

МОТИВАЦИЯ НА УСПЕХ КАК ФАКТОР АКТИВИЗАЦИИ ВНУТРЕННИХ ПОТЕНЦИАЛОВ У СТУДЕНТОВ УНИВЕРСИТЕТА

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В статье рассматриваются особенности мотивации на успех как о координирующем факторе в раскрытии внутренних потенциалов личности студентов в Вузе.

Ключевые слова: университет, студент, интеллектуальные достижения, мотивация на успех, внутренний потенциал, профессиональный рост, самореализация.

MOTIVATION ON SUCCESS AS A FACTOR OF ACTIVATION OF INTERNAL POTENTIALS IN STUDENTS OF THE UNIVERSITY

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The article examines the peculiarities of motivation for success as a coordinating factor in revealing the internal potentials of the students' personality in the University.

Key words: university, student, intellectual achievements, motivation for success, internal potential, professional growth, self-realization.

Modernization of modern society does not go against the main stages of human development, as part of society. Student years are a period of intellectual achievements, professional growth and becoming an independent person. As Shmeleva Zh.N. mentions these years help them socialize and adapt in future life [14, P. 239-241], [15, P. 229-232], [17, P.156-168]. The understanding of success acts as a coordinating factor of activity, it sets the pace and direction. The study of the concept of success allows to understand with what ambitions a young person goes into adulthood [11].

The problem of success has a debatable nature, as it pointed out by many approaches and concepts of exploring this issue [1]. A.S. Belkin defines success as an optimal balance between the expectations of others, the personality and the results of its activities. Moreover, the expectations of the individual must coincide or exceed the expectations of others, the most significant for the individual. In this case the mechanism of achievement is the «situation of success», which is such a purposeful, organized combination of conditions under which it becomes possible to satisfy the need to achieve significant results of activity [3, P.167].

D. McClelland's ideas help to consider success as one of the components of the acquired needs. In his theory, he focused on the needs of higher levels. It presents the

highest levels of A. Maslow's needs, but without hierarchy. He identifies three inherent needs: success, power and involvement. D. McClelland believed that these needs are acquired under the influence of experience and learning and have a strong influence on human behavior. The need for success shows up as a man's desire to achieve his goals more effectively than before. This need is met by the process of bringing the work to a successful conclusion. Many people prefer to put these goals on their own, and so that they are really achievable, and in case of guaranteed success they take personal responsibility and are ready to respond to the challenge. The need for success lies somewhere between the need for respect and the need for self-expression. People with this need usually risk moderately, prefer situations in which one can take personal responsibility for finding a problem's solution and want specific encouragement for the achieved results. People with a obvious need for success like to make decisions and be responsible for solving the problem. They love activities that require independent setting of goals and challenging, but the quality of the result is of little interest to them. However, they do not like it when the result does not come quickly enough [9, P. 361].

«The success system of Brain Tracy» is positioned as the realization of acme in the man personal development and includes six conditions for success:

1) Inner peace: freedom from fear, anger, feelings of guilt (B. Tracy spoints them out as the main psychological problems of the 21st century).

2) High level of health and energy, as a condition for obtaining sufficient life satisfaction.

3) Loving relationships – as the ability to enter into long, intimate and mature relationships with other people and support them.

4) Financial freedom – the availability of sufficient amount of money to meet basic needs, it is proposed to exclude the financial side as a matter of concern.

5) Worthy ideas and goals.

6) Feeling of self-realization; Self-actualization – the sense of the full realization of one's potential [12].

G.L. Tulchinsky identifies four main forms of success:

1) Prosperious success is success, bringing the person some social recognition, «popularity».

2) Success, expressed for the individual in the recognition of «significant others».

3) Success as overcoming difficulties in the form of self-determination.

4) Success as a realization of occupation. When, first of all, the activity is valued itself not the result [13, P.289].

Concerning the personality and its conception of success, it is important to consider the concept of focusing on success. Conscious and purposeful behavior, oriented to the implementation of public requirements (norms, values, standards) and evaluated based on them, characterizes the focus on success. German psychologists V. Friedrich and A. Hoffman argue that this type of behavior is a means and a product of personal development. An important role in the emergence of motivation for success is played by the value structures of the individual, the evaluation of what has been achieved [8]. Formation of behavior, oriented to success, occurs directly

through the family and indirectly through social institutions [2]. Having formed under the group influence, disposition to achieve success «oversteps» the boundaries of group affiliation. As general dispositions, they enter the structure of the personality and thus determine the choice of groups whose level of achievement corresponds to the increased requirements of the individual [4]. Active behavior, focused on success, shows not only in educational or socio-professional activities, it can be observed in almost all spheres of the life of the individual and therefore can be designated as a highly-generated quality of personality. Competition, contests increase individual readiness for success [10, P.88]. One can also experience advanced groups teaching [16, P.152-154].

We organized and conducted a study aimed at revealing the substantive features of the idea of success for university students.

In our study, 57 university students aged 17-23 years took part, 23 of them boys and 34 girls.

The duration of completion of the forms by the examinees was 1 hour.

Let's consider the content of our study more detailed. The methodical complex of the study includes the following methods [5]:

- 1) Modified version of the methodology unfinished sentences;
- 2) Projective drawing «My success»;
- 3) Standardized questionnaire «Measuring the motivation for achievement» by A. Mehrabian;
- 4) Standardized methodology «The level of subjective control» by J. Rotter;
- 5) «The test of meaningful orientations» in the modification of D.A. Leontief.

Several conclusions were drawn in the analysis of the data obtained. Let's consider the results of work with each technique more detailed.

In the framework of the first methodology – a modified version of the methodology, unfinished sentences – we singled out the criteria for a meaningful analysis of answers about the representation of success. Our criteria: active-personal, personal, quality-social and emotional, correlated with the forms of success by G.L. Tulchinsky. Recall that he singles out prosperous success, recognition by «significant others», overcoming difficulties in the form of self-determination and realization of occupation. Prosperous success correlates with an active-personal criterion with such a characteristic as purposefulness. It corresponds with a quality-social criterion by the presence of some social recognition, «popularity». Recognition by «significant others» as a form of success correlates with a quality-social criterion by the presence of a positive evaluation from the outside. Success as the overcoming of difficulties in the process of self-determination in the G.L. Tulchinsky theory correlates with the personal criterion by the presence of overcoming difficulties, activation of internal potentials, work on oneself. Success as realization of a occupation, due to the presence of the importance of the activity itself with an emotional criterion. A common sign is satisfaction from the work done. As a whole, our criteria do not coincide with the criteria identified by G.L. Tulchinsky. However, there are some general trends.

Thanks to the distribution of answers to the criteria, we found out that in the notion of success, students of the university have an active-personal criterion. Its

peculiarity lies in the blurring of answers that have a motivational character: «the achievement of the goal». At the same time to achieve this goal, students consider it necessary to spend a lot of efforts. The nature of which is also blurred: «work on yourself», «strive for success», «work, constraints». At the same time, students believe that success for others – money, fame, recognition – specific options, social character.

According to respondents, parents see their success in children and their achievements. That can show the passivity of the parents' vital position in the eyes of children. That is, in their understanding the main achievement in the life of parents is the child himself. Aspirations of parents – the child's achievements, his reliable life. At this time, and the children themselves, responding to the request of parents, direct the vector of their activity to vague achievements. While they could focus on the process of self-realization of their parents, to learn their resources, to reveal their capabilities. In an effort to meet the high expectations of parents, respondents are afraid of the insignificance of their successes, their inaccessibility. That can be described as a fear of failure in motivating activities.

Also in the responses is the idea of a negative and neutral attitude toward evaluation from the side (public recognition). What can be interpreted as a positive trend and the desire to focus on their knowledge and abilities in the process of action.

We attributed the results of the projective non-verbal technique to the unconscious idea of success, as opposed to a conscious presentation (a modified methodology of unfinished sentences). As a result, an intrapersonal conflict was defined in the students' ideas about success in the conscious and unconscious ways. The conflict between «I represent» and «I know». Since, most images have a specific content: car, flat, cup (54%) – corresponding to the qualitative and social criterion according to the first method [6]. What is in contrast to the dominance of the active-personal criterion in the representation of success on the answers to the questions of the first methodology.

Continuing the idea of the passive life position of parents in the eyes of children, we can say that a conscious idea was formed on the basis of parenting. Unconscious, imaginative representation is the result of personal experience, observation of other people, watching movies. What explains the leading position of the qualitative and social criterion in the answer to the question «For most people, success is ...», as representations of success in the minds of other people, according to respondents.

The desire to meet the high expectations of parents, the fear of insignificance of their successes, their inaccessibility were reflected in the results of the methodology «Measuring the motivation of achievement». Most respondents tend to avoid failures. They are characterized by unbelief in their strength, sensitivity to criticism. It is important to note the common features of respondents' questionnaires with a strong motivation for success. For all, there is no fear for their success. In the parents' views on the success, there are no answers corresponding to the category «children». In the answers there is the idea of purposefulness.

The results of the method «The level of subjective control» also find their reflection in the current conclusions. Thus, externality, as a degree of feeling oneself

a passive object of action of other people and external circumstances, is the leading personal characteristic of the respondents. Internality, as a self-awareness as an active subject of one's own activity, manifests itself in the field of interpersonal relations. To a much lesser extent in the field of family relations and achievements.

The method of determining the meaningful orientations allowed us to expand our conclusions. Students see the main «source» of the meaning of life in the future (goals). In this case, the locus of control dominates – I, more than the locus of control – is life. The general level of meaningfulness of life is normal, or higher than the norm for a larger number of respondents. Gender differentiation of answers allows to determine that the males tend to be unbelieving in their own strengths, to control the events of their own lives [7]. Girls, on the contrary, are characterized by the feeling «I am the master of life». The general level of meaningfulness of life is higher for girls.

Thus, success acts as a stimulus to activity, as a certain ratio of the desired and actual result of the activity. This study allows us to draw conclusions in favor of the need for further deeper study of this issue.

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