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MOTIVES OF STUDENTS LEARNING ACTIVITIES IN THE CONTEXT OF ACQUIRED HELPLESSNESS

Didactics of school education and practice confirm that learning becomes successful if the student has a positive attitude. The strength of the effort and productivity, and hence success, depends mainly on motivation for learning activities. A range of motives is influencing the student in learning. The dominant motive for learning motivation is the desire for knowledge and interest in obtaining them, and low motivation can lead to acquired helplessness.

Keywords: motives; educational activities; junior high school student; acquired helplessness; the motive for success; the motive to avoid failure; self-esteem; learning process.

Introduction. The modern world is undergoing many transformations in absolutely all spheres of public life. Education is no exception. The main goal of NUS is to create conditions for the development and self-realization of each individual as a citizen of Ukraine, a generation that can learn throughout life. During the first semester of primary school education, it is necessary to create favourable conditions for the student to form a special psychological neoplasm – the motivation of educational activities. This period is an important moment in the formation of positive motivation for schooling, which aims to achieve success, instil in students a love and interest in learning, mastering the knowledge system, forming a positive attitude in this activity, development and formation of willpower, positive emotional potential, independence and creativity.

Learning success is a pressing issue for both teachers and parents. However, it is essential for younger students; it is a leading activity of this age period, affects self-esteem, place and role in the classroom, largely determines the relationship with parents. One of the ways to improve the quality of students' education is to form a lasting interest in cognitive activity.

A range of motives is influencing the student in learning. The dominant motive for motivation to learn is a desire for knowledge and interest in the process of obtaining them. This motive promotes intellectual and personal development in general and determines the success of educational and cognitive activities. The lack or immaturity of learning motivation may indicate a child's reluctance to go to school, the predominance of negative emotions associated with the learning process, fear, anxiety, passivity. These and other factors are why a child cannot succeed in learning. In the future, such a situation may provoke the transfer of their failures and failures from educational activities to other areas of their lives, become a factor in the formation of acquired helplessness.

The first manifestations of acquired helplessness can be diagnosed at the age of 8-9 years if the child has experienced adverse, stressful situations accompanied by a sense of uncontrollability (M. Seligman, S. Mayer). Observation of examples of helplessness in the lives of other (significant) people (A. Bandura); restriction of freedom and independence in early childhood as a result of hyperopia (J. McDougall) in combination with dependent parenting styles; insolvency in the adult world, needs support, kindness and love (A. Adler).

Studies of the problem of acquired helplessness have shown that its significant adverse impact is manifested primarily through violations of the motivational sphere, which is supported by a deficit of cognitive and emotional spheres of personality.

Purpose. Our study aims to study the motives of learning that play a leading role in the formation of acquired helplessness of students and establish the percentage of their levels among primary school students.

Didactics of school education and practice confirm that learning becomes successful if the student has a positive attitude. The strength of the effort and productivity, and hence success, depends mainly on motivation for learning activities. Therefore, knowledge, skills and abilities can be formed under the influence of a motive that will motivate the student to learn activities, bring it to the level of understanding and awareness and lead to success.

Theoretical basis. Studying and researching motivation and motives is one of the most crucial psychological knowledge. A large number of studies are devoted to this problem, both Soviet (V. Vilyunas, L. Vygotsky, V. Kovalev, K. Platonov, D. Uznadze, P. Jacobson, etc.), foreign (J. Atkinson, G. Hall, K. Madsen), A. Maslow, H. Heckhausen, etc.) and domestic scientists (M. Boryshevsky, P. Goncharenko, M. Drygus, S. Zanyuk, G. Kostyuk, S. Maksimenko, D. Nikolenko, N. Prorok, L. Prokolienko, O. Skrypchenko, Y. Shvalb and others). Scientists believe that it is in the early school years that the foundations of motivation for learning activities are formed, and therefore, this age has important reserves for the development of the motivational sphere of students. Teachers emphasize that in primary school age it is possible to form a new type of attitude to learning, for example, interest in the way of acquiring knowledge (V. Davydov, V. Repkin, N. Bibik), to orient students to the way of cognition that is directly related to skills XXI century, in particular, to the readiness to learn throughout life [14, p.163].

The theoretical basis of the study of helplessness was the theory of studied (acquired, instilled) helplessness, developed by Professor of the University of Pennsylvania Martin Seligman in the 70s of last century; approaches to its study in foreign and domestic psychology (L. Abramson, H. Heckhausen, D. Hiroto, M. Baturin, D. Ziring, K. Vedeneeva, T.

Duchiminskaya, L. Maimon, I. Zarubinskaya, V. Popov and others).

In modern scientific research, helplessness is traditionally viewed through the prism of learned (memorized, acquired, instilled) helplessness. The phenomenon of acquired learned helplessness is associated with passive, unadapted human behaviour. The studied helplessness is a violation of motivation due to the subject's feeling of uncontrollability of the situation, i.e. the independence of the result from the effort expended [4].

Manifestations of acquired helplessness are reflected in various aspects: rare successes are ignored, growing emotional tension, reduced interest in learning. As a result of systematic failures and insurmountable obstacles in significant activities, there is a state of activity passivity, spreading to related activities (L. Elloy, L. Abramson, M. Seligman).

Having analyzed the main directions of the study of helplessness in the scientific literature, we consider helplessness as a systemic characteristic of personality that regulates human behaviour, self-perception and perception of others, determines the attitude to reality, affects the formation of «I-concept».

Methods. Theoretical methods were used to study the main approaches to understanding the motives of educational activities and helplessness: analysis, synthesis, generalization; for the diagnosis of motives for educational activities, self-assessment – empirical methods: assessing the level of school motivation N. Luskanova and the method of "Steps"; percentage analysis (visualization of results).

Originality. Based on the content and objectives of modern education reform, we believe that one of the most critical tasks is: preparing younger students for purposeful learning in the following grades, forming positive motivation to learn, the formation of moral and spiritual maturity. One of the psychological neoplasms of this age period is the arbitrariness of mental processes. In the early school years, the child's centre of mental development is the formation of the arbitrariness of all mental processes (memory, attention, thinking, organization of activities). Their intellectualization and internal mediation occur due to the initial assimilation of concepts. Arbitrariness is manifested in consciously setting goals, seeking and finding ways to achieve them, and overcoming difficulties and

obstacles. Throughout the primary school age, the child learns to control their behaviour, mental processes because the requirements for it from the first days of school require a relatively high level of arbitrariness. Therefore, the younger student overcomes his desires and can control their behaviour based on given patterns, contributing to arbitrariness as a particular property of mental processes and behaviour.

In general, the concept of «motive» is ambiguous. Under the motive were understood such phenomena as ideas and ideas, feelings and experiences (L. Bozhovich); needs and inclinations, motivations and inclinations (H. Heckhausen); desires and wants, habits, thoughts and feelings of duty (P. Rudik); moral and political attitudes and thoughts (A. Kovalev); mental processes, states and personality traits (K. Platonov); objects of the external world (A. Leontiev); installations (A. Maslow) and even the conditions of existence (V. Vilyunas); as a need, purpose (object of satisfaction of need), as motivation, intention, as a stable disposition of the individual, as a state, as a formulation, as satisfaction (E. Ilyin) [10, p. 149].

Motive is a real motivation that forces people to act under certain conditions in a specific life situation [5, p. 238].

The motives of educational activities determine its meaning for the student, his attitude to learning, and therefore the energy, diligence with which he learns, delves into the essence of what he learns and, ultimately, learning outcomes. Full-fledged learning motives, organically connected with its goals and content, expand the possibilities of learning, mastering skills, rational ways of solving mental problems. It is known that by the end of the preschool period, the child has a solid motivation to study in the school (L. Bozhovich, L. Slavina) environment. Psychologists note that the child sees the difference between his objective state and inner position on the verge of preschool and school childhood. This broad need forms the so-called personal readiness for school. There is also an objective readiness for school, for the first written letters, numbers, for the first grades and only then for the process and content of learning, and even later – for ways to acquire knowledge.

Favourable features of motivation include a positive attitude of the child to school, the

development of interests, the desire for knowledge, the search for answers to questions. Curiosity is a form of manifestation of the mental activity of younger students. Immediacy, openness, trust of junior students, their faith in the undisputed authority of the teacher and willingness to perform any of his tasks are favourable conditions for the establishment at this age of broad social motives of duty, responsibility, understanding of the need to learn and more. Negative features of junior student motivation are insufficient effectiveness (do not support educational activities for a long time), situationally (quickly satisfied and without the teacher's support can fade and not recover, educational material quickly gets bored, causes fatigue). Lacked meaningfulness manifests in fatigue that students can not name what they like a particular subject. By focusing more on learning outcomes than on learning methods, students are not interested in overcoming difficulties until primary school. The dynamics of learning motives of students from 1st to 4th grade is manifested in the fact that first (first grade) students are dominated by interest in the external side of the school (sitting at a desk, wearing uniforms, briefcases), then there is interest in the first results [1].

The structure of educational activity, according to D. Elkonin and V. Davydov, has five components: motivation, educational tasks, educational actions, actions of self-control, actions of self-assessment. As we can see, there is a motivation that motivates and directs learning activities in the first place. Motives for learning activities can be classified in different ways. O. Leontiev distinguishes between motives that students understand and actual. L. Bozhovich identifies broad social motives and educational and cognitive. In addition, motives are sometimes divided into two major groups: motives that arise from the learning activity itself and motives that go beyond the learning process and are related only to learning outcomes. Such motives can be broad social, and narrow-personal. Students with a high level of success develop motivation to succeed and prestigious motivation. Underachieving students gradually develop motivation to avoid failure and compensatory motivation [2].

Among the motives for educational activities are most appropriate for educational tasks. If they are formed in the student, his learning becomes meaningful and adequate. D.

Elkonin calls them educational and cognitive motives; they are based on cognitive needs and self-development. The student must be motivated not only by the result but also by the learning process. If a teacher teaches a junior student to perform all educational activities, he will form in them the ability to learn independently – will form educational activities.

Studies of the motives of learning of younger students have shown that the motives associated with the educational activity, its process and content, do not occupy a leading place. According to research by L. Bozhovich and her colleagues, first-graders have these motives in third place, and third-graders even in fifth place. According to these studies, the first place is occupied by broad social motives, the second is narrow personal, and the third is educational and cognitive broad social motives. L. Bozhovych writes: «In the system of motives that motivate the educational activities of younger students, social motives are so important that they can determine the positive attitude of children to the activity, even if it is not of direct cognitive interest to them» [1, p. 213].

Scientist A. Markova identified three types of student attitudes to learning: negative (evasion or refusal of students), neutral (lack of willingness of students to participate in learning), positive (involvement of students in learning as a subject of learning and communication) [5, p. 258].

A. Markova noted that educational and cognitive motives are formed in educational activities. The main factors influencing the formation of positive, sustainable motivation for learning activities are:

- the content of educational material;
- organization of educational activities;
- collective forms of educational activity;
- assessment of educational activities;
- style of pedagogical activity of the teacher [5, p. 262].

Some primary school students have an insufficient level of mental activity (which is the result of many reasons, primarily inadequate methods of activating mental activity). It hinders their educational and cognitive interest formation, motivating a lasting positive attitude to learn. Such students in 2nd and 3rd grades have more motives of duty, prestige than interest in the content of subjects [2, p. 318].

We consider the younger school-age as a sensitive period in the formation of motivation

to achieve due to the new social situation of development, which involves the inclusion of the child in the system of social relations through leading activities. In primary school's educational and cognitive activities, students strive to achieve the best results, so the motive for success becomes the main motive for the activities of primary school age. The motive for success plays a systemic role in forming motivational-volitional, cognitive and emotional spheres of the student's personality.

Motivation to achieve consists of two motivational tendencies: the desire to succeed and the fear of failure. In turn, H. Heckhausen, in the structure of motivation to succeed and avoid failure, distinguishes such categories as need (or goal setting), instrumental activity, positive and negative affective states, the anticipation of the goal, approval or condemnation of others, failure, and, accordingly, themes of success or failure [13].

Throughout primary school age, children undergo qualitative changes in the structure of achievement motivation. The age of 8-9 is a turning point in developing achievement motivation. Students with a solid motivation to succeed are characterized by high academic performance (strive to perform tasks as best as possible, get adult approval and high marks). Among low-achieving students, the achievement motive is either absent or weak.

The motive of achievement is a stable characteristic of the personality, and the result of cognitive development makes it possible to structure the interaction of the individual with the environment, to correlate the result of activity with the «I». The desire to best fulfil their social role (student role) actualizes the motivation to achieve, which implicitly presents the «self-concept» of the student with their abilities, skills, attitudes not only to themselves and others but also to how he perceives his environment.

The motive for success can be different – the motive for avoiding failure, characterized by the desire to avoid negative emotions, anxiety, possible mistakes, defeats, criticism, condemnation and possible punishment from parents. Avoiding failure does not allow the student to achieve good results and become successful; he develops negative personality traits: low self-esteem, passivity, lack of initiative, self-doubt, increased anxiety, depression. Often, this motive is school failure and adverse reactions to it from parents and

teachers. The consequence of this situation is the formation of acquired helplessness [3].

Among the main qualities of the modern school that affect the emergence of students' persistent failure, and as a consequence, learned helplessness can be distinguished:

- lack of motivation to study (education system is not interesting for modern students);
- the content of education (school programs are complex, do not correspond to the age characteristics of children);
- teachers (the teacher plays a crucial role in reducing/consolidating school failure, the student's faith in their abilities, hopes to improve their situation, growing interest in learning. As a result, the learned helplessness develops quite quickly);
- student – the object of influence (there is no space for self-development, initiative, faith in their strength, over time, the student's behaviour dominated by passivity and helplessness);
- method of acquiring knowledge (the student acquires knowledge not through personal experience and activity, but by accumulating information that does not always correspond to the child's intellectual capabilities. This method complicates learning, stimulates failure and unwillingness to learn);
- assessment of knowledge (one of the main motives of educational activities, frequent unsatisfactory assessments finally undermine the child's faith in their abilities, interest in learning,

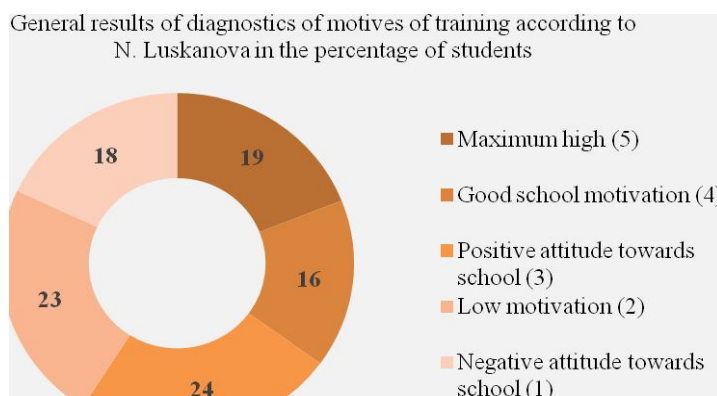
knowledge and ability to show them deteriorate. This situation leads to further assessment decline, apathy, loss of interest, passivity. As a result, acquired helplessness develops rather quickly [12, p.213]).

We conducted a study using a questionnaire to assess the level of school motivation N. Luskanova and the method of «Steps» to diagnose self-esteem. The study involved 61 third-graders of primary school in Uman. The questionnaire contains ten questions and three possible answers. According to the results of the questionnaire, the general level of school motivation determined: 25-30 points - the highest level; 20-24 – good school motivation; 15-19 – positive attitude to school, but mainly to its extracurricular side; 10-14 – low motivation; 0-9 – negative attitude towards school, school maladaptation. The analysis of the class journal helped to establish the level of academic success: 6 students – satisfactory (18.75%); 22 students – good (68.75%); 4 students – excellent (12.5%), i.e. 81.25% of students have a sufficient and high level of academic achievement. According to N. Luskanova, the method of diagnosis interprets the following levels according to the obtained scores: 5 – the highest level of school motivation; 4 – good school motivation; 3 – positive attitude to school; 2 – low motivation; 1 – negative attitude towards school.

Table 1.

General results of diagnostics of motives of training according to N. Luskanova

Levels of school motivation	Number of students(61)	Percentage of students
Maximum high (5)	12	19
Good school motivation (4)	9	16
Positive attitude toward school (3)	15	24
Low motivation (2)	14	23
Negative attitude towards school (1)	11	18



According to N. Luskanova, the results of school motivation diagnostics show that most students (24%) have an average level of school motivation. A high level of 16% of students and 19% – the maximum. That is, in general, children's attitude to school is positive (59%), although most attract extracurricular aspects of learning – communication with teachers and peers, the position of the student, the attributes of school life. Low school motivation found in 23% of students, 18% (11 students) – school maladaptation. These students need additional, more profound study and individual attention and work from both teachers and parents, and you can also recommend a consultation with a school psychologist. There was a direct correlation between school motivation and academic achievement at the level of statistical significance. That is, there is a connection between positive school motivation and success. The nature of this relationship can be twofold - more motivated students learn better because they pay more attention to learning, or

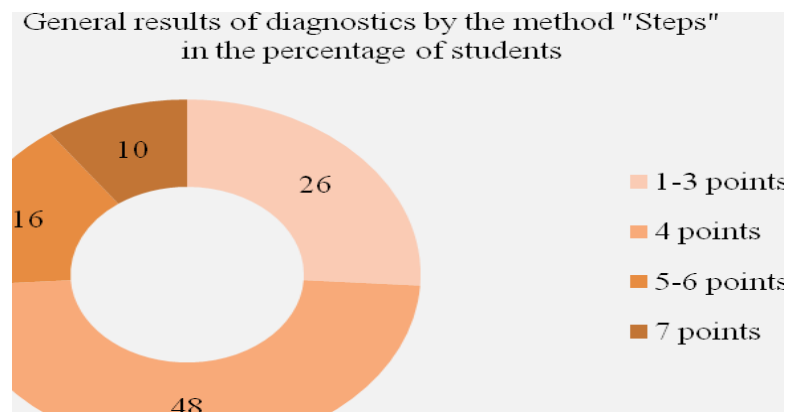
students who study well are better at school. These two communication options likely take place simultaneously.

The «Steps» method aims to identify the system of ideas of a junior student about how he evaluates himself, how others evaluate him and how these ideas relate to each other. We offered students a sheet of paper with painted steps, a human figure and a pencil. During the individual conversation with the student and the assessment scale, each student placed himself on a certain level according to his ideas and probable ideas of other people about himself. At the end of the conversation, the student answered that he was sure that the appropriate step was inherent in him. The ladder consists of 7 steps, 1-3 steps – the lowest and corresponds to 1-3 points (lowest result, i.e. low self-esteem), 4 steps (respectively 4 points) is the average positive result, steps 5-7 (respectively 5-7 points) where 6 points are the norm of self-esteem.

Table 2.

General results of diagnostics by the method of «Steps»

	1-3 points	4 points	5-6 points	7 points
Number of students	16	29	10	6
Percentage of students	26	48	16	10



The results of the diagnosis by the method of «Steps» show that underestimated negative self-esteem is characteristic of 26% of students (16 people) and may be evidence of school maladaptation and a sign of poor social development, a sign of this attitude may be unfavourable family relationships, adverse. 64% of students (39 people) have average positive self-esteem. High self-esteem in 10% of students (6 people) may be evidence of perfect family and school staff relationships.

Thus, the study results indicate problems with the level of self-esteem and motivation for schooling in some younger students. They are related to the development and formation of the personal sphere against awareness of their relationships in family and school and possible causes of helplessness, which contribute to lowering motivation and self-esteem. Our recommendations relate to the work of the class teacher and psychologist of the educational institution to conduct correctional classes to

overcome the acquired helplessness of primary school students.

Conclusion. Psychological and pedagogical science claim that students learn most successfully if they have a positive attitude. Thus, the results of our diagnosis showed a direct causal relationship between academic performance and the level of formation of school motivation, in teaching a prominent role belongs to both social and cognitive motives. We will focus our further research on diagnosing factors that influence positive motivation for schooling.

The study allowed us to analyze the motives of educational activities in terms of acquired helplessness. Thus, the motives of educational activities, as part of the motivational component of helplessness, are interdependent with the leading activities of the junior student and affect its success.

We will focus our further research on developing a correctional and developmental program to form a positive motivation for younger students to learn to prevent and correct acquired helplessness.

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Резюме

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МОТИВИ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ ШКОЛЯРІВ У КОНТЕКСТІ НАБУТОЇ БЕЗПОРАДНОСТІ

У статті подані результати які підтверджують, що навчання стає успішним за умови позитивного ставлення школяра до навчання. Від сили спонукання до навчальної діяльності значною мірою залежить сила прикладених зусиль та продуктивність, а отже, і успішність. У процесі навчання на учня впливає цілий комплекс мотивів, в якому домінуючим мотивом спонукання до навчання є прагнення до знань та цікавість до процесу їх отримання, а низький рівень мотивації може призвести до появи набутої безпорадності.

Головною метою статті є вивчення мотивів навчання, що відіграють провідну роль у формуванні набутої безпорадності школярів, та встановлення відсоткового співвідношення їх рівнів серед учнів початкової школи.

Аналіз наукових джерел. Проблема вивчення та дослідження мотивації та мотивів діяльності – одна з вагомих у галузі психологічних знань. Даній проблемі присвячено велика кількість досліджень як радянських (В. Вілюнас, Л. Виготський, В. Ковальов, К. Платонов, Д. Узнадзе, П. Якобсон та ін.), зарубіжних (Дж. Аткинсон, Г. Холл, К. Мадсен, А. Маслоу, Х. Хекхаузен та ін.) та вітчизняних учених (М. Боришевський, П. Гончаренко, М. Дригус, С. Занюк, Г. Костюк, С. Максименко, Д. Ніколенко, Н. Пророк, Л. Проколієнко, О. Скрипченко, Ю. Швалб та ін.). Учені вважають, що саме у молодшому шкільному віці формуються основи мотивації навчальної діяльності і тому цей вік має важливі резерви розвитку мотиваційної сфери учнів. Педагоги наголошують, що у молодшому шкільному віці можна сформувати новий тип ставлення до навчання, наприклад, інтерес до способу набуття знань (В. Давидов, В. Репкін, Н. Бібік), зорієнтувати учнів на спосіб пізнання, що має безпосереднє відношення до оволодіння навичками XXI століття, зокрема, до готовності навчатися впродовж життя.

Теоретичною основою дослідження безпорадності стала теорія вивченої (набутої, прицепленої) безпорадності, розроблена професором Пенсільванського Університету Мартіном Селігманом у 70-х роках минулого століття; підходи до її вивчення у зарубіжній та вітчизняній психології (Л. Абрамсон, Х. Хекхаузен, Д. Хірто, М. Батурін, Д. Цирінг, К. Веденєєва, Т. Дучимінська, Л. Малімон, І. Зарубінська, В. Попов та інші).

Виклад основного матеріалу. Серед мотивів навчальної діяльності є такі, які найбільш адекватні навчальним задачам. Якщо вони формуються у школяра, то його навчання стає осмисленим і адекватним. Д. Ельконін називає їх навчально-пізнавальними мотивами, в основі них є пізнавальна потреба і потреба у саморозвитку. Школяр повинен бути мотивований не лише результатом, а й самим процесом учіння. Якщо вчитель навчить молодшого школяра виконувати всі компоненти навчальної діяльності, то він сформує у них уміння самостійно вчитися – сформує навчальну діяльність.

Мотив досягнення є стійкою характеристикою особистості та результатом когнітивного розвитку, дає можливість структурувати взаємодію особистості з середовищем, співвіднести результат діяльності з «Я». Прагнення якнайкраще виконати свою соціальну роль (роль учня) актуалізує мотивацію досягнення, в якій імпліцитно представлена «Я-концепція» школяра щодо своїх здібностей, умінь, установок не лише до себе та оточення, а й до того, як сприймає його оточення, що сприятиме попередженню та запобіганню появі набутої безпорадності.

Висновки. Отже, результати нашої діагностики показали прямий причинно-наслідковий зв'язок академічної успішності з рівнем сформованості шкільної мотивації, у навчанні велика роль належить як соціальним, так і пізнавальним мотивам. Ми спрямуємо свої подальші дослідження на діагностику факторів, які впливають на формування позитивної мотивації до шкільного навчання.

Проведене дослідження дозволило проаналізувати мотиви навчальної діяльності з точки зору набутої безпорадності. Отже, мотиви навчальної діяльності, як складова мотиваційного компоненту безпорадності, взаємозалежні з провідною діяльністю молодшого школяра та впливають на її успішність.

Ключові слова: мотиви; навчальна діяльність; молодший школяр; набута безпорадність; мотив досягнення успіху; мотив уникнення невдачі; самооцінка; навчальний процес.

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