

*K. Stremenko,
Student,
S. Dienhaieva,
PhD (Education), Senior Lecturer,
Zhytomyr Ivan Franko State University*

MOTIVES OF EDUCATIONAL ACTIVITY OF PRIMARY SCHOOL LEARNERS

Successful learning is one of the main factors in the development of a child's personality. The more educated a person is, the easier it is for him to overcome the problems and tasks that stand in his way and find his place in society. However, problems with academic performance can often be observed among schoolchildren. The reasons for this are the physiological and age characteristics of the child, his abilities and intellectual capabilities. However, along with these factors, there is also a low interest in learning and insufficient motivation, because it is the motives of learning that are the dominant need that prompts the child to be active and act. In order to make the learning process interesting, to successfully develop curricula and programs, and to obtain high results, teachers should understand the motivations for the educational activities of modern schoolchildren, and they should start doing this from the primary grades, because it is in the primary school age that interest in learning is laid.

This question was covered both theoretically and experimentally in the works of many domestic and foreign researchers. Motivation and motives occupy the main position in the studies of the following scientists: B.G. Ananiev, S.L. Rubinstein, O.M. Leontiev, V.A. Semichenko, P.M. Jacobson, J. Nutten, H. Heckhausen, M.I. Alekseeva, Sh.A. Amonashvili, M.V. Matyukhina, M.T. Drygus, A.K. Dusavytskyi, N.P. Zubalii, A.K. Markova, N.V. Prophet, O.V. Skrypchenko, N.O. Yudina

The object of the research is the process of formation of educational motivation of junior high school students.

The subject of the research is the motives of educational activity and methods of their diagnosis.

The purpose of the research is to theoretically analyze the motivation of schoolchildren, choose the most optimal methods and experimentally investigate the motives of their educational activities.

In my work, I used the following research methods: information collection methods (surveys and questionnaires) and statistical methods (information processing methods). The research was conducted on the basis of comprehensive school I-III grades No. 8 in Zhytomyr. 19 students of the second grade were covered.

In order to better understanding the motives of educational activity, one should first understand what a motive is. If we turn to dictionaries, then in them the concept of "motive" means: 1) an incentive to an activity related to the satisfaction of the subject's needs; 2) subject-oriented activity of a certain force; 3) the perceived reason that underlies the choice of actions and actions of the individual [3]. Having analyzed how the concept of "motive" is presented in various psychological and pedagogical sources, you can understand that the definition is not unambiguous, therefore, but we consider

the motive as a dominant need, the thing due to which a person starts his activity and activity.

There are several classifications of types of motives, but in each of them, learning motives occupy a special place, because it is these motives that stimulate mental activity and optimize cognitive activity. And it is the motives of learning, or rather the level of their formation, that ensure the effectiveness of educational activities.

Let's consider the classification of learning motives according to A.K. Markova. She divided the motives of schoolchildren into two main groups: **1) cognitive motives;** **2) social motives.**

Each of these types of educational activity motives are divided into subgroups. Cognitive motives are: broad cognitive motives; educational and cognitive motives; motives of self-education [2].

Studying is the leading activity in primary school age, and in this period school motivation begins to form, which generally forms the basis of children's further education. During educational activities, both positive and negative sides of motives are formed in students.

Among *the positive motives*, we can highlight: 1. General positive attitude towards school. 2. The breadth of their interests. 3. Curiosity.

The negative features include: 1. Insufficient effectiveness of motives. 2. Instability. 3. Low awareness. 4. Weak generalization. [3]

External and internal motives are manifested in preschool age. External ones are manifested in the focus on praise and receiving a positive assessment, in the desire to take a leading place among peers. Instead, internal ones are related to interest in the learning process itself and the desire to gain knowledge (learn how to solve examples, make an application, conduct research).

In primary school, the motives and interests of primary school pupils change somewhat. At first, students are interested in the very stay at school (school equipment, atmosphere, teacher and classmates), followed by interest in the first results of work (first self-completed task, first assessment, praise), after that interest in the process of educational activity itself (in certain subjects), and the last interest appears in how to better obtain knowledge (in the forms and methods of activity and information search). But not always everything goes according to this plan, some students stop at the second or third step due to insufficient motivation [1].

According to our research we have tested 19 pupils of the 2nd form, the age of the pupils is 7 and 8 years old.

The method of diagnosing the motives of pupils is the "Questionnaire for assessing the level of school motivation by N.G. Luskanova". This technique is aimed at identifying the level of adaptation of a child to school, the time of its implementation is about 10-15 minutes. It is important in this method that children know the numbers from 1 to 10 well. This questionnaire consists of 10 questions, each question contains 3 answer options, the answers are evaluated from 0 to 3 points.

After analyzing the students' answers, we received general information about the level of motivation for the educational activities of the pupils. The results of the testing are 47.37% of pupils have an average level of motivation for educational activities. It means that the pupils of the class have good and positive attitude towards school, they

are interested in it, but most of them still prefer extracurricular activities. They like to communicate with each other, play more, to show more interest in school life. Only two pupils of them have low school motivation. Thus, teachers must pay more attention to them, find an individual approach, find out about pupils' desires and interests, discover their strengths and weaknesses. The other pupils have cognitive motive and interest in learning, and the main task of the teacher is to support it and develop it.

In conclusion. The motives of educational activity for each pupil are different and individual. They are manifested in pupils' external behaviour, in communication with a teacher and classmates, in pupils' successes and failures. Having come to school, pupils are waiting for new acquaintances, new impressions, they are interested in educational process. The teacher should support pupils' desire and form positive motivation for the educational process, take into account all the individual characteristics of a child, pupils' needs, select methods of work which are the most optimal and effective.

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