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**MANIFESTATION OF MAIN MOTIVATION PARAMETERS AT SEGNIOR PUPILS OF SECONDARY SCHOOL**

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**Introduction.** Education at school, college, university is a complex mechanism for the "personality’s building-up". For sure, any design includes many subsystems, relationships, rules, which form the basis for the rise of various "failures" that violate its basic functions. One of the problems which often occurs among students is the gap between claims and real opportunities. People with a realistic level of claims are distinguish by their confidence, commitment to success, greater efficiency compared to those people whose level of claims doesn’t agree with their abilities and capabilities. Consequently, the level of claims is closely related to one’s self-esteem and motivation of success in various types of activities.

**Materials and methods.** For examination the levels of different directions of motivation it was used the modified form of questionnaire by V.K. Gorbachevsky. It helped carry out diagnosis of components of personality motivational frame and comprises 42 questions integrating into 15 components which are classified into 4 groups, following the response handling. The research study was performed at Kharkiv Secondary School number 123. 20 students of 9 – 11th Forms, aged 15 – 17, were asked.

**Results of research.** After analyzing the first group of these components which are regarded as the center of the motivational sphere of personality, it was founded that 75 % of schoolchildren had a medium level of intrinsic motive and 25 % - a high level.

According to results of cognitive motive estimation which characterizes person’s attitude to results of its activity, it was observed that 35 % of respondents have medium level of manifestation, and 65 % - high. By avoiding motive results were followed: 5% of schoolchildren showed a below medium level, 35 % - medium, and 60 % - high. By competitive motive: 10 % of respondents shows low level, 20 % - medium, 70 % - high. 60 % of pupils have medium motivation to change current activities, and 40 % - high motivation. Self-esteem motive which is expressed by person’s desire to set more and more complicated purpose in daily life, for 10 % of respondents was estimated as low, for 25 % - as medium, and for 65 % - as high. The second group consists of components associated with the solution of complex tasks. They are as follows: manifestation of strong will (10 % of pupils – low level, 60 % - medium level, and 30 % - high level); estimation of attained results (10 % - low level, 80 % - medium level, 10 % - high level), potential assessment (5 % - low level, 30 % - medium level, and 65 % - high level of this motivational direction). The third group contemplates assessment of the student's performance. The study showed that expected level of performance results for 15 % of respondents was low and for 85 % - medium. The fourth group of components considers causational factors of the relevant activity. It includes such components as "consistent pattern of results" (which expresses the subject's understanding of his (or her) own abilities to achieve the set goals), and "leadership role" (which shows individual's manifestation of initiative and inventiveness in solving set tasks). At first of them most of pupils show medium (50 %) and high (40 %) level of display, and only 10 % - low level. In regard to leadership role most of senior pupils have high level of motivation (65 %) or medium (35 % of respondents).

**Conclusions.** Thus, the study has demonstrated that the majority of adolescent students have a high level of enthusiasm for job, fear of gaining low results of any activity, and potential assessment. However, at the same time, we observe a low level of choice of task complexity, degree of manifestation of strong will in achieving complex tasks, and expected level of results. Such results of motivational sphere assessment should be taken into account with the aim to hold school activities and to prevent depressed state of the students.