

THE PROBLEM OF WILL: PSYCHOLOGICAL, PEDAGOGICAL AND CARITATIVE SOCIAL ASSESSMENT

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Abstract. *Modern science proves that new psychological patterns that come to existence in early childhood, have an unchanging significance in developing abilities and shaping personality. Learning of social, moral norms relates to family which is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Other persons play an important role in setting goals by their personal example. Action reveals the personality of man guided by certain motivation and striving towards defined, true goals. The purpose of the article is to further understanding of the role of will in shaping human personality.*

The reference literature researches the mechanism and reasons of formation of individual's will. The basis of this paper consists of conclusions from the works of A. Augustins, A. Rubenis, A. Dannenfelde (anthropological aspect), V. Renge, J. Piaget, A. Abele and other authors (psychological aspect), D. Albrecht, A. Kuznetsova, R. Jansone and other known authors (pedagogical aspect).

It is important for the person to be willing to establish his/her fundamental guidelines. Personality possesses its own vitality, creative character that is able to make a conscious choice and act responsibly in order to strengthen the ties with itself, social environment and God. Neither mind of soul, nor will are positioned in the spiritual world.

Keywords: *causality of the mechanism of will-power formation, motivation, personality.*

Introduction

Modern psychology teaches that any action is based on motivation. The reasons for motivation can be various. Motivation is based on the fact that psychological experiences from childhood are an unchanging factor in developing abilities and personality. Social and moral norms are related to the family, which in turn is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Family facilitates child's social integration in society, sexual self-identification, self-appreciation, realization of boundaries of life's space. At the age of 1.5 to 2 years the child is psychologically ready to get to know and use social norms in conjunction with developing will and self-control processes (Renge, 1999).

Children start realizing values, virtues, norms. The early childhood period develops the ability to assess if things and phenomena meet the criteria of a

norm, if they are “good” or “bad”. The impact of environment on personality development is important in contemporary Latvian society.

The purpose of this paper is to analyze the causality of will in the development of personality.

The research of this paper is based on structured interview method (20 structured statements with specific answers). Participants of the research: full time and part time students of Liepaja University at the ages from 19 to 40 years. In addition, one typical social case has been evaluated from socio-caritative positions. The obtained data have been mathematically-statistically processed. Conclusions about causality of mechanism of will in development of the personality have been made based on empirical data and theoretical arguments.

Retrospection on the significance of upbringing in development of the personality

Nowadays, when some families are becoming increasingly affluent, material wishes of children are growing, but when they are satisfied, new wishes arise immediately. Thus, there is a risk that material needs can suppress spiritual needs. To avoid this, balance has to be achieved between material and spiritual interests. Such upbringing facilitates development of will, because effort must be exerted to overcome temptations. There are cases when motivation is stipulated by weakly defined personal goals. Personal example of other persons is essential in defining goals, yet, they are not always accepted as they are someone else’s goals. If such goals of another person seem not to be sufficiently attractive, attempts are made to supplement the tasks with stimuli that are acceptable, significant and pleasant for the particular age. The system of pedagogical requirements consists of explanations, persuasion, habituation, control and admonishments. These requirements are facilitated by teacher’s authority and contact with the students. The task of the teacher is to create interest, discuss issues rather than force and moralize.

Interest as a trait of character evolves in action. The most important part for development of interest is the contents of the activities, but not only that: the greatest interest is created when the activities are well organized, purposeful and enlightening, offering information and joy of work (Jansone, 1999).

Research of the basis of abilities and psychology has led to conclusion that pedagogical influence is of importance in helping create and develop interest toward learning. It is also important to believe in students’, their ability to stimulate the learning process, overcome the difficulties of acquiring knowledge and skills. It is essential to notice and acknowledge even relatively small progress made by students for whom learning is a challenge. (Albrehta, 2001).

Sports psychologist Agita Abele has come to conclusion that pedagogue's attitude can facilitate in creation of positive inner motivation, if support, trust and the expected reward is offered (Abele, 2008, 28). In regard to motivation, intrinsic and extrinsic motivation are discussed separately, but in practice formation of intrinsic motivation is stipulated by external factors. An individual's decisions, choice of goals and actions cannot be completely independent from the environment. Thus, external factors, such as circumstances, opinions of other people, conditions or situations in social environment obtain individual significance and become motives for person's inner actions.

Psychologist Kurt Lewin has contributed in creating views on the influence of the essence of the material world upon opinions existing in psychology. His field theory is based on the methodology of physics and is a profound interpretation of personality's consciousness. Kurt Lewin predicted that the person's motivation is predetermined by objects located in different places of our life space environment. Their location determines tension of the psychological field. Such perception of motivation of the personality enabled to develop a number of original methods for research of reactions in cases of successes and failures. Kurt Lewin's research demonstrates that objects around us can stimulate the person towards certain actions (Vorobjovs, 1998).

The external stimuli gradually pass into consciousness becoming personal requirements towards oneself and others and they are gradually replaced by motivation rooted in conviction which becomes the decisive factor. The rooted motives and customs of learning are often preserved for the entire life and make the person strive to set and achieve new goals. Motives and stimuli influence each other and they modulate. Positive, strict and just requirements gradually transition from stimuli into the sense of responsibility, motives for learning which positively affect the study process. The learning is most effective when there is positive attitude towards the task that needs to be accomplished. Everyone can learn, even those who have limited learning abilities can achieve relatively good results if they attempt to overcome the difficulties.

Retrospection on the problems of developing will

In psychology will can be studied based on cognitive and sensory processes. The information acquired during cognitive process and the person's emotional attitude towards it, determines his response reaction and deliberate actions. In sports psychology will is defined as process which manifests itself in purposeful actions of the person and is related to overcoming difficulties. With the help of will we act in order to satisfy our need for specific actions.

Aino Kuznecova, well-known philosopher in Latvia, based on theoretical conclusions in pedagogical work and thoughts on the significance of professional ethics in sports education, says that the person's actions are stimulated by feelings, the active side of which is will. The feelings manifested as emotional trials can be suppressed. Thus, the person as if 'vetoes' its action, but there can also be the opposite action. It is named the fight. The will is an action that regulates consciousness and it has conditioned reflexes. On the basis of temporary nerve connections, various associations and association systems are created, which act as a precondition for purposeful action. A creative person is characterized by purposefulness, high self-demands, high concentration, enthusiasm, lively choice and fantasy, imagination, originality as well as ability to risk and overcome difficulties. A creative person possesses profound and deep feeling, independent thinking, etc. To become a virtuous and creative person, master the art of living life fruitfully and with the sense of purpose, is the most difficult of all the creative challenges. Personality is a being which is able to make a choice and act responsibly in order to make it easier to connect to others by changing himself or herself accordingly. Stable habits facilitate the person's activity by undertaking responsibility and realizing his or her potential. Thus, stable habits facilitate the development of will. The value of will-power is determined by the purpose of the person's activity, its significance. There are narrow, egotistical goals and broad, publically significant goals. One of the most important tasks of development of will is to realize the difference between those two. This shows the close relationship between will and personality in general and the development of will as a constituent part of the development of personality. The synergy of emotional, intellectual and will functions reveal the person as a whole. It is the motives that give us insight into the real moral value of the goal. Thus, the "fight of the motives" reveals the spiritual richness of the person, his or her character traits, abilities, imagination, will and the depth of reason and feelings. In action the person is revealed as personality driven by certain motives, striving to achieve certain goals (Kuznecova, 2003).

Lives of weak-willed people become content and colorless. In order to develop will one has to assume responsibility and hardships. Will development should be started at an early stage in one's life. It requires to pay special attention to developing such qualities as decisiveness, perseverance and self-possession. Family traditions related to regular physical activities and child's responsibilities at home are positive factors in the will development process.

Through improving our understanding of the influence of will on shaping individual's personality, we have clarified that one part of individuals mostly with positive self-concept live in an environment of non-believers due to the reason that personality is not rooted in the respective life style on an individual level. The query was based on the concept of psychoanalytical theory according

to which basic formation of the central nervous system of an individual is formed at the age from 5 till 6, and in majority of cases it sets the psycho emotional background for the rest of the life. Respondents ranging from 19 to 49 years of age were queried with the request to recall their memories from pre-school period and characterize their relationships with those who were close to them, to describe their feelings and emotional experiences. 67 % of the respondents have been raised in fully functional families, 33 % in incomplete families. 33 % of them have experienced critical moments in life – missing relationships with one of the parents, etc. Comparing the results of the query with the results of socially individual cases (where a caritative professional has worked) I concluded that that the naïve and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

Human soul is part of his or her personality and it possesses its own vitality. Thus, the soul has not just will, thoughts and feelings, but also some kind of impulse, „strings”. This force is an inherent part of the soul. Neither mind of the soul or its will are of material world. The soul does not have adequate perception. Faith as the result of individual choice, decision and practice is nowadays often based on one's wish to experiment on „patchwork” principle, therefore, it can be syncretic. To create on „patchwork” principle means to build an entity from parts which are originally incompatible, it is characterized by openness and loose structure. Traditional religious beliefs and symbols are not discarded. Traditional elements of Christianity in a partially revised or simplified form are mixed with different elements from other religions and esoteric traditions. At the same time the internal contradictions might still persist. Religious faith on individual level as combination of elements of Christianity, pagan beliefs and traditions and Oriental religions and philosophical concepts can serve as an example (Dannenfeldt, 2009). Saint Anthony said that many of us don't have any understanding of the various kinds of will that exist within us: the first is from God, the most harmonic and salvational, the second is our own human will – not necessarily destructive, but no salvational either, the third is demonic – totally destructive. This demonic will in particular tells us not to participate in charity or to do it out of ambition. Our own will teaches us to act so that we could serve our own impulses or do good deeds just for the sake of it without paying attention to the blessing from this act. God's will exists to for us to be able to do good deeds and thus accumulate the eternal and incomparable treasure - the Holy Spirit within ourselves (Serafim, 2001).

Saint Augustine (AD 354-430) psychologically precisely reveals emotional upheaval suffered by a person willing to atone for his or her sins stemming from disintegration of system of values, disorientation in social environment and psychological tension, but realizes the fact that cannot do it without help from outside. Aurelius Augustine explains the evil as the lack of the good and interprets it in moral terms. God is not responsible for the evil that exists in the world. Its only source is the evil will (Rubenis, 1999).

Augustine depicts the inherent sin of the soul: „Thus I understood by my own experience what I had read: my flesh fights the spirit, and the spirit fights the flesh. I was in both, but more in in what I considered to be good, than the one I did not consider to be good. I was almost not there, because I tolerated it most of the time, rather than doing it from my own free will. And yet it was through me that custom had obtained the power to revolt against me, because I had come willingly although I did not want it” (Augustine, 2008, 245).

Conclusions

A large part of post-modern people with positive self-concept base their perception of the world on assumption that personal life experience and professional education is sufficient to comprehend the meaning of life and avoid unwanted complications.

Modern science proves that new psychological patterns that come to existence in early childhood, have an unchanging significance in developing abilities and shaping personality. Learning of social and moral norms relates to the family and it is influenced by historical, ethno-cultural, socio-cultural and socio-economic environment. Assessment of the results of the conducted interviews reveals that the naive and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

It is important for us to establish basic values. The mind and will of the soul are not positioned in the spiritual world, because we are influenced by three kinds of will: the first is from God – it is the most perfect and the most salvational kind of will, the second is our own human will, the third is the demonic – totally destructive kind of will.

Summary

Through improving our understanding of the influence of will on shaping individual's personality, we have clarified that one part of individuals mostly with positive self-concept live in an environment of non-believers due to the reason that personality is not rooted in the respective life style on an individual level. The query was based on the concept of psychoanalytical theory according to which basic formation of the central nervous system of an individual is formed at the age from 5 till 6, and in majority of cases it sets the psycho emotional background for the rest of the life. Respondents ranging from 19 to 49 years of age were queried with the request to recall their memories from pre-school period and characterize their relationships with those who were close to them, to describe their feelings and emotional experiences. 67 % of the respondents have been raised in fully functional families, 33 % in incomplete families. 33 % of them have experienced critical moments in life – missing relationships with one of the parents, etc. Comparing the results of the query with the results of socially individual cases (where a caritative professional has worked) I concluded that that the naïve and anthropomorphic perceptions of God by children disappear (irrespective if the child experiences critical moments of life or is brought up in a fully functional family with positive self-concept and social environment facilitating person's development) with the development of child's mental abilities, unless the will is strengthened towards faith through upbringing under the guidance of a responsible adult.

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