiritual needs, skills and habits of behavior that allow young people to control themselves, their thoughts and feelings. In 24.5% of third-year students this quality is strongly expressed (Table 2) and in the same percentage (24.5%) of third-year students this quality is weakly expressed (low level). The latter suggests that they are not able to control themselves, their thoughts and feelings. We explain this fact by a decrease or lack of motivation to study in the chosen specialty and poorly formed professional knowledge and competencies in the process of training in the specialty.

For 4th year students, this trend is maintained, i.e. the average level of discipline prevails. The percentage of high level increased to 34%; the low level of severity of the analyzed quality decreased to 16%. The indicator of mathematical statistics of a high level of discipline was $\chi^2 =$

4.22 at $p < 0.05$; $\chi^2_{cr} = 3.841$. The obtained value exceeds the allowable indicator, which indicates statistical significance in terms of dynamics in terms of a high level of discipline among 4th year students. In general, we can say that graduates are able to manage themselves, their thoughts and feelings due to the formed and interconnected moral beliefs, spiritual needs, skills and habits of behavior.

Thus, having analyzed discipline, we conclude that its dynamics is zigzag in the period of students' studies at the university. The level of expression of this quality among students of all courses of study is average.

The next analyzed quality is initiative and independence. We examined these qualities using the methodology «Self-assessment of the volitional qualities of students» by N.E. Stambulova (Table 2).

The results of Table 2 show that the initiative and independence of first-year students are predominantly low (48.9%). This means that first-year students are somewhat dependent on external influences, they do not know how to organize their activities and implement the decisions made. In other words, they have poorly developed self-confidence and a critical mind. It is difficult for them to fully show creativity and independence in the performance of educational activities. Perhaps this is due to the process of adaptation of young people to the conditions of the learning process at the university, to the conditions of the credit technology of education. At the same time, 31.9% of first-year students have these qualities at a high level of severity. Accordingly, we conclude that the severity of these qualities in students of the 1st year of study at a university will depend on the success of the process of adaptation to studying at a university.

In students of the 2nd year of study, the low level of severity of the analyzed qualities significantly decreases (up to 25.5%) and the average level noticeably increases (45.1%) (Table 2). The indicator of mathematical statistics of the average level of expressiveness of initiative and independence of second-year students was $\chi^2 = 6.89$ at $p < 0.05$; $\chi^2_{cr} = 3.841$. Accordingly, the obtained value significantly exceeds the allowable indicator and shows the statistical significance of the

dynamics of these qualities in 2nd year students. Therefore, we argue that students in the process of learning activities become less dependent on external influences, and are more oriented towards their inner world, their own point of view. In addition, they are able to organize their activities, implementing the decisions made; they have self-confidence and a critical mind. This is facilitated by the very process of studying at a university, credit technology of education, the basis of which is the independent work of students. However, 25.5% of the second-year students have difficulties in showing independence in organizing their activities, they are still dependent on the opinions of others.

In 3rd year students, we do not see a significant difference according to the results of Table 2. They, like sophomores, have an average level of expression of the indicated qualities (42.2%), a slight increase (up to 33.3%) in the high level of expression of these qualities and 1% decrease (24.4%) low. The indicators of mathematical statistics for the average ($\chi^2 = 1.89$) and high ($\chi^2 = 0.16$) levels of the analyzed qualities did not show statistical significance in the dynamics of results among 3rd year students.

Dynamics is observed among students of 4th graduation courses. They are characterized by a high level of severity of the analyzed qualities (50%) (Table 2), then the manifestation of an average level of severity (38%) and a small percentage (12%) of a low level. The indicator of mathematical statistics of a high level of initiative and independence among graduate students was $\chi^2 = 4.22$ at $p < 0.05$; $\chi^2_{cr} = 3.841$.

Thus, having analyzed the indicated moral and volitional qualities, we also conclude about the positive dynamics of such volitional qualities as the independence and initiative of students in the process of educational activities at the university.

The next moral-volitional quality is organization.

Let's compare and analyze the results of diagnostics according to the methodology «Self-assessment of organization», which are clearly presented in Table 2.

Table 2 shows that the level of organization among students of all courses of study is average (1st year - 68.2%; 2nd year - 72.7%; 3rd year

- 75.6%; 4th year - 48.9%), which speaks of the manifestation of the ability of students to organize their own activities. In this case, we note a decrease in the percentage of the average level in 4 courses (48.9%), but at the same time, there is an increase in the percentage of students with a high level of expression of this quality (36.2%). In general, according to this quality, we conclude that the manifestation of organization in all

courses of study is stable only at the percentage level, since the indicators for this quality did not receive statistical significance ($\chi^2 = 1.04$ - for 2nd year students; $\chi^2 = 0.54$ - for 3rd year students, $p < 0.05$, $\chi^2_{cr} = 3.841$).

The last, integrated volitional quality considered in our study is willpower. Visually, the results for this quality are presented in Table 3.

Table 3

Willpower among students of all courses of study according to the method of «Self-assessment of willpower» by N.N. Obozova (as a percentage)

Volitional quality	1 year students			2 year students			3 year students			4 year students		
	H	M	L	H	M	L	H	M	L	H	M	L
Will power	46,8	12,7	40,4	25,5	62,7	11,8	20	53,3	26,7	26	58	16

The results of Table 6 show that the integrated indicator of volitional qualities, such as willpower, among students at the initial stage of education (1 course) has an approximately equal percentage of both high (46.8%) and low (40.4%) levels. This fact, most likely, is due to the success of the process of adaptation of first-year students to the conditions of the university, to the credit technology of education.

In subsequent courses of study (2-4 courses), the prevailing level of willpower is average (2nd course – 62.7%; 3rd course – 53.3%; 4th course - 58%). This allows us to say that in the process of educational activity, students still activate their volitional efforts. By the 4th year, we see a slight increase in the high level of willpower up to 25%. In general, we can say that, starting from the 2nd year of study, students have mainly an average level of willpower. These indicators did not receive statistical significance. Therefore, we are talking about the dynamics of the level of willpower at the level of percentage.

Conclusions. The results of the empirical study allowed us to draw the following general conclusions.

1) In first-year students, all self-willed qualities (purposefulness, perseverance and perseverance, self-control and endurance, determination and courage) have an average level of severity. First-year students in the process of learning activities are already able to set goals, make decisions and direct their actions towards their implementation. They are able

to control themselves and their behavior. The most pronounced among them is a low level of purposefulness, i.e. freshmen still have difficulty in defining the goal, and its implementation.

The moral and volitional qualities of first-year students, such as discipline and organization, have an average level of severity, which indicates the ability of students to manage themselves, their actions and behavior in the process of learning activities and the ability to organize themselves to achieve their goals and objectives. The level of willpower of students - first-year students - average.

2) Students of the 2nd year of study showed an average level of expression of both self-willed and moral-volitional qualities. More pronounced own-volitional qualities of students - sophomores are perseverance and perseverance, determination and courage. In the process of learning activities, second-year students strive to achieve the goal; make decisions appropriate to the situation and aim at their implementation; active and purposeful. However, we noted a weak ability for self-control and endurance.

The level of development of moral and volitional qualities is also average, i.e. second-year students are able to organize their learning activities, manage themselves in various situations, and are ready to show creativity and independence. However, the highest percentage of low levels of independence and initiative was noted.

3) Students of the 3rd year of study have such self-willed qualities as purposefulness, perseverance, determination and courage have a high level of development. Students at the middle stage of study at the university are actively striving to achieve the goal; are able to make the right decisions and follow their implementation. The average level of severity is marked by the qualities of self-control and endurance.

Moral-volitional qualities of third-year students have an average level of severity. A high level was noted for independence and initiative, i.e. third-year students organize their activities, managing themselves in various situations of educational activities; show creativity and independence. The level of willpower among 3rd year students is average.

4) Students of the 4th (graduation) courses showed a predominantly high level of development of such self-willed qualities as

purposefulness, perseverance, perseverance, self-control and endurance. Students - graduates strive to achieve the goal; maintain self-control in any situation; in tense situations, activities are able to make the necessary and correct decisions, following their implementation. Decisiveness and courage have an average level of severity.

Moral-volitional qualities (discipline, independence and initiative, organization) in graduate students have an average level of severity, i.e. they are able to organize their activities, manage themselves in various situations, when performing certain educational tasks. A high level of expressiveness of moral and volitional qualities was noted for independence and initiative. At the final stage of educational activity, students actively show creativity and independence. The level of development of willpower among graduates is also average.

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Оқу іс-әрекетінде білім беру процесінің субъектілері ретінде студенттердің ерік сапаларының динамикасын эмпирикалық зерттеу

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Аңдатпа

Мақалада білім беру процесінің субъектілері ретінде студенттердің ерік сапаларының динамикасының көрінуін эмпирикалық зерттеу нәтижелері көрсетілген. Алынған зерттеу нәтижелері жалпы психология - «ерік және ерік сапалары»; эмоциялар мен ерік психологиясы; жас ерекшелік психологиясы бөлімдері бойынша оқу курстарының мазмұнын толықтыра алады. Авторлар берілген зерттеуде Е.П.Ильин ұсынған ерік сапаларының жіктемесін негізге алады. Жоғары оқу орнының білім беру процесінің субъектілері ретінде студенттердің ерік сапаларының динамикасы анықталды және сипатталды. Авторлар өзіндік ерік сапалары және моральдық ерік сапаларының даму деңгейлерін анықтады. Жоғары – білім алудың соңғы курсындағы студенттерінің оқу іс- әрекетінде өзіндік ерік сапаларының жоғары деңгейінің және моральдық ерік сапаларының орта деңгейінің көрінісімен сипатталатындығы анықталды және статистикалық расталды. Студенттердің оқу іс-әрекетінде білім беру процесінің субъектілері ретінде өзіндік ерік сапаларының мен моральдық ерік сапаларының мазмұны ашылады және оң динамикасы анықталады.

Түйін сөздер: ерік күші; ерік сапалары; оқу іс-әрекеті; өзіндік ерік сапалары; моральдық ерік сапалары.

Эмпирическое исследование динамики волевых качеств студентов как субъектов образовательного процесса в учебной деятельности

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Аннотация

В статье представлены результаты эмпирического исследования динамики проявления волевых качеств студентов как субъектов образовательного процесса. Полученные результаты исследования могут дополнить содержание учебных курсов по разделу «Воля и волевые качества» – общая психология: психология эмоций и воли; возрастная психология. В данном исследовании авторы основываются на классификации волевых качеств, разработанной Е.П.Ильиным. Определена и описана динамика волевых качеств студентов как субъектов образовательного процесса в процессе учебной деятельности вуза. Авторами выявлен уровень развития собственно-волевых и морально-волевых качеств у студентов как субъектов образовательного процесса на начальных этапах обучения в вузе. Выявлено и статистически подтверждено, что для студентов старших – выпускных курсов как субъектов образовательного процесса характерно проявление высокого уровня собственно-волевых качеств и средний уровень морально-волевых качеств в учебной деятельности. Раскрыто содержание и определена положительная динамика собственно-волевых и морально-волевых качеств студентов как субъектов образовательного процесса в учебной деятельности.

Ключевые слова: сила воли; качества воли; учебная деятельность; собственно-волевые качества; морально-волевые качества.

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