RELATIONSHIP BETWEEN VOLITIONAL QUALITIES AND INTELLECTUAL PECULIARITIES

Abstract. One of the important issues of training and education today is the formation of the emotional-volitional sphere and especially the voluntary-emotional self-regulation of children, which performs the function of regulating life. The relevance of this topic is due to the fact that not enough attention is paid to progressive changes in the emotional sphere of the child. Most modern children have more knowledge, solve logical problems faster, but are less surprised and amazed, more often indifferent and harsh, their interests are limited. It is important to consider the development of a person who is able to accept and comprehend his emotional state and the emotional manifestations of other people as the main successful condition for his adaptation in the modern sociocultural space. Emotional-volitional self-regulation is a complex concept. This concept, taking into account the leading role of the emotional component, completely integrates it with the arbitrary component. The development of emotional-volitional self-regulation in younger students is an important condition for successful learning activities. Modern education has identified a systematic approach as the main approach. The involvement of students not only in obtaining any knowledge, but also in various activities is defined by the standard as the main value of education. The practical orientation of the classes creates conditions for the formation of teachers’ freedom of choice of movements, methods of data collection, self-control, self-regulation, adequate self-esteem, and cooperation skills. These requirements are set in the educational results: personal, subject and subject tasks. To ensure these results, it is necessary to form personal results through the development of national core values.
on the fundamental basis of the content of general education, the formation of subject goals through the mastery of the basic elements of scientific knowledge, the acquisition of subject goals through the mastery of universal educational activities.

Keywords: will, intellect, junior school period, student, emotion.

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СПІВВІДНОШЕННЯ ВОЛЬОВИХ ЯКОСТЕЙ З ІНТЕЛЕКТУАЛЬНИМИ ОСОБЛИВОСТЯМИ

Анотація. Одним з важливих питань навчання та виховання на сьогоднішній день є формування емоційно-вольової сфери та особливо довільно-емоційної саморегуляції дітей, що виконує функцію регулювання життєдіяльності. Актуальність цієї теми зумовлена тим, що недостатньо уваги приділяється прогресивним змінам у емоційній сфері дитини. Більшість сучасних дітей мають достатні знання, швидше вирішують логічні завдання, але менш здивовані і вражені, частіше байдужі, а їх інтереси обмежені. Розвиток людини, здатної приймати та осмислювати свій емоційний стан та емоційні прояви інших людей, важливо розглядати як головну успішну умову її адаптації у сучасному соціокультурному просторі. Емоційно-вольова саморегуляція – складне поняття. Ця концепція з огляду на провідну роль емоційного компонента повністю інтегрує його з довільним компонентом. Розвиток емоційно-вольової саморегуляції у молодших школьників є важливою умовою успішної навчальної діяльності. Сучасна освіта визначила системний підхід як основний підхід. Залученість учнів до отримання будь-яких знань, до різних видів діяльності визначено стандартом як основну цінність освіти. Практична спрямованість занять створює умови для формування у педагогів свободи вибору рухів, способів збору даних, навичок самоконтролю, саморегуляції, адекватної самооцінки, співробітництва. Ці вимоги задаються у освітніх результатах: особистих та предметних завданнях. Для забезпечення цих результатів необхідно формування особистісних навичок через розвиток національних стрижневих цінностей на фундаментальній основі змісту загальної освіти, формування предметних цілей через оволодіння основними елементами наукових знань, набуття предметної мети через оволодіння універсальною навчальною діяльністю.
Statement of the problem in general terms and its connection with important scientific and practical problems. The age limit for a young student, which coincides with the period of primary education, is currently set from 6-7 to 9-10 years. During this period, the physical and psychophysiological development of the student continues. First of all, the activity of the brain and nervous system improves. According to physiologists, by the age of 7, the membranes of the cerebral hemispheres become somewhat mature. However, the incompleteness of the regulatory function of the cerebral cortex is reflected in the behavior, activity, and emotional organization of children of this age: young students are easily distracted, do not learn to concentrate for a long time, and are easily impressionable and emotional. In younger schoolchildren, uneven psychophysiological development is noted. There are also differences in the rate of development of girls and boys: girls continue to outpace boys. Noting this, some authors say that in fact, in the lower grades, although the calendar age does not matter, children of different ages sit at the same desk: boys are, on average, a year or two “younger” than girls.

The first grade at school is one of the most important and difficult periods in a child's life. The child's admission to school leads to a situation of emotional stress: the habitual stereotype of behavior changes, the psycho-emotional load increases. From the first day at school, a number of questions arise that are not directly related to the child's previous experience, but require maximum mobilization of intellectual and physical forces. The child is affected by a new set of factors: the classroom, the teacher's personality, regime changes, unusually long restrictions on physical activity and, of course, the emergence of new tasks that are not always attractive.

Analysis of the recent research and publications. As L.I. Bozhovich (1968), the transition from preschool to school age is characterized by a sharp change in the child's lifestyle in an accessible system of relationships. It is important to note that the position of a schoolchild creates a special moral side of the child's personality. Such outstanding Azerbaijani and European psychologists as Bayramov A.S. wrote about this problem in their time, Bailarov E., Alizade A.A., Selivanov V.S., Shulga T.I., Kalin V.K., Panchenko V.I. and etc.

Goal and tasks. Show the relationship between volitional qualities and intellectual characteristics, reveal the features of the volitional quality of younger students.

Presentation of the main material of the study. The beginning of schooling leads to a radical change in the social status of the child's development. The child becomes a "public" subject and already has socially significant duties. Educational activity becomes the leading activity of the elementary school student. Important changes in the psyche of children of this age are revealed. Psychological updates occur within the framework of educational activities. They characterize the most important achievements in the development of younger students, which are the
foundation of the next age and ensure its development. A.S. Vygotsky noted the intensive development of intelligence at an early age. The development of thinking, in turn, leads to a qualitative restructuring of perception and memory, turning them into freely regulated processes. Children 7-8 years old usually think in certain categories. Then he moves on to the stage of formal operations associated with a certain level of development of the ability to generalize and abstract. If students in grades 1-2 primarily note the external signs or purpose of the subject, then students in grades 3-4 rely on the knowledge and ideas formed in the learning process.

Developing as a junior schoolchild, he moves from the analysis of individual objects and events to the analysis of objects, relationships and connections between events. The characteristic features of a young student include reliable subordination to an influential person, a high level of excitement, sensitivity, a naive-playful attitude to the problems facing him. The noted traits are mostly positive. As a rule, younger students unconditionally comply with the requirements of the teacher and do not argue with him. They accept the teacher's value and advice with extreme confidence and master the teacher's way of expressing his opinion. Without thinking about the purpose of the task in the lesson, the children perform it carefully. Such psychological qualities as reliability and diligence are the basis of successful education and upbringing. At the same time, unconditional obedience to the reputation of the teacher and the careless performance of his tasks by him can negatively affect the learning process and teaching in the future. The outward orientation of the child is very strong. Facts, events, details greatly influence him. At the slightest opportunity, children approach those who are interested, try to pick up an unknown object, and focus on details. The young student is in dire need of action. He cannot sit in one place for a long time in class. This inactivity is especially evident in breathing. That is why it is necessary to allow children to move more. Gradually, the child develops a need for self-esteem: in his behavior, along with the value of adults, he is guided by his own self-esteem. A certain level of development of consciousness at preschool age is one of the indicators of a child's readiness for school. The preschooler does not feel isolated. He feels himself inside the system of human relations, that is, as a social being. This level of development of consciousness is directly related to the internal position of the student, the emergence of a special personal renewal.

The desire for a school position characterizes the personality, activity and life of the child as a whole, determining the system of attitude to life.

One of the important results of psychological development in preschool age is the child's psychological readiness for schooling. I. Yu. Kulashna distinguishes two aspects of psychological preparation for school: personal (motivated) and intellectual. Both aspects are important for the child's learning activity to quickly adapt to new circumstances and easily enter into a new system of relationships. Personal preparation for school involves a certain attitude towards oneself. Effective learning activity presupposes a certain level of development of consciousness, that is, an adequate attitude of the child to his abilities, the results of his work, and behavior. A child's readiness for school is usually commented on in group behavior and in
conversations with a psychologist. It is important to determine the specifics of the development of the field of fertility by determining the child's personal readiness for school. The productivity of the child's behavior is manifested when setting requirements, specific rules established by the teacher, working according to the model.

Therefore, in addition to the help of special methods of working with a child, the features of free behavior are observed when observing in individual and group classes.

The adaptive Kern-Ilyrasek test, which is widely used to determine the readiness of students, in addition to describing the figure of a person with memory, includes two more tasks: a description of letters and a description of a group of points, that is, work on a model. Method N.I. Gutkina "House" is similar to these tasks: children draw a picture from letters and describe the house.

Intellectual preparation for schooling is associated with the development of cognitive processes - generalizations, comparisons of objects, their classification, highlighting important features, summing up. The child must have a certain range of imagination, including figurative-spatial imagination, appropriate speech development, and cognitive activity. The study of the intellectual sphere can begin with the study of the thought process, in which memory is inextricably linked with the cognitive process. A. P. Luria's technique allows to reveal the general level of mental development, the ability to have generalized concepts, to plan one's actions. The following features are inherent in the character of a young student: impulsiveness, a tendency to act thoughtlessly, without considering all the reasons, without delay; general lack of will. Schoolchildren of 7-8 years old do not have the ability to achieve their goals for a long time and cope with difficulties.

First-graders are primarily interested in the learning process itself (first-graders can work enthusiastically and do things that they will never need in life, for example, look at Japanese characters). Then he became interested in the result of his work: for the first time on the street, the boy read freely, he was very happy.

Following the interest in the results of educational activities, first-graders develop an interest in the content of educational activities and the need to acquire knowledge. The formation of interest in the content of educational activities, the acquisition of knowledge is associated with the arousal in students of a sense of security of their achievements. This feeling is stimulated by the definition of the teacher, the emphasis on even the smallest successes, progress.

In general, during the period of study in elementary school, the child should develop the following qualities: productivity, reflection, conceptual thinking. He must successfully master the program; the main components of the activity should be formed in the child.

The development of free movement allows you to realize any desire, the first conscious, arbitrary actions of the child, aimed at achieving the goal.

The first action of the child, directed at a certain object, perceived, solving
some "problem", is a simple "arbitrary" act. However, from this simple act to the highest form of voluntary action is still a long way off. It is a mistake to think that the child's will is formed at an early age, at 2-4 years old, and that the will, often found in literature, is a new derivative of adolescence along with cognition. In fact, voluntary movements arise in a child very early; It is not entirely correct to describe a three-year-old child as an instinctive being, not even a germ of will. In fact, the development of the will, which begins at an early age, goes a long way. At each stage of this development, the will has its own qualitative characteristics.

Entering school marks a new stage in the development of the personality and will of the child. Under the influence of the requirements placed on him, at the end of the first year of life, a strong development of hardiness and patience begins, which forms the basis of the regulated behavior already habitual for children (some studies show that they are in elementary school). Studies by Yu. I. Ignatieva (1960), VI Selivanova (1949) and others show that the severity of voluntary efforts in the mental activity of students in grades 1-3 is clearly increasing. Free mental movements begin to form: thoughtful memorization and recall of educational material, free attention, directed and steady observation, perseverance in solving problems of thinking.

In the 1st and 2nd grades, students perform arbitrary actions mainly on the instructions of adults, including teachers, and in the 3rd grade they already have the ability to perform arbitrary actions in accordance with their own motives. If it is necessary to refrain from any action, children create conditions that exclude attractive actions, for example, turn away from looking at interesting pictures that are forbidden (Sh. N. Chtrashvili, 1963), or engage in other activities.

Self-stimulation at this age is used quite often, but in many cases it is diffuse in nature, not based on moral principles. A student can be stubborn in schoolwork. For example, he participates in sports only when he is interested. S.I. Khokhlov (1970) noted that children with a weak developed high and fairly stable activity in learning only when they are interested in the subject. When studying unloved subjects, high and stable activity is manifested only in children with a high level of will development.

In these older children, the voluntary mechanisms necessary to cope with strong emotions and external influences that interfere with them are not yet strong enough. Younger students often show voluntary activity only in order to win the sympathy of others, especially adults, and also in order to be a good performer of deeds determined by the will of the teacher.

Younger students also have some degree of freedom. However, in many cases, their freedom is not the result of the situation and their own critical reflection on it, but of impulsiveness, which is the result of emerging emotions and desires.

Growing tendencies towards freedom and the development of consciousness induce young students to deliberately disobey the general rules. They consider such behavior a manifestation of greatness and independence. Often, students stubbornly defend their decisions, thoughts, and actions. Even when they know they are wrong,
they stand their ground. Younger students appreciate perseverance as perseverance. The reason for persistence is the conflicts between students and teachers about the "unfair assessment" of pedagogical activity. More often this happens when the teacher does not motivate the assessment, constantly reprimands the child, does not pay attention to his efforts, does not encourage him. In this case, stubbornness arises as a protest and manifests itself in resistance to the lesson or disobedience to the requirements of the teacher. It is impossible not to note the high level of volitional qualities in the 3rd grade, since determinism is associated with a certain level of impulsivity, which at this age is still at a certain level. The courage shown by a young student largely depends on whether he is alone or in a group with peers. It is common knowledge that parents who want to teach their children to swim have difficulty getting their children deep into the water or teaching them to lie on the water. However, when teaching first graders to swim in sports, all children boldly jumped into deep water, regardless of whether they had typological signs of fear. In adults (students), according to Yu.I. Shuvalova (1988), the influence of the group is not reflected in the manifestation of courage: a typological complex of cowardice when learning to swim in sports and an exact relationship between the cowardly behavior of students at the first stage of training.

Younger students have a great sense of self-control and self-control. Persistence is manifested primarily in obedience to the demands of adults. The rules of conduct governing the behavior of children are formed and fixed at school age.

Girls are more closed than boys, with greater impulsiveness (Yu. I. Ignatiev, V. I. Selivanov). As a factor helping girls to develop self-control, the authors cite a number of homework related to the organization of everyday life as an example. At the same time, younger students are not yet able to control themselves and their tone of voice, excessive freedom of behavior or emotional arousal due to random reasons. Limitation is also manifested in the predominance of involuntary attention over arbitrary. This leads to absenteeism of children, i.e. to an unintentional violation of discipline by younger students.

Willpower is still poorly developed among younger students, even in the third grade. Boys may show perseverance in outdoor games and physical activities, but their perseverance may not be enough to be disciplined in homework and in the classroom.

There are a number of reasons for the voluntary mobilization of student youth in teaching activities:

1. Assignment and communication with the needs and interests of the students. The manifestation of voluntary activity in younger students is determined by their interest in the task, because "necessary" is not yet the basis for motivating their activities. For this reason, their perseverance and perseverance in many cases depend on how much the task is included in the motivation of the student's personality by the teacher, and the significance of the task for them.

2. Observation of the goal of the student. For a young student, the decision
often depends on whether he sees the end of the assignment. On this occasion, V.K. Kotirlo writes: “The transparency of the goals is ensured by a limited amount of work, which makes it possible to see the path to higher goals. The designation of any steps along this path is a necessary condition for giving purposefulness to the student's activity, a clear indication of the ultimate goal and a clear definition of the individual steps of the solution, provided there are intermediate steps. Conversely, the uncertainty of the boundaries of the issue becomes an obstacle to its solution. The development of arbitrary behavior of preschoolers. - (Kyiv, 1971).

3. Optimal problem complexity. Excessively simple tasks can discourage the student, and too difficult ones can lead to a decrease in the level of voluntary effort or a complete rejection of the task (“It is impossible to solve without it”). The task of optimal complexity should, on the one hand, be accessible, and on the other hand, motivate the student himself. Such a task gives the student the excitement of success, which, in turn, activates the upcoming efforts.

4. The presence of instructions for completing the task. The teacher should explain to the children the process of solving the problem. Otherwise, students will perform the task mechanically, without thinking, and after several unsuccessful attempts, they will lose confidence in their abilities.

5. Demonstration by students of progress towards the goal. The teacher must organize the activities of the young student in such a way that he sees his progress towards the goal, and most importantly, he understands that this progress is the result of his own efforts.

The development of emotional-volitional self-regulation in younger students is an important condition for successful learning activities. Modern education has identified a systematic approach as the main approach. The involvement of students not only in obtaining any knowledge, but also in various activities is defined by the standard as the main value of education. The practical orientation of the classes creates conditions for the formation of teachers' freedom of choice of movements, methods of data collection, self-control, self-regulation, adequate self-esteem, and cooperation skills. These requirements are set in the educational results: personal, subject and subject tasks. To ensure these results, it is necessary to form personal results through the development of national core values on the fundamental basis of the content of general education, the formation of subject goals through the mastery of the basic elements of scientific knowledge, the acquisition of subject goals through the mastery of universal educational activities.

General learning activity means the ability to learn, that is, the ability of the subject to develop and improve himself through the active and conscious development of new social experience. Self-regulation of the emotional and physical state of schoolchildren is an important regulatory activity. Self-regulation is the management of one's own psycho-emotional state, which is achieved with the help of words, imaginary images, muscle tone and breathing. An important condition for successful learning is self-regulation of emotional states of anxiety. In many cases,
this is due to high emotional and intellectual loads (tests, answers in the lesson in front of the blackboard).

1. Voluntary action - the goal set for a person is a conscious purposeful action carried out by him (volitional action). Here a person subconsciously controls his impulses, hides his desires, intends to limit himself.

2. Arbitrary regulation. The peculiarity of the inclusion of voluntary regulation at the initial moment of activity is that the child consciously refuses some goals and motives, gives preference to others and implements them contrary to the desire of the moment. In each new era, there is a struggle of hard-to-adapt motives that require the performance of different actions.

How to develop the will? The development of voluntary regulation of behavior occurs in several directions: On the one hand, this is the transformation of involuntary mental processes into arbitrary ones, on the other hand, it is the acquisition of control over one's behavior, and on the third hand, the creation of arbitrary personality traits. The moral qualities of a person play an important role in the implementation of voluntary behavior. The moral orientation of the individual helps to carry out arbitrary behavior. Speaking about the close relationship between will and emotions, emotional-volitional development can be considered as a single mechanism of self-regulation.

3. Self-regulation is an internal mechanism that forms the basis of careful, planned and conscious behavior. Through it, the individual monitors and controls actions, thoughts, emotions to achieve any goal. It is the ability to manage personal behavior, to prevent one response and detect another.

4. Voluntary self-regulation is aimed at overcoming oneself. This is one of the mechanisms that allow a person to control personal behavior and motivation. Self-regulation can be included in the activity at any stage of its implementation:

How to get the right actions from the child in order to control academic performance?

5. Emotional regulation - means managing your emotions. Methods of influencing the emotional sphere involve the formation of the necessary skills to manage one's emotions. Development of free behavior skills development of initiative, self-confidence development of perseverance, ability to overcome difficulties, achieve goals formation of self-government


Refers to the emotional-volitional methods of self-regulation:
self-promotion, self-recognition, self-control, self-confidence:

Self-action - This is the most effective method if it is characterized by words and thoughts, simplicity, conciseness, positivity, optimism. (that's better)
Self-management consists in demonstrating decisive action in a time-limited environment for thinking. *(I should)* Self-confidence is a conscious, critical influence on personal goals. *(that's more accurate)* Confess to yourself sincerely acknowledge past mistakes, difficulties, wrong steps, personal experiences. This method frees the individual from contradictions. *(I was wrong)* Voluntary self-regulation at the highest levels of its manifestation involves reliance on moral goals and moral values. It can be seen from the foregoing that the student's emotional-voluntary self-regulation is an internal mental creation. It is possible to comment on its indirect manifestations, and the solution of the issues of its formation requires an integrated approach.

**Conclusions.** So, we can come to the conclusion that the will is one of the most complex concepts in psychology. Will is considered both as an independent mental process, and as an aspect of other important mental phenomena, and as a unique ability of a person to arbitrarily control his behavior. The will has a mental function that literally permeates all aspects of human life. In order to talk about the differences in the will, it is necessary to understand this concept. The study of the will is given a wide place in modern psychology. The article examines the relationship between the will and intellect of schoolchildren. The mastery of universal learning activities by schoolchildren is the key to successful socialization and implementation of life projects of students. One of the important indicators of the effectiveness of training is the ability to set goals, plan, predict, compare the mode of action and its results with the standard, the ability to make arbitrary efforts to overcome obstacles such as correction, arbitrary self-regulation, assessment, mobilization of forces and energy, the formation of regulatory activity.

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