

DEVELOPING THE WILLPOWER OF PUPILS: ANALYSIS OF EDUCATORS' EXPERIENCE

Mengboyeva Makhliyo Sanjar qizi

Termez University of Economics and Service

Preschool Education, Group 1-24

E-mail: mengboyevamaxliyo56@gmail.com

Tel: +998936336673

Abstract: This article analyzes the experience of educators in developing the willpower of pupils. It examines methods and approaches aimed at forming, strengthening, and enhancing willpower in the educational process. The author pays special attention to the theoretical foundations, psychological factors, and pedagogical conditions of willpower development. Through the analysis of advanced practices, effective methodologies are presented along with recommendations for their practical application. The research results can contribute to improving the process of developing willpower.

Keywords: personal development, volitional qualities, motives, age groups, pedagogical experience, psychological factors, methodology, family environment.

Introduction. In today's world, fostering strong willpower, goal-oriented determination, and self-confidence in young people has become a vital issue for societal progress. A person's willpower is one of their most critical qualities, serving as a solid foundation for overcoming challenges and obstacles in achieving life goals. The President of Uzbekistan has introduced several decrees and resolutions aimed at advancing youth policy. For example, the resolution "On Measures to Enhance the Spirituality of Youth and Organize Their Leisure Effectively" (No. PQ-3907) and the "Strategy for the Development of Youth Policy until 2025" are pivotal in fostering the comprehensive development of the younger generation, enhancing their spiritual and physical potential.

Developing and enhancing the volitional qualities of young people is one of the pressing tasks faced by educators today. Independent thinking, decision-making ability, determination, and goal-oriented behavior are essential traits for building a stable foundation for the sustainable development of society. Educators are entrusted with the task of employing effective methods and modern pedagogical approaches to develop and strengthen the willpower of pupils.

Numerous scientific, pedagogical, and psychological studies have addressed the issue of developing willpower in youth. Analyzing the works in this field reveals that volitional education has evolved as a purposeful pedagogical process based on specific principles. Initial ideas on developing willpower in pedagogical theories can be traced back to classical scholars such as **A. Makarenko**, **K. Ushinsky**, and **L. Vygotsky**. These scholars emphasized the connection between the development of willpower and moral-ethical education, highlighting the importance of strengthening willpower. **A. Makarenko** advocated for cultivating willpower through labor and collective activities. **K. Ushinsky** stressed the need to begin volitional education in early childhood.

Modern research widely explores innovative approaches to developing willpower. For example:

Psychologist **A. Bandura**, in his "*Social Learning Theory*," emphasizes that a person's volitional qualities are closely linked to self-awareness and interpersonal relationships.

Contemporary pedagogical scholars such as **D. Kolb** and **E. Gardner** argue for the necessity of considering emotional and cognitive aspects in the process of developing willpower.

Among Eastern thinkers: **Abu Nasr al-Farabi**, in his "*The Virtuous City*," highlights the importance of developing willpower alongside intellectual and moral qualities. According to him, a person's determination, perseverance, and self-regulation are cultivated through education and upbringing. **Al-Ghazali** links willpower to spiritual education and moral purification. He argues that individuals must learn to control their desires and emotions, which can be achieved through worship, self-analysis, and self-improvement. **Yusuf Khass Hajib**, in his "*Wisdom and Justice in Governance*," connects willpower to governance and justice, emphasizing that strong-willed individuals are the pillars of society.

In Western scholarship: **Albert Bandura**, in his "*Social Learning Theory*," underscores the importance of self-regulation, self-confidence, and motivation in developing willpower. **Immanuel Kant** explores willpower as a psychological process, emphasizing its relationship with individual and social factors.

In Uzbekistan, significant scientific research has been conducted on this topic: **N. Karimov** and **Z. Fayziyeva** highlight the role of national and spiritual values in shaping willpower. Studies by **O. Yuldashev** demonstrate the effectiveness of role-playing, problem-based learning, and group activities in developing willpower. The analysis of literature on developing youth willpower shows that this process is inherently linked to the moral, ethical, and psychological development of an individual. Eastern scholars such as **Abu Nasr al-Farabi** and **Al-Ghazali** emphasize the importance of moral and spiritual education in fostering willpower. Western scholars, including **Immanuel Kant** and **Albert Bandura**, study willpower as a psychological process, demonstrating its connection to personal and social factors.

Modern research confirms the effectiveness of interactive teaching methods and technologies in developing volitional qualities. Specifically, studies on enhancing the creativity of preschool educators through interactive teaching methods demonstrate their significant role in improving educational outcomes.

It has also been determined that technologizing the educational process can develop children's volitional qualities through pedagogical creativity and reflection. Overall, literature analysis indicates that a person-centered approach, activity-based learning, motivational training, technological approaches, psychological training, moral and ethical education, experiments and research, as well as collaboration with parents, are effective methods for developing willpower. Applying these methods in research and practice can successfully foster volitional qualities in children.

This study focuses on a detailed analysis of educators' experiences in developing children's willpower and was conducted based on the following methodological approaches: **Methodological Foundations:** The study draws upon psychological and pedagogical theories related to personal development, as well as advanced research and practical recommendations on developing volitional qualities. **Participants:** 25 educators from preschools, general education schools, and other educational institutions participated in the study. Their activities were analyzed to assess the volitional qualities developed in children. Face-to-face discussions with educators identified their approaches and challenges in developing willpower. Specially designed

questionnaires for educators and children were used to evaluate the effectiveness of methods for developing willpower. The study observed educators' practical activities during educational sessions and their impact on children. Qualitative and quantitative analyses were conducted to compare the experiences of educators. Statistical analyses were used to draw conclusions.

Interactive games, motivational training, creative tasks, and other technologies aimed at developing willpower were studied, and their effects were compared.

This methodology ensured the accuracy and scientific validity of the study results, enabling a systematic analysis of educators' activities in developing willpower.

The analysis of educators' experiences and activities in developing children's willpower revealed several important aspects. However, some challenges in evaluating the effectiveness of these efforts were identified:

Developing volitional qualities in children requires the active participation of families. Family upbringing and collaboration with parents play a vital role not only in fostering willpower but also in strengthening mutual trust and understanding. Therefore, educators must closely collaborate with parents.

The psychological and pedagogical readiness of educators is crucial for developing children's willpower. Studies indicate that educators must be prepared to use innovative methods and approaches. However, not all educators are equally successful in mastering these methods, which can lead to differences in their impact on children.

Assessing the effectiveness of methods used by educators can be challenging due to the unique nature of each child's development. It is essential to consider the specific characteristics, personal interests, and needs of each child.

Additionally, the success of educators' activities in developing volitional qualities depends on their mutual exchange of experience and professional growth. Thus, educators should expand their interactions and continuously learn new pedagogical methods and techniques.

In summary, for educators to effectively foster willpower in children, they must use innovative methods, strengthen collaboration with parents, and take into account the individual characteristics of each child. These factors contribute to a more effective and sustainable process of developing volitional qualities.

The analysis shows that using interactive, motivational, and practical methods yields high efficiency in developing willpower. The applied methods and approaches fostered the following qualities in children:

Determination: Children demonstrated persistence in completing assigned tasks.

Responsibility: Their ability to make independent decisions and take responsibility improved.

Patience: They developed endurance and the willingness to work toward their goals despite challenges.

The findings indicate that interactive and creative methods, including role-playing games and motivational techniques, significantly contributed to the development of volitional qualities. Collaboration between parents, educators, and the social environment played a vital role in this process. Educators created a supportive environment by considering each child's personal characteristics and using an individualized approach.

The role of educators in developing children's willpower is invaluable. The studied experiences demonstrate that creativity and an individual approach can effectively instill qualities such as strong willpower, responsibility, self-control, and determination in children.

Innovative pedagogical technologies, engaging games, creative activities, personal examples, and consideration of children's interests and abilities were identified as key factors. Additionally, family collaboration and educators' psychological readiness were confirmed as crucial for the success of educational activities.

In conclusion, creative approaches and consistent efforts by educators to develop willpower in children contribute significantly not only to their personal growth but also to shaping a harmonious and progressive society.

References

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