

Systematic Studies of the Formation of Will: Psychological, Philosophical and Pedagogical Aspects

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Abstract—The authors view the study issues on the basis of comparison and analysis of the existing definitions of "will" and "personality". Will is considered as one of the elements of the personality structure. The psychological mechanism of complex volitional action is described. The similarity of psychological mechanisms of complex volitional action and the formation of intrapersonal conflict is noted. The problem of will is studied in national and international psychology, in Western philosophy is reflected. The materials of the article summarize the scientific outlook of will, complement the existing theoretical understandings about the structure of personality.

Keywords— *psychology, personality, will, intrapersonal conflict, system, structure.*

I. URGENCY OF STUDY

The problem of will is one of the complex and controversial issues of modern psychology. The determinants of this situation are the blurriness of the categorical status of will, the uncertainty of its structural elements, the ambiguity of used terminology and the lack of psycho-diagnostic techniques that fully meet modern requirements for the tools of scientific research. However, the study of personality structure can not be completed without determining the psychological mechanism of complex act of will, consideration of various aspects of voluntary regulation of behavior.

Since the issues of will and volitional behavior remain understudied, there is an urgent need to expand the theoretical basis of the issue. The study of volitional aspects of personality is a promising direction in various social sciences – psychology, pedagogy, sociology, political science, law, philosophy; and spheres of human activity – art, sports, business, civil and military service. The study areas indirectly related to the issue of will and voluntary regulation of behavior are of significant interest: communication and personal initiative, mechanisms of goal-setting, planning, decision-making and its implementation.

II. GENERAL DESCRIPTION OF WILL

The term "will" (Greek. *bule* – will) is defined as the conscious purposive management of a person's mental processes, behavior, activities aimed at overcoming subjective and objective obstacles in the implementation of the decision.

III. IMPORTANCE OF VOLITIONAL ACTION

In general volitional action is associated with severe psycho-emotional stress, often reaching the level of neuropsychiatric stress.

Volitional activity was formed during the anthropogenesis and socio-historical development of *Homo sapiens*. Unlike animals, whose behavior is reasoned by conditioned reflex

connections and instincts (fixed forms of behavior), the will is a specific function of the human psyche.

Functions of will are as follows:

- activating – mental and physical activity aimed to overcome the difficulties encountered in achieving the goal;
- inhibitory – deterrence of activity that does not correspond to the values, needs, aims/goals, life scenario, attitudes, norms, personal professional ideas;
- regulatory – management of mental processes and physical activity;
- controlling – functioning supervision of the emotional sphere, automatic actions and instincts (fixed forms of behavior);
- structuring – organization of mental processes in the system, which is adequate to the performed activity;
- adaptative – mobilization of mental and physical resources under the influence of stress factors;
- decision-making – identification of alternatives, assessment and selection of priority aims/goals, values, motives. The cognitive sphere of the psyche is involved;
- supporting – maintenance of the cognitive sphere of the psyche. Volitional activity is important in ensuring the processes of sensation, perception, thinking, attention;
- developing – mental activity aimed to improve behavioral reactions.

These functions of will are aimed at adapting the individual to the environment.

Will is characterized by a complex of qualities:

- will power – excitation degree of volitional efforts;
- will sustainability – constancy of manifestation in similar situations;
- will range – a number of activities in which the will is manifested.

Thus, the will is an element of the personality structure. Its prerogative is the self-regulation of activity in implementation of the decision.

IV. ACTION IN STRUCTURE OF INDIVIDUAL BEHAVIOR

Human behavior includes the activity which is divided into three types: involuntary, voluntary, volitional.

Involuntary action is impulsive, not deliberate. It is done automatically, with a direct impulse, does not contain intentions, pre-developed algorithm of behavior. The action purpose arises directly from the motive and is not realized.

Voluntary action is purposive, i.e. the individual creates an algorithm for its implementation and predicts possible behavior results before starting the action. The fundamental difference

between voluntary and involuntary actions is that the voluntary ones are carried out under the mind control and require individual efforts to achieve the goal.

Volitional action is a conscious purposive overcoming of existing obstacles, which are divided into two groups:

- subjective – competing categories (interests, values, needs, aims, motives, attitudes), negatively colored emotional processes (affect, emotions, mood, sense), somatic conditions (fatigue, asthenia, hypersomnia, pain);
- objective – negative impact of environmental factors (natural, anthropogenic, man-made), lack of resources (information, time, financial assets, food, water), social resistance, loneliness.

Volitional action is always initiative. Its purpose can be set both from the outside and from the inside. The external goal is often a product of someone else's will. If an individual has a psychological barrier to such goal, then internal defense mechanisms are triggered. The personality, dissociating from someone else's goal/will, executes it only under the pressure of exogenous factors. In the absence of resistance to the external goal, it is embedded in the personality structure, acquiring the character of an introject.

Involuntary and voluntary actions do not contain aspects of the study issues, so we will consider in detail only the volitional activity.

Volitional, i.e. intentional voluntary action, relating to the controlled human activity, is represented by three phases of the volitional process:

- 1) phase of encouragement and motivation (aim/goals, motives);
- 2) phase of performance (external (proposed by someone) and internal (worked out on one's own) ways of action and behavior);
- 3) phase of result evaluation (results of actions).

Volitional action has specific characteristics:

- high energy and resource intensity in the implementation;
- algorithm availability to achieve the goal;
- focus on action;
- decision-making and its implementation;
- positive action reinforcement in the form of a sense of moral satisfaction.

The individual refers to volitional actions when it is necessary to overcome the stress impact of endogenous and exogenous factors.

V. PSYCHOLOGICAL MECHANISM OF VOLITIONAL ACTION

The volitional action structure varies depending on the duration of its implementation and the aim characteristics.

Simple volitional action is carried out by the individual without hesitation, that is, the encouragement directly passes into reactions (operation → action → activity). In general, a simple volitional action is carried out in a relatively short period of time (from several minutes to several hours).

Complex volitional action can be performed for a long time (months and years), so this action structure includes many simple volitional actions. The analysis of research data allows describing the psychological mechanism of complex volitional action.

There are 6 stages in psychological mechanism of complex volitional action.

Stage 1. The urgent need is the prerequisite for the emergence of complex volitional action. The influence of endogenous and exogenous stress factors on the individual determines the situation emergence, the solution of which is possible only through a complex volitional action. Psychophysiological reactions are the primary response to the situation: increased neuropsychic tone, emergence of emotional reactions, will activation. The initiation of volitional activity is the result of this stage.

Stage 2. The volitional action begins with the emergence of the encouragement expressed in the desire for action. This is followed by the goal-setting (need designation), which is directed to achieve this action. The motive is formed with the goal realization (need objectification). Later, the attitude of its implementation is added to the motive. If the attitude of the aim implementation (meet the need)/motive is not formed, then the activity is ceased. Thus, the motive and its transformation into the attitude are required for the emergence of volitional action.

The course of this stage complicates the possible presence of several inconsistent, divergent or contradictory motives. In this case, some of them may have a positive emotional coloring, and others – a negative one.

Stage 3. Active involvement the cognitive sphere into the volitional action (mainly the processes of thinking, memory, imagination). The designation of conditions and means to achieve the goal and the analysis of their own capabilities are performed. The result of this stage is the creation of a number of behavioral algorithms.

Stage 4. Formation of motivational action or deed components. The motives emerged as needs in stage 2 may contradict with each other. The intensity of motive collision is directly proportional to their importance. The resulting struggle of motives gets emotional coloring.

Cognitive sphere is used for analyzing the motives, choice consequences, algorithms to achieve the goal, evaluating subjectively and objectively the obstacles in achieving goals (need satisfaction).

The coordinated work of the will and cognitive sphere of the psyche leads to the inhibition of secondary motives and the priority strengthening. The result of stage 3 is the resolution of the existing contradiction between them.

Difficulties in choice making and prolongation of the motive struggle form conditionally negative personal qualities (passivity, indecision, irresponsibility, inertia, irritability, suspiciousness, etc.).

Stage 5. The choice implementation of priority motive and behavior algorithm aimed at achieving this goal is a certain difficulty. This process can be accompanied by prolonged fluctuations and searches for additional arguments indicating the optimality of the decision.

In this stage implementation, there is one of the potentially possible types of personal reactions:

- sense of relief associated with the situation resolution and neuropsychic stress reduction;
- excitement and anxiety caused by uncertainty in making the right decision.

The preservation of the motive relevance is the specific feature of this stage. Decision making requires a conscious change in the propulsion of existing motives and personal responsibility for the actions.

Stage 6. The conscious volitional effort is required for the implementation of the chosen behavioral algorithm. The term "volitional effort" is defined as a special state of neuropsychic stress, causing the mobilization of resources necessary to perform the planned action.

The crisis period of decision implementation is the emergence of a volitional effort, the intensity of which is sufficient to carry out the planned actions. Otherwise, the readiness state for action is transformed into a delayed intention in time. Postponing of behavioral responses is accompanied by activation of the rejected motive. This leads to the abandonment of action and/or a return to the analyzing motive process.

The final stage of volitional action is overcoming the objectively existing external obstacles and the decision implementation, which can be manifested in two types of reactions:

- internal volitional action, which is aimed at abstention from any behavioral reactions;
- external volitional action, which is represented by visually recorded forms of the individual activity (operation, deed, activity).

The result of stage 6 is the practical goal achievement (identified needs) and the associated motive. Thus, the will essence is to strengthen the priority motive and the decision implementation. If it is not carried out, the complex volitional action is considered incomplete, and the individual returns to the earlier stages.

VI. SIMILARITY OF PSYCHOLOGICAL MECHANISMS OF COMPLEX VOLITIONAL ACTION AND INTRAPERSONAL CONFLICT FORMATION

The comparison and analysis of psychological mechanisms of complex volitional action (Pic. 1) and the intrapersonal conflict formation are the reasons for the process similarity. It is possible to say with a certain degree of conditionality that the motive struggle taking place within the volitional action is similar to the conflicting sides of intrapersonal conflicts. Both processes contain elements of contradiction, are accompanied by emotional reactions (affect, emotions, mood, sense), suggest the resolution or attempt to resolve intrapsychic contradiction. In addition, these processes reflect the interaction of psychological objects with high personal significance (motives, attitudes, actual categories, etc.).

Thus, the intrapersonal conflict can be considered as a part of the complex volitional action mechanism.

VII. VOLITIONAL CHARACTERISTICS OF PERSONALITY

Will is manifested in the personality qualities, mainly in behavioral reactions. These volitional qualities of personality are divided into three groups with a certain degree of conditionality. In Table 1, qualities are given in the form of dual pairs, which allow differentiating both socially desirable and socially condemned deviant forms of behavior.

Personality volitional qualities are particularly evident in difficult situations:

- psychological crisis;
- combined effects of endogenous and exogenous stress factors;
- monotonous activity;
- overcome obstacles;
- actions in a state of uncertainty;
- danger.

VIII. NORMATIVE EVALUATION OF VOLITIONAL ACTIVITY

Poor performance of volitional activity is insufficient for voluntary control of behavior, which is characterized by minimal productivity and is assessed as a pathological condition.

The optimal ratio of productivity and resource management is average. Good performance of productivity is recorded in the range of critical values (shaded area), bordering with a pathological increase in volitional activity. This condition is unstable and energy-demanding. However, it allows getting good results in various spheres of human activity – work, sports and overcoming crisis situations. These achievements are the basis for scientific and technological progress, society development.

TABLE 1. CLASSIFICATION OF PERSONALITY VOLITIONAL QUALITIES

Group of volitional qualities	Volitional qualities	
	Conditionally positive	Conditionally negative
Actually volitional	Ambition	Passivity
	Determination	Indecision
	Persistence	Weakness
	Insistence	Stubbornness
	Self-possession	Temper
	Moderation	Excitement
	Self-control	Impulsion
Emotional and volitional	Patience	Impetuosity
	Courage	Cowardice
	Bravery	Pusillanimity
	Calm	Nervousness
Moral and volitional	Responsibility	Irresponsibility
	Obligation	Unreliability
	Neatness	Negligence
	Energy	Inertia
	Initiativity	Lack of initiative
	Independence	Helplessness
	Discipline	Carelessness

IX. DISORDERS OF VOLITIONAL ACTIVITY

Regardless of the genesis of emerging volitional disorders, they complicate the consciously purposive human management with its thinking processes, behavior, activities. Disorders of volitional activity are divided into quantitative (hypobulia, abulia, hyperbulia) and qualitative (parabulia).

The reduction of volitional functions (hypobulia, abulia) causes a self-control disorder, partial or complete loss of emotional culture, control disorder over automated actions and instincts (fixed behavior). As a consequence of current pathological processes, there are behavior disorders associated with disinhibition of instincts – eating, sexual, research (cognition), domination (self-assertion), freedom. In addition, a decrease in volitional activity leads to a decrease/loss of the ability to hold attention on any object or phenomenon.

The increase of volitional activity (hyperbulia) determines the low productivity activities caused by frequent intention changes. There is also a possibility of narrowing the activity associated with the implementation of predominant or delusional ideas, which have a painful nature by definition. Excessive increase of volitional activity is manifested in rigidity (excessive stability) of behavior, difficulty of its correction depending on the situation change.

The perversion of volitional activity (parabulia) causes an attraction disorder and its qualitative changes. This process is characterized by the incompleteness of the initiated actions, its multiplicity, negativity, impulsiveness, pretentiousness. There are severe forms of eating disorders and sexual behavior.

X. WILL STUDY IN WESTERN PHILOSOPHY

Freedom is one of the most important philosophical categories, a particular aspect of which is free will [1]. European philosophical thought considers the question of the presence/absence of free will (lat. liberum arbitrium) – the potential for people to make a choice regardless of circumstances. The term "circumstances" refers to the impact factors of two groups:

- endogenous – somatic state, values, motives, aims/goals, hobbies, interests, beliefs, emotional processes (affect, emotion, mood, sense), instincts (fixed behavior);
- exogenous – time, place, circumstances, presence/absence of external control, third person influence.

Determinism has a particular importance for the consideration of the existence problem of free will (lat. determinare – limit, define borders) – universal causation doctrine. This is the belief that everything in the universe including all human actions and choices has a cause. According to this concept, events are predetermined:

- gods/God (theological determinism);
- fate (fatalism);
- nature (cosmological determinism);
- society development (social determinism);
- human will (anthropological determinism).

Under the determinism doctrine, on the axis of time (past – present – future), there is a single scenario, in which events are inevitable and determined by the properties of space.

There are two opposing positions about the existence of free will in the philosophical dispute:

- hard determinism – the position of the determinism doctrine truth, and therefore – the fundamental impossibility of free will existence;
- metaphysical libertarianism – the position of the determinism doctrine falsity and free will existence.

The question of free will presence/absence has an important consequence: the principal presence/absence of choice determines the presence/absence of personal responsibility. The presence of intelligence and free will are seen as properties of human nature in theology. Consequently, a violation of the God commandments is regarded as a sin.

The existence of free will in ethics (religious and secular) determines the existence of:

- moral standards;

- human obligation in relation to God, society, state;
- human responsibility for committed actions.

Thus, the philosophical consideration of the will set the boundaries of personal responsibility and intersects with theology, ethics, law, psychology.

XI. STUDY OF THE PROBLEM OF WILL IN PEDAGOGY

The study of the pedagogical aspects of the problem of will seems appropriate to carry out on the basis of an analysis of the works of the great educators of the past.

The outstanding teacher of the 19th century K. D. Ushinsky (1824–1870) in his work “Man as a subject of upbringing: the experience of pedagogical anthropology” [20], analyzing various theories of will, taking into account the metaphysical conditions of human existence, admits that the question “What is will?” remains unanswered. Reflecting on the life of the soul in man, Ushinsky writes: “No one imagines that the soul could be a source of physical strength. However it is impossible to turn away from the fact that the soul with its conscious and feeling activity gives direction to physical forces”. And further: “... an impartial psychologist must recognize in the soul the source of a special force, not physical, and which can not replace the physical forces, but, nevertheless, can upset the balance of these forces in the body and give direction to the process of their development.” As it can be seen, according to Ushinsky the will is the special power of soul, which has no effect on anything else in the material world, but on the direction of the process of developing physical forces.

Based on the research results of T. V. Sklyarova [17], we note that, distinguishing between the categories of “spiritual” and “spiritual” in his pedagogical anthropology, K. D. Ushinsky relates the will to the category of spiritual phenomena that manifest in the life of the soul: “... We completely attribute the will to the soul, although we recognize at the same time that the motives that give it direction can also flow from the body ... we call the will the power of the soul over the body”. Thus, in Ushinsky’s anthropology, the hierarchy of the structure of human nature is clearly indicated with the simultaneous indication of the mutual connection of the mental and physical spheres. Noting that the will is a fully developed desire, Ushinsky indicates that the will is not fully framed in the soul of the infant. This statement of the scientist is based on the leading position of his pedagogical anthropology, which consists in the fact that the age of childhood is the age of manifestation and disclosure of innate qualities and needs of the soul. The author of pedagogical anthropology notes that data, not qualities acquired by the soul during childhood, are formed empirically.

Christian anthropology teaches that the soul of every person is endowed with a special gift of freedom, which is directly related to the manifestation of the will of the person himself, also given to him at birth. It is precisely this gift of freedom that a child gradually masters, learning experimentally to control his will. Therefore, the path to true freedom is possible for man only through liberation from the enslavement of sin. A person

with a strong will, who develops and is brought up throughout his life, is able to go this way. The first experience of a child's activity, according to K. D. Ushinsky, forms the qualities of a child's soul. It can be assumed that the development of the gift of freedom (so far only formal) for a child is carried out in his ability to experimentally control his will. In this regard, to the third part of pedagogical anthropology K. D. Ushinsky collected materials on the development and education of the will of the child. "One of the main goals of upbringing is precisely that, in order to subordinate the strengths and abilities of the nervous body to a clear consciousness and free will of a person." Turning to the application of the idea developed in this part, the great teacher writes about the ultimate goal of educational influence (including the education of the will): "... to give a person activity that would fill his soul and that could fill it forever, - here the true goal of education, the goal is living, because this goal is life itself".

Studying the problem of will in the pedagogical aspect, one cannot fail to mention the name of the remarkable Russian scientist Pyotr Fedorovich Kapterev (1849–1917), who is among the founders of Russian pedagogical science. The range of issues that make up the main content of the works of an outstanding Russian teacher is related, *inter alia*, to the study of problems of will and character.

P. F. Kapterev defines will as the ability to make movements, control his body, feelings, thoughts and the ability to make decisions on various issues and implement them in life. The process of forming the will is presented to scientists as a mechanism for the emergence of motives of various orientations and strength in the development of a child's life experience. Education, as an integral part of experience, can strengthen or weaken the formation of will by creating certain conditions. The most important ways of forming the will of P. F. Kapterev believes that the purposeful formation of habits and a system of moral hardening. The means of upbringing are all life phenomena - nature, human relationships, their emotional experiences. The main teaching methods are: teaching, example, exercise, persuasion, requirement, explanation [18].

Character, as defined by P. F. Kaptereva is a combination of inclinations and beliefs, the degree of persistence with which a person exercises his beliefs, satisfies his desires, the degree of perseverance, endurance, courage with which a person overcomes obstacles and difficulties. Character education is directly related to the development of self-awareness, which P. F. Kapterev defines himself as "internally, spiritual consciousness" of himself as a unity of certain properties and qualities – feelings, abilities, ideas, thoughts. If the consciousness of physical forces comes from the experience of organic sensations and the experience of objective activity, then the experience of mental activity leads to the formation of beliefs. P. F. Kapterev believes that "beliefs are not formed independently of life and educational influences, habits, inclinations, and passions. But still ... they are formed more consciously and reasonably than habits, inclinations, passions. Beliefs are the result of our experience, reflection" [19].

The scientist's views on understanding the correlation of the terms "will" and "character" show dynamics: for example, in the works of the 70s P. F. Kapterev objected to the confusion of these concepts, because the will is one of the properties of the "persistent character" ("the strong-willed character"), and at the same time, the will is the ability to set goals, meaningful acts, reflection – in this interpretation this concept is broader than the character ("the character belongs to the field of will"); at later stages of his research, the author comes to the conviction of the greatest significance precisely by the volitional component of character, as a result of which the concepts of "will" and "character" were used by the scientists as parallel.

As it can be seen, the studies of the problem of will in the history of pedagogy are associated primarily with the pedagogical impact on the development and upbringing of will in children. The process of forming the will is presented by outstanding teachers as a mechanism for the emergence of motives of various orientations and strengths under certain conditions of upbringing and development of a child's life experience.

XII. WILL STUDY IN WESTERN PSYCHOLOGY

Wilhelm Maximilian Wundt (1832–1920), Théodule Ribot (1839–1916), William James (1842–1910), Jean William Fritz Piaget (1896–1980) considered the term "will" as one of the significant constructs used to explain the action emergence.

During the general trend of differentiation of primary categories of psychology (sensation, perception, thinking, memory, attention, motivation, attitude, emotional sphere) German – later American psychologist, Kurt Zadek Lewin (1890-1947) proposed to exclude the will concept from academic psychology as content indefinite in the 1930s. The psychologist introduced the concepts of "need", "intention", "quasi-need". K. K. Lewin identifies will and motivation, but later "will" becomes an unnecessary concept: "... it would be advisable in the interests of purity of concepts and in order to avoid misunderstandings at all to exclude the terms "will" and "impulsive" [2].

XIII. WILL STUDY IN RUSSIAN PSYCHOLOGY

In Russian psychology, the issue of developing new will theories as the main line of research aimed at solving the problem of forming "a new man in Soviet Russia" was determined at the I All-Union Psychoneurological Congress (Moscow, January, 1923). Then two psychological schools appeared: school of reflexology (V. M. Bekhterev; 1857–1927) in Leningrad (Saint Petersburg) and school of reactology (K. N. Kornilov; 1879–1957) in Moscow [3–5]. The biological paradigm was dominant in Soviet psychology: consideration of the will as the highest mental function that allows a human controlling his own behavior.

One of the developers of the activity approach in psychology, S. L. Rubinstein (1889–1960), notes that the volitional process is more direct and organic than the emotional and intellectual processes. It is also included in the action and is inextricably connected to it. Thus, the study of the volitional

act passes directly into the study of action, or rather the study of the volitional act. This is the study of action in relation to the method of its regulation. S. L. Rubinstein sees the will basis in the needs, interests, human moral qualities as the initial motives of a individual to action. The ability of the individual to reflection, hierarchical ordering, determining ways to meet his needs is an important component of higher forms of volitional behavior in this concept. Criticizing foreign approaches to the will study S. L. Rubinstein notes that Western psychologists consider the volitional act as an experience in isolation from the action. The Soviet psychologist points to the fallacy of the will study without revealing the mechanisms of conscious goal-setting and developing means of achieving the goal [6].

L. S. Vygotsky (1896–1934) defines will as the highest mental function, which has the properties of systematicity, sociality, mediation, arbitrariness. Will is one of the mechanisms that allow a human controlling their own behavior, mental processes and motivation. L. S. Vygotsky considers the main content of the will concept as the voluntary regulation of behavior and mental processes "speech behavior is known as will. There is no will without speech. Speech is a part of volitional action in a hidden or an open form" [7].

The Soviet psychologist, A. N. Leontiev (1903–1979), points to the age dynamics of the volitional act. With the development of the individual in the motive struggle, social and perfect motives are more likely to win. Biological and subject-object ones are suppressed. This effect is called "primacy of social motivation" [8].

According to M. Ya. Basov, will is a mental mechanism through which a human regulates his mental functions, correlates them with each other and changes in accordance with the goal. The personality control of the mental state "is possible only with the presence of its mental unity of a certain regulatory factor. A healthy person always possesses such factor in reality. And its name is will." Will is considered as "one of the basic psychological concepts, covering the entire field of conscious purposive human actions." Will does not create any new elements in the psyche or behavior, but merely gives them a different (new) organization. The regulating function of will is to form the organization of mental activity and then make it planned and purposive [9, 10].

The trends in the development of the will issue and volitional regulation, and methodological approaches of the study are analyzed in the works of A. R. Batyrshin. There are the results of the historical and psychological study using the system-structural method [11].

The issue of will and volitional behavior is significant for Russian psychology. It preserves national autonomy and independence, reflects the fundamental differing views of Russian and Western psychologists.

XIV. STAGES OF SYSTEM STUDY OF WILL AS ELEMENT OF PERSONALITY STRUCTURE

The following sequence of study organization is optimal:

- Description of study methodology and methods.
- Choice of a systematic approach as a methodological basis for personality-oriented psychological study.
- Study of human psyche.
- Study of personality [12–16].
- Consideration of will as a structural element of personality.
- Characteristics of system interaction "personality" – "society".
- Analysis of experiences and neurotic conflicts of personality, which have an unconscious character and are manifested in images, symbols, dreams.
- Identification of hidden patterns of behavior (reproductive function, reproductive behavior, motherhood).

The study stages are arranged from general questions of science methodology to separate aspects of applied problems. The proposed structure of the study organization allows considering the complex of factors determining various aspects of the will and volitional regulation of behavior; to integrate into the system the available data of biological, medical, psychological, pedagogical, sociological, philosophical studies.

XV. CONCLUSION

The presence of different scientific approaches in determining the categorical status of will is established.

The narrowing of a volitional function to a voluntary motivation makes it impossible to study all volitional acts, the control of human mental processes in particular.

The decrease in the number of scientific works on this issue is noted due to the lack of the unified will theory, categorical uncertainty, difficulties in developing psycho-diagnostic methods of will study as an element of personality structure.

The will issue is a classic subject of philosophical study and is considered within the categories of freedom and responsibility.

Will is a relatively late mental formation in the process of anthropogenesis.

Will is a specific structural element of the human psyche.

Will is the source of human activity.

The main system functions of the will are endogenous regulation of behavior, control of the emotional sphere, automated actions and instincts (fixed behavior), organization of mental processes in a system adequate to the performed activity, mobilization of mental and physical resources under the influence of stress factors, improvement of behavioral reactions, support of cognitive processes that contribute to the personality development.

The structure of a complex volitional action varies depending on the biological age, somatic health state of the individual, personality characteristics.

The psychological mechanism of complex volitional action has some similarities with the psychological mechanism of intrapersonal conflict formation.

The implementation of volitional action is accompanied by high resource intensity and emergence of neuropsychiatric stress.

A fully functioning volitional sphere is one of the most important diagnostic signs of psychosomatic health.

The ability to mobilization of volitional resources increases in the process of personal development.

Will is a significant characteristic that determines the degree of individual influence in the system interaction "personality" – "personality" and "personality" – "society".

Developed volitional qualities of personality provide its resistance to various forms of influence.

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