# MOTIVATION INFLUENCE ON PRIMARY STUDENTS' BEHAVIOR SELF-REGULATION

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Introduction. Each leading motivation is characterized by a specific form of self-management of the behavior and psychological processes. Thus, *self-regulation* and self-control are distinguished. For internal motivation, *self-regulation* is a form of self-management of behavior and mental processes. According to V. Morosanova and E. Aronova, the subject of activity carries out *self-regulation* based on the system of processes of conscious setting of goals and carries out conscious management on their achievement. Such a system has its own special, mobilizing psychological resources, structure. [2] When the strategy of activity changes, *self-regulation* gives flexibility to thinking, and the choice of strategy and means for implementation of activity is based on the subject`s needs. In the presence of *self-regulation*, the activity of the subject is spontaneous, creative and interesting. Since intrinsic motivation is the subject`s voluntary participation in activity, the function of *self-regulation* is to balance intrinsic motivation with the one`s activity in the case of deviation of the parameters of activity from the optimal. Loss of curiosity, creativity are indicators of this deviation. The transformation of external influence into the subject's internal regulation system is internalization.

That, the formation of *self-regulation* that leads to the integration of mental structures in the subsystem of *self-regulation* internalization is. V. Morosanova and E. Aronova emphasize an interesting fact that the strategy towards the future is the characteristic of students with a high level of development of conscious *self-regulation*. Also, scientists arrived to find out that subjective characteristics have a closer connection with purposefulness than with features of self-knowledge. [2] The *self-regulation* subsystem provides support for the productive and constructive activity of

the "I" of the subject, mixes with the processes of regulation and values, identifying with them, that is, taking them for their own. Under such conditions, the regulatory process is assimilated into each part of the "I" of the subject. Successful motivation management, a competence significant level and a high degree of self-esteem are ensured by internal motivation and the corresponding *self-regulation* subsystem. The choice of a particular form of behavior depends on the consideration of internal emotions, since the subject`s internal orientation is associated with internal motivation and *self-regulation*. The choice of behavior in the course of the activity depends on the subject`s conscious motives and emotions. Therefore, the subject has the ability to control one`s own behavior at own discretion, on condition the organization of personal structure in a certain way [3], and ones behavior is typical of flexibility to change environmental conditions. Depending on [2] the conditions of each particular situation, the subject chooses some form of behavior.

Aim. Study the influence of hubristic motivation with desire for perfection and desire for superiority among primary students.

Methods. 1. *The projective methodology "Fairy tale kingdom"* for senior preschool and primary school age was developed to study the hubristic motivation of children from 6 to 10 years. The method allows to determine the children` degree of expression of desire for superiority and desire for perfection. 2. *Methodology "Style of self-regulation of children's behavior - VI Morosanova" (version SPSP2-M)*. The technique allows to study the primary and secondary students` *self-regulation*.

Sample. The study was conducted among students of 3-d form. 103 primary students took part in the research.

Results. According to the data obtained in the study, the development of primary students` *self-regulation* is represented by three levels, namely high, medium, low. The figure shows a diagram showing the level of students' *self-regulation* in percentage (Fig. 1 The 3-d form students` self-regulation levels).

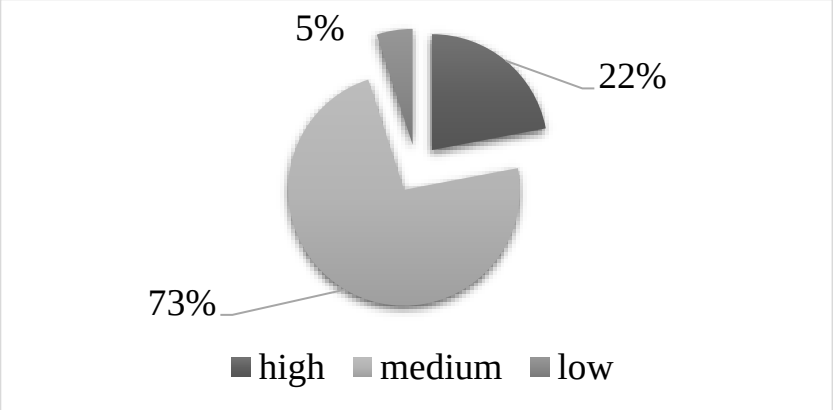


**Fig. 1. – The 3-d form students` self-regulation levels**

We see that the high behavior *self-regulation* degree found in 22% of students; 73%, that is, the vast majority of students have an average degree of *self-regulation*; while the smallest quantity of students, namely 5%, have low *self-regulation* level. Of particular interest to us is the correlation of hubristic motivation with the desire for perfection and the desire for superiority.

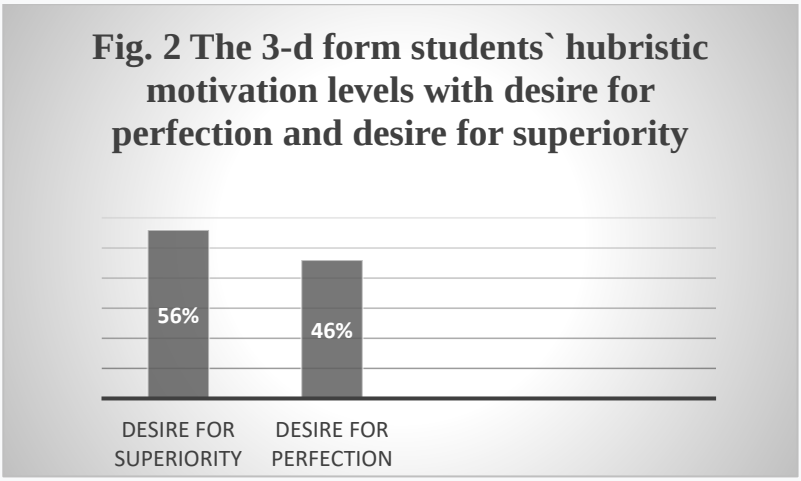


**Fig. 2. – The 3-d form students` hubristic motivation levels with desire for perfection and desire for superiority**

**As the picture (Fig. 2 The 3-d form students` hubristic motivation levels with desire for perfection and desire for superiority) demonstrates**, the majority of pupils, that is 56%, possess hubristic motives with desire for superiority. Fewer students, namely 46%, have hubristic motives with a desire for perfection.

Table 1 (Table 1: The 3-d form students` hubristic motivation levels with desire for perfection and desire for superiority) shows that students with a high degree of behavior *self-regulation*, are more characterized by the hubristic motivation with desire for superiority, that is 12%.

*Table 1*

**The 3-d form students` hubristic motivation levels with desire for perfection and desire for superiority**

| | Hubristic motivation | |
|---|---|---|
| Self-regulation level | Desire of superiority | Desire of perfection |
| High, n=24 | 13 students, 12% | 11 students,10% |
| Medium, n=74 | 41 students, 40% | 36 students, 35% |
| Low, n=5 | 4 students, 4% | 1 students, 1% |

However, 10% these students have hubristic motives with a desire of perfection. The interesting fact is that the majority of students with low *self-regulation* development, that is 4% of the surveyed respondents, have a hubristic motivation with a desire for superiority. And only 1% of students with low levels of *self-regulation* have a hubristic motive with a desire for perfection. The largest quantity of students that is 73%, have an average level of behavior *self-regulation*. 35% of these have a hubristic motive with a desire for perfection, and 40% of students have a hubristic motivation with a desire for superiority.

Discussion. Hubristic motive with a desire for superiority is character not only for students with high and medium *self-regulation* levels but also for children with its low levels. Hubristic motive with the desire for perfection is also a characteristic of children with high and medium levels of autonomous regulation, as well as for students with low levels of regulation development. High *self-regulation* is found among students with a desire for superiority, which is broadly matches with the results of our research, which describe the relationship between *self-regulation* and subject`s hubristic motivation.

For the most part, hubristic motives with a desire for superiority are inherent in participants with low levels of *self-regulation*. But among students with low *self-regulation* there were ones with the desire for perfection. Participants with the

highest level of *self-regulation* are usually characterized by hubristic motives with a desire for superiority. Hubristic motives with the desire for perfection are also presented but in smaller quantity. Regardless of the level of development, s*elf-regulation* is characterized by hubristic motivation, both with the desire for superiority and with the desire for perfection.

Conclusions. In general, we may say that the empirical results obtained from testing are matched theoretical models. Among primary students the interest to activity is positively related to the desire for superiority and the desire for perfection, but in more cases to the desire for superiority. According to classical studies [1], students who are characterized by internal *self-regulation*, are internally motivated, more inquisitive, seek to perform more difficult exercises, try to master the material independently. In addition, they felt more competent in school and their self-esteem was higher. The results obtained not only prove a significant role of the desire for superiority, but also a positive role of the desire for perfection. However, it should be noted that the students` great curiosity, cognitive interest and activity in self-study of interesting material are related to the desire for perfection. Hubristic motivation with a desire for perfection is expressed as a desire for self-affirmation by improving one's own achievements, desire for self-development, self-realization. Hubristic motivation with a desire for superiority is expressed as the desire to assert itself by acquiring a championship in the group through interpersonal rivalry. The researching of hubristic motives with a desire for perfection and superiority in the context of motivation of a subject`s leading activity made it possible to find out that hubristic motives have positive connections with the motives of one`s leading activity. In particular, in primary school, the subject of activity is characterized by a slight dominance of a desire for superiority over a desire for perfection [1].

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