

ACHIEVEMENT MOTIVATION IN THE EDUCATIONAL PROCESS

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Introduction. Among modern psychological and pedagogical problems of development of higher education the tasks of improving the learning activity of students are of great importance. One of these tasks is formation and support of the academic and cognitive motivation as a driving force for learning. Thus, the question of academic motivation is, in fact, the question of the quality of the learning activity.

Aim. The aim of our work is to reveal the nature of achievement motivation and describe its impact on the efficiency of the educational activity of students.

Materials and methods. The methods of theoretical analysis of the scientific and methodological literature were used.

Results and discussion. One of the variations of motivation of the human activity is achievement motivation related to the need of an individual to achieve success and avoid failures, as well as to strive for success in various types of activities. In modern psychology achievement motivation is defined as a functional system of the integrated affective and cognitive processes regulating the process of activities in the achievement situation continuously during its implementation. A human has two different motives related to the activities aimed at achieving success. The first motive is the actual motive of success achievement, while the second one is the motive of failure avoidance. It is the behavior of the study subjects that can determine what position a particular student has. Students motivated to succeed strive to achieve the best results in all their activities. They mobilize all their resources and focus their attention on achieving the goal set. They have a strong faith in success, its expectations; they expect to get approval for their actions, and their work gives them positive emotions. Students motivated for avoiding failures do not have confidence in their own abilities, afraid of criticism, and do not believe in the possibility to achieve success. Therefore, they usually associate the educational activity with the negative emotions and experiences. They do not get pleasure from their work and are bored with it; as a result this position leads them to failure not only in the academic progress, but in life as well.

Conclusions. Therefore, achievement motivation is always positive and more conducive to the personality development in contrast to the motive to avoid failure. Since the motives are formed in the process of the learning activity, the expedient and reasonable organization of the educational process in general is necessary.