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PECULIARITIES OF DEVELOPING VOLITIONAL QUALITIES IN FUTURE TEACHERS BASED ON INTEGRATIVE MODELS

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Abstract

This article explains that the development of the volitional qualities of future teachers is one of the pressing problems of our time and their features. The article also states that the development of volitional qualities depends on a number of integration requirements.

Keywords: integral models, strong-willed qualities, independence, hard work, self-confidence, self-management, patience, perseverance, courage.

The formation of volitional qualities in future teachers, as in any other profession, requires the demonstration of appropriate skills, abilities, as well as physical and psychological traits. The scope of these manifestations is determined by the general preparedness and willpower of teachers. The basis of volitional qualities consists of moral characteristics (such as beliefs, convictions, etc.), as well as related motivation and actions directed toward achieving set goals. The practical foundation of will development is activity in its various forms.

The analysis of psychological theory shows that voluntary activity is understood as conscious, goal-oriented human activity associated with overcoming obstacles and difficulties on the way toward a goal. Such volitional activity is expressed through the following qualities: willpower, diligence, perseverance, patience,



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endurance and self-control, determination, courage, bravery, self-confidence, discipline, independence and initiative, as well as the desire for success.

In addition, there are other manifestations of volitional qualities, such as fighting spirit, and the ability to use defeat in competition as a motivation for more intensive preparation and ultimately achieving victory, and so on.

Volitional behavior does not manifest in all types of activity, but only in consciously directed activity—when a person sets a goal and strives to achieve it by overcoming difficulties and exerting a certain amount of willpower.

A sufficient level of will development is the necessary basis and condition for implementing independent development programs. Therefore, the development of will is not merely the development of a personal trait; it is essential for the development of the whole personality. It should be noted that volitional qualities do not possess absolute social value, as they may serve both highly moral and noble goals as well as selfish, antisocial, and criminal intentions.

Furthermore, willpower is closely connected with thinking, as it enables the achievement of goals with minimal energy expenditure. It is also connected with imagination. Without its development, it is difficult to form a clear action plan or foresee the consequences of actions, which negatively affects the achievement of goals.

The formation of volitional qualities is directly connected with human emotions. It is difficult to imagine activity that is not motivated and not accompanied by certain emotional experiences.

The development of volitional qualities depends on several integrative requirements:

dynamic strength – energy – intensity: this quality is determined by the difficulty of achieving the goal;



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mastery – control – discipline: reflects the regulatory function of will over other psychological processes;

attention – concentration: especially important when the object of activity is unpleasant;

decision – efficiency – repetition: manifested in decision-making processes;

determination – persistence – patience;

initiative – courage – decisiveness in action: reflects a tendency toward risk-taking;

organization – integration – synthesis: here will functions as an organizing element that integrates resources required to solve a problem.

Thus, the development of volitional qualities through integrative models leads students to become increasingly independent, self-regulated, and capable of self-improvement. Consequently, self-education is the natural outcome of personal development, representing a gradual liberation from external influences.

A number of conditions that must be considered in the activities of future teachers facilitate the successful transition from education to self-education within integrative activity, including:

a relatively high level of independence of future teachers;

the desire for self-knowledge in various situations and understanding colleagues and group members;

interest in mastering self-regulation techniques and controlling emotional states, especially in cases of failure or setbacks;

the presence of an “ideal” image (an excellent specialist, a strong and volitional personality) in many students.

When studying the methodology and internal structure of developing volitional qualities in future teachers through integrative models, three stages can be distinguished, each of which is further divided into several components. These may



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be considered methods of self-influence and approaches to developing personal qualities.

The first stage is goal setting. At this stage, three elements are distinguished: Self-knowledge, i.e., studying oneself and identifying the level of development of qualities of interest. This is a complex and continuous process. It occurs through interaction with others, during communication, joint activities, leisure time, etc. Essentially, it occurs through self-awareness.

Self-analysis is the second method of self-knowledge. This is a more complex process requiring critical evaluation of facts and their relation to certain values. If self-observation is the process of monitoring what is happening, self-analysis is the process of evaluating why it is happening and which personal qualities are responsible.

Self-reflection is an even more complex but more active method of self-awareness. It should be accompanied by self-observation and self-analysis. It involves identifying ideal personal qualities that need to be developed.

Self-commitment refers to adopting a specific action plan and self-improvement program.

The second stage involves self-persuasion as an important method of achieving goals, including:

Self-debate—comparing arguments and counterarguments in order to convince oneself of the correctness of certain judgments and actions. Self-persuasion is reflected in restructuring self-awareness, attitudes, behavior, and overcoming fears. Autosuggestion—self-influence through words. Autosuggestive statements are made in the first person, using one's own name, in the present tense.

Self-instruction—the immediate requirement to perform a specific action. This involves strong willpower directed toward oneself.



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The third stage includes the completion of the work, evaluation of results, and assessment of self-improvement effectiveness. At this stage, the following method is identified:

In conclusion, self-analysis and self-control refer to the ability to monitor one's actions and behaviors as specified in the program and to adjust them according to set goals, achieved results, and possible changes. Systematic and accurate self-control requires maintaining a self-monitoring journal.

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