

# Developing Motivation in Schoolchildren: Insights from the Updated Learning Content

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**Abstract:** The article focuses on the students' motivation to achieve personal and professional goals in the framework of the updated learning content. The authors argue that an updated educational trajectory of student learning could be learned more effectively when there would be the psychological and pedagogical conditions for the formation and development of motivation. The aim of the study is to present comparative results on the student's motivation to achieve personal and professional goals in the control and experimental groups. Research methods include the following ones: Personal Questionnaire "BigFive"; "The Study of the Need to Achieve" by Yu. M. Orlov; "Test Questionnaire for Measuring Achievement Motivation" by A. Mehrabian; "Diagnosis of the Motivational Structure of Personality" by Milman. The results obtained indicate the need to create psychological and pedagogical conditions conducive to the formation and development of motivation to achieve personal and professional goals is students. The development of motivation activates the desire for self-development and increases confidence in achieving goals.

## 1. Introduction

The motivation for achievement is one of the most important problems of psychology, as it is an incentive for activity. Achievement motivation is a person's desire to carry out activities efficiently, creatively, overcoming all difficulties.

D. McClelland considered achievement motivation as the root cause of human behavior. It is noteworthy that D. McClelland concluded that the success of social development depends on the national level of motivation to achieve success. D. McClelland was the first to create a methodology for measuring achievement motivation, namely the thematic apperception test [1].

Traditional theories of achievement motivation have focused on two main aspects of the problem: the aspect of the motive for striving for success, as the tendency to experience pleasure and pride in achieving results, and the aspect related to the motive of avoiding failure, as the tendency to respond with shame and humiliation to failure [2, 3].

The level and characteristics of achievement motivation depend on many factors. On the one hand, achievement motivation determines the quality of fulfilling tasks that are significant for a person; on the other hand, many variables determine the level, sustainability, and specificity of achievement motivation. According to the current research results, the motivation for achieving is associated with both internal and external factors [4, 5].

Today, the problem of achievement motivation becomes especially relevant for schools in Kazakhstan, in the conditions when a request for graduates is established, showing the ability to quickly and easily achieve goals of any difficulty level, solving non-standard, creative tasks, performing their work efficiently and responsibly. In the language of psychology, we are talking about a request for graduates with a high level of achievement motivation.

In the context of updated content, modern Kazakhstan schools are oriented by new attitudes and changes that are taking place in the field of education. The idea of updating mainly high school is that education becomes individual and effective due to changes in the structure, content, and organization of the educational process. Particular importance is attached to taking into account all the interests and abilities of students. In the future, conditions will be created for the education of students in accordance with their professional interests and intentions.

Therefore, it is necessary to form a conscious motivation for choosing the educational trajectory of students. Only the formation and development of achievement motivation can give such awareness. We assume that one of the conditions for the optimal solution of the updated educational process is the creation of psychological and pedagogical conditions for the formation and development of motivation to achieve schoolchildren.

The purpose of this article is to present comparative results on the study of the motivation for achievement in students of control classes and experimental classes studying under the updated program.

The stages of updating and the formation of achievement motivation include the following: (1) drawing attention to the content of the psychological and pedagogical course; (2) students gaining during the games and special exercises the experience of thinking, behavior, emotional response characteristic of highly motivated individuals; (3) students learning special concepts that mean the various components of the achievement motive; (4) the practical use by students of acquired knowledge in real-life situations; (5) the independent behavior of students in accordance with the learned motive.

The methods for generating achievement motivation boiled down to conducting trainings and discussions to increase achievement motivation (educational films, special games and exercises, booklets with thematic stories, etc.).

## **2. Materials and Methods**

The experiment was organized and conducted with students of grades 10 and 11 of the gymnasium school No. 1. The age of the subjects was 15-17 years. The sample was 120 students. The experimental sample was divided into control and experimental groups. Classes that were trained according to the updated program, where we introduced psychological and pedagogical support, will be an experimental group. A sufficiently large sample is necessary to obtain reliable results.

To study the motivation for achievements, the following psychodiagnostic techniques were used: (1) the personal questionnaire "BigFive" [6] allowed to obtain information about the personal characteristics of students; (2) the methodology "The study of the need for achievement" by Yu. M. Orlov [7] measured self-esteem and the need to achieve goals; (3) the "Test Questionnaire for Measuring Achievement Motivation" by A. Mehrabian (in adaptation M. Sh. Magomed-Eminov [8]) was used to analyze the level of achievement motivation; (4) the "Diagnostics of the motivational structure of the personality" by V. E. Milman [9] was used to determine the type of student's motivational profile (the degree of correlation of developing motives and maintenance motives); and (5) the modified personality self-actualization diagnosis questionnaire SAMOAL (A. V. Lazurkin in adaptation N. F. Kalina) [10].

## **3. Results**

First of all, we established a measure of similarity and difference between classes of students according to the parameters of the main constructs, namely, the need for achievements and motivation for achievement. The identification of the relationship between these two constructs is important, since, from a theoretical point of view, a high need for achievements (NA) is not always unambiguously associated with achievement motivation (AM). The achievement motivation characterizes the phenomenon, which is the interaction of the existing need for achievements with the factors of the situation [4, 5].

Table 1 presents the data of correlations between indicators of need for achievements (test questionnaire "Need to achieve a goal" by Yu. M. Orlov) and indicators of achievement motivation (test questionnaire for motivation to achieve by A. Mehrabian) for students in grades 10 and 11 (Pearson correlation coefficient used) [10].

**TABLE 1. COMMUNICATION OF REQUIREMENTS FOR ACHIEVEMENTS AND ACHIEVEMENT MOTIVATION IN SCHOOL STUDENTS**

<b>Groups</b>	<b>Correlation of indicators, NA and AM</b>
Pupils of 10th grades (control group)	- 0.396**
Pupils of 10th grades (experimental group)	- 0.237**
Pupils of 11th grades (control group)	0.427**
Pupils of 11th grades (experimental group)	0.535**

As we see, in subgroups that do not have psychological and pedagogical support for the development of achievement motivation (control groups), significant negative connections between the need for achievements and achievement motivation are revealed. Students in the updated learning structure (experimental groups) had positive correlations between the need to achieve the goal and the motivation to achieve.

Table 2 presents the same results obtained when calculating the Mann-Whitney criterion for indicators of the need for achievements and motivation for student achievement.

**TABLE 2. COMPARISON OF INDICATORS OF REQUIREMENTS FOR ACHIEVEMENTS AND ACHIEVEMENT MOTIVATION**

<b>Compared Indicators</b>	<b>Mann-Whitney criteria for achievement need indicators</b>	
	<b>U</b>	<b>Significance</b>
Need for achievements	1.286	0.125
Achievement motivation	1.531	0.066

Table 2 shows the following tangible differences. In the control groups at high values for demonstrating achievements, the achievement motivation is low. In experimental groups, the need for achievements correlates with achievement motivation. To get a complete picture of the existing differences between the classes, Table 3 shows the results obtained for each indicator in all classes, including the results on the indicator of achievement motivation.

**TABLE 3. DIFFERENCES IN INDICATORS OF MOTIVATION ACHIEVEMENTS IN STUDENTS OF DIFFERENT CLASSES (CG IS A CONTROL GROUP, EG IS AN EXPERIMENTAL GROUP)**

<b>Variables</b>	<b>Grades</b>				<b>Mann-Whitney test (U)</b>	<b>Significance of differences</b>
	<b>10th, CG</b>	<b>10th, EG</b>	<b>11th, CG</b>	<b>11th, EG</b>		
Achievement motivation	160.9	175.45	160.6	178.5	-1,432	0,152
Time orientation	11.1	8.22	11.1	8.22	-7,600	0.000
Values	11.2	8.11	11.2	8.11	-7.150	0.000
A look at human nature	10.3	5.94	10.0	5.94	-7.223	0.000
Need for cognition	10.3	8.06	10.7	8.06	-6.381	0.000
Creativity	10.4	8.44	10.6	8.44	-5.646	0.000
Autonomy	9.2	7.34	9.92	7.34	-6.096	0.000
Spontaneity	9.6	7.01	9.56	7.01	-5.627	0.000
Self-understanding	10.2	7.77	10.4	7.77	-6.393	0,000
Autosympathetic	10.1	7.37	10.2	7.37	-7.634	0.000
Contact	10.2	8.29	10.9	8.29	-5.945	0.000
Communication flexibility	11.0	8.70	11.2	8.70	-5.524	0.000
Developing motives and maintenance motives	22.1	13.14	22.1	13.4	-7.277	0.000
Extraversion-Introversion	5.9	3.34	5.79	3.34	-6.177	0.000
Attachment-isolation	4.6	3.03	4.60	3.03	-5.959	0.000
Self control – Impulsiveness	5.3	3.66	5.33	3.66	-4.285	0.000
Emotional resilience / Emotional instability	4.9	3.5	4.91	3.54	-5.779	0.000
Expressivity-practicality	9.1	8.5	9.15	8.59	-3.201	0.001
Number of subjects	30	30	30	30		

#### 4. Discussion

Thus, the results of the study indicate that students in the control groups have reduced levels of achievement motivation. The average achievement motivation indicator in these groups (160.9) is much lower than the average movement motivation indicator in the experimental groups (175.45). In the control groups, the average indicators of achievement motivation are rather low. They indicate a clear prevalence of the desire to avoid failure motivation over the desire to succeed motivation (137.6; 155.5).

In classes with an updated content program, psychological and pedagogical support was experimentally introduced to develop achievement motivation among students. The psychological and pedagogical conditions of support for the formation and development of achievement motivation in the updated classes were based on classical postulates [2; 5]. Namely, the formation of the syndrome of achievement (the desire for success is higher than the desire to avoid failure); introspection, reflection; the formation of aspirations and skills to set high, but adequate goals; interpersonal support [1; 4; 5]. Analyzing the obtained experimental data, we should state the need for psychological and pedagogical support in the formation and development of achievement motivation.

#### 5. Conclusion

The program of the updated educational process in a modern school suggests that education should contribute to the development of a comprehensively harmonious and functionally competent person. In this regard, our study of motivation is timely. The results obtained are in good agreement with the requirements of the updated program. Comparing the indicators of motivation for achieving the experimental and control groups, we can distinguish the following:

In experimental groups, students have a prevailing developmental motive (the degree of correlation of developmental motives (general activity, creative activity, social utility) over maintenance motives (maintaining life support, comfort, and social status) by five units or more. And the motivational profile of the subject of the experimental group is considered as "progressive." In the control groups, we observe a predominance of maintenance motives over developing motives, and the motivational profile of such students is "regressive."

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