

PSYCHOLOGICAL ASPECTS OF THE DEVELOPMENT OF ACADEMIC ACHIEVEMENT IN STUDENTS

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Abstract: The study is devoted to the study of the psychological mechanisms of the development of academic achievement. The results of the study showed that there is a positive relationship between the expression of search behavior and self-sufficiency, self-esteem and a sense of ownership and effectiveness of the individual. This relationship can be explained, on the one hand, by the fact that search behavior occurs in conditions of uncertainty and requires serious efforts. Therefore, it requires the beginning of self-confidence and high self-esteem. On the other hand, maintaining the adequacy of activity in difficult situations and not being inclined to give up allows you to increase self-esteem. The study showed that students with low cognitive-search activity and, accordingly, low self-esteem, when faced with unsuccessful situations in the search, more often give up the search or give up. Unfortunately, a situation often arises when receiving negative assessments in educational activities, which can follow one after another. At the same time, such a situation not only discourages the student from intensive knowledge acquisition, but also undermines confidence in their resources, capabilities and hope for optimization of their positions, weakens cognitive interest in professional activity. As a result, learned helplessness can develop quite quickly. This category of students is more susceptible to disappointment from failures in educational and professional activities. These students do not try to identify the reasons and draw conclusions and are inclined to abandon educational activities. These facts should be taken into account.

Keywords: academic achievement, learning motives, learned helplessness, academic

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Introduction

Since the student period coincides with the youth period, the development of academic achievements and the formation of individual performance occur at this age stage. Not all students of higher education institutions always study with the desire to achieve academic achievement. Some students focus only on obtaining a document confirming their higher education, and do not engage in purposeful work on deep and detailed study of academic subjects. On this basis, a natural question arises: what is the main reason for this? Why do some students achieve academic success, while others graduate from higher education institutions only with the desire to get a diploma? To answer these questions, we need to look at the psychological mechanisms of the development of academic success. The diversity of motives for learning activities among students with different academic indicators and the specificity of their profiles are of particular interest in this regard. In this regard, it is also necessary to pay attention to the structure of achievement motivation. Success or achievement motivation is not a single construct, but rather includes various constructs such as specific concepts of ability, task values, goals, and achievement motives. However, academic success has a leading force for the development of personality identity [Jabbarov et.al,2018].

Analysis of the conducted studies shows that various motivational constructs act as predictors of academic success, which are higher than students' cognitive abilities and previous achievements [Jabbarov et.al,2018]. Several existing studies investigating this issue have shown that most motivational constructs predict higher academic achievement than intelligence, and that students' self-concepts and task values are stronger predictors of their achievement than goal and achievement motives.

Here, achievement motivation acts as a single construct. This motivation reinforces behavior and directs it towards achievement, and therefore appears to be an important determinant of academic success [Robbins et al, 2004; Wigfield and Tonks, 2016]. Achievement motivation is not a single construct, but rather encompasses various constructs such as motivational beliefs, task values, goals, and achievement motives [Wigfield and Tonks, 2016]. However, there are limited studies examining

different motivational constructs in relation to students' academic achievement in a single sample, and in addition, students' cognitive abilities and their previous achievements [Kleinginna and Kleinginna, 1981; Jabbarov, 2018; Jabbarov, 2021]. Students' cognitive abilities and their previous achievements are among the best predictors of academic success, while motivational factors for students' achievements are leading when assessing their importance [Steinmayr et al., 2018].

Literature review

In a number of studies, motivational beliefs, task values, goals, and achievement motives are assessed at the same level of specificity as achievement criteria. This is an important question from the point of view of motivation theory and future research in this area. In addition, based on the findings, it may be possible to better judge what types of motivation should be specifically developed in higher education institutions to improve achievement. This is an important issue for interventions aimed at increasing student motivation.

Studies show that the success of educational activity is a certain activity aimed at changing the external situation or the individual's attitude to the current situation in the absence of a clear prediction of the outcome of this activity [Borovik, 2006]. At the end of this activity, an increase in academic achievement and the creation of individual performance are observed. In order to understand the essence of educational activity, it is appropriate to note two points that determine its success:

1) planning in conditions of uncertainty, when it is impossible to foresee the consequences of the actions performed;

2) constant analysis of the situation, results and achievements at each stage of activity against the background of feedback [Voronina, 2009]. It should be borne in mind that weak learning activity during the student period is an indicator of a low level of success in educational activities. Arshavsky and Rotenberg have established that educational activity does not depend on the result of the individual's activity and helps to resist stressful influences (health) and increases mental resistance

to psychosomatic diseases [Rotenberg and Arshavsky,1979]

Activity in the educational process is an integral part of many specific behavioral models, including search and orientation. It also includes fantasy, planning, reassessment of the situation, synthesis and analysis, irrational attitudes and other thought processes that are fully manifested in the educational process. Activity in the educational process can manifest itself as pathological behavior as a manifestation of an inadequate attitude to oneself. In some variations, pathological activity in the cognitive direction can be dangerous and destructive for society [Kolesova, 1973]. The study of the prognostic possibilities of educational and cognitive activity allows us to conclude that search activity, as an integral part of the student's educational activity, largely determines the content and nature of the student's educational activity. In his research, S. Smirnov established that the initial level of educational activity is a serious indicator of the student's success in educational and professional activities. [Smirnov, 2013].

Results

The results of our study show that, in principle, it is important to take into account educational activity in the process of designing educational and professional activities. Our study regarding educational and professional activities showed that there is a positive relationship between the expression of search behavior and self-sufficiency, self-esteem and a sense of ownership and effectiveness of the individual. This relationship can be explained, on the one hand, by the fact that search behavior occurs in conditions of uncertainty and requires serious efforts. Therefore, it requires the beginning of self-confidence and high self-esteem. On the other hand, maintaining the adequacy of activity in stressful situations and not being inclined to give up allows you to increase self-esteem. Therefore, educational tasks given to students with high search activity should be aimed at their high self-confidence and presented as a challenge to their capabilities.

The study showed that students with low cognitive-search activity and, accordingly, low self-

esteem, when faced with unsuccessful situations in the search, more often give up the search or give up. Unfortunately, a situation often arises when receiving negative assessments in educational activities, which can follow one after another. At the same time, such a situation not only discourages the student from intensively acquiring knowledge, but also undermines his faith in his resources, capabilities and hope for optimizing his position, weakens his cognitive interest in professional activity. As a result, learned helplessness can develop quite quickly.

This category of students is more susceptible to disappointment from failures in educational and professional activities. These students do not try to identify the reasons and draw conclusions and tend to abandon their educational activities. Therefore, the problem of academic failure and “turnover” of students in the early years should be considered in the context of failure of educational activity, refusal of research activity and failure to adapt to the new requirements of higher education.

Research has shown that academically unsuccessful students attribute their low grades to a lack of certain abilities, low intellectual abilities, overwork and poor health can lead to and in this way their helplessness caused by internal reasons is comprehensive and stable, because such a self-assessment of their capabilities and abilities can determine not only the low level of professional preparation, but also failures in the future.

It should be noted that the abilities of students who fall into the category of learned helplessness, who are included in the “risk group”, often do not differ from the abilities of other students. The use of individual educational trajectories for such students implies the presentation of unsatisfactory results in a supportive “soft” form, which reduces the risk of expulsion of this group of students. It is obvious that in such cases it is advisable to exclude educational strategies that lead to the repetition of situations as a result of failure and the formation of learned helplessness - the student ceases to understand the connection between actions aimed at achieving the goal, cannot clarify the goal and the expected result for himself.

It seems important that students with weak search activity at the initial stages of training demonstrate a high level of independence and form it in accordance with the requirements. As a

result, and against the background of gradually presenting educational tasks that require greater and greater independence, this becomes even more obvious. Thus, an important role in the deformation of the educational-cognitive position in the student's life is played by the development of cases of refusal to search, which leads to a violation of the interaction of the personality with the environment, poses a threat to his mental and physical health. The development of cases of refusal to search or low activity in educational activity can be caused by various reasons that differ in the objective conditions for the formation of such a situation and in the subjective assessment of the events taking place.

Thus, the assessment of the success of educational activity is the determination of the qualities acquired by the student and the results of the educational process. The first group includes situations in which a person does not need search behavior to achieve the goal. In this case, the frustration of the initial search activity that occurs ultimately leads to the emergence of emotional tension caused by the fear of a change in the situation, which in turn leads to refusal to search.

The second group includes life situations in which successive failures cause a person to get tired of struggling with them and he expects that his actions aimed at achieving the goal will not lead to the desired result.

Failures begin to acquire greater emotional significance or personal meaning for him than achieving the goal. All this leads to the development of a passive behavioral strategy. In this regard, the academic achievements of students should be understood as an increase in the volume of competencies (general, personal and professional), the level of mastery of which is assessed by points. It is necessary to emphasize the importance of the formation of individual characteristics and developed adaptive abilities that allow students to successfully carry out their educational activities and achieve high academic results. They are what form the motivational orientation of a person and the components of the "I-concept" [Jabb-arov, 2018]. They also allow a person to develop and improve professionally and personally, to create the necessary picture of the perception of the world.

Discussion

Of course, in addition to these factors, there are a number of additional factors that ensure the development of a student's academic achievement. Here we should especially mention personal and intellectual qualities. The relationship between personal and intellectual qualities and the success of his students' academic activities was systematically studied by O.N. Boletus. O. Borovik identified a number of psychological categories in this process, which include individual, subject and personality elements [Borovik, 2002]. In order to study the hierarchical structure of needs in a larger block, he divided these concepts into criteria. O. N. Borovik claims that individual manifestations of a person in educational activity are characterized by the fact that his actions are directed towards satisfying his needs and he perceives everything around him as an object of his needs. Subjective manifestations of a person in action are actions that correspond to the requirements of the norm of activity. Subjective self-determination involves assessing his actions and the entire environment from the point of view of fulfilling functional and normative requirements. The main direction of his activity is performance. [Borovik,2002].

When obstacles arise in the implementation of tasks, the subject of activity either corrects his actions within the framework of a given norm, or informs adults about the difficulty. The importance of strict adherence to the norm helps the subject to be ready for additional training, education and professional growth [Voronin,2009].

Personal manifestations of a person in activity are actions based on social values or activity values. Personal self-determination within the framework of activity manifests itself as actions aimed at the development of the activity of a specific individual. When difficulties and problems arise or are predicted in activity, a personally oriented student activates the analysis of the causes and seeks optimal ways out of difficulties. Thus, the personal emphasis is aimed at continuous improvement of activity. However, this is carried out not on the basis of needs, but on the basis of agreed values of activity [Voronin,2009].

In order to study the relationship between the personal and intellectual qualities of students and the success of their academic activities, it is appropriate to describe the influence of the relationships in the personality and activity structure on the real and ideal self-image of perfectionist students. The focus on success and high achievements, which is characteristic of Western culture, gradually began to take its place in the worldview of young people [Yeremeyev, 2014].

The increasing complexity of the modern education system has contributed to the formation of competitive behavior, the creation of a stable image of ideal and perfection in the consciousness of the individual. The phenomenon of perfectionism began to be viewed not as an individual tendency of the personality, but as "a new formation of the culture of modern society, which confirms the universal goal of achieving individual superiority." A number of studies show that a high level of self-oriented perfectionism identified in students indicates the presence of a motive for striving for self-improvement, a tendency to self-evaluation, and high standards of one's own behavior. This category of students is characterized by a broad personal style, manifested through affective, behavioral and motivational components [Kiselviskaya,2013].

Analysis of the results of the study by O.F. Potemkina to determine the degree of expression of the main personal characteristics of perfectionist students shows that for a perfectionist student, the result of activity in both the ideal and real self is more important, which is expressed by the high intensity and interest of students in the effective solution of business situations and problems [Zer,2015].

A perfectionist student does not try to choose types of activity that carry the risk of obtaining sufficiently high performance values. Excessively high standards of the perfectionist personality allow for loneliness. the situation has two polar outcomes: complete failure and perfect compliance with the requirements or.

A student prone to perfectionism strives for autonomy and personal freedom in all areas of life, an individual trajectory and independent choice of his own life path. The self-image of perfectionist students is characterized by an attitude towards power. This personality type is characterized by a

desire for independence, self-assertion, a tendency to ignore authorities and an aggressive focus on defending the rights of independence [Kiselviskaya,2013]

For the ideal self - the image of a perfect student - it is possible to focus on money. This is confirmed by the business-oriented nature of students belonging to the social elite, their enterprise, as well as the desire to achieve a high socio-economic status. At the same time, this attitude was least manifested in the real self-image of students. This means that in real life a student who is inclined to perfectionism always comes to the conclusion that he does not have the opportunity to improve his social status and well-being. This is due to the increased level of self-criticism in such students, the lack of self-esteem inherent in perfectionists is explained by the lack of self-confidence [Orlova and Gracheva, 2014]. Various studies show that the influence of attitude on the formation of the structure of the self-image of an academically successful perfectionist student is reflected in the specific quality that the student himself attributes to himself at this age. As a result, attention is characterized by the desire for independence and freedom, a tendency to compare possible personal self-realization and the goals set [Matveyeva, 2013].

It should be noted that there are internal contradictions in the personality of an academically successful student with self-oriented perfectionism. In order to overcome these contradictions, it is necessary to develop values, values corresponding to motivation [Jabbarov, 2021]. Internal dependence on social assessments, low self-confidence in results and opportunities for action, lack of self-confidence, perfectionist students focus on the external demonstration of internal personal well-being - autonomy, personal power, superiority, general positive aspirations. Among these desires, orientation, freedom, etc., characteristic of socially successful people, predominate [Sagiyev, 2013].

The perfectionist's external well-being expresses a defensive attitude and the desired goal of self-improvement and self-development. The higher the level of formation of a particular individual's dependence, the stronger the desire for self-affirmation, personal autonomy, personal social significance and increased level of competitive behavior is expressed [Nizhegorodcheva, 2016].

Conclusion

The conducted studies show that in modern conditions the main goal set in education is to prepare comprehensively developed specialists with a high level of personal development and professional competitiveness. The analysis shows that students should be ready for constant self-improvement, continuous expansion of the circle of skills and knowledge. One of their most important qualities should be the ability to learn throughout their lives. Facts show that in the most general sense, educational activity is a person's actions directed by a conscious goal, such as mastering a specific, defined volume of knowledge, skills and habits, types of activities and forms of behavior. Effective educational activities can help meet the needs of the student's intellectual development and personal growth. The main factor here is educational motives. Studies show that the main elements that form the mechanism of formation of training and professional motivation of students for their future professional activity are emotional-evaluative, cognitive and behavioral elements. In the absence of one of these elements, it is difficult to talk about the mechanism of formation of educational motivation. Also, in this case, the student's main self-actualization motive does not develop. It is precisely the development of the self-actualization motive that can lead to the development of educational achievements [Jabbarov, 2018; Jabbarov and Ibrahimova, 2013]. The teaching style determines the characteristics of the activity itself, the individual psychological characteristics of its subject, including the student's individual self-development motivation.

For the development of learning motivation, it is important to connect the components of many specific behavioral models in learning activities, including emotional intelligence, fantasy, planning, reassessment of the situation, synthesis and analysis, irrational attitudes and other thinking processes that are fully manifested in education [Jabbarov et al., 2023]. In the process of developing learning motivation in students, a positive relationship should be created between the expression of search behavior in educational and professional activities and self-sufficiency, self-esteem, a sense of individual ownership and effectiveness. It is the development of these aspects that plays a role in the

formation of motivation.

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