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The results of an empirical study of the volitional qualities of university students

Abstract. The article deals with the problem of the importance of volitional qualities in the process of professional training of students at the university. In addition, the relevance of the current study of volitional qualities is described. For students, such qualities as dedication, perseverance, organization, independence, discipline, initiative, accuracy, diligence, etc., related to the volitional qualities of the personality, become necessary. Based on the results of the research work in the presented article, the levels of the students' qualities were determined and the results obtained were presented. A quantitative and qualitative analysis of the indicators of the results of the study was carried out. According to the results of the study, students in the process of educational activity during training at the university have positive dynamics of their volitional qualities - dedication, perseverance, self-control, and endurance. The obtained indicators are characteristic of 3-4 courses of study, there is an increase in the high level of severity of the indicated qualities. Qualities - decisiveness and courage have a zigzag character of dynamics, i.e. the severity of the high level of these qualities increases by the 3rd year of study and decreases to the average in the 4th year. The results of a comparative analysis of the dynamics of volitional qualities of students as subjects of the educational process are given.

Keywords: will, volitional qualities, own-volitional qualities, purposefulness, perseverance, organization, independence, discipline, initiative.

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The relevance of the research problem

The learning process, including the learning of students, is the impact on their psyche and the activities of the learning subject to equip the latter with knowledge, skills, and the formation of relevant professional competencies. However, the above does not exhaust all learning outcomes. Training contributes to the development of professionally important and personal qualities, and in general, the formation of the personality of a future specialist. Education is of direct importance for improving the scientific worldview and developing intellectual and professional qualities.

Undoubtedly, the qualitative, effective organization of any human activity directly depends on willpower, the level of maturity of the quality of will. In this regard, mastery of professional activity is of great importance for the volitional qualities of students of a higher educational institution. For students, such qualities as purposefulness, perseverance, organization, independence, discipline, initiative, accuracy, diligence, etc., related to the volitional qualities of the individual, become necessary.

I.A. Zimnyaya highlights the main characteristics of students that distinguish this group from other groups of the population. The researcher attributed these characteristics

to a high educational level, high cognitive motivation, the highest level of social activity, and a fairly harmonious combination of intellectual and social maturity[1].

Researchers A.A. Verbitsky, V.T. Lisovsky, A.V. Dmitriev, and I.S.Kon, the main qualitative characteristics of students include the search for the meaning of life, the desire for new ideas, and progressive transformations [2].

G.S. Abramova, E. Cowan, A.B. Tolstykh, and T.R. Shishigi single out the desire for independence as the leading characteristic of students [3]. It should be noted that the basis for the formation and activation of the qualitative characteristics of students identified by various researchers is the will and volitional qualities of the individual.

O.A. Makunina noted that the volitional sphere begins to manifest itself quite strongly during the student period, and, thereby, determines the success of the personal and professional development of a young person. Along with this, O.A. Makunina noted that the very specifics of the activity (mainly educational, as well as the initial testing of oneself as a specialist in the framework of professional (production) practices) affects the development of the level of formation of the volitional sphere. This is because young people are more included in a single stream of professionalization, socialization, and individualization processes, in purposefully organized independent activities. Therefore, such activity requires and, at the same time, actively contributes to the formation and activation of the volitional qualities of the student's personality as a future professional[4].

Nowadays the problem of studying the qualities of the will of the individual has not lost its relevance. This is evidenced by the fact that in recent years there has been a high level of interest from researchers in the problem.

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 [5-16].

Analyzing the existing classifications of volitional qualities to date, I.V. Goethe-Borisova proposed a three-component model of personality's volitional qualities. The researcher based on the analysis of the structure of the will as a psychological phenomenon and volitional qualities identified by several researchers (I.M. Sechenov, S.L. Rubinshtein, A.V., V.I. Selivanov, E.I. Rogov, N.A. Berdyaev, R. G. Apresyan, E. V. Bondarevskaya, E. P. Ilyin, and others), distinguishes three components of the volitional qualities of the personality:

- volitional qualities;
- qualities reflecting the connection with the motivational sphere of the personality;
- moral qualities [17].

Volitional qualities are features of will or volitional regulation, including intellectual and moral components, both innate and acquired by nature, that allow a person to successfully overcome obstacles that arise.

In our research work, we relied on the classification of volitional qualities developed by the Russian researcher E.P. Ilyin. In this classification, all volitional qualities are divided into two groups:

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

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

- self-control - courage, endurance, perseverance;

2) moral-volitional (complex) - independence, initiative, discipline, organization, diligence, vigor, heroism, courage, dedication, and adherence to principles [18], [19].

In our study, we identify and describe the features of the questionnaire of our qualities of will for each course.

Research methods

«Self-assessment of volitional qualities in students» N. E. Stambulova; «Assessment of one's perseverance» E.P. Ilyin, methods of mathematical-statistical processing and interpretation of results using Pearson's goodness-of-fit test.

The analysis and description of the results of the empirical study were carried out according to the courses and in comparison with the purpose of an empirical study of the dynamics of the volitional qualities of students in the process of educational activities at the university.

Experimental base

The study was conducted on the basis of the East Kazakhstan University named after S. Amanzholov. The experiment involved 193 students on educational programs: «Pedagogy and Psychology»; «Pedagogy and methods of primary education»; «Preschool education and training»; «Biology»; «Geography». 1 course – 47 students; 2 course – 51 students; 3 course – 45 students; 4 course – 50 students.

Research results

We analyzed the questionnaire of the volitional qualities for each course.

First courses. The results of first-year students according to the methodology «Self-assessment of volitional qualities of students» N.E. Stambulova, reflecting the development of self-willed qualities are thoroughly presented in Figures 1-2.

As can be seen from Figure 1, the purposefulness of 36.2% of first-year students is average; 34.04% of students have a low level. This allows us to say that the conscious and active orientation of the personality of students at the initial stage of education at the university is only being formed and is weakly expressed. First-year students are not yet able to be sufficiently guided in the process of educational activities by a specific goal, which would be aimed at achieving a certain result in their educational activities. Nevertheless, in 29.76% of students, this quality is already manifested at a high level. This suggests that this percentage of first-year students can set certain goals in the learning process and be guided by them.

The next self-willed quality is perseverance.

Strong-willed quality very similar to purposefulness is perseverance. The results of

the questionnaire on these qualities (Figure 1) showed that the largest percentage of first-year students have an average (38.30%) and high levels of severity (34.04%), i.e. in difficult situations in the process of educational activities, first-year students mainly strive to achieve the goal. They can maintain strong-willed efforts to achieve their goal. We explain this fact by the adaptation process that first-year students go through in a university environment. It is this process that allows them to become more active and direct their efforts to overcome the difficulties that arise in the process of studying at a university, especially in the conditions of a credit system of education. This system of education imposes a high percentage of independent work on the student's personality, thereby forming appropriate practical competencies in him. A low level of questionnaire of this quality is present but expressed in a smaller percentage (27.7%). A certain percentage of first-year students experience difficulties in complex situations in their academic activities. This may be due to the maladjustment to the conditions of university credit-based learning technology.

The following research criteria were such self-willed qualities as self-control and endurance. The ability to manage oneself, one's actions, and behavior in the process of learning activities among first-year students, mainly, is of an average level of severity (57.45%). 23.40% of first-year students can manage themselves and their behavior at a fairly high level; 19.15% of students experience difficulties in this, as they are not able to control their actions and behavior. Accordingly, it can be assumed that this percentage of students may experience some difficulties in the process of learning activities due to the loss of self-control.

The last components of volitional qualities in the category of own-volitional qualities are decisiveness and courage. Such qualities as decisiveness and courage are developed among first-year students at an average level (51.06%), i.e. first-year students in the process of learning activities can make reasonable and thoughtful decisions and implement them, despite the complexity and novelty of learning situations for them. In 29.80% of students, this ability is developed at a sufficiently high level, which allows us to speak about the absence of any significant difficulties in solving new educational problems. However, 19.15% of first-year students are characterized by a low level of development of these qualities. They experience difficulty in new learning situations, are less active, and find it difficult to make decisions. This fact can be explained both by the complexity of the process of adaptation for them in modern conditions of new educational technologies and by the individual psychological characteristics and personal qualities of the students themselves. Let's compare the levels of development of self-volitional qualities of the personality of students according to the results of the methodology of N.E. Stambulova (Figure 1).

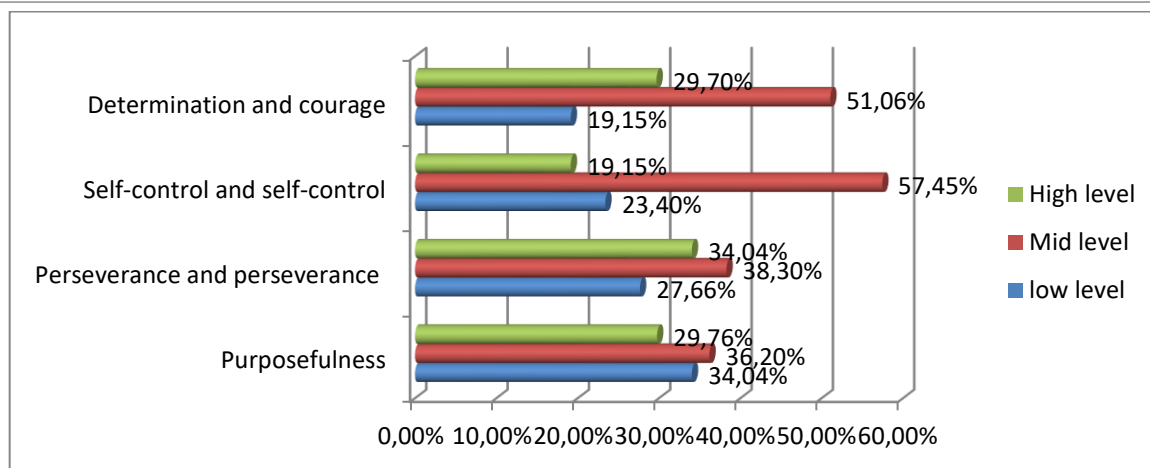


Figure 1. Levels of development of self-willed qualities in 1st year students

In general, according to the results of the methodology «Self-assessment of volitional qualities of students» N.E. Stambulova, we can say that all self-willed qualities (purposefulness, perseverance, self-control, endurance, decisiveness, and courage) are present in first-year students and have an average level of severity. First-year students can set goals, and make and implement the decisions made to achieve them in the process of learning activities. In new difficult situations for them, they also strive to achieve their goal and can maintain strong-willed efforts. They can control themselves and their behavior, which is important for studying at a university, which is based on the activity and independence of the student. The highest percentage of a high level of the questionnaire was noted for the perseverance of first-year students (34.04%). The highest percentage of a low level of the questionnaire was noted for the quality of purposefulness (34.04%). This allows us to say that students still experience difficulties in terms of leading a specific goal, both in everyday life and in the process of learning activities.

We also analyzed persistence based on the results of E.P. Ilyin and E.K. Feshchenko's «Questionnaire for assessing your persistence» (Figure 2).

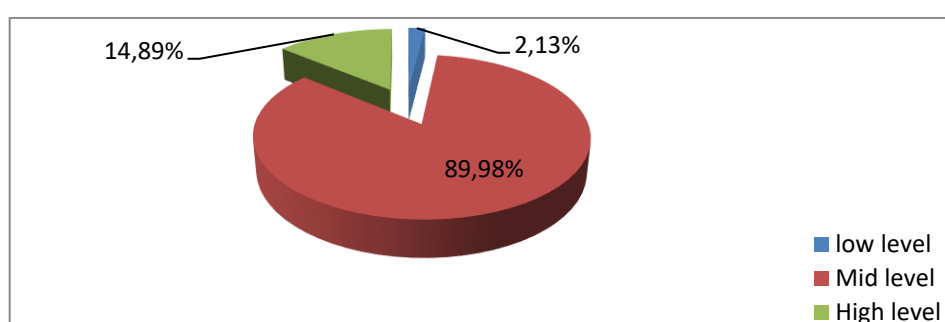


Figure 2. Levels of development of perseverance among the 1st year students

The results of the questionnaire of perseverance according to the questionnaire of E.P. Ilyina and E.K. Feshchenko showed that the largest percentage of first-year students have an average (82.98%) level of this quality, i.e. in difficult situations, first-year students strive to achieve their goals.

We analyze the results of diagnostics of the volitional qualities of students in the 2nd year of study.

Volitional qualities. The results of second-year students according to the methodology «Self-assessment of volitional qualities of students» N.E. Stambulova, reflecting the development of self-volitional qualities are clearly presented in Figures 3-4.

As can be seen from Figure 3, 54.9% of second-year students have an average level of purposefulness. This allows us to talk about the increasing level of conscious and active orientation of the personality of students. 25.5% have a high level of purposefulness. In general, we can note that students in the second year of study at the university can be guided by a specific goal in the course of their educational activities. However, for 19.6% of students, this quality is still at a low level, i.e. second-year students experience difficulties in achieving their goals and objectives. Perhaps this is due to weak motivation to study in the chosen specialty.

The next analyzed quality is perseverance. The results shown in Figure 3 showed that the largest percentage of 2-year students have medium (72.30%) and high levels of severity (34.04%) of perseverance, i.e. in difficult situations of educational activity, they will strive to achieve the goals and objectives set for them, activating their strong-willed efforts for their implementation. The predominance in the second year of the average and high levels of expression of the indicated qualities, we explain by the influence of the credit technology of education, which is based on a high degree of independence of students during their studies at the university. The low level of the analyzed qualities is expressed only in 7.8% of students who experience difficulties in achieving their goals and objectives.

The following self-willed qualities of students are self-control and endurance. The ability to manage oneself, one's actions, and behavior in 2nd-year students is expressed at the average (54.9%) and high (23.53%) levels (Figure 16). A small percentage of 2-year students (21.57%) have a low level of self-control and endurance, as they are not able to control their actions and behavior in the process of learning activities. Accordingly, they have some difficulties in the process of learning activities. This fact can be explained by several aspects - the loss of interest in the chosen specialty, respectively, the loss of motivation for learning, and the individual and personal characteristics of the students themselves.

The next volitional quality in the category of self-willed qualities is decisiveness and courage. Decisiveness and courage in 2nd-year students at the middle level (72.5%). They can make reasonable, well-thought-out decisions and implement them, despite the complexity of the disciplines and the volume of tasks in the studied disciplines. In 15.5% of students, these qualities are developed at a fairly high level, which indicates the absence of any significant difficulties in solving new educational problems and situations. However, 19.15% of first-year students are characterized by a low level of development of these qualities. They experience difficulties in new learning situations, are less active, and find it difficult to make any decisions. We explain this fact by the complexity of the process of adaptation to the conditions of new educational technologies, as well as by the individual psychological characteristics and personal qualities of students.

We compared the levels of development of self-volitional qualities of the personality of students according to the results of the methodology of N.E. Stambulova (Figure 3).

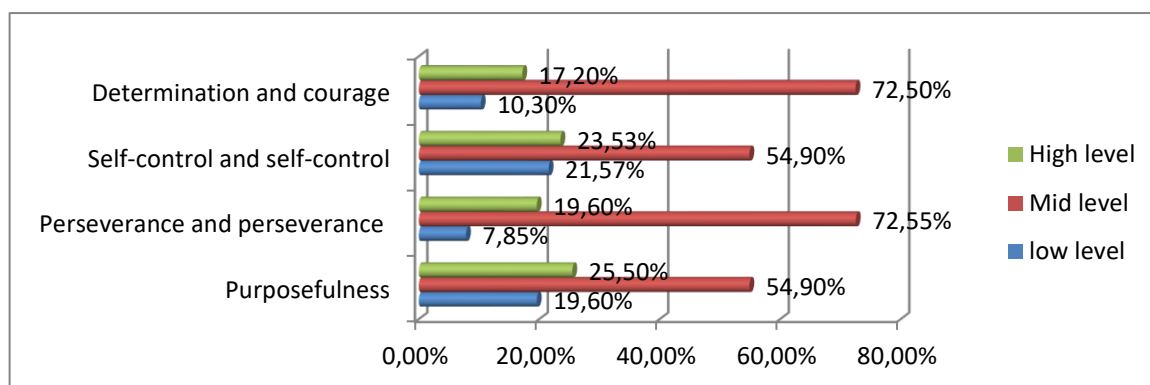


Figure 3. Levels of development of self-willed qualities in 2nd year students

The results of the technique «Self-assessment of volitional qualities of students» by N.E. Stambulova (Figure 3) allow us to say that all volitional qualities (purposefulness, perseverance, self-control, endurance, decisiveness, and courage) in 2-year students are expressed on average level. Especially, perseverance(72.%), decisiveness, and courage (72.5%). Sophomores strive to achieve their goal in difficult conditions for them, including in the process of educational activities. Able to make decisions required by the situation and follow their implementation. They are active in complex and new learning situations, which contributes to the formation of not only relevant knowledge, skills, and abilities, but also the necessary professional competencies. Also, the second-year students showed an increase in the percentage of a high level of questionnaire of purposefulness (25.5%). The highest percentage of a low level of expression was received by such a moral-volitional quality as self-control and endurance.

Let us analyze the level of persistence according to the results of E.P. Ilyin and E.K. Feshchenko's «Questionnaire for assessing one's persistence» (Figure 4).

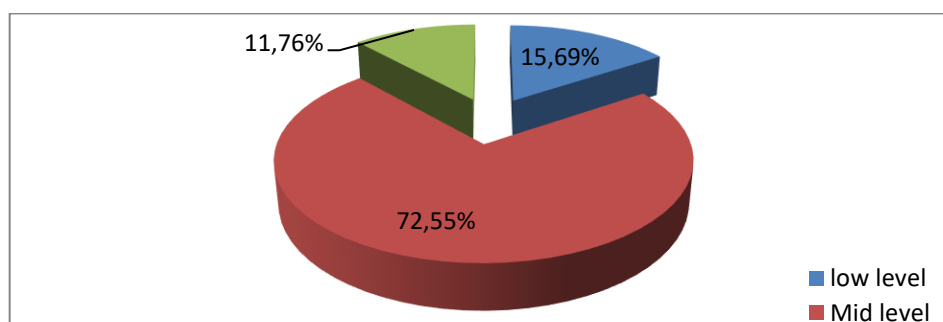


Figure 4. Levels of development of perseverance among 2nd year students

The results of the questionnaire of perseverance according to the questionnaire of E.P. Ilyina and E.K. Feshchenko showed that the largest percentage of 2-year students have an average (72.55%) level of this quality, i.e. in difficult situations, students of the second

year of study will strive to achieve the goal set in the process of educational activities.

We analyze the results of diagnostics of the volitional qualities of students in the 3rd year of study.

The results of diagnostics of self-willed qualities of third-year students according to the method of N.E. Stambulova are clearly presented in Figures 5-6.

As can be seen from Figure 5, the purposefulness of students in the 3rd year of study has approximately the same percentage of the average and high levels. It should be noted a slightly higher indicator (by 2.3%) of a high level of expression of this quality. This allows us to speak about the highly conscious and active orientation of the personality of students in the middle stage of education at the university. 3rd-year students are guided in their learning activities by certain self-set goals. We associate this fact with the formation of professional competencies in students in the process of learning activities, which allow them to be active subjects of the educational process. However, 26.7% of third-year students have this quality at a low level of development, which indicates difficulties for students to set certain goals in the learning process and be guided by them. A low level of purposefulness among a certain percentage of third-year students (1/3) may be due to weak motivation and disinterest in the chosen professional field.

The next analyzed self-willed quality is perseverance. The results reflected in Figure 5 showed that the largest percentage of 3rd-year students have a high (42.2%) level of development of perseverance, i.e. in difficult situations of educational activity, 3rd-year students will actively strive to achieve their goals and objectives, activating all their volitional efforts. An equal percentage of third-year students was obtained for the average (28.9%) and low levels (28.9%) of the severity of these qualities. Accordingly, we also explain the severity of a high level of perseverance by the impact of credit technology on education, which is based on a high degree of independence of students during their studies at the university. As well as increasing interest and motivation in the chosen specialty. 28.9% of 3rd-year students have a low level of these qualities. This allows us to talk about the difficulties of students in achieving their goals and objectives in the process of educational activities.

The following self-willed qualities of students are self-control and endurance. The ability to manage oneself, one's actions, and behavior in 3rd-year students are expressed at the average (44.45%) and high (31.12%) levels (Figure 5). A smaller percentage of students (24.45%) have a low level of self-control and endurance, which indicates difficulties in managing their actions and behavior in the process of learning activities. We explain this fact by a decrease in the motivation of students to study in the chosen specialty and their individual and personal characteristics.

The next volitional quality in the category of self-willed qualities is decisiveness and courage. Decisiveness and courage among 3rd-year students have a high level of severity (51.2%). In educational activities, third-year students make reasonable and well-thought-out decisions, directly implementing them. They do not experience difficulties in solving new educational problems. However, 24.45% of third-year students have a low level of development of decisiveness and courage. They experience difficulties in new learning

situations, are less active, and find it difficult to make decisions, which is due to a low level of motivation and loss of interest in the learning process in their chosen specialty.

We compared the levels of development of self-volitional qualities of the personality of students according to the results of the methodology of N.E. Stambulova (Figure 5).

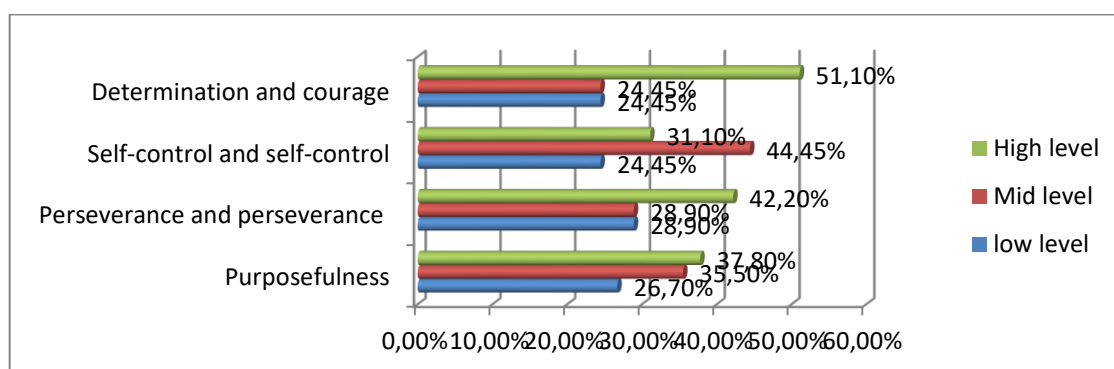


Figure 5. Levels of development of self-willed qualities in 3rd-year students

The results of the methodology «Self-assessment of volitional qualities of students» by N.E. Stambulova (Figure 5) allow us to say that such volitional qualities as purposefulness, perseverance, decisiveness, and courage among 3rd-year students have a high level of development. Students in the middle stage of study at the university are actively striving to achieve their goals; can make the right decisions and follow their implementation. They are active in complex and new learning situations, which contributes to the formation of relevant professional knowledge, skills, and competencies. However, qualities such as self-control and endurance have an average level of severity (44.44%).

We analyze the level of perseverance based on the results of the methodology of E.P. Ilyin and E.K. Feshchenko's «Questionnaire for assessing one's perseverance» (Figure 6).

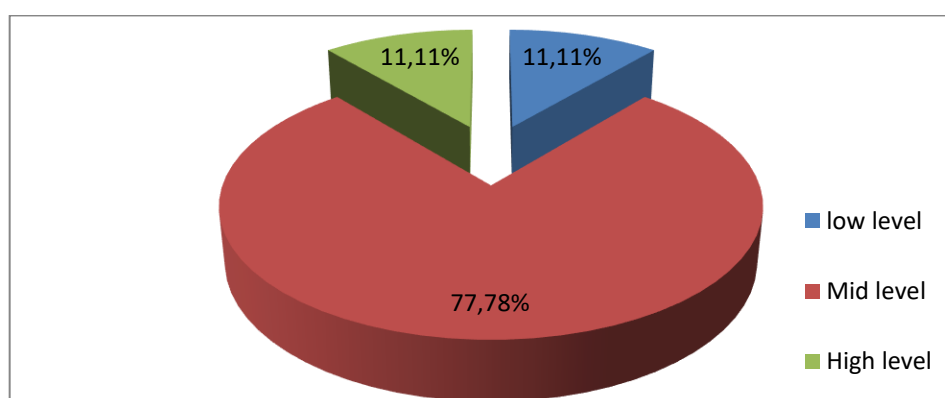


Figure 6. Levels of development of perseverance among the 3rd year students

Diagnostic results according to E.P. Ilyin and E.K. Feshchenko showed that the largest percentage of 3rd-year students have an average (77.78%) level of perseverance, i.e.

in difficult situations of educational activity, 3rd-year students will strive to achieve the goal.

We analyze the results of diagnostics of the volitional qualities of students in the 4th year of study.

The results of diagnostics of self-volitional qualities of fourth-year students according to the method «Self-assessment of volitional qualities of student-athletes» N.E. Stambulova are clearly presented in Figures 7-8.

As can be seen from Figure 7, the purposefulness of 4th-year students has an insignificant percentage difference (10%) between the medium and high levels of severity. This allows us to speak about the highly conscious activity and personal orientation of graduate students. Students - graduates at the final stage of their studies at the university are guided by the goals set for them. We associate this fact with the formation of professional consciousness among graduate students as a result of active influence in the process of all educational activities. However, 10% of 4th-year students have a low level of purposefulness, which makes it possible to state that these students are problematic as future specialists. The low level of purposefulness among a certain percentage of graduate students is due, as we have already explained above, to weak motivation and lack of interest in the professional field in which the learning process was carried out.

The next analyzed self-willed quality is perseverance.

The results reflected in Figure 7 showed that graduate students have a high (40%) and medium (36%) level of development of perseverance and perseverance. In their educational activities, 4th-year students actively strive to achieve their goals and objectives, activating all their volitional efforts. The smallest percentage was obtained by a low level (24%) of the severity of these qualities. Accordingly, we explain the severity of high and medium levels of perseverance among 4th-year students by two leading factors - obtaining a diploma of higher professional education and the formation of professional consciousness and self-awareness, i.e. self-awareness as a novice specialist in the chosen professional field, which also leads to an increase in professional motivation.

The low level of development of these qualities in 24% of 4th-year students allows us to speak about the difficulties of these students in achieving their goals and objectives and; the lack of immediate goals, including professional and distant ones.

The following self-willed qualities of students are self-control and endurance. The ability to manage oneself, one's actions, and behavior in 4th-year students is expressed at the average (38%) and high (40%) levels. 22% of graduate students have a low level of self-control and endurance, which indicates difficulties in managing their actions. This is due to the low motivation of students for the upcoming professional activities and the weak lack of professional competencies during the period of study at the university.

The next volitional quality in the category of self-willed qualities is decisiveness and courage. Decisiveness and courage among 4th-year students - the average level (60%). This allows us to say that graduate students make reasonable and thoughtful decisions, directly implementing them. They do not experience difficulties in solving new learning problems.

However, 14% of graduates have a low level of development of decisiveness and

courage. This indicates the difficulties of orienting students in new educational or life situations. They are less active and have difficulty making decisions. Let us compare the levels of development of self-willed qualities of the personality of graduate students according to the results of the methodology of N.E. Stambulova (Figure 7)

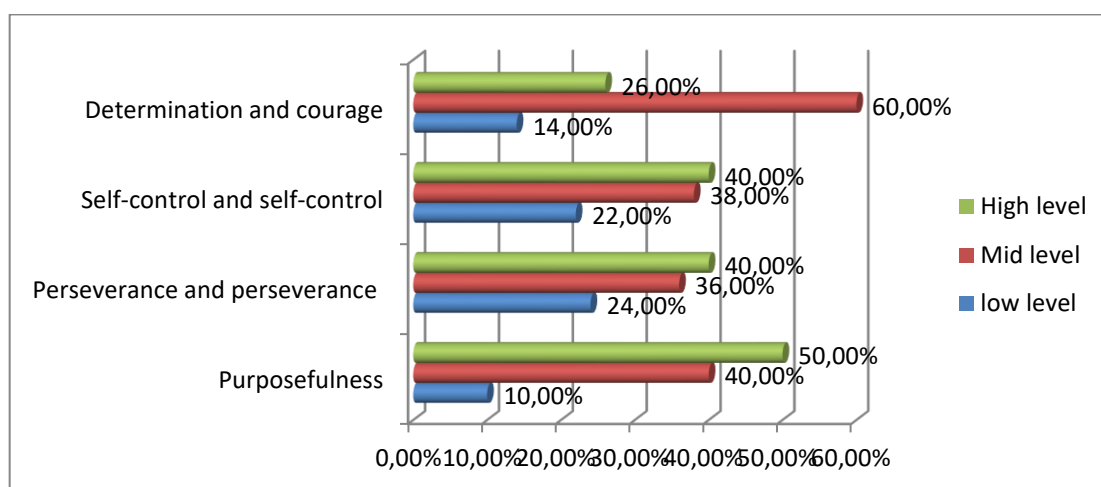


Figure 7. Levels of development of self-willed qualities in students of 4 courses (according to the method of «Self-assessment of volitional qualities of students» by N.E. Stambulova)

The results of the methodology "Self-assessment of volitional qualities of students" by N.E. Stambulova (Figure 7) allow us to say that such volitional qualities as purposefulness, perseverance, self-control, and endurance in 4th-year students have a high level of development. Students at the final stage of university education are actively striving to achieve the goal, i.e. to receive vocational education; control themselves, their actions, and behavior. They maintain self-control in any setting; in tense situations, activities can make the necessary and correct decisions, following their implementation. The average level of severity has such qualities as decisiveness and courage (60%).

We analyze the level of manifestation of persistence of graduates according to the results of E.P. Ilyin and E.K. Feshchenko's «Questionnaire for assessing your persistence» (Figure 8).

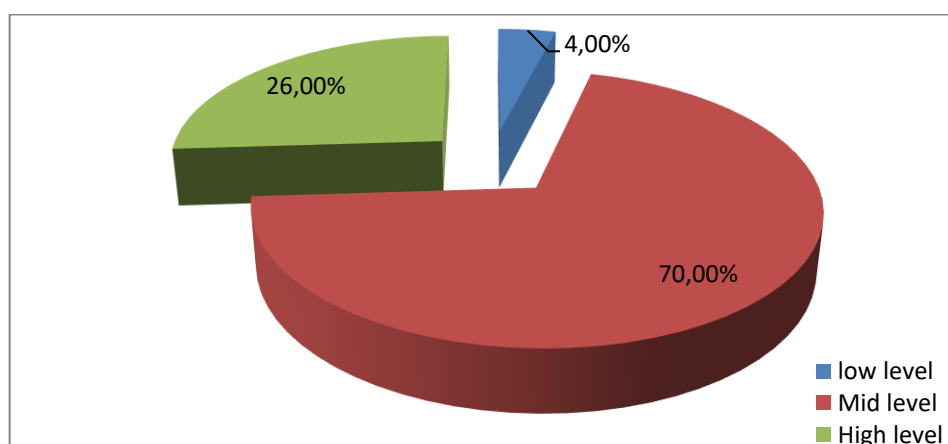


Figure 8. Levels of development of perseverance among the 4th year students (according to the method «Questionnaire for assessing your perseverance» E.P. Ilyina, E.K. Feshchenko)

Diagnostic results according to E.P. Ilyin and E.K. Feshchenko showed that the largest percentage of 4th-year students have an average (70%) level of perseverance development, i.e. in difficult situations, graduate students strive to achieve their goals.

Conclusion

After analyzing the self-willed qualities of graduate students, we conclude that they have a high level of purposefulness, perseverance, self-control, and endurance. Graduate students actively strive to achieve the set goal, can manage themselves, their actions, and behavior, maintain self-control, and can make the right decisions, realizing them. At the middle level, such qualities as decisiveness and courage are expressed.

Moral-volitional qualities, such as discipline, independence, initiative, and organization, among graduate students are expressed at an average level. The most developed moral and volitional qualities of graduates are independence and initiative. Students in the process of learning activities show creativity and independence.

Consequently, in the process of learning activity in the course of studying at a university, the dynamics of self-willed qualities are noted among students. At the same time, there is a positive dynamics of such self-willed qualities of students as purposefulness, perseverance, self-control, and endurance. We note an increase in the high level of expression of these qualities in the 3rd and 4th years of students studying at the university on credit technology. Such qualities as decisiveness and courage have a zigzag nature of dynamics, i.e. the severity of the high level of these qualities increases in the 3rd year of study and decreases to an average in the 4th year of graduation.

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Психологиядағы «ерік» категориясының және тұлғаның ерік сапаларының тұжырымдамалық негіздері

Аңдатпа. Берілген мақалада жоғары оқу орнында оқитын білім алушылардың кәсіби дайындығы барысында ерік сапаларының маңыздылығы мәселесі қарастырылады. Сонымен қатар, қазіргі кезде ерік сапаларын зерттеудің өзектілігі сипатталған. Білім алушылар үшін тұлғаның ерік сапаларына жататын мақсатқа бағыттылық, табандылық, шыдамдылық, ұйымдасқандық, дербестік, ұқыптылық, орындаушылық және т.б. сапалар маңызды болып келеді. Зерттеу жұмысының қорытындысы бойынша ұсынылған мақалада білім алушылардың өзіндік ерік сапалары деңгейлері анықталып, алынған нәтижелер ұсынылды. Зерттеу нәтижелерінің көрсеткіштері бойынша сандық және сапалық талдау жасалды. Зерттеу нәтижелері бойынша жоғары оқу орнының оқу іс-әрекеті процесінде білім алушылардың мақсатқа бағыттылық, табандылық, шыдамдылық, өзін ұстау сияқты өзіндік ерік сапаларының көрінуінде оң динамика байқалды. Алынған нәтижелер 3-4-ші курс білім алушыларына тән болды, аталған сапалардың көрінуінің жоғары көрсеткіштері анықталды. Шешім қабылдау және батылдық сияқты сапалары бірде төмен, бірде жоғары көріну сипатына ие динамиканы көрсетті, яғни бұл сапаның жоғары көрсеткіші 3-ші курста оқитындарда анықталса, ал 4-ші курста орташа деңгейге дейін төмендеді. Білім беру процесінің субъектілері ретінде студенттердің ерік-жігерінің динамикасын салыстырмалы талдау нәтижелері берілген.

Түйін сөздер: ерік, ерік сапалары, ерікті реттелу, мінез-құлықтың еріктік сипаттары, тұлғаның ерік сапалары.

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Концептуальные основы категории «воли» и волевых качеств личности в психологии

Аннотация. В данной статье рассматривается проблема значимости волевых качеств в процессе профессиональной подготовки обучающихся в вузе. Кроме того, описана актуальность в настоящее время изучения волевых качеств. Для обучающихся необходимыми становятся такие качества, как целеустремленность, настойчивость, упорство, организованность, самостоятельность, дисциплинированность, инициативность, аккуратность, исполнительность и др., относящиеся к волевым

качествам личности. По итогам исследовательской работы в представленной статье были определены уровни собственно-волевых качеств обучающихся и представлены полученные результаты. Проведен количественный и качественный анализ показателей результатов исследования. По результатам исследования у обучающихся в процессе учебной деятельности в ходе обучения в вузе отмечается положительная динамика собственно-волевых качеств - целеустремленности, настойчивости, упорства, самообладания и выдержки. Полученные показатели характерны для 3-4-х курсов обучения, отмечается возрастание высокого уровня выраженности обозначенных качеств. Качества - решительность и смелость имеют зигзагообразный характер динамики, т.е. выраженность высокого уровня этих качеств возрастает к 3-му курсу обучения и снижается до среднего на 4-м курсе. Даны результаты сравнительного анализа динамики волевых качеств студентов как субъектов образовательного процесса.

Ключевые слова: воля, волевые качества, собственно-волевые качества, целеустремленность, настойчивость, упорство, организованность, самостоятельность, дисциплинированность, инициативность.

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