

SPECIFIC CHARACTERISTICS OF TEENAGERS' WILL

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ABSTRACT

We are living in the time of increased need for high intellectuality, independent competitive thinking, and demand for knowledgeable staff is growing day after day. We should form the will qualities such as resolution, steadiness, patience, responsibility and drive among the young people's personality in the first place in order to successfully implement the priority tasks by our state and prepare the outstanding specialists. Because a weak-willed person will never become the owner of high potential and intellect. Therefore, at present it is necessary to deepen the study the issue of will, develop the scientific system of will formation, and search for optimal means and methods of formation of will qualities. This article is about specific characteristics of improvement of teenagers' will qualities.

Keywords: Will, will qualities, responsibility, cleverness, steadiness, initiative, patience, hard-working, teenager.

INTRIDUCTION, LITERATURE REVIEW AND DISCUSSION

We all should realize the deep truth – no matter how well-thought programs we prepare for future development of our country, no matter what material base and opportunities we create for implementation of these plans, and no matter how much funds we spend for this purpose, we won't be mistaken if we say that there is such a powerful factor, which implement all these, i.e. highly skilled work force and perfect young specialists, who are able to undertake responsibility for the future development of our country. Our President I.A.Karimov states in his works: "One may rely on a strong-willed person, however, there no good of a person, who is indifferent to lives of people and to events occurring around him/her, and lives just as observer. Because they lack both faith and will. They even look as strangers at the fate of their people and Motherland". [1.2]

Indeed, preparation of strong-willed, knowledgeable and intellectual, modern experts remains the most urgent demand for our country's prosperity. Because, this demand imposes a number of important tasks on us - teachers. One of these tasks includes deepening of theoretical and methodological study of the issue of will, creation if methodological aspects of experimental research, diagnostics of will regulation indicator, and development of a modern and scientific system of formation of a person's will. In addition, it is important to search for rational methods (technology), optimal means and ways for empirical study of personal will qualities, and to study the will qualities from the standpoint of various branches of the psychology science (general psychology, pedagogical psychology, social psychology, ontogenesis, akmeology, etc.). This socio-psychological phenomenon demands conduction of study based on pedagogical psychology principle, mechanism, approach, rule and theories. In addition, there is lack of summary psychological data on external and internal factors and conditions, which form the will. Moreover, there are insufficient materials as to age and sex

characteristics of will formation. For this very reason, it is possible to clarify a number of issues through study of the will category within certain age period.

One of famous philosophers expressed the following realistic thoughts having analyzed the life truth: “Don’t be afraid of enemies – the most thing they can do is to kill you. Don’t be afraid of friends – the most thing they can do is to betray you. Be afraid of indifferent, weak-willed persons – they neither kill or betray you, yet betrayals and killings continue happen in the world due to their silence and indifference” [3]. Voltaire wrote: “A person is free, when he can do whatever he wants, however, he is not free to will: it is unthinkable that he wills without reason”. However, denial of freedom of choice continues. [4] V.A. Ananiev states: “Will is a person’s ability to act in the direction of set goal by overcoming these or those (internal or external) obstacles. If a reason formulates the goal, then the will initiates the actions towards this goal. A willful act is a deep process of struggle of variously directed motives, tendencies in the bifurcation points on the life path”. [5]

V.I. Selivanov thinks “Person’s will is nothing but a certain aggregate of qualities, which is formed in the course of life and characterizes the level of willful self-regulation of behavior, which is achieved by a person. Will is a side of a person’s whole consciousness, it is correlated with whole mind, and not with any single psychic process”. [6].

V.A. Ivannikov writes that “attribution of will qualities to the will without differentiation of its essence and distinctive signs is poorly justified, and an approach to understanding of the will nature through these qualities turns out to be closed for us”. [7]. In a different edition of the same book V.A. Ivannikov states that “a drive to see a special formation – will behind the person’s will qualities has not been supported with any substantial evidence yet. To the contrary, there are many facts, which evidence the independence of each will quality and independence of their formation on each other... These facts make us doubt about existence of a will as an integral formation of all will qualities”. [8]. E.P. Il’in wrote: *Will is a generalized concept, which designates a certain class of psychic processes and actions, which are united by a single functional task – willful and deliberate control of person’s behavior and activity.* [9].

From my viewpoint, will is described as a person’s ability to overcome obstacles by following his/her conscious goals, to actively manage and control his/her personal activity in deliberate manner. Since will is closely related and interact with psychological categories such as feelings and reason, it is formed and improved in the course of social life, one’s individual life. For this very reason, it is appropriate to develop the methodological aspects of experimental study of the will and to perform diagnostics of development indicator of its regulation.

Early teenage period is the most convenient (sensitive) period for formation of a person’s will qualities. Since this period is one of important stages of socialization, it is necessary to use appropriately all opportunities of this development stage. In our opinion, there are many special characteristics of this age period: a) driving forces of psychological development such as romantic appeal and maximalism play a priority, leading role among teenagers, i.e. academic lyceum and vocational college students; b) formation of trust, faith, outlook, personal standpoint among them enters the final phase (these issues should be resolved positively prior to the higher education system, otherwise, this convenient situation may be wasted as a passing condition); c) the fact that study motivation and professional direction are the most important aspect of development is adequately evaluated by them and others during

this age period; d) cognitive and creative methods of subject learning, intellectual methods of acquiring the occupational skills and qualifications; drive for, willingness and resolution to understand operations, rational and optimal means of independent thinking are of special importance for academic lyceum and vocational college students. In order to form and acquire all of these, will qualities, willful act, steadiness should perform the priority, stable and regulatory function in the students' personality. Therefore, will qualities appear as drivers of psychological expectations, scope of psychological product and universal mechanism for implementation of efficiency in all forms of psychics (activity, behavior, interaction). In this context, will qualities perform the motivational task; on the other hand, perform the role of manager, i.e. regulator of overcoming the challenges.

During the formation experiment stage, experimental works were performed among the vocational students based on the criteria of scope, clarity and stability of identified will qualities in identified test, and organizational works had been conducted with experimental group students with respect of elements of a certain event activity. Most importantly, both individual and collective interviews have been conducted with students. Questions such as "What is will?". "How do you perceive the willful drive?", "If you promise something to your friend or close person, will you keep to your promise in any circumstance?", "Can you control yourself when you get angry?", "Once you set a goal before yourselves, will you try to achieve it despite any difficulties?", "Please describe the will qualities", "How do you understand decision-making?", "What is risk-taking?", etc. had been used during interviews. Vocational college students tried to answer as much questions as possible. Since the experimenter (psychologist) addressed the students with additional leading questions, during this process, subjects of assignments tried to answer the questions clearly without any trouble. Extraordinary cooperation between the instructor and students served to resolution of issues set before them with concentrated attention, and their continuous direction. Thinking and discussions on these questions had been conducted according to the experimenter's instructions. However, this psychological event had not any negative effect on the students' independent thinking; on the contrary, it helped to create clear imagination on thinking methods, decision-making methods and properties among them (education subjects). Each action of the experimenter leads to broadening of general information field of paralinguistic, extralinguistic, optical-kinesthetic, prosemic and phenomenal conditions, and realizes the interaction process. Linkage, unity and mutual effect of interaction and speech create opportunity for overcoming of any problems. Despite answers to questions were not sufficiently of scientific nature, still students acquired the skill of interacting with concept and descriptions related to the will, scientific and psychological understandings of their essence, and use them in one or another situations to certain degree. Summarizing these answers, we may create the following form:

1. Will is a person's willful activity directed towards set goals.
2. Will is a description of understanding the forms of regulating own activity and self-control in external world.
3. Will is one aspect of a person's single consciousness, and is related to all forms and stages of consciousness.
4. Will is a practical consciousness, changing and reconstructed world, person's conscious self-control.
5. Will is a property, which is interrelated with a person's feelings and mind, however, it is not a motive (driver) of any action.
6. Conscious actions corresponding to will drive in the course of overcoming the obstacles and contradictions on the way to achieving the goal, and directed at certain goal are called as willful actions.

7. Deliberate, brave actions on the way of achieving the appealing goal and associated with threats, risks of loss and element of failure are called risk taking.

8. Basal will qualities emerge based on will processes, however, its intellectual and behavioral aspects do not participate in this process.

9. Will qualities, which are not part of the basal system, are called secondary qualities, and combine the emergence of knowledge, skills, emotions and intellect.

10. Will is assessed as person's control his/her behavior and action in deliberate manner. Will is described as overcoming the external and internal difficulties in the course of carrying out the behaviour and actions directed towards the goal.

11. Various actions of a person such as affect, terror, worry, amaze, suspicion and similar other actions, which emerge in extraordinary situation, are called involuntary actions.

12. Will is associated with person's psychological image, characteristics and purpose of motives, which emerge as a result of different information in the course of his/her social life and condition.

Vocational college students demonstrated their understanding of existence of linkage between the "information describing the content and meaning" due to close familiarization with concepts of such will qualities. Interviews, opinion exchanges and exercises conducted with them served to expanding their notion abouts will qualities. Their analysis demonstrated clearly the bipolar association of opinions, created the certain concepts related to opinions (concepts) in positive and negative directions, and furnished the students with knowledge in this direction. Here emerges the psychological phenomenon, which reflects the "person-person" relationship. [10].

We have come to the following conclusions based on results of interviews on will qualities held with vocational college students:

1. Demonstration of will qualities among vocational college students has not yet reached the sufficient perfection indicator. Therefore, interview participants had not been capable of reserve the far-sighted goal and achieve it within short period. That's why they cannot demonstrate the will qualities such as aspiration, steadiness, and collection without external drivers.

2. It is appropriate to classify the actions of experiment participants into three groups:

- impulsive actions, which emerge due to mergences of immediate needs;
- actions based on the inertia, custom, stereotypes;
- systemic actions, which develop the deliberate drive for overcoming the faced difficulties, plan the understanding of their essence, aspiring to their implementation and implementing motivating actions, which selected the goal-drivers.

Thus, motive enters into straight and opposite relation with methods of overcoming the obstacles, and continues performing its tasks as a closed chain system.

Nowadays will is assessed as person's (whether pupil or university student) conscious regulation of own behavior, learning activity and interaction. Based on this condition, will is described as overcoming the external and internal difficulties in the course of implementing the goal-oriented actions (learning activity is meant), behavior and interaction. Will of vocational college students is demonstrated primarily in person's activity in social life, life experience, interpersonal labor activity and interrelations. Distinction of this activity from its content and composition is urgent need of our time. Contentive aspect of activity of student's personality is reflected in both his social and psychological characteristics. Social instruction,

faith, emotion, interest and motivation have a dominant nature in this context. Activity of student's personality is determined through demonstration of psychological processes participating in the learning activity, internal and external conscious willful actions, aspiration, motive, desire. Student's ability to control himself/herself consciously in difficult situations emerges due to will drive. Certain preset clear goal, plan and actions for its achievement are directed to their implementation. In most cases, socially conditioned characteristics of student's personality describe the direction of his/her willful activity. Social direction is reflected in steadiness, which is considered in motivational and will quality of the student's personality. Will processes, properties, qualities emerge as motivations and specific methods of achieving the activity goals.

As our observations show, will is seen in the mental activity over the whole will processes, performance of willful actions, i.e. starting from setting the goal to its achievement. It is reflected in the conscious behavior, deliberate attention, reminding, reasoning and thinking. In addition, mobilization of will drive is required for resolution of complex issues and problems. Because one cannot achieve any results in physical labor and learning activity. In our opinion, their mutual harmony is of dual nature as a complex of result achievement. Will-driven conditions in education process and physical labor represent temporary mental condition of the methods of successful overcoming of difficulties, efficient and optimal conditions of student's personality. They include optimism, activity, interest, motivational and mobilizational readiness, and persistence, which emerge under impact of living conditions. Mental, physical labor and stress are deemed a form of sharp condition of emotional pressure and emerges] due to extraordinary impact of adverse factors of external and internal environment on the student's personality. Ташқи ва ички муҳитнинг нохуш омиллари ўқувчи шахсига фавқулудда таъсир этиши натижасида вужудга келади. Frustration in the course of cooperation process (between the teacher and students, and interstudent) is deemed a psychological condition, which directs the learning process organization in opposite direction. Emergence of mental depression, shock, frequent aggressive reaction to a situation is observed in the student's personality under impact of continuously emerging and hard-to-overcome obstacles. Will qualities of a student's personality do not represent temporary mental condition in education process or physical labor, but persons constant, stable physical construction, which is not related to such situation in any manner. His/her will qualities include steadiness, initiative, persistence, independence, composition, entrepreneurship, reservedness, braveness, patience and others. Weakness of the student's personal will is described psychologically through concepts such as stubbornness, inpatience, idleness, fear, expedience, lack of initiative, laziness, and indifference.

Thus, willful actions are determined by socio-historical conditions and style of their lives. With change of social relations, interpersonal relations in society, both goals set by a person and motives driving the person to any activity, and nature of willful actions will change. One's will is reflected in his conscious control of own actions, ability to force himself to perform the priority, urgent task and control his duty's needs, rejection of efficient, optimal leading wishes and overcoming any obstacles. Obstacles, which hinder the people to achieve their goals are classified into internal and external ones. Persons' overcoming the internal and external obstacles in to achieve the set goal is implemented with the help of their willful actions.

Both abulia and apraxia are unique, phenomenal psychopathological conditions, which are inherent to patients with heavy mental diseases. According to our personal observations, lack of will, which is met in 'teacher-student', 'student-student'. 'teaching team – individual'

relations in the education process is not associated with brain pathology, but with use of false means in the course of emotional, will, cognitive and regulatory influencing, construction of interaction regime during the formation of the student's personality in training and teaching activity. Lack of braveness, poor independence, weak patient, weak discipline and lack of steadiness among the students will ultimately lead to the will psychopathology.

Will drive is a property, which is inherent to a mindful person. Will is improved with enrichment of mind, and vice versa, will face the destruction with depletion of mind.

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