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ВЗАИМОСВЯЗЬ УЧЕБНОЙ МОТИВАЦИИ И ШКОЛЬНОЙ ТРЕВОЖНОСТИ У ПОДРОСТКОВ

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Аннотация
Введение. Согласно ведущей деятельности в подростковом возрасте, учебная деятельность уходит на второй план, соответственно снижается учебная мотивация, учебная успеваемость, отсюда низкая посещаемость, тревожность. **Цель исследования** – выявить взаимосвязь осознаваемых учебных мотивов и факторов школьной тревожности у детей в подростковом возрасте. **Материал и методы.** В исследовании участвовали 43 подростка, учащиеся девятых, десятых и одиннадцатых классов Муниципального Автономного Образовательного Учреждения Средней Общеобразовательной Школы № 171 г. Екатеринбурга. Возраст учащихся 14-18 лет. Для определения самооценки тревожности у подростков использовался психодиагностический инструментарий: методика «Шкала оценки реактивной и личностной тревожности», (Ч.Д. Спилбергер, адаптирована Ю.Л. Ханиным), методика «Тест школьной тревожности Филлипса» и опросник «Учебная мотивация» (Г.А. Карпова). Статистический анализ полученных результатов методик проводился с помощью

статистического пакета «Statistica 10» - корреляционного анализа – коэффициент r-Спирмена. **Результаты.** Полученные результаты с помощью корреляционного анализа показывают наличие статистической значимой (р <0,05000) связи между следующими показателями: переживание социального стресса и эмоциональные мотивы, общая тревожность в школе и мотивы достижения, низкая физиологическая сопротивляемость стрессу и мотивы достижения, страх ситуации проверки знаний и мотивы достижения, страх самовыражения и эмоциональные мотивы, страх самовыражения и внешние мотивы, страх несоответствовать ожиданиям окружающих и эмоциональные мотивы, страх несоответствовать ожиданиям окружающих и мотивы достижения. **Выводы.** Школьная тревожность зависит от учебной мотивации и наоборот. Чем ниже учебная мотивация, тем хуже успеваемость, а следовательно, возрастает тревожность, так как за низкой мотивированностью следует давление со стороны родителей, учителей, постоянный стресс и появляющиеся страхи в выпускных классах.

Ключевые слова: учебная мотивация, школьная тревожность

CONNECTION BETWEEN LEARNING MOTIVATION AND SCHOOL ANXIETY IN ADOLESCENTS

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Abstract

Introduction. According to the leading activity in adolescence, learning activities take second place, so learning motivation are learning achievement are reduced, hence low attendance and anxiety. **The purpose of the study** is to reveal the relationship of conscious learning motives and school anxiety factors in adolescents. **Material and methods.** The study involved 43 adolescents, students of the ninth, tenth and eleventh grades of the Municipal Autonomous Educational Institution Secondary General Education School № 171 of Yekaterinburg. The age of the students is 14-18 years. Psychodiagnostic tools were used to determine self-esteem anxiety in adolescents: the "Reactive and Personal Anxiety Assessment Scale" (Spielberger, adapted by Y. L. Khanin), the "Phillips School Anxiety Test" and the "Learning Motivation" questionnaire (Karpova G.A.). Statistical analysis of the obtained results was carried out using the statistical software "Statistica 10" - correlation analysis - r-Spearman coefficient. **Results.** The results obtained by means of correlation analysis show statistically significant (p <0,05000) connection between the following indicators: experience of social stress and emotional motives, general school anxiety and achievement motives, low physiological resistance to stress and achievement motives, fear of testing situation and achievement motives, fear of expression and emotional motives, fear of expression and external motives, fear of not conforming to expectations of others and emotional motives, fear of not conforming to expectations of others and emotional motives. **Conclusions.** School

anxiety depends on learning motivation and vice versa. The lower the student's motivation, the worse his grades are, and consequently anxiety increases, because low motivation is followed by pressure from parents, teachers, constant stress, and the emergence of fears in the final years at school.

INTRODUCTION

According to the World Health Organization, as of November 2021, almost 13% of adolescents have a mental disorder. The leading disorders are emotional disorders. Anxiety disorder is a common emotional disorder. More than 4.6% of adolescents manifest this disorder in the age of 15 to 19 years [1].

International researchers of anxiety in adolescence have reported irritability, concentration problems, lowered grades, sleep problems, and school abandonment and avoidance, with many different individual causes [2]. Adolescents are confronted with the established boundaries of the learning space. Communication with peers comes to the fore at this time. It is important to add that grades 9, 10 and 11 are intensive preparation for the State Exam and Basic State Exam. During this period, as noted by pupils, parents and teachers, there is an increase in stress levels in pupils. They experience strong pressure from teachers as well as parents, they have fears about exams, high fatigue and lack of interest in learning, which leads to the emergence of stress and anxiety [3]. Consequently, anxiety in adolescence leads to a characteristic decline in educational attainment and low attendance. As a consequence, it can be assumed that these factors constitute the second variable of our study - motivation.

The problem of anxiety in adolescence was studied by many foreign psychologists, for example, Z. Freud, K. Horney, C.D. Spielberger, etc. who were the first to pay attention to this problem. In Russian psychology such psychologists as A.M. Prikhozhan, C.D. Spielberger, L.I. Bozhovich, N.D. Levitov, A.V. Miklyaeva, P.V. Rumyantseva, etc. studied the problem.

The study of learning anxiety in adolescents was carried out by such scientists as D.B. Elkonin, T.O. Gordeeva, E.V. Karpov, G.A. Karpova, A.K. Markova, E.L. Lepesheva, etc.

Despite the developed problems of anxiety and learning motivation, the problem of their interrelation in modern realities is insufficiently presented in the scientific literature. All of the above determines the relevance of our research.

The purpose of the study is to identify the relationship between learning motivation and school anxiety in adolescence.

MATERIAL AND METHODS

The study involved 43 students of 9-11th grades from Municipal Autonomous Educational Institution Secondary General Education School № 171 of Yekaterinburg. The age of the students was 14-18 years.

The method of "Scale of assessment of reactive and personal anxiety" (C.D. Spielberger, adapted by Y.L. Khanin) was used to determine the self-esteem of anxiety in adolescents. This technique is the only one that allows differentiated measurement of anxiety both as a personality trait and as a state. Measurement of

anxiety as a personality trait is very important, as this personal trait determines the subject's behaviour.

The Phillips School Anxiety Test was used to study the level and nature of school anxiety. This method is designed to study the level and nature of school-related anxiety in children of primary and secondary school age.

In order to identify the dominant areas of learning motivation in adolescent, the questionnaire "Learning motivation" (G.A. Karpova) was provided.

Statistical analysis was carried out using Statistica 10 software. The r-Spearman coefficient was applied to reveal the relationship between learning motivation and school anxiety.

RESULTS

The W-Shapiro-Wilk test for normality of distribution showed that half of the variables in the sample had normality of distribution, so mathematical and statistical processing of data was used for correlation analysis, r-Spearman coefficient, which determined the relationship between some perceived learning motivations and school anxiety factors.

Table 1

Relationship between perceived learning motivations and school anxiety factors measured using r-Spearman coefficient

Correlation analysis, r - Spearman, $p < 0.05000$		
Indicators	r - Spearman	Level of significance
Experiencing social stress and emotional motives	-0.59	0.000031
General school anxiety and achievement motives	-0.49	0.000725
Low physiological resistance to stress and achievement motives	-0.49	0.001093
Fear of knowledge test situation and achievement motives	-0.43	0.003615
Fear of self-expression and emotional motives	-0.37	0.013732
Fear of self-expression and external motives	0.37	0.014501
Fear of failure to meet the expectations of others and emotional motives	-0.37	0.014651
Fear of failure to meet the expectations of others and achievement motives	-0.36	0.016394

The results in Table 1 show a statistically significant ($p < 0.05000$) relationship between the following indicators: Experience of social stress and emotional motives have an inverse moderate relationship r= -0.59; general school anxiety and achievement motives have an inverse moderate relationship r= -0.49; there is an inverse moderate relationship between low physiological resistance to stress and achievement motives r= -0.49; fear of knowledge test situation has an inverse moderate relationship with achievement motives r= -0.43; fear of self-expression and emotional motives have inverse moderate relationship r= -0.37; there is a direct moderate relationship between fear of self-expression and external motives r= 0.37;

fear of failure to meet the expectations of others and emotional motives have inverse moderate relationship r= -0.37; fear of failure to meet the expectations of others and achievement motives have inverse moderate relationship r= -0.36.

DISCUSSION

According to the obtained results on the relationship of indicators, interpretations of the methods of C.D. Spielberger, Phillips and G.A. Karpova, the following Conclusions can be made:

An increase of a factor of school anxiety "experience of social stress", leads to decrease of student's emotional motives, risk of becoming egoistic traits, however increase of emotional motives leads to decrease of experience of social stress.

An increase in general school anxiety leads to a decrease in a student's achievement motives, the prevalence of insecurity, lack of will, loss of enjoyment of the process and outcome, but an increase in achievement motives may lead to a decrease in general school anxiety, hence a stable emotional state of adolescents.

An increase in the "low physiological resistance to stress" factor, leads to a decrease in achievement motives, a loss of true values and meaningful needs of the student, but an increase in achievement motives leads to a decrease in the low physiological resistance to stress factor, and therefore an adequate response to anxiety factors.

An increase in the factor "fear of the testing situation", leads to a decrease in achievement motives, a negative attitude towards the loss of knowledge, opportunities, contributes to the loss of true values and meaningful needs of the student. But the inverse relationship shows that an increase in achievement motives leads to a decrease in fear of the testing situation, absence of anxiety, a positive attitude in testing situations, and achievement.

An increase in the factor "fear of self-expression" may lead to a decrease in the emotional motives of the student, the risk of developing egoistic traits, but a possible increase in the emotional motives leads to a decrease in the fear of self-expression, the absence of negative emotions when demonstrating one's capabilities.

An increase in the school anxiety factor "fear of self-expression" leads to an increase in the student's external motives, i.e., the greater the fear of self-disclosure, the greater the dependence on others and the satisfaction of the needs of others.

An increase in the factor "fear of failure to conform to the expectations of others" leads to a decrease in emotional motives, i.e., an increase in anxiety about the evaluations given by others leads to a decrease in dependence on the approval of others. However, an increase in emotional motivation results in a decrease in fear of failure to conform to the expectations of others, and a decrease in anxiety over others' evaluations of one's performance.

An increase in the school anxiety factor "fear of failure to meet the expectations of others", leads to a decrease in the student's achievement motives, anxiety about being evaluated by others leads to insecurity, lack of will, and loss of values, but an increase in achievement motives reduces fear of failure to meet the expectations of others, there is a focus on results rather than grades.

CONCLUSIONS

1. Based on the research, we have ascertained that school anxiety depends on learning motivation and vice versa.

2. The lower the learning motivation, the worse the academic performance and consequently the anxiety increases, as low motivation is followed by pressure from parents and teachers, constant stress and emerging graduation fears.

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ГИГИЕНА ЖИЛЫХ И ОБЩЕСТВЕННЫХ ЗДАНИЙ

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Аннотация

Введение. Большинство студентов проживаю в неблагоприятных условия. Это приводит к ухудшению состояния здоровья на уровне демографических показателей и распространение среди студентов ряда инфекционных и неинфекционных заболеваний. **Цель исследования** – изучить благоприятность жилых и общественных зданий. **Материал и методы.** Осуществлен обзор специальной литературы, а также был проведен анонимный опрос студентов по исследованию этой проблемы и нахождения путей ее решения. **Результаты.**