



## Psychological Determinants Of Optimization Of Students' Intellectual Activity

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**Abstract:** The article presents the results of an empirical study of socio-psychological determinants of achievement motivation in educational activities. Relationships between achievement motivation and indicators of socio-psychological properties of a person with a high/low level of achievement motivation were revealed. It is shown that as socio-psychological determinants of motivation to achieve success in educational activities are a fairly high level of formation of standards of behavior, business orientation, the ability to self-regulate, intellectual activity, the ability to mobilize; dissatisfaction with one's results strengthens achievement motivation.

**Keywords:** social motivation, motivation of achievement, social-psychological a determinant of motivation of achievement in educational activity.

The role of the spiritual factor in increasing the social activity of young people in society, determining their role and place in life is great. Justifying this from a scientific and theoretical point of view and developing programs aimed at educating spiritually rich youth in practice is one of the most complex and urgent problems of our time. As the First President of the Republic of Uzbekistan Islam Karimov noted, "... in today's cruel times, only a truly spiritual and enlightened person knows the value of a person, understands his national values, national identity, lives in a free and liberated society, can selflessly fight for what so that our independent country takes its rightful place in the world community." That is why it becomes an urgent need to study the political and practical nature of the spiritual factor and the problems of its influence on the growth of youth social activity. In order not to create voids in the spiritual world of our youth, it is necessary from childhood to form in their hearts and minds a healthy lifestyle, respect for national and national values. In order to understand and comprehend spirituality, one must first understand and understand a person. That is why it is extremely important to pay attention to the problem of motivation, which explains human behavior, as an actual problem of today.

One of the fundamental questions of social psychology is the problem of motivation. Achievement motivation is recognized as the main social motivation of a person. The effectiveness of a person in almost all areas of life depends on the level of its development. Achievement motivation can be defined as the attempt to increase or maintain as high an individual's abilities for all activities to which success criteria can be applied and where the performance of such an activity can therefore lead to either success or failure. As noted by most



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researchers, the idea of achievement is centered around two possibilities: achieving success or avoiding failure. Accordingly, there are two tendencies in the achievement motivation - the actual achievement and avoidance - "hope for success" and "fear of failure".

Actualization of the motives of success and avoidance occurs under the influence of certain situations of achievement, which include educational, professional activities. It should be noted that in the process of learning, the formation of the socio-professional orientation of the student's personality takes place. The main predictors of learning success are the level of motivation, intellectual abilities, the need for achievement, and volitional qualities. The study of socio-psychological determinants of motivation for the achievement of college students in educational activities determined the purpose of our study. To achieve this goal, we used a set of psychodiagnostic methods: a scale for assessing the need for achievement; A. Mekhrabian's test questionnaire aimed at measuring achievement motivation; R. B. Cattell Personality Questionnaire (16-PF); J. Rotter's questionnaire "Level of subjective control", questioning. As an index of success in educational activities (SAL), we considered the educational progress of the respondents. For data processing, methods of mathematical statistics were used (arithmetic mean finding, comparative data analysis using Student's t-test, Spearman and Pearson correlation analysis). Statistical data processing was carried out using Microsoft Excel for Microsoft Office XP.

The empirical base of the study was a sample of students (1st year) of the social pedagogical college of Saratov (n=70); the age of the respondents is 17 years old. Let us turn to the consideration of the general characteristics of the need for achievement in college students. 18% have a low level of achievement motivation, they are characterized by a manifestation of self-doubt, ignoring the opportunity to succeed, the desire to avoid tasks that they cannot solve on the first try. The average level of achievement motivation is observed in 52% of the subjects, a high level of motivation was demonstrated by 30% of the respondents. The index of success in educational activities (SUD) corresponds to 4.42 (average grade).

Thus, in the study sample, there is a predominance of students with an average and high level of achievement motivation. Possibly, the opportunity to receive free vocational training in college determines the significant number of students with a dominant motive for success. It should be noted that among the subjects (as the results of the survey showed), the majority are students who have not entered universities.

An analysis of the socio-psychological characteristics of the personality of college students indicates that indicators of such properties as: willingness to cooperate (A), level of intellectual development factor (B), analytical thinking factor (Q1), commitment (O), high normative behavior (G) are the most pronounced. The least pronounced properties are independence (Q2) and emotional stability (I). Comparative analysis by Student's t-test showed significant differences ( $p < 0.05$ ). In other words, against the background of emotional instability, young people demonstrate conformal behavior, doubts and insecurity. At the same time, there is a fairly high level of academic intelligence and learning ability, the absence of difficulties in learning new things, the desire to establish new contacts, and restraint in expressing one's own opinion. One of the necessary conditions for achieving the set goals is the ability of the individual to take responsibility.



Let us turn to the results of a study of the level of subjective control (localization of responsibility - internal / external) among college students. The most pronounced indicators in the study sample are indicators of internality in the field of achievement (6.82), internality in the field of interpersonal interactions (6.8) and in the field of industrial relations (6). The least represented indicators are internality in the field of failures (2.46), internality in the field of health (4.2). Comparative analysis by Student's t-test confirmed the significance of differences ( $p < 0.05$ ). The overall index of internality corresponds to 25.88. In other words, according to students, successes in educational activities, in the sphere of interpersonal relations are the result of their own efforts. However, young people tend to blame others for their failures or consider them the result of bad luck.

For the purpose of a deeper study of the factors influencing achievement motivation, we identified groups of subjects who differ in extreme types of motivation - striving for success and avoiding failure. The basis for the selection of groups was the average data obtained from the test questionnaire of A. Mekhrabian. Comparative analysis by Student's t-test confirmed the significance of differences.

In a sample of students with a pronounced motivation for success, a large representation of such indicators as high normative behavior, commitment, analytic thinking and a lower representation of the following indicators were found - frankness and trust in communication, self-confidence, balance at a significantly significant level. In other words, this category of students demonstrates a rather high level of formation of standards of behavior, business orientation, intellectual activity against the background of manifestations of anxiety, restlessness and uncertainty. We believe that the manifestation of these features indicates the importance of achieving the goals. There is also some restraint in communication. For individuals motivated by the avoidance of failure, some rigidity of thinking is characteristic. In addition, there is a manifestation of uncertainty, the need for support from others.

It should be noted that in the sample of students with a pronounced achievement motivation, the index of educational success corresponds to 4.75, while for students with a pronounced motivation to avoid failure, it is 4.15. The results of the correlation analysis (according to Pearson) carried out between the achievement motivation index and indicators of socio-psychological properties made it possible to identify reliably significant relationships.

In a sample of subjects with a pronounced motive for success, reliably significant relationships were found between the index of success in educational activities and indicators - general internality (0.392), internality of achievements (0.351), internality in the field of industrial relations (0.292), internality in the field of interpersonal interactions (0.349). This fact indicates that a sense of duty to loved ones, the ability to self-control are the conditions for achieving success in educational activities. In general, respondents are more likely to be held accountable for achievements and less so for failures.

In the sample of respondents with a pronounced motive for avoiding failure, reliably significant relationships were found between the index of success in educational activities and indicators - general internality (-0.352), internality in the field of failures (0.292), internality in the field of interpersonal interactions (0.367). This indicates that the achievement of success in educational activities is accompanied by an awareness of the troubles, disapproval on the part



of fellow students, teachers, parents, which may arise in the absence of a high result. In other words, students with a strong motive for avoiding failure need support, approval, and control from others.

Thus, the results of our study allow us to draw the following conclusions:

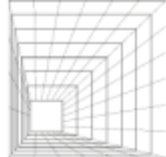
Socio-psychological determinants of motivation for achieving success in educational activities are a fairly high level of formation of standards of behavior, business orientation, the ability to self-regulate, intellectual activity, the ability to mobilize; dissatisfaction with one's results strengthens achievement motivation; in addition, internality in the field of achievements is a factor that determines achievement motivation;

Socio-psychological determinants of motivation to avoid failure in learning activities are rigidity of thinking, low level of self-control, manifestation of a superficial attitude, bias, alertness; the externality of interpersonal interactions is a factor that determines the motivation to avoid failure.

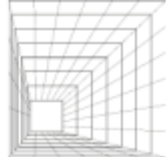
In short, the results of social intelligence, which is a component of the psychological maturity of students, are necessary to ensure the psychological maturity of students along with specific social and psychological measures, as well as independent studies of their personal qualities. One of the main tasks of social intelligence is the formation of long-term relationships. Understanding the level and nature of mutual relations is to positively influence each other and strengthen relations in the future.

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