РАЗДЕЛ XXI. ПСИХОЛОГИЯ

Dushina T.A.

The work of a psychologist with the problem of developing the motivation to achieve success among high school students*Belgorod state national research University «BelSU»
(Russia, Belgorod)**doi: 10.18411/sr-10-08-2019-69**idsp: sciencerrussia-10-08-2019-69***Abstract**

The article presents the results of a study of the motivation to achieve success and the motivation to avoid failure of high school students. The purpose of this study was to search for the structural components of the personality, the impact on which will allow to develop the motivation to achieve success with high school students.

Keywords: motivation to achieve success, the motivation of high school students, the work of a psychologist to develop motivation.

One of the fundamental motives of man, without which his full development is impossible, is the motive to achieve success. Under the motivation of achievement, we understand such a motivation, which is aimed at activities focused on the achievement of a goal, and to which the criterion of success can be applied.

The achievements of high school students in education are related to the level of motivation to implement their abilities and inclinations in future professional activities.

In studies on this issue, it is noted that the formation of the motivational sphere and the position of the student in learning activities coincides with the needs of students in self-realization, and in the process of learning interaction there is a desire to achieve more and more complex goals.

Speaking of high school age, we can note that high-school students with high motivation of achievement make efforts in carrying out educational activities not only for success, but also to show others, classmates and teachers, their abilities in one area or another. Should pay attention to the fact that high school students, directed, first of all, to receive satisfaction from successfully completed activities, focused more on educational and professional activities, on the successful passing of exams and entering the University.

H. Hekhausen wrote that the activity of achievement is aimed at solving problems that lead to certain results [4]. He said that achievement motivation can be represented as an attempt to increase or simply keep a person's abilities at the highest possible level in those activities in which the criterion of success is and can be applied.

In order for a high school student to have a high enough level of achievement motivation, he must be able to revise goals, differentiate and determine ways to achieve them. Consequently, older schoolchildren, representing a rather "blurred" picture of their future, will not be able to organize activities aimed at success.

The more socially mature high school student, the more his aspirations are directed to the future, the more he forms motivational attitudes related to the planned life perspective. According to V.A. Alekseeva, at the age of 14, only 17% of adolescents represent their future, and at the age of 15, 84% already plan it. The socially immature personality is dominated by motives related to the satisfaction of needs "here and now" [2].

It should be noted that for high school students with a strong achievement motivation, the choice of tasks is slightly higher than the average level of complexity. This is due to the fact that high school students with a strong achievement motivation are characterized by an

optimal degree of risk, but too simple tasks do not bring them satisfaction from successfully completed activities [4].

It is also necessary to note the close connection and interweaving of the leading motives of a person and his personality traits. With time, leading motives of behavior become so characteristic of a person that they turn into personality traits. They include both the motive for success, and the motive for avoiding failure.

Dominant motifs become one of the main personality characteristics, reflecting on the characteristics of other personality traits. Everyone has a dominant tendency to be guided either by the motive of achievement, or by the motive of avoiding failure. The predominance of the motive of achieving or avoiding failure determines some personal characteristics of a person. The motive of achievement is associated with the productive performance of activities, and the motive of avoiding failure is with anxiety and protective behavior.

The predominance of a motivational tendency is always accompanied by the choice of the difficulty of the goal. high school students, motivated to succeed, the mechanism show great perseverance in the necessary achievement of goals.

Based on the complexity and diversity of the problem of motivation to achieve success and motivation to avoid failure, we conducted a study of these phenomena in high school students. The sample consisted of students of the 10th and 11th grades of MBOU " Licey No. 10" in the amount of 31 people, the age of the subjects was 16-17 years.

Next we turn to the results of our study.

The distribution of severity levels of motivation to achieve success among high school students was presented as follows.

The highest number of high school students is characterized by an average level of motivation to achieve success, which is 58.06% of the entire sample. Such respondents tend to achieve a result, success in their activities only in certain situations, often stress situations or the emergence of a competitive moment, the desire to prove their advantage over others.

38.71% of respondents identified a high level of motivation to achieve success. Such high school students set themselves slightly overvalued goals. This is explained by the fact that the solution of complex problems is less often accompanied by success, and the solution of too simple ones rarely brings a sense of pride, since the task was too easy. High school students with a high level of motivation to achieve more confident in the successful outcome of the goal, they are also prone to reasonable risk and are willing to take responsibility in solving the tasks.

The lowest number of respondents is characterized by a low level of motivation to achieve success, which is 3.23%. High school students with a given level of motivation to achieve tend to set themselves very simple to achieve the goal. They do not undertake complex tasks at all, or they start and immediately leave, making sure that they will fail. Such respondents are characterized by a weak focus on success, lack of activity, also, the activity depends on external control.

The severity of the levels of failure-avoidance motivation among the respondents in the sample is distributed as follows. The majority of respondents are characterized by an average level of motivation for avoiding failures, which is 51.61% of the entire sample. Such high school students are afraid of complex goals and objectives, and it is such tasks that will avoid failure, those. A high school student will not be directed to achieving any result, but simply to accomplish the task, no matter at what level. With medium and light tasks such high school students are aimed at achieving a high result, which is leading despite possible failures on the way to achieve it.

A high level of motivation to avoid failures was registered in 22.58% of respondents. Such high school students are not set to achieve more complex goals that require the application of forces. They are frightened by possible failures, therefore, older schoolchildren with such a level do not set too difficult tasks for themselves.

A smaller percentage of severity is a low level of motivation to avoid failures, namely 19.36%. High school students with such a level of motivation are afraid of failures, in case of failures they experience shame and grief more than senior students with a low or even medium level of motivation to avoid failures.

Thus, a greater number of respondents have an average level of achievement motivation. The second largest group is the group of respondents with a high level of motivation to achieve success. So, most high school students have a fairly low level of achievement motivation.

Despite the fact that the majority have a medium and high level of motivation to succeed, the motivation for avoiding failures prevails at the average level, the least expressed is the high level of motivation for avoiding failure.

We have identified certain personal characteristics that allow you to increase the level of motivation to succeed, which will contribute to the successful passing of exams, admission to the university and in the future successful implementation of any activity. Also, these characteristics make it possible to reduce the level of motivation to avoid failures, these include: self-attitude, learning motivation, and the value-sense sphere of the personality. Later on, a developmental program was drawn up in which we focused specifically on these characteristics in order to increase the level of achievement motivation among high school students.

The goal of the program was to develop the motivation for achieving success among high school students through the development of self-attitude, values and life-sense reference points and learning motivation. That is, the developmental program is directed, first of all, to work with the high school student's self-relation to himself, his self-esteem, and also to work with the value-semantic sphere and educational motivation, since The success of a high school student is most reflected in educational activities.

It should be noted that educational motivation provides a higher level of realization and development of the need for success in the case of the dominance of internal forms of motivation.

The characteristics of the student's personality traits provide for a subjective assessment of the activity that affects confidence in the successful completion of this action. It includes the notion of direct personal responsibility for one's own successes and failures, belief in one's ability to cope with an activity, and expectation of success or failure in one's activity.

Thus, a psychologist can work with the problem of motivation to achieve success with high school students through self-attitude, value-semantic sphere, self-awareness, as well as through training motivation, but the personality characteristics of the high school student, which may constitute a certain obstacle, should be taken into account.

1. Bozhovich, L. I. Problema razvitiya motivacionnoj sfery rebenka / L.I. Bozhovich // *Izuchenie motivacii detej i podrostkov*. – M., 1972. S. 22-29
2. Il'in, E.P. Motivaciya i motivy / E.P. Il'in. – SPb., 2010. – s. 512.
3. Maerkina, E.V. Razvitie motivacii dostizheniya u starshih podrostkov v sovremennom obrazovatel'nom prostranstve / E.V. Maerkina// *Pedagogicheskij zhurnal Bashkortostana*. 2018. № 4 (77). S. 36-41.
4. Mirsaetova A.A. Motivaciya dostizheniya uspekha lichnosti: psihologicheskij aspekt/ A.A. Mirsaetova// *Srednee professional'noe obrazovanie*., 2010. № 5. – S. 56-59.
5. Hekkhauzen, H. Psihologiya motivacii dostizheniya/ H. Hekkhauzen. – SPb.: Rech', 2011. – c. 860.6.
6. Atkinson, J. W. introduction to motivation / J. W. Atkinson. – N. Y., 1964. p. 350
7. Brookover, B. V. effectiveness of the developed ability and achievements / V. B. Brookover // *sociology of education*. 1966. V. 3. P. 36-52