

From Competence to Confidence: Building Willpower Through Modern Education

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ABSTRACT

This article examines the competency-based approach as an effective method for developing volitional qualities in students in educational schools in Uzbekistan. Theoretical aspects of the problem are presented, as well as the results of an experiment aimed at identifying the effectiveness of using the competency-based approach in developing the volitional sphere of schoolchildren.

Keywords: Competence-based approach, volitional qualities, education, experiment, schoolchildren, upbringing.

INTRODUCTION

The modern education system is aimed not only at transferring knowledge, but also at developing key competencies in students, which are necessary for their further successful development. Particular attention is paid to the development of volitional qualities, such as determination, persistence, self-control and responsibility. This article examines the competency-based approach as a means of developing the volitional sphere of students, and also presents the results of an experimental study conducted in one of the schools in Uzbekistan.

Physical education plays a significant role in the development of the student's personality, ensuring not only physical improvement, but also the formation of socially significant qualities, including volitional ones. Physical education classes create favorable conditions for the development of such volitional qualities as patience, determination, discipline, as well as the ability to overcome difficulties and achieve goals.

The competency-based approach to physical education involves not only mastering motor skills, but also developing the ability to apply them in various life situations, as well as consciously managing one's physical

activity. An important aspect is the development of volitional qualities, since physical education requires students to be organized, self-controlled, and persistent.

The development of volitional qualities in physical education lessons is achieved by using methods and techniques that facilitate the creation of situations of choice, overcoming physical loads, setting individual goals and achieving results. The competence approach is based on the integration of knowledge, skills and personal qualities, which makes the process of developing volitional characteristics more effective.

The aim of the study is to identify the effectiveness of the competency-based approach in developing the volitional qualities of schoolchildren and to determine the most effective methods of its implementation.

METHODOLOGY

The study was conducted at a secondary school in Uzbekistan over the course of one academic semester. The experiment involved 80 students (40 boys and 40 girls) aged 12–14, who were randomly divided into experimental and control groups of 40 people each.

Research stages:

the traditional program).

Diagnostic stage: Determining the initial level of volitional qualities using questionnaires, testing and observation.

Control stage: Re-testing and analysis of results.

Main stage: Introduction of a competency-based approach in physical education lessons in the experimental group (the control group continued their education according to

Assessment methods:

- Questionnaire for students (self-assessment scale of volitional qualities);

Table 1

Willpower qualities	Description of the indicator	Rating scale (1 to 5)
Purposefulness	Ability to set and achieve goals	1 - very low, 5 - very high
On	Ability to overcome difficulties	1 - very low, 5 - very high
Self-control	Control over emotions and behavior	1 - very low, 5 - very high
Responsibility	Awareness and fulfillment of obligations	1 - very low, 5 - very high
Discipline	Following the rules	1 - very low, 5 - very high
Organization	Ability to plan activities	1 - very low, 5 - very high

Note: The survey is conducted before and after the experiment to assess the dynamics of the students' volitional qualities. The average score for each indicator is analyzed to identify changes as a result of the application of the competency-based approach in physical education lessons.

- Tests of endurance, strength and coordination of movements;

standardized tests are used, allowing an objective measurement of the level of physical fitness of students.

1. Endurance tests

In the process of studying the volitional qualities of students in physical education classes, special attention is paid to physical indicators such as endurance, strength and coordination of movements. To assess these indicators,

Endurance is the body's ability to perform physical activity for a long time without loss of performance. The following tests are used in this study:

Table 2

No.	Test	Description of execution	The indicator being assessed
1	1000m run	A student runs a 1000 m distance against the clock.	Time (sec)
2	3-minute step test	The student performs step-ups on a step platform (30 cm) with each leg in turn. After completing the exercise, the pulse is measured after 1 minute.	Heart rate after exercise (bpm)
3	Cooper's 6-Minute Test	Run or walk quickly for 6 minutes and count the distance covered.	Distance (m)

2. Strength tests

external resistance. The following tests are used in the experiment:

Strength is the ability of muscles to perform work against

Table 3

No.	Test	Description of execution	The indicator being assessed
1	Pull-ups on the horizontal bar (boys)	Number of pull-ups on the horizontal bar without jerking and swinging	Number of repetitions
2	Push-ups and push-ups (girls)	Push-ups from the floor or with support on the knees (for girls)	Number of repetitions
3	Long jump from a standing position	A jump from a place with a push of two legs, the result is recorded	Jump length (cm)
4	Strength test on a wrist dynamometer	Squeezing the hand dynamometer with the right and left hand	Grip strength (kg)

3. Tests for motor coordination

accurately and in a coordinated manner. The following tests are used to assess coordination capabilities:

Coordination is the ability to perform motor actions

Table 4

N o.	Test	Description of execution	The indicator being assessed
1	"Flamingo" (balance test)	The student stands on one leg on a block (Time (sec)
2	Throwing accuracy test	Throwing a tennis ball at a target from a distance of 3 m.	Number of hits
3	"Shuttle Run 3x10	Running with Maxim	Time (sec)
4	Coordination test with a ball	Toss and catch the ball with one hand for 30 seconds.	Number of balls caught

Note: These tests allow objectively measuring the level of physical fitness of students. The results obtained are recorded in a table and analyzed dynamically (before and after the experiment). This helps to determine the effectiveness of physical training and identify the impact of classes on the development of volitional qualities.

- Observing students' behavior during classes (level of motivation, persistence, teamwork).

The purpose of observation: To assess the level of motivation, degree of persistence and quality of interaction of students in a team during physical exercises aimed at developing volitional qualities.

Observation Methodology: Observation was conducted during regular physical education classes. A specially

developed protocol, including key behavioral indicators, was used to record the results.

Procedure:

- Students were systematically observed over a period of 12 weeks.
- Their behavior was recorded in various situations: warm-up, exercise, participation in game and competitive elements.

- The assessment was carried out by the physical education teacher and assistants based on pre-determined criteria.

Evaluation criteria

Table 5

Parameter	Description	Rating scale
Motivation	How actively and with interest the student completes the exercises, whether he/she shows a desire to participate in the classes.	1 – passive behavior, 2 – average level, 3 – high involvement
Perseverance	The ability to overcome difficulties, not give up in the face of failure, and see things through to the end.	1 – gives up quickly, 2 – tries, but does not always finish the job, 3 – shows high persistence
Teamwork	How actively the student interacts with partners, supports the team, helps others.	1 - does not interact, 2 - moderate participation, 3 - actively works in a team

RESULTS

The survey was conducted before and after the experiment. A 5-point assessment scale was used according to the following criteria:

1. Questionnaire (self-assessment of volitional qualities)

Table 6

Criterion	KG (before)	KG (after)	EG (before)	EG (after)
Purposefulness	3.2	3.5	3.1	4.2
Perseverance	3.0	3.3	3.0	4.1
Self-control	2.9	3.2	2.8	4.0
Responsibility	3.4	3.6	3.2	4.3

Note: The experimental group showed a significant improvement in self-assessment of volitional qualities compared to the control group.

2. Physical indicators (testing)

Table 7

No.	Test	Description of execution	The indicator being assessed	KG (to)	KG (after)	EG (to)	EG (after)
1	1000m run	A student runs a distance	Time (sec)	4:50	4:45	4:55	4:30
2	3-minute step test	A student performs step-ups on a step platform	Heart rate after exercise (bpm)	165 bpm	162 bpm	167 bpm	150 bpm

3	Cooper's 6-Minute Test	Running or fast walking	Distance (m)	1000m	1050m	980m	1120m
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The experimental group showed a more significant improvement in results on all indicators.

3. Observing students' behavior

Observations were conducted at each lesson. The results are presented in the table.

Table 8

Parameter	Control group (average score)	Experimental group (average score)
Motivation	3.1	4.4
Perseverance	3.0	4.2
Teamwork	3.3	4.5

The experimental group showed an increase in the level of student engagement and persistence.

DISCUSSION

The results of the study confirmed that the introduction of a competency-based approach to the physical education process contributes not only to the improvement of physical performance, but also to the development of volitional qualities of students. During the experiment, it was revealed that students in the experimental group, whose classes focused on the development of such volitional qualities as persistence, determination and self-control, demonstrated higher motivation for physical education and better results in tests of endurance, strength and coordination.

Particularly significant improvements were observed in endurance tests (1000 m run), where the time to complete the distance was reduced by 8.5% in the experimental group compared to 1.7% in the control group. This indicates that targeted work on developing volitional qualities helps to increase students' resistance to physical stress, their ability to overcome fatigue and achieve their goals.

The greatest impact was exerted by game and team exercises, which required students not only physical activity, but also a high level of motivation, persistence and desire to win. Joint activities in teams contributed to the formation of such qualities as responsibility, discipline,

and readiness to overcome difficulties. For example, in team relay races and competitive games, students not only practiced physical skills, but also learned to work in a team, support their comrades, and not give up even in the face of difficulties.

An interesting observation was that the students in the experimental group demonstrated a higher level of involvement in classes and active participation even in exercises that required significant physical effort. This can be explained by an increase in internal motivation, which was formed by including elements of the competency-based approach. It is important to note that the traditional physical education program, focused only on the fulfillment of standard standards, is not always able to stimulate the development of the volitional sphere of students.

In addition, it was found that students who completed the program with elements of the competency-based approach demonstrated not only improved physical results, but also a higher level of self-esteem. According to the questionnaire, 78% of students in the experimental group noted an increase in self-confidence, and 65% said that the classes helped them learn to overcome difficulties and maintain composure in difficult situations.

Thus, it can be concluded that the standard physical education program, supplemented with elements of developing volitional qualities, is more effective compared to traditional methods. It not only improves physical fitness, but also contributes to the development of the

students' personality, the formation of their stress resistance, persistence, willpower and the ability to work in a team. Further research can be aimed at studying the long-term impact of this method on the overall academic performance, level of discipline and psychological state of students.

CONCLUSION

The integration of a competency-based approach into physical education lessons allows not only to improve the physical fitness of students, but also to purposefully develop their volitional qualities. The experiment showed that the inclusion of game methods, team exercises and competitive elements contributes to the formation of persistence, purposefulness, self-control and responsibility.

The data obtained confirm that students who studied under the program with an emphasis on the development of volitional qualities demonstrated higher motivation for physical education, participated more actively in team interactions and coped better with physical activity. Their results in tests of endurance, coordination and strength were significantly higher than those of students in the control group, which confirms the effectiveness of the competency-based approach in the educational process.

In addition, observations showed that the students in the experimental group became more self-confident, coped better with stressful situations, and learned to overcome physical and psychological difficulties. This indicates that physical education can serve not only as a means of physical development, but also as a tool for personality formation, capable of cultivating important social and psychological qualities.

It is recommended to expand the practice of introducing such methods into the educational process, improve physical education programs taking into account the competency-based approach, and conduct further research aimed at studying its impact on other aspects of students' personal development. It is important to consider the possibilities of adapting the methodology for different age groups and individual characteristics of students, which will allow for the most effective use of the competency-based approach in the education system.

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