

Abstract

The bachelor thesis deals with volition, will traits and self-education of students. Volition is understood as a synthetic function of personality, evolutionary highest function of self-regulation and a limited cognitive source. Will traits are considered an outer manifestation of will, self-education (especially its Czech equivalent) is considered an outdated term that is being replaced by similar topics of research such as procrastination. Several philosophical and psychological concepts of will and self-regulation are outlined. Author conceives much of them similar, suggesting emotional, impulsive system (thymos, id, hot system) is usually put opposite to a rational system (logos, ego, cool system). Successful self-regulation is therefore based on an ability to master the emotional, hot system. Another part of the paper deals specifically with self-education and variables that are affecting it (individual traits, motives, time and stress, role of a teacher and group). Several methods of self-education are described: self-discovery, formulation of educational goals, precommitment, implementation intention, creating of a habit, reaching flow. The paper ends with a research proposal, that would measure individual differences of students in terms of personality traits (especially self-control and IQ) and would also test an improving intervention programme based on the self-education methods presented.