

## ON THE REGULATION OF MOTOR ACTIVITY OF STUDENTS WITH THE MOTIVATION TO ACHIEVE SUCCESS AND AVOID FAILURE

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**Annotation.** The results of investigation of the influence of motivation to succeed and the motivation to avoid failure of the interest in physical training of students and increase their physical activity. It is proved that success-oriented students show significantly higher levels of motivational readiness for such studies and aware of the importance of physical activity. Avoiding mishaps students clearly lacks willpower and cognitive interests. Therefore, the decreasing interest of students in physical education and a shortage of movement and deterioration of health. It is recommended that regular testing of students to self-knowledge of their physical and mental capacities. It is established that the system of pedagogical action provides better physical condition of students and their motivation for fitness activities. It contributes to an optimal level of physical development, functional fitness, physical fitness and physical health.

**Keywords:** motor, activity, motivation, success, failure, student health.

### Introduction

Recent time researches, who deal with motivation problems, pay more and more attention to the so-called motivation for achievement, which is, first of all, connected with dominated personality's orientation on achievement of success or avoiding of failure in certain field of activity.

For the first time this feature of an individual was found by G. Murrey [10], who determined it as "demand in achievement". In his formulation – it is an individual's ability to overcome difficulties, to overtop himself, to achieve high level in certain activity, to exceed other people in competitions with them, to gain self-respect in successful application of own abilities.

One of the most substantial works, which was devoted to motivation for achievement, is a monograph by D. McClelland "Human motivation" [6], for the first time published in 1971. In this work, author marks out two types of "motivation for achievement" – strive for success and desire to avoid failures. Motive for success was understood by him as a bent to feel pleasure and proud with achieving of positive result, motive for avoiding of failures – as an ability to feel shame and self-orientation for failure in achievement of his goals. In his opinion, formation of motivation for achievement happens in the process of growing person's socialization, in the period from 3-years – 13 years age, and depends on how beneficial is social environment, in which this person is taught and educated. Two years after publishing of fundamental work of D. McClelland, D. Atkinson [9] noted that these two motives are of polar character and, if person is oriented on success, he is not afraid of failure. With person's orientation for avoiding of failures, desire of success goes in opposite direction. Well known domestic psychologist Ye.P. Ilyin renders data that affirm that between personality's strive for taking privileged position in certain activity and characteristic feature of an individual "avoid failures" in important matter there a positive correlation can exist. This, in its turn, witnesses about prevailing of one or another subject's strive for success or avoiding of failures with the presence of the first or the second. With it, this prevailing can be both on high and on low levels of both strives' expressiveness [5].

A.A. Rean thinks that motivation for achievement of success is of positive character. Person, oriented in this direction, strives for high results in his activity. At the same time fear of failures is related by him to negative sphere. Personality's activity of an individual with such type of motivation craves, first of all, for avoiding of negative appraisal of his activity by other people, he is afraid of any blame or punishment. He is in permanent expectation of negative effects of his activity's results [7].

In literature there are also data, which prove that clearly expressed strive for success can excellently coincide with the fear of failure of the same strength, especially, if this failure is connected with heavy for this subject after-effects [5]. Among other publications we can note researches, oriented on studying of motivation priorities of physical education faculties' students [1], on revelation of peculiarities of students' motivation for application of individual physical self-training programs [4], on determination of structure and status of professional-pedagogic motivation [8], including students of foreign higher educational establishments [11, 12].

The present work has been prepared on the frames of realization of Federal targeted program "Scientific and scientific-pedagogic specialists of innovative Russia" for 2009-2013 as per subject "Systemic mechanisms of regulation of students' motion activity" (agreement № 14.A18.21.0281)

### Purpose, tasks of the work, material and methods

*The purpose of the work* is to scientifically ground technology of regulation of students' motion activity, depending on their motivation for success or avoiding of failures.

The purpose was achieved by solution of the following *tasks of the research*:

1. Fulfillment of analytical study and revelation of motives for students' motion activity in pedagogic theory and practice.

2. Studying of dominating motives for physical culture trainings, determination of dependence of physical condition, functional and physical levels and somatic health on type of students' motivation for achievement.

3. Development and testing of technology of students' motion activity's regulation depending on specificities of motivation for achievement.

In the research the complex of following methods was used: theoretical analysis and generalization of domestic and foreign sources in the frames of the studied problem; general logic methods (analysis, abstraction, generalization, method of accompanying alterations); pedagogic observation; simulation; questioning (questioning, talks, interview); testing; method of indices.

#### **Results of the researches**

We have not found any publications with experimental researches, which would elucidate specificities of motivation for achievement in purposeful motion activity. This problem, in our opinion, is of high interest both from the point of view of sport selection, and for formation of human demand in regular motion activity. Results of such researches will be especially important with organization of physical education in pre-school, secondary and higher educational establishments.

Considering the above said, we made an attempt to carry out experimental researches for studying of motivation for achievement in ensuring of optimal scopes of students' motion activity.

#### **TECHNOLOGY**

Numerous literature sources witness that at present time most students understand importance of motion activity in their every day life, however existing practice of organization and conducting of physical culture classes actually does not consider personality's peculiarities of motivation for achievement.

Developing technology of regulation of students' motion activity, which would consider their personalities' orientations, we assumed that those, who are motivated for success, and those, who strive for avoiding of failures have not only levels of motivation for active motion activity significantly different, but their demands in regular motion activity are formed in different way.

Conducted by us deep analytical studies showed that students, motivated for success and students, avoiding failures have different demands in motion activity. First of all they differ by their goals, which in the first case are oriented on achievement of leadership and in the second case – on fear to demonstrate own weakness in realization of own motion abilities. With it, representatives of both groups anticipate their action on achievement of goals in different manner. Both groups differ by demonstration of emotions. Personality's qualities of the first help them to overcome difficulties and reach the set target, the same qualities of the second – hinder this process or block it at all. Support from outside facilitates increasing of activity of both types' students, if it is proposed by reference for a student people. We developed a sui generis schema, which illustrates difference in students' purposeful motion activity, students', motivated for success and students', avoiding failures (see fig.1).

Analysis of motives, which stimulate students', motivated for success and avoiding failures, motion activity, showed that in rating of personal significance of physical culture trainings students with different types of motivation have rather noticeable distinctions.

In group of students, motivated for success the following motives dominate: rational-volitional one, motive for preparation to professional activity, motive of physical self-assertion and motive of emotional pleasure. These students wish to train physical culture for compensation of motion deficit, which is inevitable with mental (sedentary) work; they understand significance of the mentioned above trainings for preparation to the requirements of the chosen profession and strive for physical development, formation of character, with it receiving pleasure from movements and physical efforts. They do not strive for practicing sports, thinking, that for their social self-assertion is possible in other sphere. As far as such students have no expressed sports results, they have low indicators by social-moral motive – they do not bent to work in team, for the sake of which it would be necessary to train.

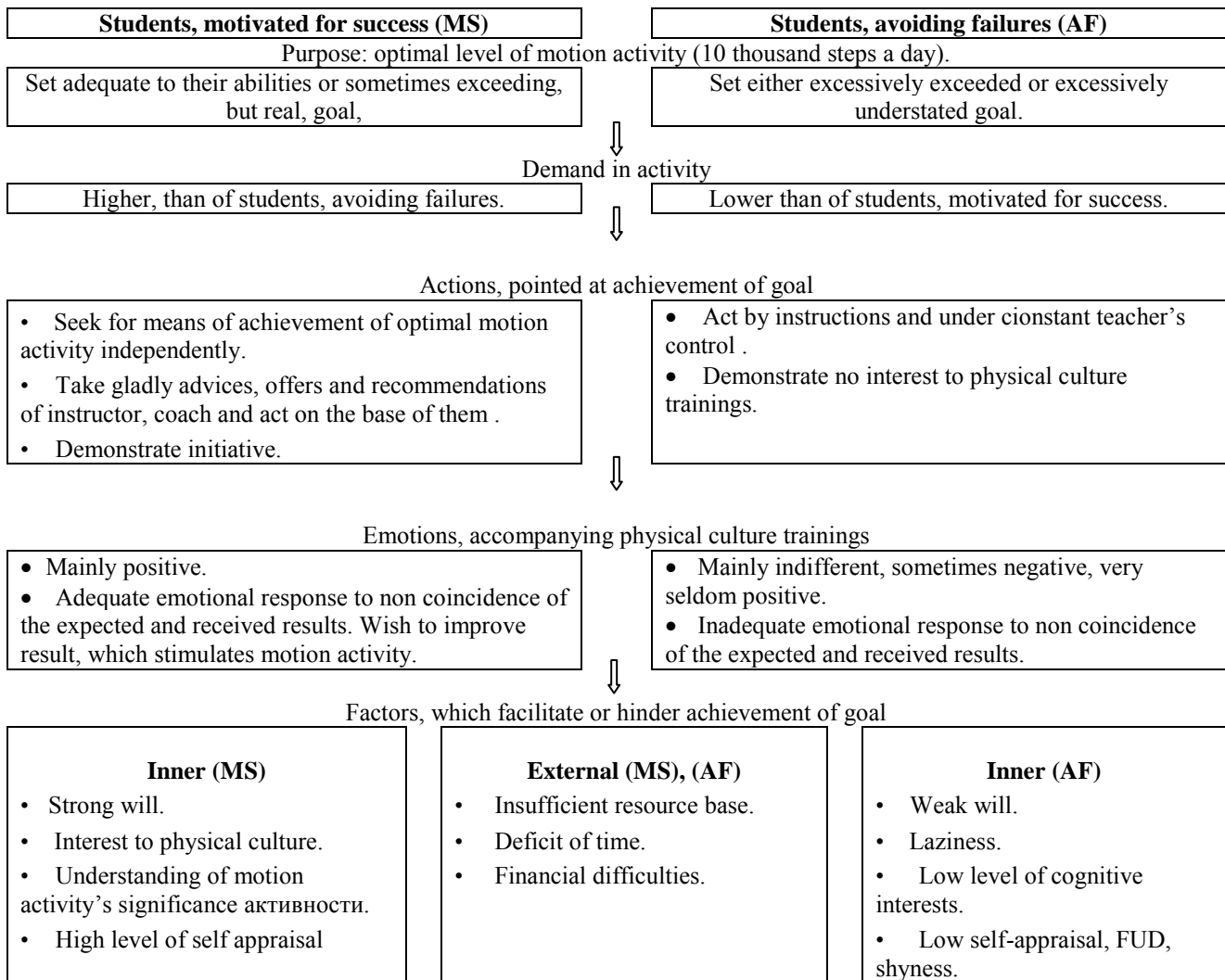


Fig.1. Schema of purposeful motion activity of students with motivation for success and students, avoiding failures

In group of students, whose motivation pole is not clear, students took less quantity of points; they had such dominating motives as preparation for professional activity, motive of physical self-assertion and motive of emotional pleasure. These students have rather low indicators of rational-volitional motive, they understand significance of motion activity, but, if it requires certain efforts of will, they will not strain without external stimulation. This group has the lowest indicators of sport-cognition motive, because they are not interested in problems of technical and tactical training, in information, connected with physical culture and sports.

The group of students, who avoid failures, has even lower indicators. The first by significance, for such respondents, is motive of physical perfection, then – motive of emotional pleasure, preparation for professional activity. These students do not strive for achievement of success, for improvement of personal results in physical culture; they do not attend sport circles and do not want it.

On the base of the described above data we developed technology of regulation of students' motion activity: for students, motivated for success and for those, who avoid failures. The model of technology is presented in fig.2.

The structure and content of the model illustrate that means of pedagogical influence can not change organization of human neuro-dynamic processes, because they belong to conservative processes, which are difficult to be changed. Attempts of such changes, if any, can result in rather unexpected, including unpleasant, after-effects. Critical change of motivation type is also impossible, but in our opinion it is quite possible to ensure positive correlation between expressiveness of strive for success and avoiding of failure. It can be promoted by maximally possible realization of principle of students' freedom to choose forms and kinds of motion activity in extra-curriculum time that, finally, will ensure personality-oriented interaction with students, their self-expression.

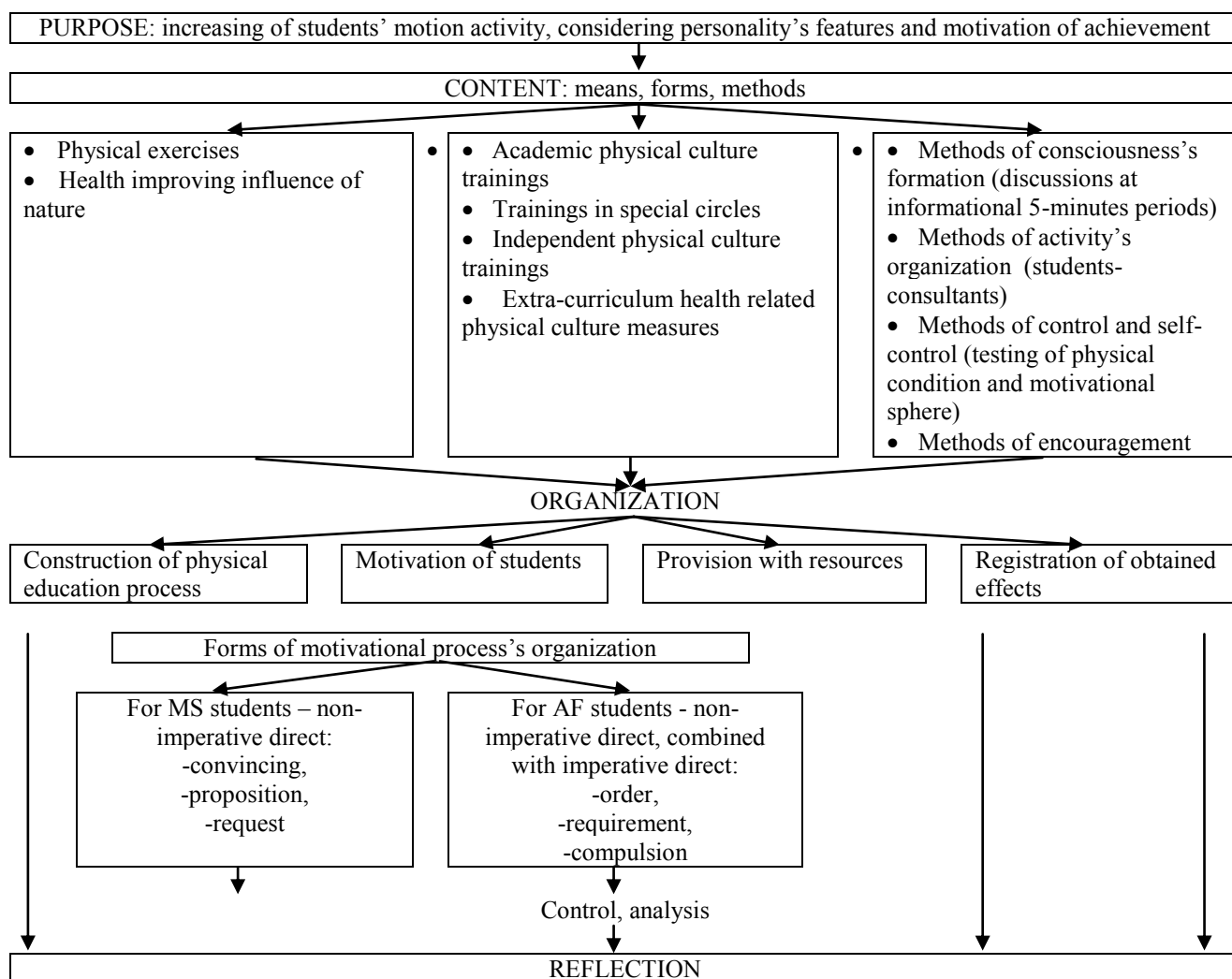
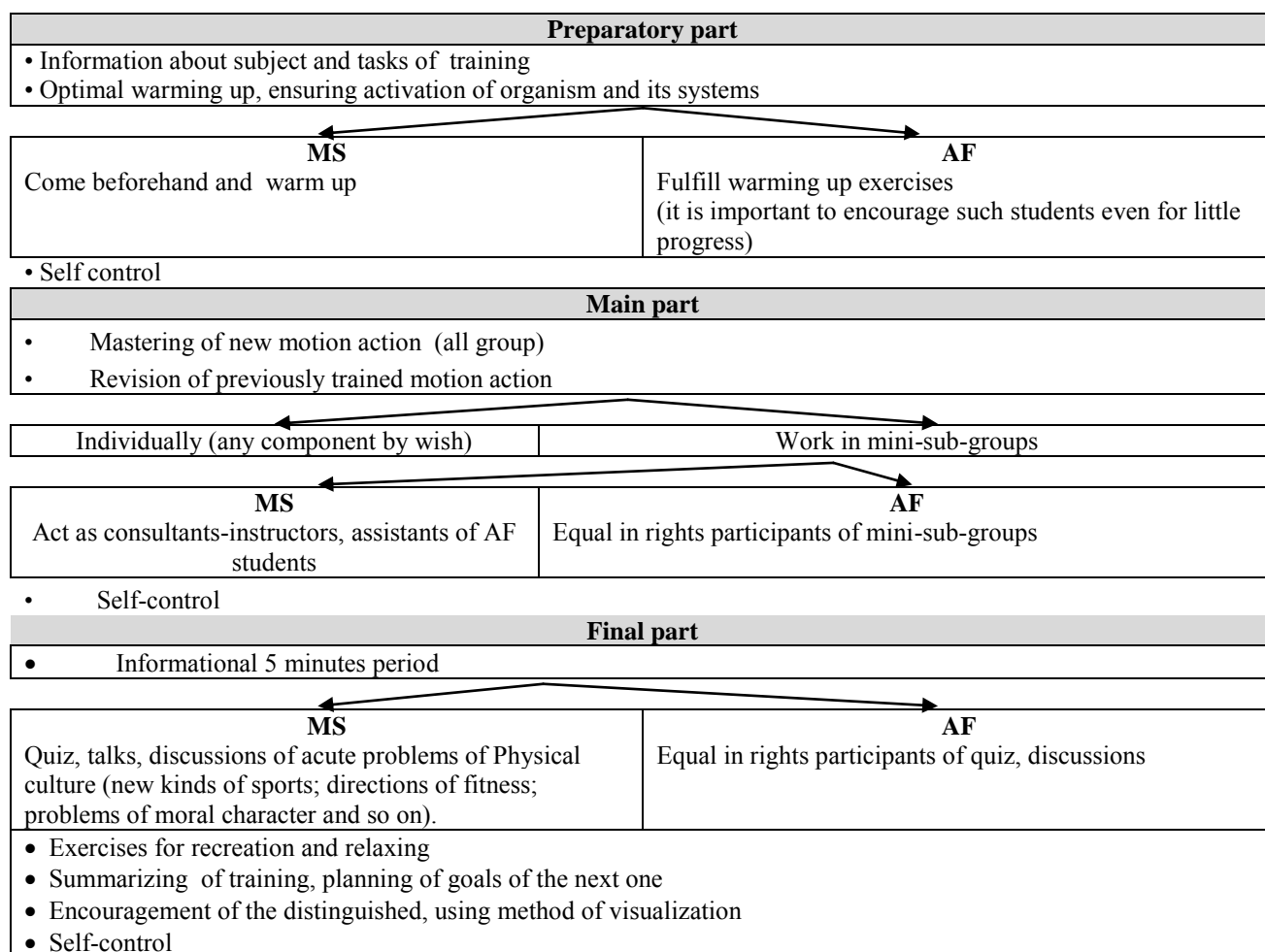


Fig.2. Model of technology “Regulation of students’ motion activity, depending on motivation for achievement of success or avoiding of failures”.

At the beginning of experiment we composed a model-prediction of organization of academic trainings as per our technology, which was realized during academic year and brought positive results (see fig.3).



*Fig.3. Model-prediction of organization of academic physical culture training, considering type of motivation for achievement.*

We are sure that motion activity of students with different motivation's types depends on quantity, quality, completeness, promptness, depth and objectiveness of control over physical and psycho-physiological features, because it is a general law of educational process. For full and practical implementation of control it is necessary to use testing, with the help of which both qualitative and quantitative indicators of students' psych-physiological and psychic levels are registered. The most important principles of testing at physical culture classes are objectiveness and systemic character.

This is general idea of the offered by us technology of regulation of BelGU students' motion activity.

Therefore, main perspective directions of regulation and intensification of motion activity, in our opinion, are: active implementation of individual and differentiated approaches at the account of studying of students' motivational sphere in educational process; increasing of attractiveness of academic discipline "Physical culture" on the base of students' interests; increasing of independent trainings' share and the trainings under supervision of a coach in extra curriculum period; regular and systemic control of the level of physical and psychic features; active propaganda of fashion for people, who are in good form, don't smoke and use alcohol, who practice physical exercises; involving of students in regular testing in order for them to understand their physical and psychic potentials.

**Conclusions:**

1. In researches of recent decade it has been proved that motives are the core of personality, stimulating mechanism of human activity and they positively influence on increasing of students' motion activity, but effective means of motivation's determination have not been defined.

2. Indicators of students' somatic health, physical condition, functional and physical levels are interconnected with parameters of motivation of achievement's type and dominating motives for physical culture trainings. Students, who are motivated for success, and students, avoiding failures, demand in motion activity expressed differently and can significantly differ in connection with pre-determined demand in motion activity.

3. Realization of the technology showed that using of differentiated approach to students, motivated for achievement of success or avoiding of failures, effectively regulate their motion activity. Comparing of initial and final data, which characterize the scope of motion activity, witnesses about positive confident progress. System of pedagogic influences, determined by the technology, ensures improvement of students' physical condition and motivation for

physical culture activity as well as facilitates achievement of optimal level by indicators of physical condition, functional - physical levels and somatic health.

4. Application of the created technology in educational space of HEE permits to regulate motion activity of students, motivated for success and avoiding failures with help of different motivators. Students, motivated for avoiding of failures, need constant stimulation and assistance, examples of their peers are very important for them. It, in its turn, conditions selection of such form of motion activity as additional group trainings under supervision of a coach. For students, motivated for success, independent physical trainings are not less effective than trainings in sport circles.

5. It is necessary to use potential of students, who are motivated for success, in work with students, avoiding failures. Non-imperative direct forms of external organization of educational process and using of moral qualities as support are rather effective in work with such students. For students, motivated for avoiding of failures, owing to their weak rational-volitional motive, low level of cognitive interest, special work on development of abilities to overcome difficulties, of understanding personal sense of physical culture trainings is required in order to increase their motion activity. When working with such students, it is necessary to combine non-imperative direct forms of influence with imperative forms, thus, stimulating motion activity.

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**Cite this article as:** Gavrishova E.V., Gorelov A.A. On the regulation of motor activity of students with the motivation to achieve success and avoid failure. *Physical education of students*, 2013, vol.5, pp. 18-24. doi:10.6084/m9.figshare.781324

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Received: 26.08.2013  
Published: 10.09.2013