

Development of Volitional Qualities of Adolescent in the Pedagogy of Consciousness

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ABSTRACT

The research is relevant due to the interest of scientific pedagogical community to the problems of spiritual and moral education in modern Russian society, the identification of means of its development. In this regard, this paper aims at revealing the theoretical foundations and practical mechanisms of development of volitional qualities of pupils in the context of pedagogy of consciousness. The leading approaches to the research of this problem are the ontological-axiological and esoteric-activity-oriented approaches which allow considering the problem of volition in the pedagogy of consciousness. The leading empirical method is the experiment. The paper presents the essence and content of the concept of "volition" and "volitional qualities" in the psychological and pedagogical literature and pedagogy of consciousness, the structure of development of volition, the theoretical basis for the development of volitional qualities in the pedagogy of consciousness and the methods of developing volitional qualities identified during the empirical study. The materials of the paper are of practical value for researchers of problems of education, students, and pedagogues of schools and institutions of leisure.

Keywords: volition, volitional qualities, volitional actions, volitional act, pedagogy of consciousness, methods of development of volitional qualities

INTRODUCTION

The most important mechanisms of positive changes in human consciousness are the knowledge of the world and self-knowledge, creativity, activity and communication in the process of which it is necessary to develop special qualities: volition, optimism, diligence, tranquility (inner balance) and empathy, which determine the quality level of his consciousness. These qualities are of key importance for spiritual consciousness, as they prepare a person for the inner discovery, finding his relationship with the Cosmos, identifying the deep himself with his body. This paper will be devoted to the study of human volition.

Volition is a fact of consciousness, its practical detection. Volition is not only an ability to want and desire, it is a mental process expressed in actions aimed at meeting the need [1]. Volition is a main controlling force of the microcosmos of man, his consciousness. Volition is a dynamic principle of human consciousness, the Universe. There is existence of volition or lack of volition. Hence, the need to train the volition in thoughts and actions proceeds from here. Any process of transformation of both external (social or cosmic) environment and internal (personal and spiritual) environment requires volitional efforts and volitional qualities based on spiritual and moral basis. Rendering assistance to children and young people in this process is a pressing problem of modern pedagogy.

LITERATURE REVIEW

In the domestic philosophy works by I.A. Ilyina [2], M. K. Mamardashvili et al. [3] were devoted to the problem of volition as the most important characteristics of a person in his shaping, development and improvement. The problem of the fundamental principle of volition is considered in the philosophy of idealism as a spiritual and cosmic force which determines the relationship between the Supreme volition and the volition of man and also in the philosophy of materialism related to the brain activity and dependence on material conditions of his life, which affects the research approaches to the solution of problems of the development of volition in psychology (on the one hand, W. James et al. [4], on the other hand, V. Frankl et al. [5]).

In foreign psychological science of the 19th century, examining the essence and content of "volition" was considered a key study in theories of V. Wundt [6], W. James [4], T. Ribot et al. [7] In the 20th century, difficulties in explaining motivation again raised scientific interest in the study of volition (H. Heckhausen [8], J. Kuhl [9], R.P. Bagozzi [10], R.F. Baumeister and M. Muraven [11], C. S. Dweck et al. [12], R. May et al. [13] considered volition in combination with desires. Some scientists consider volition as an independent force, others - as a phenomenon associated with the functioning of cognitive processes.

In the domestic psychological science interest in this issue has remained stable; it is reflected in the works by M.Ya. Basov [14], L.S. Vygotskiy [15], S.L. Rubinstein [1], A.N. Leontyev [16], L.I. Bozhovich [17], V.I. Selivanov [18], V.K. Kalin [19], whose key studies were devoted to volition as a volitional regulation aimed at mastering behavior and mental processes. The works by L.I. Bozhovich [17], E.O. Smirnova [20] were devoted to the study of volition and volitional qualities in ontogenesis.

This resulted in three areas of the study of volition in modern psychology: motivational (V. Wundt [6], T. Ribot et al. [7]), regulatory V.K. Kalin [19], R. May [13], S.L. Rubinstein [1] approaches and the approach of "free choice" [15].

METHODOLOGY AND METHODS

The objective of our research is to determine the theoretical and methodological foundations of the category of "volitional qualities" in psychological and pedagogical research.

Research objectives are to:

- conduct a theoretical analysis of scientific research on the problem of "volitional qualities" of an adolescent;
- determine the features and substantiate the essence and content of volitional qualities in the pedagogy of consciousness;
- reveal the methods of pedagogical assistance and support for the development of the quality of volitional qualities in the context of the pedagogy of consciousness.

On the basis of the goal and objectives of the research, we chose and used a set of methods. To analyze the existing experience in the field of research, theoretical methods (analysis and synthesis, generalization and systematization), as well as empirical methods (study and generalization of the existing pedagogical experience) were used, which allowed to introduce the subject of the study - to determine the basic concepts of "volition" and "volitional qualities", to clarify their essence, content and features (mechanisms and ways of developing tranquility).

The study of volitional qualities in the context of pedagogy of consciousness as a theoretical definition and its practical application should be considered in a complex of general methodological and general scientific approaches: ontological [21] consider the problems of spiritual and value education from the point of view of the logic of being a pupil and educator in the pedagogy of consciousness) [22]; esoteric (in the works by Russian scientists-cosmists of religious and philosophical direction) [23], in the perception of the necessary conditions and qualities that ensure the spiritual development of a man, his spiritual consciousness; axiological [24] is associated with the development of theoretical and practice-oriented search for values and value orientations of the individual in modern society, in promoting the priority of spiritual values in education [24]; activity-oriented approach to the study of volitional qualities in the pedagogy of consciousness means that the development is carried out only in the process of activity [25].

The study of the concept of volitional qualities in the context of pedagogy of consciousness on the basis of the above approaches will provide conditions for the development of consciousness of adolescents.

RESULTS AND DISCUSSION

The Essence and Content of the Concept “Volition” in Psychological and Pedagogical Research

In psychological science, different definitions of the concept of “volition” can be found, such as:

- the conscious regulation of human behavior and activity characterized by the ability to overcome difficulties in these processes;
- the ability of a person to control his behavior, to put his energy to achieve his goals;
- the characteristic of conscious control of a man over his mind and actions and of overcoming obstacles in achieving goals.

Each of them emphasizes a certain facet of this phenomenon.

So, volition in our understanding is a conscious control over one’s self, over one’s feelings, actions which is aimed at overcoming obstacles to achieving the goal and has a different degree of expression among different people.

Volition was considered as the opposite of affects [1] and impulsiveness as the ability to form desires, as a manifestation of passion where emotions constitute the essence of the motive. Therefore, behavior is divided into two types: impulsive and volitional [26].

Volition is necessary to maintain the activity of a subject, or to suppress it, which is close to the concept of freedom in existential psychology, where a person refers to his inner self, his values, or to logic, in order to foresee the consequences of his actions.

Volition is connected with actions. Actions can be divided into two groups: involuntary (automatic, instinctive, impulsive actions under the influence of affect, passion) and arbitrary (goal-oriented), which include the volition. In volitional action, S.L. Rubinstein identifies the following stages [1]: the emergence of motivation and preliminary goal setting; stage of discussion and struggle of motives; decision; execution. D. N. Uznadze offers three periods [27]: period of finding a decision, period of making a decision, period of implementing the decision. V.I. Selivanov considers the three-membered structure of a volitional act [18]: 1) the emergence of a motive for action, its awareness, “struggle” of motives, goal setting and deciding to act; 2) the choice of means to achieve the goal and the ways of its implementation; 3) execution and evaluation of the final result. The indications of the volitional act are the efforts to overcome the self, making and implementing the decisions; the struggle of motives; the existence of the plan of actions, the lack of emotional pleasure, moral satisfaction.

The development of volition has several directions:

- The transformation of involuntary mental processes into the arbitrary ones.
- A person takes control of his behavior.
- Development of volitional personal qualities.

The Development of Volition in the Theory of Psychological Knowledge

The formation and development of volitional qualities occurs throughout life. Like all mental processes, volition develops not by itself, but in connection with the overall development of the human personality. Sometimes you can find a highly developed volition at an early age. Moreover, a sufficiently high level of development of volition is most often observed among children of a creative type, as it is accompanied by systematic work, which contributes to the formation of volitional qualities in other spheres of life.

The emergence of a volitional action involves primarily the establishment of awareness. In order for the action to be the implementation of the goal, its conscious regulation in which the entire course of action is determined by the goal and leads to its implementation is a necessary condition. Thus, volitional activity proceeds from motives, the source of which are the needs and interests of a person; it is directed to conscious goals that arise from the initial motives; it is conducted on the basis of more and more conscious regulation [1]. Volitional action is eventually a conscious, goal-oriented action by which a person carries out his goal in a planned manner, subordinating his impulses to conscious control and changing the surrounding reality in accordance with his plan. Volitional action is a specifically human action by which a person consciously changes the surrounding space.

In the proper sense, volition arises when a person is capable of reflection of their desires, which characterizes its inseparable correlation with consciousness. Therefore, the basis of volitional action is purposeful, *conscious* efficiency. Volitional action is mediated through the consciousness of personality and reflects the direction of the individual.

The decision and the execution of a volitional act are usually accompanied by effort (in conditions of counteraction). It is important to understand that after making a decision its execution follows, which completes the stage of volitional act.

Reality is changing during the execution of a decision. Its implementation faces real obstacles that require effective overcoming. When the struggle of motives ends and the decision is being made, then the struggle for its execution, for changing reality, for subordinating it to the human volition to implement the ideas and meanings of a man begins. This is the essence of implementation of volition [1].

Volition at its highest levels is not just a set of desires, but a known organization of them. It involves the ability to regulate one's behavior on the basis of general principles, beliefs, ideas. Volition therefore requires self-control, the ability to control oneself and dominate one's desires.

Characteristics of Volitional Personal Qualities

In the course of activities, a person develops volitional qualities necessary for self-development, as well as for life by performing volitional acts. Some qualities influence activity, others affect obstructing the unwanted mental processes.

Volition is a generic concept that includes many different psychological elements. Such elements (qualities) as commitment, determination, persistence, tenacity, independence, courage, resilience, self-control, initiative and aspiration are most often reported. The elements of volition include criticality, diligence and confidence. A person with strong volition is able to overcome any difficulties encountered in achieving the goal. At the same time, he shows such volitional qualities as determination, valour, courage, aspiration, etc.

Volitional qualities are the traits of personality that are manifested in various situations and require a man to overcome difficulties (external - objective difficulties, interference, difficult conditions; internal - subjective, personal problems and negative qualities such as laziness, harmful habits) [22]. At the same time, they are formed, namely, during overcoming difficulties; their overcoming increases the capacity of a person for volitional efforts.

The manifestation of volitional qualities is determined by moral attitudes, motives or innate features of the nervous system. Volitional qualities depend on the mental characteristics of a person, his temperament. Positive qualities of volition, manifestations of its power ensure the success of the activity.

The volitional qualities include: commitment, determination, courage, valour, initiative, resilience, persistence, independence, tenacity, discipline.

Persistence is a volitional quality of human nature aimed at achieving the goal. Persistence manifests itself in the sustainability of energy over a long period despite difficulties and obstacles. Persistence is a particularly important property of volition.

Resilience is self-control, the ability to face the overcoming of difficulties through effort of volition. The taken actions will be performed only when a person controls his activity. The quality of self-control and its adequacy largely depend on the self-esteem of the individual.

Valour is a quality that characterizes the ability of a person to overcome fear, adversity and other difficulties despite the dangers to achieving the goal, *valour* is self-denial in the struggle for the greater good, superiority over his own fears. As in the volitional action one often has to deal not only with external obstacles, but also with internal difficulties arising in the adoption and then the execution of the decision in order to achieve the goal, significant volitional qualities of the individual are self-control, valour. In the solution process, they ensure the dominance of the higher motives over the lowest ones.

Aspiration is an uncompromising orientation to the highest goal despite the obstacles. But it is one thing to feel aspiration and it is another to be aware of it. Depending on the degree of awareness, aspiration is expressed in the form of attraction, desire or wanting.

The opposite of volitional qualities is a weak volition (except for abulia and apraxia as mental disorders) is most often associated with errors in education where its typical manifestation is laziness (a steady unwillingness to make a volitional effort, to overcome difficulties).

Theoretical Bases of Volitional Qualities' Development in the Pedagogy of Consciousness

A new approach to education is revealed in the pedagogy of consciousness, where the value basis of activity is the education of joyful attitude to difficulties, trust in overcoming life obstacles as a way of self-development. The task of a pedagogue is to help find ways of overcoming, but not to eliminate these difficulties for a child, to support an optimistic attitude to difficulties. This is help in maintaining interest in the development of volitional qualities, the creation of conditions under which the impetus for their development will become their need passing into the relevant motive.

It is important to identify the essence of the phenomenon that controls the entire process of human movement along the path of its development and improvement. The task of volition is to attach knowledge, experience, qualities to the consciousness both deep and personal. Every movement of thought, word, feelings, such as tranquility, joy, love, willingness to help, etc., every deed requires volitional efforts and development of volitional qualities. Therefore, the development of these qualities becomes the most important objective of modern education.

Humanity continues to live mostly at the level of emotional and personal consciousness. However, the time of new energies within the framework of a new social paradigm in the conditions of a new stage of evolutionary transformations brings humanity to the level of development of deep consciousness. It is the volition, as a force, that determines the process of development or attenuation of energies in a person *consciously* controls the development of these energies. Volition and consciousness are interdependent. Consciousness helps the manifestation of volition, transforming it from impulsiveness, as a manifestation of passion (emotions), into the conscious manifestation of inner strength. In turn, volition is the engine for development of consciousness, streamlining, directing, and giving persistence to the development of socially significant and spiritual qualities and mental processes of a person. Encouraging moral action, volition leads to the development of a person, his consciousness. After all, the spiritual and moral properties that make up the core of personality are derived from volition. The direction and strength of energies in the human consciousness is determined by the human volition. Negative or positive energies formed in the form of negative or positive emotions (higher feelings), are generated and stimulated by the negative or positive volition. Thus, volition determines the process of development of negative or positive qualities in the consciousness. Therefore, if a person consciously diminishes interest in some phenomenon or negative energy, then the willpower that supports this event weakens and they start to deteriorate. At the same time, consciously positive volition can strengthen and develop energies consonant with higher values. The quality of development of thoughts, feelings and actions of a person depends on the degree of willpower.

A man has the energies of a subtle plan which form the basis that determines the development of his Individuality [28]. Volition is an attribute or accompanying force of human nature. It is inside him and it develops at different levels: spiritual (higher), which is related with the spiritual or deep consciousness, as a conductor of human subjectivity. The deep and personal consciousness defines the zones and spheres of application of forces of a man, creates incentives for the implementation of the impulse gained from the inside, from the basis of his subjectivity, then interprets it and defines the motives, needs and interests of a person (24). Then volition operates, through the inclusion of volitional efforts and activation of volitional qualities at every stage from the emergence of the object of activity to its implementation.

The two senses show the use of volitional actions with the corresponding volitional qualities:

- in the social sense, the tasks are solved as external phenomena (carrying out assignments, achievements in sport, doing homework, etc.) and internally, for example, the development of social qualities (organizational, leadership, communication, aesthetic, environmental, etc.);
- in the spiritual sense, the tasks are connected with the spiritual ascension of a person, his self-improvement. Therefore, such volitional qualities as valour, resilience, commitment, which ensure the development of other spiritual qualities (optimism, tranquility, diligence, etc.), the continuity of spiritual knowledge and mental action are in demand.

The spiritual level of volition is set from within. The social level is set from the outside. A person as a public individual experiences the proper as his personal desire, although he wants something else. The proper is a generally significant moral component of personal volition, i.e. volition of the individual, for whom the socially significant is at the same time the personally significant [1]. This is how the movement of volition occurs. Volition as a bridle directs, rushes a horse and ensures the implementation of activity, overcoming internal and external obstacles, directs and guides the development of positive social and spiritual qualities, tames and destroys the lower negative qualities of a person.

Thus, volition is a tool that allows a person to reach his potential for developing his consciousness, spiritual and moral qualities and ensuring the development of the very volitional qualities through thoughts, feelings, actions, overcoming the obstacles of the self, external limitations and emotional problems. Therefore, it is so important to develop and strengthen human volition aspired to higher values, ensuring the spiritual development of consciousness.

From an early age a child overcomes the difficulties of walking, speaking, communicating, cognition, thereby developing his volitional qualities. Only facing different challenges which are constant, and not avoiding them causes the development of these qualities. However, a person should be aware of the need to overcome the difficulties for the development of these qualities. Then, one begins to perceive these difficulties with happiness as a means of own development.

This requires an educator (parent, school teacher, senior friend, fellow, mentor, neighbour, etc.) who will explain the importance of the process of overcoming obstacles of different levels. They can be roughly arranged into *the types of obstacles*.

These may be physical obstacles to achieving sports results, physical improvement.

These may be intellectual obstacles as overcoming of difficulties in cognition, acquiring subject knowledge.

These are the aesthetic and artistic obstacles associated with mastering various arts.

These are mental obstacles associated with overcoming negative emotions, fears and anxieties of a person.

These are spiritual and moral obstacles, when a person seeks to overcome the self and strives to improve.

Each species gives rise to a corresponding activity, where all these species are intertwined. These include the following *activities*: physical; mental; socio-cultural, including civil-patriotic, aesthetic and others; existential, which leads a man to the development of Individuality overcoming the self.

Valour, resilience, commitment (aspiration) as the volitional qualities fit into the system of development of human consciousness, because they contribute to the conscious acquiring and retaining the knowledge, skills, experience. It is spiritual qualities that ensure the growth of consciousness and its deepening in case of the purity of spiritual thoughts. This is how the mechanism of entering into the structural scheme of movement functions. By increasing the volitional qualities in the process of overcoming difficulties, the success of the development of consciousness is ensured by including in the creative development of knowledge truths from simple to the highest ones.

In order to achieve proper results in society, profession, relationships with other people, as well as in his ascension to spiritual perfection, it is necessary to develop and strengthen the volitional qualities. This process involves mutual enrichment and mutual attraction of all higher qualities. Tranquility enhances resilience and tenacity; optimism and joy ensure the development of aspiration; diligence, which develops a habit and rhythm of work, creates conditions for the development of resilience and valour. Compassion, kindness and readiness to help spiritualize the volitional qualities and saturate them with the highest human thoughts.

Volitional qualities that lack spiritual meaning become dangerous for people. Their deeds can easily change from good to lower and evil ones.

Therefore, spiritual qualities should always be based on *spiritual values* – striving for Truth, Love and Beauty. Then the process of human ascension becomes indispensable. The whole point of the development of higher volitional qualities is to ensure that volition could attract Cosmic knowledge contained in the higher energies, thereby strengthening the constant process of spiritual perfection in the way of human evolution [28].

The essence of the *pedagogical support of a child in the development of volitional qualities* (valour, resilience, aspiration, etc.) is to create conditions for the active inclusion of pupils in various activities, to protect from dangers, as a child does not always understand their boundaries beyond which there may be death or health-loss.

It is also necessary to maintain a healthy balanced (calm) tension among children and youth, which ensures the development of resilience and valour as it helps to retain both negative and excessively joyful emotions. At the same time, situations of fatigue, when the interest in activity fades, should not be created.

It is important to identify the actual in the sphere of needs of a child, to recognize the true motives, to ensure sustainable interest of a child by supporting his optimistic self-belief, to offer the ways and means for implementation of their goals – this is the *pedagogical assistance and support of a child in his development*. Throughout the day, what was done during the day should be supported by reflection on it, the qualities that contributed to this or that activity should be identified as well as difficulties which were both managed to overcome and did not, the prospects for solving new problems for tomorrow and for the future should be built.

Cooperation in the work of the youth community (collective) as a connection of energies increases the movement to the result of activity. Collective volitional efforts make it easier to move towards the goal, create a positive attitude, because they ensure the achievement of the expected result in a shorter time. At the same time, it is pedagogically appropriate to increase pressure for solving subsequent tasks, thus, in the process of collective activity it becomes less difficult, but at the same time there is a development of volitional qualities of each member of the community.

In this case, a pedagogue himself should have faith in child and his ability and be willing to help. He himself should be a strong, creative, exploring, optimistic personality with a strong willpower. Personal example always remains the leading method of education in the environment of children.

Content and Methods of Volitional Qualities' Development in Children and Youth

All volitional qualities are formed in the process of human life; the age of children is of particular importance. Volition develops in connection with the overall development of mental processes of the individual. At the end of

the third year of life, a child can already control his behavior. This requires, on the one hand, a sufficiently high level of development, and on the other – the presence of certain moral attitudes, which occurs in the process of education and interaction with adults. The nature of the emerging moral attitudes largely depends on the moral attitudes of an adult, as in the first years of life a child seeks to imitate the actions of adults and gradually he begins to analyze the actions of an adult and draw appropriate conclusions in the process of mental development.

The basis of developing of volition lies in the systematic overcoming of difficulties in everyday life. The development of volition of younger schoolchildren is facilitated by educational activities in which the task is connected with the needs and interests of schoolchildren; immediate objectives; optimum degree of complexity of task; simple explanations of the ways of completing the task.

In adolescence, there arise difficulties in the development of volitional qualities. In order to consciously control the emerging desires, it is necessary to strengthen the awareness of volition. An adolescent has a need to free his volition from the restrictions created by the external environment. He seeks to become aware of his volition in the process of the ongoing internal changes on the basis of acceptance of his own beliefs, rather than blind commitment to the norms of other people. The development of self-consciousness leads to the awareness of his interests and motives, which affects the development of sustainability of character, strengthening of volitional qualities, the development of maturity of volition.

Family plays an important role in the development of volitional qualities. There, depending on the created environment (“greenhouse”, aggressive, disadvantaging, development-friendly), a successful or unsuccessful development of volitional qualities of a child occurs. The method of personal example plays a leading role in parental education.

In the course of empirical research, the experiment on the development of volitional qualities of schoolchildren in the process of collective and individual activities was conducted with the use of methods of observation, interviews and testing on the basis of Moscow school № 2009 in 2016-2017. A programme of activities was developed, including the organization of collective creative work, discussions, participation in individual projects. In the experiment, the method of study of volitional self-regulation “Psychodiagnostics of Emotional-Volitional Characteristics of Children” by A.G. Zverkova and E.V. Aidman [29] was used. At the ascertaining stage of the experiment, the following data were obtained: the majority of pupils have an average level on the scale of “self-control” (6 points out of 13) and “persistence” (9 points out of 16), which indicates the average development of volitional qualities in general. At the control stage of the experiment, the test was repeated using the above-mentioned method. The number of children with a high level on the scale of “self-control” increased by 30% (12 points) and “persistence” by 40 % (15 points). Repeated testing demonstrated the effectiveness of the conducted work on the development of volitional qualities.

As a result, *the methods* that contribute to the successful development of volitional qualities of schoolchildren were identified.

Methods of strengthening the physical health of a child: method of optimal life routine is a joint search with a child for the daily routine which allows to effectively distribute their energy, thereby contributing to the development of volitional qualities; *method of gradualism* is teaching a child the sequence and deliberation in order to avoid abrupt lifestyle, the forming of rhythm in his development, which contributes to building volitional qualities; *method of participation in sports* contributing to the maintenance of physical and mental health in good condition and its development, as physical exercise, competitions teach to overcome difficulties, allow to develop the appropriate skills, as well as to overcome the weakness of volition; *method of training* is a systematic and consistent performing physical exercise with gradual increase of load which promotes not only physical development, but also strengthens resilience, valour, willingness to overcome difficulties; *method of game* is the participation in active, educational games, complying with the game rules and sustainable actions develop such volitional qualities as tenacity and resilience, skill to overcome laziness, reckon with game partners, determination in actions [22].

Methods of development of volition related to the spiritual and moral sphere of a child: passion to a good thing; passion to the heroic thing is a devotion to a moral deed for the sake of people, of the Motherland. This method awakens a sense of pride, respect for the history of his Motherland, his family (kind), fosters valour, the ability to calmly endure difficulties; *method of lecture*– a pedagogue reveals the meaning of moral and volitional concepts; *methods of conversation and discussion* is the discussion of fiction, watching movies the heroes of which overcome obstacles, experiencing significant difficulties, but do not give up and achieve their goal; *method of tradition* is the creative use of positive heroic experience; *method of the personal example* is the way of developing positive qualities by the personal example of a pedagogue [22].

Methods by which the volition of a child is strengthened: method of trust – faith in one’s abilities is being developed; *method of encouraging* – if a child performs successfully, an educator should encourage him, praise, i.e., to reinforce a positive habit; *method of request* is appealing to a child for help in order for him to take pleasure of the action he performed himself; *method of reflective conversation* is the discussion of the questions aimed at finding and making courageous decisions by each participant; *method of assignment* is the appealing to a child with an assignment of

creative type and providing him a right to choose its solution; *method of reminder*; *method of discipline* contributes to the conscious execution of external and internal purposes, overcoming the difficulties; *method of doubt* – this method awakens the sense of dissatisfaction with himself and a desire to correct his mistakes, to be better); *reaching harmony with himself* is a method by which the sense of understanding the internal disagreement and the desire to correct the character traits is achieved; *reaching harmony with environment* is a method of protection against irritation and trouble caused by natural, subject, human environment by learning the methods of sanogenic thinking [22]; *method of an adequate task* is aimed at developing resilience, the ability to follow through the task (promotes the awareness of responsibility); *method of supporting aspiration*, which is achieved by concretization of the objective and the use of objectives by schoolchildren and using a variety of means and methods of conducting classes based on comprehensibility.

CONCLUSION

Awareness of the importance of the development of volitional qualities in modern education contribute to A pedagogue should reach a new level of awareness of the process of education, the essence of which is the development of his personal and deep consciousness, teaching joyful attitude to overcoming difficulties as a basis for strengthening volition and building volitional qualities in the process of development. Understanding the connection of a man not only with a social environment, but also with the cosmic space, the importance of energies in human development and controlling them through volition, awareness of the importance of the development of higher volitional qualities in the context of other spiritual qualities, the development of appropriate methods of work contributes to the successful development of children and youth as a social personality and as a spiritual person in the process of their development, self-development and self-improvement.

The conducted experimental research on the basis of school confirmed the correctness of theoretical positions and practical ways of development of volitional qualities in the process of joint collective activity using the developed methods of building volitional qualities of adolescents.

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