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The Development of Motivation to Achieve Students in the Context of Modernization of Educational Content

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Abstract: The article reveals the role of achievement motivation in the context of updating the content of primary education. Based on the analysis of scientific literature, the relevance of the research topic is substantiated, the main conceptual provisions for the study of the psychological characteristics of achievement motivation of primary schoolchildren are formed.
The aim is to identify individual differences in the strength of achievement motivation for younger students. In particular, we study the features of the manifestation of motivation for the achievement of junior schoolchildren in educational activities. The article presents the results of an experimental study of the psychological characteristics of the achievement motivation of primary school students. The methodological apparatus for studying the achievement motivation of junior schoolchildren included the most effective research methods of psychology, which were aimed at identifying individual differences in the strength of the achievement motivation of younger schoolchildren. A thematic apperception test, a method of collision of motives, observation of students, conversations with younger students and teachers, analysis of home and control assignments in order to identify how achievement motivation manifests itself in educational activities were used. A quantitative and qualitative analysis of the results of the ascertaining experiment revealed the predominance of middle and low levels of achievement motivation among junior schoolchildren. The results obtained underline the need for further research on the mechanisms of development of achievement motivation in junior schoolchildren.

Keywords: *primary education; content of primary education; cross-cutting skill; motivation, achievement motivation, hope of success, fear of failure.*

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1. Introduction

The problem of the content of primary education today is especially relevant in connection with the extremely sharp increase in the information flow, puts a modern institution in front of the importance of the appropriate timely selection and use of the necessary information. The formation of values, the development of the necessary competencies and cross-cutting skills of primary schoolchildren today occupy an important place in the content of primary education. There is no doubt that a person who has clearly formed attitudes (interest in change and innovation, a critical worldview, a sense of solidarity, a sense of responsibility and moral independence), and who, if necessary, knows how to find new information, turns out to be better prepared to receive their cultural and professional background.

Junior school age is characterized by the emergence of educational activity as the leading one, and the development of such important mental new formations as reflection, arbitrariness and an internal plan of action. The importance of primary school age is also due to the fact that this period of the child's development is the most effective period of influencing the personality on the part of adults. In this regard, in psychological and pedagogical science and practice, experimental research aimed at identifying the conditions for the effectiveness of organizing the life of a junior student with the aim of his personal growth and maximum disclosure of individual capabilities has acquired particular relevance.

The implementation of these tasks is facilitated by specially organized learning conditions for junior schoolchildren, which provide a higher level of learning motivation.

International cooperation and integration of Ukrainian youth into European society is one of the top priorities of Ukraine's education system.

Almost all the countries of the world carry out certain research aimed at finding the skills that are necessary for any person, a specialist in any field in the XXI century. Our education is increasingly using the achievements and focuses on international practice in the field of motivation to achieve students in the context of modernization of educational content

2. Analysis of recent research and publications

Motive is the motivating cause of a person's actions and deeds, this is what a person performs a certain activity for. An intermediate link between the program of action, which includes all the necessary data for future activity,

and the motive is motivation. In motivation, a person is aware of the motive and endows with volitional efforts to achieve the goal (Ceauşu, 2018; Von Culin et al., 2014). Given this fact, it is understandable why the issue of motivation is considered in many works. The motivation for success and the ability to overcome professional obstacles are considered the defining elements of a good professional. Motivation is an important component of the educational process, an internal mechanism, organizes and guides human learning activities (Clipa & Greciuc, 2018; Linnenbrink & Pintrich, 2002; Sandu, 2017; Shcherbak et al., 2021; Sriratanaviriyakul & El-Den, 2017).

In the middle of the last century, thanks to the emergence of cognitive theories of motivation, new concepts entered the scientific circulation: life goals, values, level of aspirations, expectation of success, fear of failure, achievement motivation, etc. (Chagovets et al., 2020). The concept of "achievement motivation" reveals the desire, need of the individual to succeed. Achievement motivation directs students' behavior to the choice of important tasks, arouses the desire to perform them at a high level of skill. Achievement motivation is not a lonely construct, but rather consists of many different structural components: self-esteem of abilities, level of aspirations, values of tasks, goals and motives for achievement (Eccles & Wigfield, 2002; Steinmayr et al., 2019).

To date, psychologists have proven the relationship between achievement motivation and student academic performance (Laidra et al., 2007; Linnenbrink-Garcia et al., 2018; Rimfeld et al., 2016). In their opinion, achievement motivation has a great influence on increasing the effectiveness of schoolchildren's learning activities. A significant role in this process is played by such a personality trait as motivational persistence, which reflects the propensity of students to be focused, strong and decisive and positively correlates with learning outcomes (Hall et al., 2015; Bostan et al., 2021). Therefore, it is important to identify the factors affecting the strength of motivation for the achievement of junior students.

Scientists are more engaged in this problem from different countries. Having analyzed the literature, we express a critical opinion on the problem under study. Unfortunately, in Ukraine the problem of motivating the student's personality in educational activities is not dealt with at the proper level, so we have made a contribution to improving this problem.

The aim to identify individual differences in the strength of achievement motivation for younger students. In particular, we study the features of the manifestation of motivation for the achievement of junior schoolchildren in educational activities.

3. Research methods

The purpose of our research, the tasks set, as well as the nature of the object of study, determined the methodological apparatus and the main methodological principle of our research - the use of a complex of different methods for the same children for several years. The methodological apparatus is included the most effective research methods of psychology, which were aimed at providing an objective and comprehensive study of the problem.

Research methodology includes methodological approaches and principles of teaching, which are based on the process of motivating the student's personality in educational activities, in particular - on the ideas of systemic, personal, activity, axiological and acmeological approaches and is carried out taking into account general didactic principles (scientific, systematic and consistent, accessible, learning with life, consciousness and activity, clarity, strength of knowledge, skills and abilities).

In accordance with the general plan of the study, we will adhere to the concept that is determined by its purpose: of course, the focus of cognition is the personality of the younger schoolchild with its macro-characteristics, which in the process of educational activity acquire a specific "design." The research field covers identifying the structure and content of achievement motivation. From this position, we define the study of a certain range of issues as the key task of the study. It is responsible for the development of specific diagnostic tools and procedures for its use.

When conducting the research, we adhered to certain methodological principles:

- diagnostics of achievement motivation in the subject's activity;
- compliance of the techniques with the age characteristics of the subjects;
- a comprehensive study of the functioning of achievement motivation in conjunction with other mental manifestations.

This approach to the organization of the experiment led to the use of appropriate psychodiagnostic tools. In the selection of methods, their adequacy to the task of work, compliance with the criteria of validity and reliability was taken into account. Some of the techniques were subject to modification, expansion of methods of processing and interpretation of the received psychodiagnostic material.

The following methods were used in the work: purposeful observation of children in natural and experimental conditions, conversation, analysis of the products of activity - works, educational and

non-educational tasks. To diagnose the achievement motivation of junior schoolchildren, the TAT technique was used (Magomed-Eminov, 1987).

The thematic apperception test examines voluntary activity aimed at achieving a specific goal (Hekhausen, 2001). This is an activity in which there is a conscious pursued goal, and it is controlled in the course of the development of events. Activity is carried out against the background of more or less intelligible expected results of the expected result of the activity. The advantage of this test is "the possibility of quantitative quantification of the categories of motivation, the ranking of subjects' indicators, and the possibility of normative assessment of the results" (Burlachuk & Morozov, 2000).

With the help of TAT, individual differences in the strength of relatively stable motivational tendencies are diagnosed: "hope for success" (HS), similar to the motive for striving for success, and "fear of failure" (FF), similar to the motive for leaving failure. The stimulus material for the methodology consists of six drawings: three of them set successful situations, and on the other three the situation unfolds unsuccessfully. The respondent must compose a story behind each of the drawings.

Hekhausen (2001) created two independent key categories of stories to obtain indicators of HS and FF, defining the conditions of motivation, make the maximum individual differences in motives: neutral instructions and pictures that indicate the situation of achievement. In total, the author identified six categories for the achievement motive and seven for the failure avoidance motive.

4. Results

The research was conducted on the basis of schools in Nikolaev among students of the second - third grades. In total, the study involved 162 students, among whom 66 people made up the experimental groups. The results of these studies are reflected further.

One of the objectives of our study was to identify individual differences in the strength of achievement motivation in younger students. To do this, we applied the thematic apperception test described above. The author of this test developed specific criteria to distinguish achievement motives from other motives. The selection of these criteria is associated with the concepts that are used in psychology to describe real behavior:

1. Human behavior can be determined by need or motive.
2. When realizing a certain goal, a person expects success or failure.
3. To achieve the goal, a person carries out one or another instrumental activity, leads or does not lead to the achievement of the goal.

4. Solving any problem, it is trying to realize a motive, a person feels a positive (when the goal is achieved) or negative (when difficulties, failure) emotional state.

This technique was carried out with each subject individually. The child was shown sequentially six drawings and wrote down the answers to the following questions for each of them:

1. Who is shown in the picture? What's going on here?
2. What happened before that?
3. What are these people thinking? What do they want?
4. What will happen next? How will it end?

Such questions were applied to all six figures. To determine the individual index of the intensity of achievement motivation, a content analysis of the stories received was carried out according to the categories highlighted above. Content analysis consisted of two parts: the first part - for calculating the HS index, the second - for calculating the FF index. Then the scores of all the subjects were ranked and the groups of subjects were determined according to the levels of achievement motivation.

The tendency "hope for success" can be judged by the presence of such categories in the stories of the subjects.

1. The need to achieve success (NS)

This category is taken into account when in the story the child sets a positively formulated goal of achieving a certain result or performing a certain work. The indicator clearly formulates the statements of students in which fears or uncertainty about the possibility of achieving the goal are expressed ("wants", "is going", "strives", etc., but not "trying").

2. Instrumental activity (IA)

This category expresses intentions aimed not at the goal itself, but at the implementation of any actions that ensure its achievement. The indicator of students' statements, in which actions are expressed, bring a person closer to achieving a goal or solving a problem within a working situation ("He is trying to solve a problem," "He wants to read," "She listens carefully to the teacher in order to write correctly", etc.).

3. Expectation of success (ES)

Differentiation in this category occurs when, when composing a story, a positive assessment or its forecast is expressed, the probability is within the limits of achieving the goal. The indicator is a positively formulated text, which says that the character expects whether he will

achieve success in the course of performing actions related to the achievement or implementation of the set goal ("He is sure that he will do the task", "He thinks that he will solve the problem", "He expects to do a good job "and so on).

4. Praise (P +)

This category counts when a character in a compiled story praises, celebrates, or rewards someone else for doing good. The indicator is the statement of the subjects in which there are expressions of praise ("The teacher gave an A.", "Mom praises her daughter for a good job", "If the student writes the problems correctly, he will be praised").

5. Positive emotional state (E +)

It is attributed when, when composing a story, emotions associated with work, with achievement, success in the implementation of a set goal are expressed. For example: "She is happy with how she completed the task," "He is glad that he did the task," etc.

6. The theme of success (TS) is a cumulative category based on consideration of other categories. It is taken into account if two conditions were simultaneously met: firstly, if there is at least one of the categories from the categories of "hope for success": NS or ES, and secondly, if there are no categories from the categories of "fear of failure" except E (-) and EF.

The fear of failure (FF) trend can be judged by the following categories:

1. The need to avoid failure (NF)

It is taken into account when a need, intention or desire to avoid failure could be expressed in the child's story. An indicator of the statements of younger students in which the character does not want to do something, is afraid or hesitates. For example: "He does not want to stay for the second year", "She does not want to get a deuce", "He hopes that he does not get a bad grade", "She is afraid that she will not cope with the task", etc.

2. Instrumental activity aimed at avoiding failure (IA)

It stands out if, in the opinion of the subject, which of the characters in the story is doing something or is going to do something to cope with the consequences of failure. The indicator is the statement of students in which actions are expressed aimed at avoiding unpleasant consequences. For example: "The student is hiding so that the teacher does not call him to the blackboard", "She thinks she has not made mistakes", "He does not want there to be mistakes."

3. Expectations of failure (EF)

It is taken into account when, when composing a story, doubts are expressed about the likelihood of achieving a goal. An indicator of the statements of the subjects, in which the fear of punishment, condemnation, and the like is expressed. For example: "He is not sure that there are no mistakes", "The teacher does not believe that the student will write a dictation", "She is afraid that she will be scolded for mistakes."

4. Punishment (P)

It is taken into account when one of the characters in the compiled story criticizes or condemns another for poor performance. The indicator is a statement in which threats, remarks, condemnation, disdain from others, and the like are expressed. For example: "Parents scold him for poor studies", "The teacher says that you need to work better", "If there is a mistake, he will be punished".

5. Negative emotional state (E)

It is attributed if, when composing a story, negative experiences associated with work, the emergence of obstacles on the way to achieving a goal, on the way to performing an activity are expressed. Indicators of the child's utterances, in which complaints about fate, excitement, and dissatisfaction with oneself are expressed. For example: "He was upset because of a mistake", "She is angry because it does not work out", "The teacher is angry for the poor performance of the student", "How inattentive he is!"

6. Failure (F)

It is calculated if, in a folded story, an activity aimed at achievement ends with an unsuccessful result. Indicator of students' statements in which the words "cannot", "fail", etc. are present. For example: "He probably did not cope with the problem", "He will not be able to solve the problem."

7. The topic of failure (TF)

Is a summary category, it is taken into account if there are two following conditions: firstly, when at least two categories are present when composing a story from the categories of failure, for example, (NF) - the need to avoid failure and (F) - failure; secondly, when there are no categories from the categories of success, except for the categories of instrumental activity aimed at success (IA). If a story satisfies both of these conditions, then it can be said that achievement-oriented activities are determined by fear of failure rather than hope of success.

In order to some extent avoid subjective interpretation, which psychologists call one of the problems of projective testing, the results obtained using the thematic apperception test were discussed with the teachers working with the subjects and correlated with the corresponding results that were obtained using the collision technique motives (CTM), which is used in studies of motivation for achievement of primary school students (Matyukhina & Sablina, 1994).

The essence of this technique lies in the fact that students are asked to choose one of two tasks corresponding to certain motives. Situations were modeled in accordance with such indicators of achievement motivation as centering on the independently achieved result of activity, differences in the degree of complexity of the task and their own capabilities, the level of aspirations, and the like. In our study, seven situations of collision of motives were created.

The manifestation of achievement motivation in educational activity was ascertained in the case when the subject preferred learning to play and rest, independent work to work with the help of an adult, complex and unfamiliar tasks to familiar and uncomplicated tasks, and the like. The results obtained using the method of the collision of motives were subjected to qualitative processing and made it possible to obtain information about the features of the manifestation of motivation for the achievement of younger students in educational activities.

Based on the analysis of the data obtained according to the indicated methods, the results of targeted observation, conversations with teachers, analysis of homework and control assignments, three levels of achievement motivation were identified: high, medium and low.

The subjects, in which the scores for HS are above the median, and for FF are below the median, were attributed to the motive of striving for success - a high level of achievement motivation. With this motivation, the actions of the younger student are aimed at achieving constructive, positive results. Such students are active and proactive. If obstacles are encountered, they look for ways to overcome them. The productivity of their activities and the degree of their activity are less dependent on external control. Students of this type are distinguished by perseverance in achieving goals, they set goals for themselves that they are trying to achieve.

In the case when the scores for both HS and FF are simultaneously higher than the median, the students were assigned an average level of achievement motivation. Such subjects try to achieve goals in educational activities, are distinguished by a conscientious attitude to the implementation of tasks; when performing tasks that are significant for them, they strive to

overcome difficulties. However, the motives for achievement are still unstable, often depending on the situation.

The subjects in whom both scores (both HS and FF) were simultaneously lower than the median were also assigned an average level of achievement motivation. The researchers of this group are distinguished by the fact that they strive to achieve simple educational goals, if they are interesting, they guarantee success. Children show interest in simple tasks, the implementation of which does not require perseverance, achievement skills. These students are characterized by uncertainty about certain goals, fear of difficult, hard-to-reach goals.

The subjects, in which the scores for HS are below the median, and for FF are above the median, were attributed to the motive of avoiding failure - a low level of achievement motivation. Such schoolchildren strive, first of all, to avoid condemnation and punishment. Expectations of unpleasant consequences are what determines their activity. Having not done anything yet, students are afraid of possible failure and think about how to avoid it, not how to achieve success. Researchers of this type have little initiative, they avoid important tasks. They often set themselves overestimated goals, poorly assessing their own capabilities, or, conversely, choose easy tasks that do not require special labor costs. Choosing easy tasks guarantees them success, and choosing very difficult tasks does not make them upset, because failure on tasks that hardly anyone can cope with does not cause feelings of humiliation or shame.

Based on the analysis of the data, all the subjects were distributed according to the levels of achievement motivation. The diagnostic results are presented in table 1.

Table 1. Distribution of children by levels of development of achievement motivation

Development level achievement motivation	**N of students**	
	abs.	%
High	34	21,0
Middle	86	53,1
Law	42	25,9

Source: systematized by the author

As can be seen from the table, 25.9% of junior schoolchildren with a low level of achievement motivation were found. In these subjects, the tendency "fear of failure" was clearly expressed (the motive for avoiding

failure dominated over the motive for achievement): in the answers to the test questions, there was a need to avoid failure, regret about the behavior that led to failure, indecision and fear of the consequences of failure. For example, the students answered like this: "He is afraid that he will not solve the problem" (E.F.), "she does not want to get a deuce" (K.L.). Instrumental activity in them was aimed at avoiding failure, as well as its possible consequences ("he does not want to be summoned to answer" (S.T.), "the student asks to help him, because he cannot solve the problem" (V.K.), etc.). Emotions in this group of students ended up in negative experiences associated with learning.

For example, D.S. We took to the group of low level of motivation of achievement, because in his story there were such categories of failures like the NF - the need to avoid failure; IA-instrumental activity aimed at avoiding failures; Expectations of failure (EF).; E is a negative emotional state. The categories of success was not in his story. Let's give an example of his story: "The boy sits the upset, probably got a bad estimate. He is afraid that he will now be scolded . The teacher was angry with the pupil work of the student...". As can be seen from the story of the child, his activity is associated with negative emotions, the defeat of the condemnation and, in general, with avoidance of failure.

The most numerous group of students was with the average level of motivation of achievement (53.1%). This group included pupils, discovered the low intensity of both motivational trends: well, and. For example, S.M., putting into account the goals (while it is easy), seeks to achieve them. In his story it was present both as a matter of success, and the category of failure: "He wants to do the homework (NS) and hopes that he will do it well (ES) ... probably he did not cope with this task (F-) and the teacher says that it is necessary to work better (P -) ...". Related statements were characteristic of stories in all drawings, it was founded to conclude the low indices of both motivational trends, so S.M. we took the secondary level of motivation of achievement.

Students who found a high intensity of both motivational tendencies, we also attributed to the average level of achievement motivation. They are characterized by increased success. Researchers try to achieve the goal in educational activities, have a conscientious attitude to the tasks ("she wants to complete her work") (J.L.), "he does it carefully" (M.D.). difficulties (he “tries to solve the problem” (M.B.). However, the motives for achieving it are still unstable, often depending on the situation, so, despite the high trend of HS, the trend of FF also remains high. For example, V.R. seeks to achieve certain educational goals, shows honesty, seeks to overcome

difficulties, but is not confident in their abilities, shows negative experiences associated with learning, dissatisfaction with themselves. We judged this by the presence of such judgments in her story: "She wants to finish her work, but she is not sure that there are no mistakes, she is afraid that she will not succeed, she is angry because of it ...". The indices of both motivational tendencies are high, so we attributed V.R. to the group of children with an average level of achievement motivation.

Some students showed a high intensity of the trend "hope for success" and low intensity of the trend "fear of failure" (21.0%). We classified these subjects as a group of students with a high level of achievement motivation. Such children were distinguished by the awareness of the need for knowledge, the desire to obtain this knowledge. They were characterized by personal responsibility for achieving the goal. In teaching, they sought to achieve goals, showed honesty in performing tasks, with learning they have positive emotions. Younger students with a high level of achievement motivation adequately assessed their abilities and capabilities, so they chose the average level of difficulty of the task. All these manifestations of achievement motivation were traced in the stories of the subjects. For example, the children answered: "She is trying to solve a problem" (Veronica P.), "He is glad that he was able to complete the task" (V.K.), "He wants to improve his knowledge, so he listens carefully to the teacher" (A.N.) etc.

We assigned S.D. to the group of subjects with a high level of achievement motivation. She strives to achieve educational goals. Training, the implementation of the tasks cause her joy, emotional uplift. S. is distinguished by perseverance in achieving goals, in overcoming difficulties. We judged this by the following indicators in her story: "The girl did her homework, she did all the exercises correctly and she is happy about it (E +) ... she thought about the problem, she thought about how to solve it (IA), she I wanted to cope with this task (NS)... the teacher will praise her for the correct performance of the task (P +)... ". As we can see, in S.D.'s story there are only categories of success, there are no categories of failure, HS is an indicator of a high index and FF is low heart rate. Similar answers were for all the pictures. From this it was concluded that S.D. was dominated by the desire to succeed. In her educational activity, S. was distinguished by perseverance in achieving the set goals, in overcoming difficulties. The implementation of certain tasks caused her joy, emotional uplift.

It is appropriate to present these experimental data in the form of a diagram, which makes it possible to visualize the ratio of the levels of achievement motivation in second graders (Fig. 1).

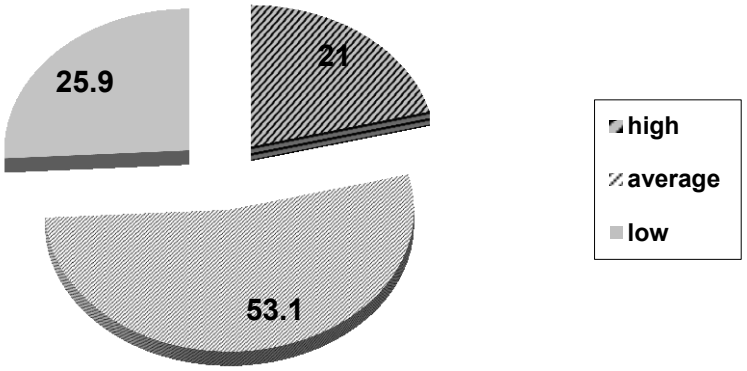


Figure 1. Distribution of students by levels of achievement motivation

Source: systematized by the author.

5. Discussion of results

Observation of younger schoolchildren with a low level of achievement motivation in learning activity and the results obtained using the method of collision of motives showed that the fear of failure dominated in achieving the learning goals of such subjects, and the reward motive played a significant role. Cognitive activity in them was more often manifested at the moment of personal interest. Such schoolchildren were, of course, attracted by the novelty of their work - unfamiliar tasks, interesting tasks that aroused their immediate interest. They solved the problem mainly by trial or copying, however, if they made a mistake several times, as a rule, they did not follow through, rejoicing at the call from the lesson. In the situation of choosing a task for independent work according to the degree of complexity, fear of possible failure appeared. This prompted such students to choose tasks that are either very easy or very difficult. The choice of a very easy task guaranteed them the possibility of a successful solution, the choice of a very difficult task (which hardly anyone can cope with), in case of failure, did not reduce self-esteem. Training in such students often caused negative emotions, they were confident in their abilities, so they did not try to reveal their capabilities in educational activities.

In educational activities, the subjects of group, discovered the low intensity of both motivational trends, sought to achieve simple learning goals if they were interesting or guaranteed success. Children were more attracted to simple tasks, the performance of which did not require perseverance, achievement skills. Younger students in this group were more concerned with the question "How to do?" Than "Why do?", So they could not analyze,

summarize, compare the knowledge gained. Cognitive activity was often reproductive in nature. These students were characterized by uncertainty about certain goals, fear of complex, difficult goals. Emotions were manifested in the fact that failure was treated calmly.

Observation of younger schoolchildren with a high level of achievement motivation in learning activity and the results obtained using the method of collision of motives showed that the tendency "hope for success" dominated in achieving the learning goals of such subjects. With this motivation, the actions of the younger student are aimed at achieving constructive, positive results. Such students are active and proactive. If obstacles are encountered, they look for ways to overcome them. The productivity of their activities and the degree of their activity are less dependent on external control. Students of this type are distinguished by perseverance in achieving goals, they set goals for themselves that they are trying to achieve.

The analysis of students' choices revealed that different situations did not equally show the motive of achievement in the same subjects (in one situation they showed the motive of achievement, and in another - no). The results of the influence of situational variables showed that the motive of achievement was manifested in a situation where students were given the opportunity to work independently, without the help of adults ("I can handle, let the teacher help the weak"; "Examples must be solved", etc.); in a situation of choosing between solving a complex and an easy task ("Easy task is not interesting to solve", "I like to solve complex examples"), unfamiliar and familiar problem ("I will take a problem that we have not solved yet, will be more interesting ").

The percentage of students who actually showed the motive of achievement in the situation of collision with the mark decreased. Only half of the students chose a difficult task to solve, giving up the mark for an easy task. In our opinion this fact is explained by the fact that the mark for the younger student remains a real motive, which is manifested in the form of interest in positive assessments of the teacher and high scores.

According to the results of purposeful observation of second-graders in educational activities, conversations and analysis of tasks, there is no direct connection between the level of motivation to achieve and success in learning. However, observing the dynamics of success during the quarter, we can say that 70% of students with a high level of motivation to achieve success is stable and high, 30% of respondents tend to be stable and higher than the previous group of students. In addition, all subjects with high and some with a medium level of achievement motivation are active in the

lessons, show interest in neatness and external attractiveness of the results of their work, strive to improve the results of their work. Thus, among students with a high level of motivation to achieve a significant part of them are not satisfied with the achieved level of performance of tasks, so they seek to rework them of their own free will. But there are also students who are interested in improving their own ways of doing things.

Students with a low level of achievement motivation tend to perform poorly. More often such students are not interested in their abilities, are satisfied with the achieved level of performance, in general it is difficult for them to learn.

The data obtained are correlated with the data of other researchers who consider motivation as a process by which students are directed to achieve success, as well as to maintain interest in achieving their own personal goals (Bostan et al., 2021). Murray (1938) and McClelland & Burnham (2001) also believe that the motivation to achieve plays a very important role in students' learning activities and is based on three types of needs: the need to achieve, the need for association and the need for power. In this context, it is suggested that according to each student's own experience, individuals with a high level of achievement motivation are stimulated by factors that appear in the context of the relationship, ie the notion of value (McClelland & Burnham, 2001; Desforges & Abouchaar, 2003; Hagenauer & Vollet, 2014; Panisoara et al., 2015). Thus, an important influence on the motivation of achievement has the recognition of the results of others and the teacher's perception of their assessment and self-esteem.

6. Conclusions

The aim of our study was to identify the psychological characteristics of motivation to achieve primary school students, to identify individual differences in the strength of motivation to achieve junior high school students. Analysis of the results of quantitative and qualitative analysis of the data of the empirical study of the characteristics of the motivation to achieve junior high school students, allowed us to draw the following conclusions:

- younger students in the exercise show two tendencies of motivation to achieve - the hope of success and avoidance of failure. The first of them expresses confidence in achieving a certain goal, and the second is associated with an anxious fear of not being able to achieve it, not to live up to expectations;

- purposeful study of achievement motivation allowed to reveal levels of its development at younger schoolboys (high, average and low);

- the results of the study showed that about half of junior students (53.1%) showed an average level of achievement motivation; a low level was manifested in a quarter of the subjects (25.9%). A high level of achievement motivation was found only in one-fifth of respondents (21.0%).

Junior schoolchildren with a low level of achievement motivation strive, first of all, to avoid condemnation and punishment. They have little initiative, they avoid important tasks. They often set themselves overestimated goals, poorly assessing their own capabilities, or, conversely, choose easy tasks that do not require special labor costs. Choosing easy tasks guarantees them success, and choosing very difficult tasks does not make them upset, because failure on tasks that hardly anyone can cope with does not cause feelings of humiliation or shame.

The researchers with the average level of achievement motivation are distinguished by the fact that they strive to achieve simple educational goals, children show interest in simple tasks, the implementation of which does not require perseverance, achievement skills; when performing tasks that are significant for them, they strive to overcome difficulties. However, the motives for achievement are still unstable, often depending on the situation.

Students with a high level of achievement motivation were distinguished by the awareness of the need for knowledge, the desire to obtain this knowledge. They were characterized by personal responsibility for achieving the goal. In teaching, they sought to achieve goals, showed honesty in performing tasks, with learning they have positive emotions.

The results of purposeful observation of second-graders in educational activities, conversations and analysis of tasks performed showed the peculiarities of the motivation of primary school students in educational activities. Analysis of the data of the observational experiment showed that there is no direct connection between the level of motivation to achieve and success in the education of younger students. However, in most students with a high level of achievement motivation, performance tends to be steady and higher compared to students with a low level of achievement motivation.

The obtained experimental data indicate the need to identify internal determinants that affect the development of achievement motivation, and to conduct targeted work to update the motivation to achieve in the educational activities of junior high school students.

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