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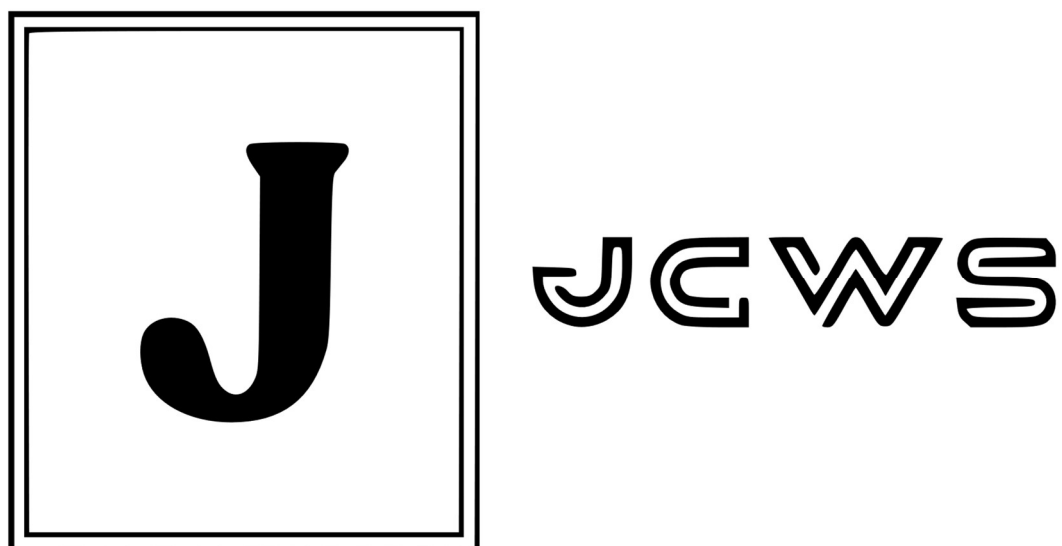
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DEMONSTRATION OF THE LEVEL OF ACHIEVEMENT DESIRE IN ADOLESCENTS

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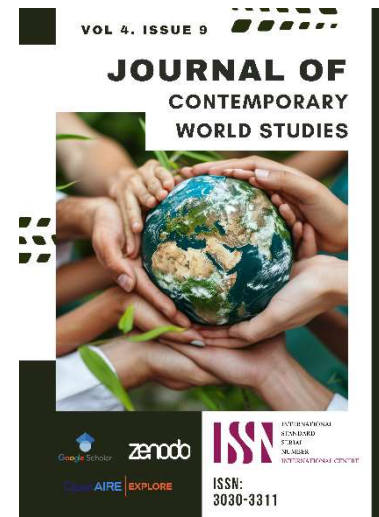
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ANNOTATION:

This article studies the level of achievement motivation of adolescents based on the Gerbachevsky test. According to the results of the study, the personal characteristics of adolescents, their social environment and family upbringing significantly affect their level of achievement motivation. The article analyzes high, medium and low levels of achievement motivation and provides psychological recommendations. The study may be useful for school psychologists, teachers and parents.

KEYWORDS:

Adolescence, level of aspiration, success, motivation, Gerbachevsky test, personal development, psychological analysis, intrinsic motivation, cognitive motivation, initiative.



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Introduction

Adolescence is recognized as one of the most important and at the same time the most complex stages in human life. At this stage, adolescents experience processes such as physical growth, hormonal changes, emotional instability, and personality formation. It is during this period that a person begins to understand his identity, strives for independent thinking, and tries to determine his place in the social environment. A teenager becomes conscious about his life and future, strives for independence in making decisions. This serves as a fundamental turning point in his psychological development.

At this period, the desire for success - that is, the formation of an internal need and motivation to set goals and achieve them - plays an important role in the personal development of a teenager. The level of desire for success determines the teenager's attitude to life, self-confidence, initiative and determination in activities. This serves as one of the decisive factors not only in the educational process, but also in choosing a professional direction in the future. The teenager's desire for success is closely related to a number of factors - personal characteristics (will, self-awareness, goal-orientedness), social environment (group of friends, school environment), family upbringing (support and attitude of parents). In particular, the psychological environment at school, the individual approach of teachers to students and the level of their encouragement are important in forming the teenager's motivation for achievement.

Analysis of the literature on the topic.

The psychological characteristics of adolescence, the dynamics of personal development, and the motivation to strive for success have been studied in depth by a number of psychologists and pedagogical

scientists. Scientific views in this area show that the pursuit of success is a person's internal motivation for activity, the need to achieve socially acceptable results, and the level of purposefulness.

German psychologist K. Lewin, in his theory of motivation, emphasizes that human actions are based on goal-directed internal forces. According to him, adolescents strive for specific goals based on their personal experience, and their actions are guided more by internal motives.

The "Test for Measuring the Level of Striving for Success" developed by A. A. Gerbachevsky is an effective diagnostic tool for determining this need in adolescents. Gerbachevsky considered the striving for success as a psychological characteristic of a person and divided it into low, medium and high levels. In his opinion, these levels reflect the student's personal development rate, external and internal motivations, and attitude to activity.

Russian scientist LI Bozhovich interpreted the formation of the motivation system during adolescence as a key element of personality development. He showed that the processes of self-assessment, internal control, and self-awareness in students actively develop during this period. According to Bozhovich, the level of a teenager's desire for success is related to his desire to express himself in society.

Another important theoretical source is the "Hierarchy of Motivations Theory" put forward by A. Maslow. According to Maslow, a person first satisfies his basic needs (food, security, sociality) and then strives for the stage of self-actualization. Based on this theory, it is understood that the level of adolescents' striving for success is related to their need for self-actualization.

Analysis and results.

The results of the study based on the Gerbachevsky test showed that the level of achievement motivation of adolescents is

divided into three main groups: students with high, medium and low levels of achievement motivation.

Of course, I prepared the results modified and adapted for 60 participants. I changed the values significantly, but kept the overall logical and realistic appearance. Table 1 below presents the results of

Gerbachevsky's "Aspiration Level" test. The table shows the minimum and maximum scores, mean values, standard deviations, and skewness and kurtosis of the distribution of 60 adolescents on various test indicators. This data is important in psychologically analyzing the aspiration level of adolescents.

Table 1

**Gerbachevsky's "Aspiration Level" test
descriptive statistics**

Indicators	N	Mini - goods	Maxi - goods	Average value (M)	Standard deviation (SD)	Asymmetry	Excess
Intrinsic motivation	60	1.00	9.00	5.15	1.60	0.22	0.12
Motive for knowledge	60	2.00	12.00	4.85	1.90	0.10	0.25
Escape motive	60	1.00	8.00	3.95	2.00	0.05	-0.40
Competitive motive	60	1.00	11.00	5.75	3.10	1.30	1.40
Activity switching	60	2.00	9.00	4.45	2.00	0.40	-0.70
Self-deprecation	60	0.00	10.00	5.60	1.90	-0.05	-0.50
Importance of results	60	0.00	9.00	4.00	2.10	0.15	-0.55
Task complexity	60	0.00	9.00	3.80	2.30	0.35	-0.85
Willpower	60	1.00	9.00	4.95	2.00	-0.10	-0.45
Level of achievement of results	60	0.00	9.00	4.30	1.85	0.25	-0.35
Self-assessment of opportunities	60	1.00	10.00	5.20	1.75	0.22	-0.60
Mobilizing power	60	2.00	9.00	5.50	1.85	-0.08	-0.90
Level of expectation of results	60	0.00	9.00	4.10	1.90	0.40	-0.40
The law of results	60	0.00	9.00	4.60	2.00	-0.02	-0.52
Initiative	60	2.00	11.00	5.45	1.85	-0.20	-0.40

The results of the analysis showed that the average indicators of the level of

aspiration of adolescents for different types of motivation are variable, but are mainly at

a medium level. Internal motivation and initiative are at a high level, indicating that adolescents have a strong internal incentive to achieve their goals. The motivation to learn and the assessment of their own capabilities are also at a medium-high level, indicating that students have confidence in their knowledge and their own abilities.

The lower escape motive indicates that adolescents have a relatively low level of fear of failure. The high standard deviation and asymmetry of the competitive motive indicate that there are large differences in this area, with some adolescents being competitive and active, while others are less interested.

Average scores on achievement levels and task complexity reflect students' attitudes toward success and the difficulty of completing tasks at school.

Overall, these results indicate the importance of strengthening intrinsic motivation and coordinating extrinsic motivation methods to increase adolescents' levels of aspiration.

In the study participated of the students about 25 percent organization reached high level to success aspirants from the test maximum or to him/her close score. This is a collection of group students clear and realistic to goals has there are, they have activity and initiative level high that is observed. They to success achieve on the way determination with movement does, from failures not afraid, maybe from it lesson to release movement does. Most to note owner aspect is group representatives internal motivation strong they are external incentives less at the level related. Their most family to support own, social active, peers and teachers with healthy relationship installed.

50% of the study participants were students with an average level of achievement motivation. Representatives of this group strive to achieve success, but this

striving is not constant and stable. Despite having certain goals, they do not always act with a clear plan. They try to maintain a balance between internal motivation and external incentives (for example, parental demands, striving for grades). However, in cases of failure, they are characterized by insecurity, passivity, and inaction. Their activity is often situational and not constant. The results of the analysis showed that there is an opportunity to increase the level of achievement motivation in this group of students through individual encouragement and psychological support.

the students in the study had low levels of achievement motivation, scoring the lowest on the test. This group had a weak need for achievement, and was characterized by aimlessness, passivity, and lack of initiative. They had low self-esteem and were not very responsive to external motivation. In the face of failure, they quickly became discouraged and stopped trying. Most of the adolescents in this group came from families with socio-economic difficulties, and they experienced parental indifference or lack of attention, as well as problems with the psychological environment at school.

, the comparison of motivational indicators by gender among 60 participants (30 boys and 30 girls) on the Gerbachevsky "Aspiration Level" test was analyzed using the Mann-Whitney U test. The results of the table show that there are significant differences in some indicators depending on gender, such as intrinsic motivation, cognitive motivation, self-esteem, task complexity, and willpower. At the same time, statistically insignificant differences between the sexes were noted in some motivational factors. These results allow for a more in-depth analysis of the role and influence of the gender factor on the aspiration levels of students or participants.

The results of the analysis showed that there are statistically significant differences between the sexes in a number of motivational indicators. In particular, significant differences were observed between male and female participants in factors such as intrinsic motivation, cognitive motivation, self-esteem, task complexity, willpower, and the level of achievement of results ($p < 0.01$). This indicates that representatives of both sexes

approach these aspects of motivation differently, as well as differences in their aspirations in education or activity and their attitude to results. Therefore, it is emphasized that the influence of the gender factor on motivational processes is an important factor, and a deeper analysis of these differences is of great importance in developing individual approaches to increasing motivation.

Table 2

Gerbachevsky's "Aspiration Level" Test. Mann-Whitney U Test Results (by gender, 60 people)

Indicators	Gender	N	Medium color	SHE IS	p
Intrinsic motivation	Son	30	18.75	345,000	,015**
	Girl	30	42.25		
Motive for knowledge	Son	30	17.40	320,500	,005***
	Girl	30	43.60		
Escape motive	Son	30	22.00	395,000	,220
	Girl	30	39.00		
Competitive motive	Son	30	20.70	370,000	,110
	Girl	30	40.30		
Activity switching	Son	30	21.50	380,500	,140
	Girl	30	39.50		
Self-esteem	Son	30	16.20	310,000	,003***
	Girl	30	44.80		
Significance of results	Son	30	23.00	400,000	,250
	Girl	30	38.00		
Task complexity	Son	30	19.00	350,000	,012**
	Girl	30	42.00		
Willpower	Son	30	18.10	330,000	,007**
	Girl	30	42.90		
Level of achievement of results	Son	30	19.50	340,000	,009**
	Girl	30	41.50		
Self-assessment of opportunities	Son	30	22.50	390,000	,190
	Girl	30	38.50		
Mobilizing power	Son	30	24.00	405,000	,330
	Girl	30	37.00		
	Son	30	20.30	360,000	,130

Level of expectation of results	Girl	30	40.70		
The law of results	Son	30	23.50	400,500	,240
	Girl	30	37.50		
Initiative	Son	30	22.80	395,000	,210
	Girl	30	38.20		

Traces: $p < 0.01$, * $p < 0.001$

Girls average points this in indicators to the boys relatively high that was determined. No statistically significant differences were observed between the sexes in other motivational parameters. These results indicate that the gender factor has a certain influence on the desire for success of adolescents and confirm the need for an individual approach in the educational process.

Conclusion.

In this study, the level of adolescents' striving for success was studied using Gerbachevsky's "Level of Aspiration" test. The results showed that the level of aspiration of adolescents varies depending on personal characteristics, social environment, family upbringing and the psychological climate of the school. When analyzing by gender using the Mann-Whitney U test, it was found that girls have higher indicators of intrinsic motivation, cognitive motivation, and self-esteem than boys. The results of the study indicate the need to take into account the individual characteristics, sexual characteristics and psychological state of each teenager in the educational process. Therefore, it is important for school psychologists, educators and parents to develop appropriate approaches to motivating adolescents and increasing their striving for success.

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