Romanova Anna Egorovna,
student of the Faculty of Psychology,
Belgorod State National Research University

GENDER CHARACTERISTICS OF LEARNING MOTIVATION IN JUNIOR SCHOOLCHILDREN

Abstract. This study is devoted to the examination of gender characteristics of learning motivation in junior schoolchildren. The relevance of the topic is обусловлена by the need to create effective conditions for the educational process that take into account the specifics of perception and behavior of students of different sexes, which, in turn, affects their attitude toward school and education in general.

Keywords: School motivation, play motive, motive for receiving grades, positional motive, social motive, learning motive.

The study of gender characteristics of learning motivation contributes to the creation of conditions in which students of both sexes will be interested in the educational process. This, in turn, has a positive effect on their attitude toward school and their desire to continue their education. Current trends show that differences in behavior and perception between boys and girls begin to manifest themselves already at an early age. Knowledge of these characteristics will help to better understand the causes of successes and difficulties that arise in children of different sexes during the learning process.

According to A.N. Leontiev, "motivation is a characteristic of a process that ensures human activity at a certain level. A motive is considered as an object that can act as a means of satisfying a person's need" [2, p. 98].

In Russian psychology, motivation is viewed as a multi-level regulator of human life activity. At the highest level of this regulation is conscious-volitional action, as a result of which the human motivational system is characterized by a complex structure rather than a set of fixed motivational elements. This system may contain a sphere of ideals that plays a significant role in providing a semantic perspective for the future development of incentives, without which current everyday affairs could lose their meaning, although at present this function may not be actively realized [4].

In addition, the motivational system includes automatic attitudes and current aspirations [1].

The motivation of schoolchildren's learning activity can be stimulated by a certain hierarchy of motives. In this case, the leading motives may be both internal (which are associated with the child's personal interest in achieving the set goal, the very process of performing or the content of this activity) and external motives (reasons and incentives that come from the environment, encouraging students to engage in learning activity; they are not associated with internal interest in the subject) [3].

There are also social motives, which are based on such needs of the child in which he strives to occupy a certain position in society and to be recognized among others. Learning motivation may also have a systemic character, while being characterized by direction, dynamism, and stability [5].

Learning motivation is characterized by a complex structure, in which internal and external motivation are among its forms. Internal motivation is focused primarily on the process and result of the set goal, while external motivation is focused on reward. It should also be noted that the connection of stability with intellectual development plays an important role in the formation of learning motivation. Therefore, when analyzing learning motivation, we take into account the entire structure of the motivational sphere, and not only its dominant motive.

Learning motivation in junior schoolchildren is a complex process that includes both positive and negative aspects. On the one hand, children show a broad interest in the world around them,

which often goes beyond the school curriculum, contributing to the development of curiosity and social responsibility. A positive attitude toward school, trust in the teacher, and the desire to correspond to their new role also play an important role in the formation of learning motives.

On the other hand, junior schoolchildren tend to experience difficulties in maintaining interest in learning, especially if the educational material turns out to be difficult or causes fatigue. Interest in overcoming difficulties often remains undeveloped, since the emphasis is placed on grades rather than on the learning process itself. By the third grade, interest in learning may decrease, especially if instruction is reduced to rote memorization and completing tasks without the opportunity to show independence.

We hypothesize that there are regular differences in school motivation between boys and girls of junior school age.

The study involved 16 boys and 16 girls of junior school age who are in the 4th grade.

Let us analyze the severity of the level of school motivation depending on sex. Based on the testing results, we can conclude that there are no particular differences between boys and girls in the level of school motivation; however, it is slightly higher in girls. In the studied group of students, a good level of school motivation is observed, which means that most junior school students successfully cope with learning activity. This may manifest itself in the fact that, for example, in drawings on school-related themes they more often depict various learning situations. These results are the average norm.

Next, let us analyze the choice of types of learning activity motives depending on sex. Based on the results of the study of learning motivation in junior schoolchildren, we can conclude that girls much more often have a "learning motive," which indicates that girls are more oriented toward mastering new knowledge in the learning process. In boys, the "positional motive" is higher than in girls, which means that they often strive to occupy a certain position among the people around them. We also see that girls have a much higher "external motive," which indicates that girls often go to school because their parents told them to. The "play motive" is slightly higher in boys compared to girls, which may indicate that boys may go to school because it is fun there and there are many friends.

We will also analyze which motive on average prevails more in boys and girls.

The mathematical processing of the data using the Mann-Whitney criterion confirmed statistically significant differences between the indicators of learning motivation for school in boys and girls.

Girls are indeed characterized by higher indicators of learning motivation than boys. The severity of the motives "External motives" and "Learning motive" is higher in girls than in boys, with statistical significance $p \leq 0.01$. The severity of the motives "Play motive" and "Positional motive," "Social motive," and "Grade-receiving motive" is higher in boys than in girls, with statistical significance $p \leq 0.01$.

Boys more often exhibit such learning motives as: "play motive," "grade-receiving motive," "positional motive," and "social motive," that is, boys like to learn more in a playful form, and also learn because they strive for self-improvement and to occupy a certain level among the people around them, friends, and family. Based on observations, we can conclude that girls have higher indicators of learning and external motivation compared to boys.

This may indicate different approaches to learning and perception of the educational process depending on sex. The high learning motive in girls may indicate their striving for achievement and success, while the high external motive may be associated with the desire to meet the expectations of parents and society. These differences may influence approaches to learning and educational strategies, which is important to take into account in order to create a more effective educational environment.

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