

RESEARCH ARTICLE

# Pedagogical Mechanisms For The Formation Of Volitional Qualities In Students Based On National Education And Competency-Based Approach

 Kozlova Galina Gennadyevna

Fergana State University, Uzbekistan, Uzbekistan

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## Abstract

The article examines pedagogical mechanisms for the formation of volitional qualities (perseverance, determination, endurance, self-control) among students of the Faculty of Physical Culture at the university, based on national education and a competency-based approach. In the context of Uzbekistan, emphasis is placed on integrating national traditions, active games, and cultural values to develop volitional competencies. Based on literature analysis and an empirical study involving 85 students, the effectiveness of the proposed mechanisms is demonstrated: a systemic approach to education, game-based methods, competency modules, and culturally oriented practices. Results show a significant improvement in volitional qualities ( $p < 0.01$ ) in the experimental group. The mechanisms of influence, comparison with existing studies, limitations, and practical recommendations for implementation in university physical culture programs in Uzbekistan are discussed.

## KEY WORDS

Volitional qualities, national education, competency-based approach, physical culture, university students, pedagogical mechanisms, Uzbek traditions, active games.

## INTRODUCTION

In the modern educational landscape, the formation of volitional qualities in students has become particularly relevant, especially amid global challenges such as pandemics, economic instability, and social transformations. Volitional qualities—including perseverance, determination, endurance, and self-control—are key components of personality that contribute to successful adaptation and professional growth. In the context of the Faculty of Physical Culture, these qualities are directly linked to the preparation of future physical education teachers and coaches capable of motivating the younger generation toward a healthy lifestyle.

National education, rooted in the cultural traditions of Uzbekistan—such as folk games, folklore, and ethical values—

provides a unique foundation for integration with the competency-based approach. The competency-based approach focuses on developing practical skills and qualities necessary for professional activity in accordance with national educational standards. The purpose of the article is to reveal pedagogical mechanisms for the formation of volitional qualities in students through the synthesis of national education and the competency-based approach. Objectives include literature review, methodology description, presentation of results, and recommendations. The study is grounded in self-determination theory and a systemic approach to education.

In Uzbekistan, national education is integrated into physical

culture through traditional games that foster volitional qualities. This aligns with national education policy goals and UN SDG 4.

## LITERATURE REVIEW

### Theoretical Foundations of Volitional Qualities Formation

Volitional qualities are defined as an individual's ability to overcome obstacles to achieve a goal. According to research, their formation occurs through the emotional-volitional sphere, where motivation and self-regulation play a key role. The competency-based approach implies the development not only of knowledge but also of skills, including volitional competencies such as leadership and resilience.

National education in Uzbekistan incorporates elements of folklore and traditional games that contribute to the formation of moral-volitional qualities. Uzbek authors emphasize the role of folk games in developing endurance and perseverance.

### Pedagogical Mechanisms in the Competency-Based Approach

Mechanisms include a systemic approach: integration of theory and practice, use of innovative technologies, and cultural elements. At the university level of physical culture, this is manifested through game-based methods and modular

programs. The author's works highlight the integration of digital technologies to strengthen volitional qualities.

Empirical data confirm the effectiveness of the competency-based approach in forming volitional qualities through national traditions.

## METHODS

Quasi-experimental design with pre- and post-tests. Participants: 85 students of Fergana State University (mean age  $20.5 \pm 2.1$  years), divided into experimental ( $n=42$ ) and control ( $n=43$ ) groups.

Intervention: 8-week program including Uzbek national games (e.g., «Kurash» for endurance), competency modules (self-assessment, goal-setting, leadership mini-roles), and digital simulations. Control group followed traditional classes.

Instrument: Volitional Qualities Questionnaire (V.I. Ilyin), Cronbach's alpha 0.78–0.85.

Analysis: Student's t-test, Cohen's d effect size.

Ethics: Informed consent obtained.

## RESULTS

Results are presented in the table below (changes in volitional qualities levels before and after intervention).

Volitional Quality	Group	Pre (M $\pm$ SD)	Post (M $\pm$ SD)	t-value	p-value	Cohen's d
<b>Perseverance</b>	Experimental	$3.45 \pm 0.62$	$4.12 \pm 0.58$	4.56	< 0.01	0.72
<b>Perseverance</b>	Control	$3.48 \pm 0.65$	$3.62 \pm 0.63$	1.12	0.268	0.18
<b>Determination</b>	Experimental	$3.62 \pm 0.71$	$4.28 \pm 0.67$	4.89	< 0.01	0.78
<b>Determination</b>	Control	$3.59 \pm 0.69$	$3.75 \pm 0.70$	1.34	0.185	0.21
<b>Endurance</b>	Experimental	$3.28 \pm 0.59$	$3.95 \pm 0.55$	5.02	< 0.01	0.81
<b>Endurance</b>	Control	$3.31 \pm 0.61$	$3.48 \pm 0.62$	1.45	0.154	0.23
<b>Self-control</b>	Experimental	$3.51 \pm 0.68$	$4.15 \pm 0.64$	4.67	< 0.01	0.74
<b>Self-control</b>	Control	$3.54 \pm 0.70$	$3.68 \pm 0.69$	1.23	0.225	0.19

Between-group differences are significant ( $p < 0.05$ ). In the experimental group, improvement ranged from 18–22%.

## DISCUSSION

The obtained results convincingly confirm the hypothesis that targeted use of pedagogical mechanisms based on the synthesis of national education and the competency-based approach significantly enhances the level of volitional qualities among students of the Faculty of Physical Culture.

The most pronounced gains were observed in endurance (Cohen's  $d = 0.81$ ) and determination (Cohen's  $d = 0.78$ ), which can be explained by the nature of the Uzbek national games used («Kurash», «Uzbek-style Lapt», «Orchik», «Top-top»). These games require participants to maintain concentration for extended periods, overcome physical and emotional fatigue, and make quick decisions under competitive pressure—precisely the characteristics that directly correlate with endurance and determination.

Integration of competency modules (self-assessment, personal goal-setting, reflection on achievements, leadership mini-roles in group exercises) transformed traditional game activity into conscious professional training. Students in the experimental group not only participated in games but also analyzed their own volitional manifestations, aligning with the principles of the competency-based approach: «knowledge → skill → competency → personal quality».

Comparison with existing studies shows similarity with findings on the formation of emotional-volitional qualities among military institute cadets (Gluzman, 2020), where a systemic approach also led to gains in volitional indicators. However, the emphasis on the national-cultural component in our study provided an additional motivational effect: students frequently reported feelings of pride and cultural belonging, which strengthened intrinsic motivation (consistent with Ryan and Deci's self-determination theory).

Particular attention should be given to the mechanism of cultural identification. According to Uzbek authors (Oralbaeva & Xojabaev, 2023; Dehqonova et al., 2024), traditional active games not only develop physical qualities but also shape moral-volitional attitudes through the transmission of values such as courage, patience, and mutual assistance. In our experiment, this mechanism manifested in students more frequently using expressions such as «like our ancestors», «in our Uzbek way», indicating increased cultural self-identification and, consequently, greater volitional resilience.

In the control group, gains were statistically insignificant ( $p > 0.05$  for most indicators), confirming the limited effectiveness of traditional physical education methods without targeted

volitional and cultural components.

Limitations of the study:

- Sample limited to one university (Fergana State University);
- Relatively short intervention duration (8 weeks);
- Subjective nature of the volitional qualities questionnaire (despite good reliability);
- Absence of long-term follow-up (6–12 months post-intervention).

Prospects for further research:

- Longitudinal study of the stability of formed volitional qualities;
- Comparative analysis of the effectiveness of different national games;
- Inclusion of objective measures (heart rate monitoring, endurance tests under stress);
- Expansion of the sample to other universities in Uzbekistan and international comparisons.

Thus, the data obtained allow us to assert that the proposed model of pedagogical mechanisms has high practical value for contemporary university physical education in Uzbekistan.

## **CONCLUSION**

The conducted research demonstrates that targeted application of pedagogical mechanisms based on the synthesis of national education and the competency-based approach is an effective and culturally appropriate method for forming key volitional qualities among students of the Faculty of Physical Culture.

Uzbek national active games and traditions serve not only as a means of physical development but also as a powerful tool for cultivating perseverance, determination, endurance, and self-control. The competency-based approach enables the transformation of this traditional activity into conscious professional preparation of future physical education teachers capable of transmitting these qualities to subsequent generations.

The results have significant practical implications for universities in Uzbekistan. It is recommended to:

1. Incorporate special modules on volitional qualities development based on Uzbek traditional games into the

curricula of disciplines such as «Theory and Methods of Physical Education», «Sports Games», and «National Sports».

2. Develop and pilot an elective course «Volitional Preparation of the Future Physical Education Teacher» (36–72 hours).

3. Organize regular cultural-sports events («Days of National Games», «Volleyball of Courage», «Kurash Challenge») with mandatory reflection and self-assessment of volitional manifestations.

4. Implement digital tools (mobile apps for goal tracking and achievement logging, online reflection journals) to enhance the competency-based approach effect.

5. Conduct annual monitoring of volitional qualities levels among 1st–4th-year students using standardized questionnaires.

Implementation of these recommendations will not only improve the quality of training for physical culture specialists but also contribute to the preservation and development of national values, the formation of a harmonious, volitional, and motivated personality among the young generation of Uzbekistan. This fully aligns with the strategic objectives of state youth policy and the Sustainable Development Goals in education (SDG 4) and health (SDG 3).

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