

SCIENCE
PROBLEMS.UZ

ISSN 2181-1342

Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

**Ijtimoiy-gumanitar
fanlarning dolzarb
muammolari**

4-son (6-jild)

2026

SCIENCEPROBLEMS.UZ

**IJTIMOIIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI**

№ 4 (6) – 2026

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2026

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdulkaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

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Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD);

Sulaymanova Dildora Nazarovna – pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo'yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

“Ijtimoiy-gumanitar fanlarning dolzarb muammolari” elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro'yxatiga olingan.

Muassis: “SCIENCEPROBLEMS TEAM” mas'uliyati cheklangan jamiyati

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Received: 16 March 2026

Accepted: 01 April 2026

Published: 15 April 2026

Article / Original Paper

THE IMPACT OF VOLITIONAL QUALITIES OF PRIMARY SCHOOL STUDENTS ON THE DEVELOPMENT OF BEHAVIORAL RESPONSES ENSURING EFFECTIVE SPORTS PERFORMANCE

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Abstract. The article examines the influence of volitional qualities of primary school students on the formation of behavioral responses that ensure the effectiveness of sports activity within the context of physical education. The relevance of the study is determined by the need to develop stable personal characteristics in primary school students that contribute to the successful performance of motor actions and overcoming emerging difficulties. The paper analyzes theoretical approaches to understanding volitional regulation of behavior, reveals the structure of volitional qualities, and substantiates their role in the formation of behavioral responses.

The methodological framework of the study is based on systemic, activity-based, and personality-oriented approaches. The research methods include the analysis of scientific literature, pedagogical observation, and qualitative interpretation of the obtained data. The results of the study indicate a stable relationship between the level of development of volitional qualities and the effectiveness of sports activity among primary school students. It has been established that the development of persistence, self-control, and goal orientation contributes to the formation of stable behavioral responses. The study concludes that purposeful pedagogical influence is necessary for the development of the volitional sphere of students in the process of physical education.

Keywords: volitional qualities, primary school students, behavioral responses, physical education, sports activity, self-regulation, persistence, goal orientation, motivation, pedagogical conditions, personal development, activity effectiveness.

BOSHLANG'ICH SINIF O'QUVCHILARINING IRODAVIY SIFATLARI SPORT FAOLIYATINING SAMARADORLIGINI TA'MINLOVCHI XULQ-ATVOR REAKSIYALARINING RIVOJLANISHIGA TA'SIRI

Turdimuratov Dilmurad Yuldashevich

Termiz davlat pedagogika instituti

“Jismoniy madaniyat” kafedrasida katta o'qituvchisi

Annotatsiya. Mazkur maqolada boshlang'ich sinf o'quvchilarining irodaviy sifatleri jismoniy tarbiya jarayonida sport faoliyatining samaradorligini ta'minlovchi xulq-atvor reaksiyalarini shakllantirishga qanday ta'sir ko'rsatishi ilmiy jihatdan tahlil etiladi. Tadqiqotning dolzarbligi boshlang'ich ta'lim bosqichidagi o'quvchilarda harakat faoliyatini muvaffaqiyatli bajarish hamda yuzaga keladigan qiyinchiliklarni yengib o'tishga xizmat qiluvchi barqaror shaxsiy sifatlarni rivojlantirish zarurati bilan izohlanadi. Ishda xulq-atvorni irodaviy boshqarish masalasiga oid nazariy yondashuvlar ko'rib chiqilib, irodaviy sifatlarning tuzilmasi ochib beriladi hamda ularning xulq-atvor reaksiyalarini shakllantirishdagi ahamiyati asoslab beriladi.

Tadqiqotning metodologik asosini tizimli, faoliyatga yo'naltirilgan va shaxsga yo'naltirilgan yondashuvlar tashkil etadi. Tadqiqot metodlari sifatida ilmiy adabiyotlarni tahlil qilish, pedagogik kuzatuv olib borish hamda olingan natijalarni sifat jihatidan talqin etish usullaridan foydalanildi. Tadqiqot natijalari boshlang'ich sinf o'quvchilarida irodaviy sifatlarning rivojlanish darajasi bilan sport faoliyati samaradorligi o'rtasida barqaror bog'liqlik mavjudligini ko'rsatdi. Xususan, qat'iyatlilik, o'zini boshqarish va maqsadga yo'naltirilganlik kabi sifatlarning

shakllanishi barqaror xulq-atvor reaksiyalarining rivojlanishiga ijobiy ta'sir ko'rsatishi aniqlangan. Tadqiqot yakunida jismoniy tarbiya jarayonida o'quvchilarning irodaviy sohasini rivojlantirish uchun maqsadli pedagogik ta'sir zarurligi asoslab beriladi.

Kalit so'zlar: irodaviy sifatlar, boshlang'ich sinf o'quvchilari, xulq-atvor reaksiyalari, jismoniy tarbiya, sport faoliyati, o'zini boshqarish, qat'iyatlilik, maqsadga yo'naltirilganlik, motivatsiya, pedagogik sharoitlar, shaxs rivoji, faoliyat samaradorligi.

DOI: <https://doi.org/10.47390/SPR1342V6I4Y2026N51>

Introduction. Modern trends in the development of the education system are aimed not only at the formation of subject knowledge and motor skills, but also at the development of students' personal qualities that ensure their successful adaptation and self-realization in various types of activity [2, 4]. In this context, particular importance is attached to the development of the volitional sphere of personality, which serves as a key mechanism for behavioral regulation and the achievement of set goals [3, 4].

Physical education within the general education system is considered an effective means of comprehensive personality development, as motor activity creates conditions for the formation of not only physical but also psychological qualities. Among these, volitional qualities occupy a special place, as they ensure students' ability to consciously regulate their actions, overcome difficulties, and achieve intended outcomes [1, 4, 8].

Primary school students are at a stage of active formation of voluntary behavior, during which the foundations of self-regulation, attentional stability, and goal-directed activity are developed. However, this age period is also characterized by impulsivity, insufficient development of behavioral control, and low resistance to internal and external obstacles. This necessitates purposeful pedagogical influence aimed at the development of volitional qualities as an essential component of personality [1, 7, 9].

Volitional qualities such as persistence, determination, endurance, goal orientation, and self-control function not only as individual psychological characteristics but also as functional regulators of behavior. They determine the nature of students' behavioral responses in various situations, including sports activity, which requires a high level of organization, discipline, and the ability to overcome difficulties [5, 6].

Despite a considerable number of studies devoted to the problem of the formation of the volitional sphere, the issue of the mechanisms through which volitional qualities influence the development of behavioral responses ensuring the effectiveness of sports activity in primary school students remains insufficiently explored. Most existing studies focus either on the general characteristics of volitional qualities or on their role during adolescence, whereas primary school age requires separate and in-depth scientific consideration.

Thus, a contradiction arises between the necessity of developing volitional qualities in primary school students as a foundation for successful sports activity and the insufficient elaboration of pedagogical approaches to implementing this process within physical education.

The practical part of the study was carried out at Secondary School No. 7 in the Jarkurgan District, Surkhandarya Region, involving 4th-grade students. Within the framework of the experiment, the characteristics of the manifestation of volitional qualities and their influence on students' behavioral responses during the performance of motor tasks were examined. The organization of the study included systematic pedagogical observation, analysis of students' activity, and assessment of their ability to overcome difficulties in training conditions.

The aim of the study is to identify the influence of volitional qualities of primary school students on the formation of behavioral responses ensuring the effectiveness of sports activity.

Literature review and methodology. The problem of the formation of volitional qualities of personality has traditionally occupied a significant place in psychological and pedagogical research. In scientific literature, will is considered as a complex integrative construct that ensures conscious regulation of behavior and an individual's ability to purposefully overcome difficulties. Researchers emphasize that volitional qualities act as a linking mechanism between motivation, consciousness, and activity, thereby ensuring the stability and effectiveness of behavior.

Both classical and contemporary studies indicate that the development of the volitional sphere of personality proceeds in stages and is closely related to age-specific characteristics. Primary school students are characterized by an initial stage in the formation of voluntary behavior, in which dependence on external conditions and insufficient resistance to difficulties are observed. In this regard, the search for effective pedagogical means aimed at developing volitional qualities within structured activity becomes particularly relevant.

Contemporary research in the field of physical education confirms that motor activity creates a favorable environment for the development of volitional manifestations. The performance of physical exercises requires students to concentrate attention, regulate their actions, and demonstrate the ability to overcome fatigue and failure. However, despite the availability of theoretical developments, the issue of the relationship between volitional qualities and behavioral responses that ensure the effectiveness of sports activity remains insufficiently explored.

Within the framework of this study, theoretical provisions developed by the author in a series of scientific works devoted to the formation of the volitional sphere of students through physical education were also employed. In particular, an approach based on the identification of two groups of criteria for assessing volitional qualities is considered:

- expressive criteria, reflecting the stability of the manifestation of volitional characteristics in specific activity situations;
- generalized criteria, characterizing the breadth and universality of the manifestation of volitional qualities under various conditions.

The author's position is that volitional qualities should be considered not only as personal traits but also as dynamic regulators of behavior that are formed in the process of specially organized pedagogical activity. Particular importance is attributed to such qualities as persistence, goal orientation, initiative, and self-control, which serve as the foundation for the development of stable behavioral responses.

The methodological framework of the study is based on the following approaches:

- the systems approach, which allows volitional qualities to be considered as elements of the integral structure of personality;
- the activity-based approach, focused on examining the formation of volitional manifestations in the process of activity;
- the personality-oriented approach, ensuring consideration of the individual characteristics of primary school students.

The following research methods were employed:

- theoretical analysis of scientific literature;

- pedagogical observation of students' behavior during physical activity;
- questionnaire survey aimed at identifying the level of development of volitional qualities;
- qualitative analysis of behavioral responses in training situations.

The study was conducted within the framework of physical education classes among primary school students. Particular attention was paid to identifying the relationship between the level of development of volitional qualities and the nature of behavioral responses manifested during the performance of motor tasks.

The conducted literature review and the selected methodology made it possible to establish a scientifically grounded basis for investigating the influence of volitional qualities on the formation of behavioral responses ensuring the effectiveness of sports activity.

Discussion. In the group with a medium level, the indicators vary within the range of 51-67%, which reflects the instability of behavioral responses and their dependence on external motivation. Students with a low level of volitional qualities demonstrate the lowest indicators across all parameters, indicating an insufficient development of self-regulation mechanisms.

The analysis revealed that:

- a high level of volitional qualities is directly associated with the effectiveness of sports activity;
- a medium level requires targeted pedagogical intervention;
- a low level is characterized by unstable behavioral responses and reduced performance.

The obtained quantitative data confirm that volitional qualities serve as a significant factor in the formation of behavioral responses ensuring the effectiveness of sports activity in primary school students.

The data obtained in the course of the study not only make it possible to identify quantitative differences in the level of development of volitional qualities among primary school students, but also to reveal their causal relationships with the nature of behavioral responses in the process of sports activity.

The predominance of the medium level of development of volitional qualities (51.9%) can be explained by the age-related characteristics of primary school students. At this stage of development, voluntary behavior is still in the process of formation, which determines the partial development of self-regulation mechanisms. Students are capable of completing tasks under conditions of external control and motivation; however, in situations requiring prolonged volitional effort, their level of activity decreases. This explains the moderate indicators observed in such parameters as self-control (55.6%) and resistance to fatigue (51.9%).

A relatively high proportion of students with a low level (26.9%) indicates the presence of a risk group characterized by insufficient development of volitional regulation. Low indicators across all behavioral parameters (ranging from 25% to 39%) point to a weak ability to overcome difficulties and low motivational stability. This may be обусловлено both individual psychological characteristics and an insufficient level of pedagogical influence aimed at developing the volitional sphere.

At the same time, the presence of a group of students with a high level of volitional qualities (21.2%) confirms the possibility of effectively developing these qualities already at the primary school level. The high indicators of behavioral responses (78-92%) in this group indicate the formation of stable self-regulation mechanisms, enabling students to maintain activity and goal-directed behavior even under conditions of increased physical load.

A significant result of the study is the identification of a clear relationship between the level of volitional qualities and the indicators of behavioral responses. In particular, the difference between the groups with high and low levels in terms of striving for achievement exceeds 50%, which demonstrates the system-forming role of volitional qualities in the structure of activity. A similar pattern is observed across other parameters, including overcoming difficulties and self-control.

The obtained results make it possible to interpret volitional qualities as a key regulator of the transition from situational behavior to stable behavioral strategies. In the context of physical education, this is manifested in students' ability to maintain activity, regulate their actions, and remain oriented toward achieving results.

It should be noted that the identified indicators also reflect the influence of pedagogical conditions. In cases where the educational and training process includes elements of purposeful development of volitional qualities (such as the creation of problem situations, encouragement of effort, and development of self-control), a higher level of behavioral stability is observed. Conversely, the absence of such conditions leads to the predominance of situational responses and a decrease in the effectiveness of activity.

Thus, the obtained data confirm that quantitative differences in the level of development of volitional qualities are determined both by the age-related characteristics of primary school students and by the specifics of pedagogical influence. Volitional qualities function not only as personality traits but also as functional mechanisms that determine the effectiveness of sports activity through the formation of stable behavioral responses.

Results. During the pedagogical experiment conducted among 4th-grade students at Secondary School No. 7 in the Jarkurgan District, Surkhandarya Region, a diagnostic assessment of the level of development of volitional qualities and their influence on behavioral responses in the process of performing motor tasks was carried out.

A total of 52 primary school students participated in the study. The assessment of volitional qualities was conducted using an author-developed system of criteria, including indicators such as persistence, self-control, goal orientation, and activity. Based on the obtained data, three levels of development of volitional qualities were identified: high, medium, and low (Table 1).

Table 1

Level of Development of Volitional Qualities in Primary School Students (n = 52)

Level of Development	Number of Students	Percentage (%)
High	11	21.2%
Medium	27	51.9%
Low	14	26.9%

The analysis of the results showed that the medium level of development of volitional qualities predominates (51.9%), which indicates a partial formation of self-regulation skills and insufficient stability of behavior under conditions of physical load.

A high level was identified in 21.2% of students. This group is characterized by pronounced persistence, the ability to exercise self-control, and a strong orientation toward achieving set goals. These students demonstrate stable behavior and a high level of activity when performing motor tasks.

At the same time, 26.9% of students were classified as having a low level of development of volitional qualities. This group is characterized by difficulties in overcoming physical loads, rapid fatigue, and decreased motivation to complete tasks (Table 2).

Table 2

**Dependence of Behavioral Responses
on the Level of Development of Volitional Qualities (%)**

Behavioral Indicators	High Level	Medium Level	Low Level
Active task performance	90.9%	63.0%	35.7%
Ability for self-control	81.8%	55.6%	28.6%
Overcoming difficulties	87.3%	59.3%	32.1%
Resistance to fatigue	78.2%	51.9%	25.0%
Striving for achievement of results	92.7%	66.7%	39.3%

The obtained data indicate a pronounced dependence of behavioral responses on the level of development of volitional qualities. Students with a high level demonstrate significantly more stable and goal-directed forms of behavior.

Conclusion. The conducted study made it possible to establish that the volitional qualities of primary school students act as a significant factor in the formation of behavioral responses ensuring the effectiveness of sports activity. The obtained results indicate a stable relationship between the level of development of the volitional sphere and the nature of students' behavior in the process of performing motor tasks.

It was found that the predominance of the medium level of development of volitional qualities is обусловлено age-related characteristics of primary school students, characterized by insufficient formation of voluntary behavioral regulation. At the same time, students with a high level of volitional qualities demonstrate more stable behavioral responses, including the ability for self-control, overcoming difficulties, and orientation toward achieving results. In contrast, a low level of the volitional sphere is accompanied by decreased activity, behavioral instability, and insufficient motivation to complete tasks.

It has been established that volitional qualities perform the function of a regulator of behavioral activity, ensuring the transition from situational reactions to stable forms of behavior. In the context of physical education, this is manifested in increased efficiency of motor activity and improved performance of educational and training tasks.

The practical significance of the study lies in substantiating the need for purposeful development of volitional qualities in primary school students through the implementation of specific pedagogical conditions aimed at fostering self-control, persistence, and goal orientation.

Thus, the development of the volitional sphere should be considered a priority direction of pedagogical activity aimed at enhancing the effectiveness of sports activity and the harmonious development of students' personalities.

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№ 4 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

“Ijtimoiy-gumanitar fanlarning dolzarb muammolari” elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro‘yxatiga olingan.

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