

**TEMPERING THE WILL QUALITIES OF JUNIOR SCHOOL AGE STUDENTS IN THE EDUCATIONAL PROCESS**

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**Abstract.** *In this article, we analyzed the considerations of tempering the willpower qualities of junior school age students in the educational process. On the basis of the conclusions reached, proposals have been developed.*

**Keywords.** *Qualities of will, willpower, perseverance, purposefulness and temperance, fear, anger.*

Primary school age is one of the most important stages in the formation and development of a child's mental functions, including for the formation and development of volitional mechanisms and regulation of activity. In the experience of many primary school teachers, there were situations when children showed their strong-willed qualities: perseverance, purposefulness and restraint during extracurricular time, and in educational activities they cannot be successful due to insufficient or spontaneous development of these qualities.

Primary school age coincides with primary school education. This is the age from 6-7 to 9-10 years. This is the stage of the subsequent psychological, physical, physiological and volitional development of the student.

This age is the most sensitive for the development of strong-willed qualities, and the lack of work on their development in the educational process is accompanied by a lack of attention and discipline, the ability to listen to the teacher, cope with life and learning obstacles, which in the future negatively affects the formation of the student's psyche.

When a first-grader begins to study at school, a turning point comes in his life. Studying at school is a mandatory, meaningful activity, largely accompanied by volitional actions caused by various needs. When they have found the implementation of any activity, the child has an obstacle, there is a need for volitional actions. That is why in order for a younger student to cope with the obstacles that arise in the course of educational activity, he needs to develop strong-willed qualities in himself.

The mental appearance of a first-grade student and a fourth-grade student has significant differences. Consequently, the characteristic of the volitional sphere in total for the period of primary

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school age may seem somewhat general. Even with obvious differences in the volitional sphere of students of the first and fourth grade, it is clear that it is generally characteristic of this period.

An important feature of the volitional qualities of a junior schoolboy, or rather for a first-grader, is the quality of reacting restlessly to disturbing phenomena. In such cases, the youngest student has a clear resemblance to a preschooler. He always reacts restlessly to many things that surround him. Worried, he watches the cat playing with the kitten, screaming, he runs to his comrades, starts laughing defiantly when he hears something funny, etc. Any fact that affected him. causes a pronounced emotional response. Violent emotional behavior when watching the play: sharp transitions from sadness about the hero's grief to pronounced joy at his happiness. Increased mobility, a lot of gestures, inability to sit still, vivid changes in facial expressions indicate that everything that excites a younger student in the play is expressed in a pronounced emotional response.

Another significant feature of the volitional sphere is the strengthening of restraint in expressing one's emotions - indignation, dissatisfaction, protest when classmates are in their collective. Because intemperance causes censure of the teacher and causes condemnation. But this does not mean that the younger student is already in perfect control of himself. No. he vividly shows fear, resentment, anger, but at the same time tries to drown them out. These emotions are clearly expressed in his interactions with peers.

The ability to control your emotions is improving every year. Primary school students show anger and irritation not only in the motor form, but much more in the verbal form - swearing, teasing, rude. Irony, mockery and doubt begin to manifest themselves in the facial expression and intonations of speech. Feelings of anger manifest themselves in a hidden form, but quite clearly for the people around them. During the entire period of primary school age, the organization of the volitional behavior of the student increases.

The next feature of the volitional qualities of children of primary school age is the development of expressiveness of emotions. Saturation of intonation in speech, development of facial expressions.

The feature described below correlates with the growing level of penetration of other people's feelings by a younger student and the ability to empathize with their classmates or adults. It is worth noting that at this level there are significant differences between first-grade and third-graders, and especially fourth-graders.

An important characteristic of the will of primary school students is also their receptivity, a vividly emotional response to everything that catches the eye. Monotonous, uninteresting lessons rapidly reduce children's interest in learning activities. And this leads to a negative attitude towards learning at school.

It is also important to note such a feature as the intensively developing moral qualities of a student: a sense of duty to a friend, responsibility for a group of classmates, experiencing the misfortune of others, indignation at injustice and others. They are formed not just like that, but under the influence of significant factors, a specific example and their actions in the assignment, a response from the teacher's opinion. But it is important to remember that. that when a junior student learns about the norms of behavior, he perceives the words of the teacher only when they touch him emotionally.

E.I. Ignatiev and V.I. Selivanov and other researchers have shown in their research that students of grades 1-3 have an increased ability to show volitional efforts, which is manifested in their mental activity. Arbitrary mental actions are formed: memorizing the material. arbitrary attention, purposeful observation, perseverance in solving problems. In the first and second grades, children perform volitional actions according to the decree of adults and the teacher. And mastering the ability to perform volitional acts in accordance with one's own motives occurs already in the third grade.

When unwilling to perform any action, younger students independently create conditions that exclude attractive actions. At this age, self-stimulation is widely used, but it is not supported by moral principles, Schoolchildren can show perseverance only if they have an interest.

Research by S.I. Khokhlov suggests that those students who have a low level of development of volitional qualities show high activity in learning only if there is interest. In other students with a high level of development of volitional qualities, a high activity of will is expressed even when studying subjects without interest in them. Younger schoolchildren have not yet fully completed the development of volitional mechanisms that are able to overcome the influence of exciting emotions that interfere with the implementation of tasks. A.I. Vysotsky believed that in some cases, younger schoolchildren can show strong-willed efforts only for the purpose of praise and the desire to be good performers of the will of people around them.

Elementary school students have not yet fully developed their independence. Most often it occurs due to impulsivity, emotions and desires of children, but not because of understanding and comprehension of the situation and their position in it. Often younger schoolchildren are encouraged by the growing desire for independence to deliberately disobey known rules. They consider this behavior to be an expression of adulthood. Schoolchildren show stubbornness when they defend their opinions, judgments and actions. They defend their opinion at all costs, even when they know they are wrong. The expression of stubbornness is considered by elementary school students to be a manifestation of perseverance and perseverance. The reason for this in educational activities is the conflict between students and teachers due to "unfairly assessed". This usually happens in situations where the teacher constantly criticizes the student, does not pay attention to his efforts, does not praise him. In this case, stubbornness is expressed as a protest. The student loses the desire to answer in class and obey the teacher's requirements.

In the third grade, the manifestation of such a strong-willed quality as determination begins. It is associated with a fairly high level of impulsivity at this age.

Elementary school students demonstrate courage, depending on who they are with: in a team or alone. For example, parents trying to teach a child to swim, very often can not get him to the depth. It should be noted that when teaching swimming to first grade students in physical education classes, all children boldly jump deep into the water, regardless of whether they are afraid or not. Also, the endurance of elementary school students is rapidly growing. At first, endurance is demonstrated in the ability to obey adults. It begins to develop and strengthen at this age, when children's behavior begins to be regulated at school.

B.F. Ivanova believes that if first-graders still have superficial ideas about endurance, they are poorly aware of their capabilities in its manifestation, then the ability of second-graders to restrain their desires increases. In third grade students, restrained behavior becomes automated and begins to manifest itself in different types of activities.

According to the research of E.I. Ignatiev and V.I. Selivanov, it is known that girls show more restraint than boys, who have more impulsivity. This is manifested due to the special position of girls in the family. They fulfill many household requests and are endowed with some restrictions. This contributes to the education of their restraint. At the same time, younger schoolchildren have not yet fully mastered the skill of controlling themselves and restraining sharpness, excitement, which are caused by random circumstances. The lack of endurance is also expressed in the predominance of unconscious attention over arbitrary, leading to the distraction of children from educational tasks and, consequently, to a violation of discipline.

C.A. Petukhov believed that third grade students show initiative in playing and learning more effectively than in work. A.V. Poltev noted that perseverance among younger schoolchildren is still poorly developed, even among third graders. According to V.I. Selivanov. Boys are capable of showing perseverance in mobile activities, but they may not have enough of it when doing homework or for exemplary behavior in the classroom.

Having analyzed the psychological and pedagogical literature on the research topic, we examined the features of the development of volitional qualities in primary school age, taking into account the sexual, age and personal characteristics of children. And they concluded that. that the greatest role in the development of a younger student is played by such strong-willed qualities as willpower, patience, perseverance, perseverance and determination. That is why it is necessary to diagnose and study the level of development of volitional qualities of a person for their further development. When working with children, it is important for a teacher to take into account the age characteristics of the manifestation of will and rely on them in his pedagogical activity.

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