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FEATURES OF EMOTIONAL STATE OF STUDENTS WITH DIFFERENT ACADEMIC MOTIVATION

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Relevance of a problem: transformation of social and economic priorities, implementation of new educational technologies, presentation of new requirements to competences of younger generation make changes to the academic motivation of pupils and also somewhat are regulators of emotional reactions and conditions of children. It causes the necessity in clarification of new data about emotional and motivational components of the identity of the modern pupil. These data will open new opportunities of psychology and pedagogical maintenance of educational process at school during changes.

Aim: determination of features of emotional conditions of pupils of secondary and high school who have different academic motivation.

Materials and methods: for achievement of a goal 80 pupils of the seventh classes (12-13 years old) and 80 pupils of the eleventh classes (16-17 years old) were interviewed. In a research were used: scale of the academic motivation (T. Hordeieva, O. Sychov, Ye. Osin), technique of a self-assessment of emotional states (Wessman & Ricks). During the analysis of data the criterion of angular transformation of Fischer is

applied (SPSS 17.0).

Results of the research: in the course of the experimental study the difference in a way of response of pupils of the secondary and high school to the same situations was revealed. It is defined that pupils of secondary school are inclined to more emotional reaction. The difference of the academic motivation of different age groups of school students is revealed. It is proved that the high school students are more motivated to training.

Keywords: emotion, motivation, reaction, achievement, self-development, self-affirmation, nonmotivation, anxiety.

Особливості емоційних станів школярів з різною академічною мотивацією

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Актуальність проблеми: трансформація соціальних і економічних пріоритетів, впровадження нових освітніх технологій, висування нових вимог до компетенцій підростаючого покоління вносять зміни в академічну мотивацію учнів, а також у певній мірі виступають регуляторами емоційних реакцій і станів дітей. Це викликає потребу у висвітленні нових відомостей про емоційну та мотиваційну складові особистості сучасного учня. Ці дані відкривають нові можливості психолого-педагогічного супроводу навчального процесу в школі в період змін.

Мета: визначення особливостей емоційних станів учнів середньої та старшої школи, які мають різну академічну мотивацію.

Матеріали і методи: для досягнення поставленої мети дослідження було опитано 80 учнів сьомих класів (12-13 років) та 80 учнів одинадцятих класів (16-17 років). У дослідженні були використані: шкала академічної мотивації (Т. Гордєєва, О. Сичов, Є.Осін), методика самооцінки емоційних станів (А. Уэссман і Д. Рікс). Під час аналізу даних застосовано критерій кутового перетворення Фішера (SPSS 17.0).

Результати дослідження: в ході експериментального дослідження було виявлено різницю у способі реагування школярів середньої та старшої школи на одні і ті ж ситуації. Визначено, що учні середньої школи схильні до більш емоційного реагування. Виявлено різницю академічної мотивації у різних вікових груп школярів. Доведено, що старші школярі більш вмотивовані до навчання.

Ключові слова: емоція, мотивація, реагування, досягнення, саморозвиток, самоствердження, амотивація, тривожність.

Introduction. Emotions and feelings often form a teenager's behavior and affect his certain life goals. Teenagers are indifferent to everything and not capable to set and solve vital tasks or achieve significant success. In the conditions of rapid transformations of social and economic priorities, implementation of new educational technologies, introduction of new requirements for the competencies of younger generation, changes in the academic motivation of students are inevitably taking place, various emotional reactions and states of children emerge. It raises the need for new information about the emotional and motivational components of the modern pupil personality. These data will open up new possibilities of psychological and pedagogical support for educational process in school during the period of changes.

The problem of emotional relation to learning is considered more broadly in pedagogy and requires more profound study from psychological point of view. Scientists did not come to a common understanding of emotions and each interprets them by building their own conceptual approach.

The **aim** of the study is to determine the characteristics of the emotional states of middle and high school pupils which have different academic motivation. The object of the study is the emotional and motivational areas of pupils. The subject of the study is the peculiarities of emotional states of pupils in educational situation.

Methods and research sample. In the study were used: academic motivation scale (T. Gordeeva, O. Sychev, E. Osin), self-assessment of emotional states technique (A. Uessman A., D. Ricks). Data were analyzed using Fisher's angular transformation criterion (SPSS 17.0).

The technique for studying of the academic motivation features was originally approved and offered for pupil's sample, but subsequently proved as good toolkit of the school psychologist. The technique consists of 28 items and allows to evaluate all three theoretically postulated types of intrinsic motivation: expressiveness of the motives of knowledge, achievements, and also self-development. In addition, the questionnaire allows us to assess three

types of extrinsic motivation: external (desire to perform activities to avoid problems), introjection (the need for autonomy given by frustration and manifests itself in experiencing a sense of duty and shame) and self-affirmation motivation, as well as amotivation. The definition of various motivation vectors expands the possibilities of psychological impact and timely implementation of psychological and pedagogical correction.

The study of self-esteem of emotional states of middle and high school pupils made it possible to measure "calm – anxiety", "vigor – fatigue", "enthusiasm – depression", "self-confidence – helplessness" in various school and out-of-school situations in the life of pupils.

To achieve the goal of the study 80 seventh-grade pupils were interviewed (12 -13 years) and 80 pupils of the eleventh grade (16-17 years), Kharkiv. Because of the fact that at on this stage of research the purpose of determination of gender features of the described problem was not the goal, sample was not divided on sexual characteristics.

Results. Conditions of contemporary life require each person to make independent decisions, manifestations of initiative and the ability to adapt to the environment. Especially important is the matter of adaptation to the surrounding world of school-age children and those mental states and emotions they experience particularly in a learning situation (Ilyin, 2003). Mental states as scientific phenomenon have an independent status, but are considered in the same section with emotions, therefore not enough attention is paid to them. Among researchers there is no unified point of view on phenomenology, mechanisms of functioning, total number of mental states presented in person, degree of their correlation with each other. In addition, the concept of mental states is often used in various interpretations, their exact definition is missing. The modal characteristics of mental states also remain problematic, making it difficult to identify their invariant characteristics and determine their role in the process of personality development (Melnichuk, 2003).

Systematic study of the essence of mental states in psychology is associated with W. James and the analysis of various aspects and the definition of this concept as general psychological category was

carried out by B. Ananiev, V. Ganzen, M. Levitov, V. Myasishchev, A. Prokhorov and others. Studying of emotional states was performed by V. Berezin, B. Dodonov, E. Ilyin, V. Molyako, T. Kirilenko and others.

Harmonization of emotional states is considered in psychology in the aspect of self-changing the world of the individual, because of the need to search for harmony in the process of emotional self-knowledge. Emotional states are disharmonious, especially aggravated they become during adolescence and during the acquisition of life experience, they become fixed in behavior, later they turn into corresponding personality traits and cause manifestations of personality disharmony. Therefore, the matter of a research and clarification of negative mental states of teenagers, in particular their emotional states leading to emergence of acute personal issues is very important (Melnychuk, 2003).

Psychological studies emphasize that each emotion is characterized by a certain internal state of the subject — experience as a specific form of reflection of significant. For the psychological theories, as A. Budnitskaya noted (2001), is characteristic understanding emotions as special phenomenon of the human psyche, which covers a wide range of differentiated introspective experiences that have specific manifestations.

It is noted in a number of studies (G. Abramova, V. Vasilishina, A. Lichko and others) that characteristic signs for adolescent children are a high level of anxiety associated with self-esteem, which is most evident among 12 and 16 years old pupils. Since 13 and 14 years, the number of personality disorders increases dramatically. Self-doubt, level of emotional sensitivity increases. At the age of 14 a high level of self-regulation, reflection and empathy is evident. An increased level of family aggressiveness and anxiety is evident at the age of 11, an increased level of neuroticism, personal anxiety, emotional lability and a decrease in multidirectional aggression at the age of 13, an increased level of personal aggression and various manifestations of anxiety at the age of 14, an increased level of expressiveness, anxiety, self-regulation and decrease of aggression at the age of 15 (Kaloshin, 2006).

Generalization of the data regarding senior school (youth) age (G. Abramova, A. Brushlinsky, V. Vasilishina, I. Levitov, I. Kon, I. Kulagina, and others) testifies that the characteristic features of this age period is increased with emotionality, which is manifested in the development of feelings of friendship and love and high level of empathy. The level of anxiety lowers to 16 years, but increases to 17 years. In general, this period is characterized by personal stabilization, decrease in uncertainty, inner anxiety, feelings of dependence and inferiority (Kaloshin, 2006).

Despite the wide representation of research in the field of mental, in particular, emotional states, in modern science there are still insufficiently worked out questions of emotional states in connection with training. In the course of studying the typology of schoolchildren's motivation for learning activities, it was established (Table 1) that seventh-graders in the majority are inclined to show the high level of motivation of achievement (46% of the sample), self-development (46%) and introjection motivation (31%), as well as average level of external motivation (53%).

Table 1

The expressiveness of motivation types of educational activities of schoolchildren (%)

Type of motivation	Level	7th grade	11th grade	φ^*
Achievement	low	32	21	1,775**
	moderate	21	48	4,094*
	high	46	31	2,192**
Self-development	moderate	27	43	2,383*
	high	46	24	3,302*
Self-affirmation	low	37	9	4,943*
	high	31	53	3,182*
Introjection	low	16	33	2,835*
	high	31	10	3,797*
External	low	16	38	3,571*
	moderate	53	33	2,878*
Amotivation	low	5	33	5,466*

Note: «*» – $p < 0,05$; «**» – $p < 0,01$

The reliability of these results is confirmed at statistically significant level. So, it is possible to tell with confidence that adolescent students are already sufficiently focused personalities, set priorities in developmental training, value learning achievements and are distinguished by the presence of internal control. These students believe that all events that occur with them depend exclusively on their personal qualities (competencies, commitment, features), are also direct results of their actions.

During training, these tendencies are changing and characterized by a general decrease in the level of expression of the motivation of achievement, self-development and introjection motivation.

Senior pupils have a priority on self-affirmation motivation (53% of senior pupils). Here, our results slightly differ from those of other researchers, who indicate a sensitivity to self-affirmation in teenagers (Vartanova, 2013). But the emphasis on self-affirmation of high school students at the present stage can be explained by the following factors, which define the "needs of society, state and personality in the development of social self-affirmation of a modern senior pupils: the increasing role of the need for the ability to regulate and control their emotions in the social environment, requirement of the state for strengthening of public activity of the younger generation, increase in attention of the state and society in general to creation of vital plans by youth on the basis of the developed cognitive and professional interests, worldviews, moral and value orientations" (Moiseeva, 2010).

Increasing of schoolchildren amount with a low level of motivation indicates that learning activity becomes more meaningful, purposeful, acquires a clear meaning. Self-assessment of the emotional state of middle and senior pupils studied in various life situations: during classes, during communication with teachers, before an examination, before public speaking and after the end of classes (extracurricular Single situation). Indicators of its manifestation are presented in Tables 2-6. During the lessons, the majority of seventh graders are dominated by calmness or oppression (58% of the sample). They are accustomed to higher education, adapted to the new conditions.

Table 2

Representation of self-assessment indicators of emotional states of pupils during classes (%)

	7th grade	11th grade	φ^*
Calmness	58	24	4,999*
Anxiety	42	76	5,006*
Sublimity	42	24	2,729**
Oppression	58	76	2,737**

Note: «*» – $p < 0,05$; «**» – $p < 0,01$

Senior pupils are more anxious and oppressed (76%). This is due to emotional exhaustion, which is primarily associated with the preparation for the External independent testing (EIT) and entry into institutions of higher education.

Secondary school pupils (89%) have anxiety during communication with the teacher, 79% have fatigue, 68% have oppression, and 74% have sense of helplessness.

Table 3

Representation of indicators of self-esteem of emotional states of pupils during communication with teachers (%)

	7th grade	11th grade	φ^*
Calmness	11	48	6,046*
Anxiety	89	52	6,039*
Energy	21	81	9,108*
Fatigue	79	19	9,108*
Sublimity	32	63	4,462*
Oppression	68	37	4,462*
Self-confidence	26	71	6,604*
Sense of helplessness	74	29	6,604*

Note: «*» – $p < 0,05$

Senior pupils (52%) have expressed anxiety, 81% – energy, 63% – sublimity, 71% – self-confidence.

Thus, middle school pupils, when communicating with teachers, are more likely to show a negative spectrum of emotions (anxiety, fatigue, oppression, and sense of helplessness), in contrast to senior pupils which are inclined to a positive spectrum. This can be explained by the fact that the teacher's communication with seventh

graders is authoritarian in nature, the teacher has the image of a “educator” in the eyes of middle school pupils and moreover, has the influence of leading activity - communication with peers. Teacher has a more trusting relationship with senior pupils, the need for authoritarian communication decreases, teacher’s image for a senior pupils is the image of a senior comrade.

Table 4

Representation of self-assessment indicators of emotional states of pupils before an examination (%)

	7th grade	11th grade	φ^*
Energy	37	14	3,825*
Fatigue	63	86	3,825*
Sublimity	37	62	3,571*
Oppression	63	38	3,578*

Note: «*» – $p < 0,05$

The situation of knowledge control, measurement of the level of preparedness causes depression and fatigue (63%, respectively) for most seventh graders, and sublimity (62%) and fatigue (86%) for graduates. It can be concluded that students are quite responsible in preparing for tests, spend a lot of effort, energy and time on this, combined with a large amount of workload leads to fatigue and exhaustion. But among senior pupils this situation is more positively emotionally colored what can be associated with an understanding of the significance of the quality of acquired knowledge, an awareness of its role in the future life, a positive and interested attitude to specialized subjects, etc.

Table 5

Representation of self-assessment indicators of emotional states of schoolchildren before public appearance (%)

	7th grade	11th grade	φ^*
Calmness	32	5	5,317*
Anxiety	68	95	5,317*
Energy	11	29	3,26*
Fatigue	89	71	3,26*
Self-confidence	11	48	6,046*
Sense of helplessness	89	52	6,039*

Note: «*» – $p < 0,05$

Public appearances in both sample negatively emotionally painted, as most often cause anxiety, fatigue and sense of helplessness, what can be explained by a sense of increased responsibility, a desire to successfully appear in front of the public, not to be ashamed.

Table 6

Representation of self-assessment indicators of emotional states of schoolchildren after the end of classes (%)

	7th grade	11th grade	φ^*
Calmness	21	90	10,932*
Anxiety	79	10	2,178**
Energy	2	10	2,546*
Fatigue	98	90	2,546*
Sublimity	26	95	11,462*
Oppression	74	5	11,455*
Self-confidence	11	95	14,248*
Sense of helplessness	89	5	14,248*

Note: «*» – $p < 0,05$; «**» – $p < 0,01$

The end of classes of seventh graders is accompanied by anxiety (79% of sample), fatigue (98%), oppression (74%) and sense of helplessness (89%). It is evident that these children still do not know how to manage their own emotions, they are not sufficiently aware of the purpose of their own learning and therefore they incorrectly assess their capabilities, educational achievements, and inadequately perceive the attitude of others towards their own failures or achievements.

Completely different picture we observe among graduate pupils. In situation after school, they mostly experience calmness and fatigue (90%), sublimity and confidence (95%). So, as in the situation “before the exam”, schoolchildren of both groups feel tired after the end of classes. But otherwise they are different. So, after the classes, the negative spectrum of emotions among seventh-graders prevails, manifestations of which can be explained by excessive exhaustion during the school day, week and excessive focus on their negative state, while senior pupils, on the contrary, have a positive spectrum of emotions, formed due to more rational thinking and skill

look to the future, to find pleasure in the results obtained, expecting rest, rather than focusing on negative emotional states.

At the last stage of the research, correlative linkages between the types of motivation and the studied emotional states were determined (Table 7).

Table 7

Representation of correlation indicators of the type of motivation and states that pupils show at various educational situations

Type of motivation	State	φ
High level of achievement motivation	Calmness	0,440*
	Anxiety	0,381**
	Sublimity	0,369*
	Self-confidence	0,357*
Low level of achievement motivation	Sense of helplessness	0,467*
	Oppression	0,323*
	Fatigue	0,387*
High level of self-development motivation	Anxiety	0,369*
	Self-confidence	0,333*
	Fatigue	0,418*
High level of self-affirmation motivation	Self-confidence	0,473**
	Sublimity	0,470*
	Energy	0,590*
Low level of self-affirmation motivation	Sense of helplessness	0,762*
	Anxiety	0,616*
High level of introjection motivation	Oppression	0,333*
	Anxiety	0,498*
	Sense of helplessness	0,467**
Low level of introjection motivation	Self-confidence	0,697**
	Energy	0,590*
	Calmness	0,767*
Low level of external motivation	Oppression	0,522*
	Anxiety	0,426*
	Sense of helplessness	0,404*
Low level of amotivation	Self-confidence	0,389*
	Energy	0,523**
	Sublimity	0,716*

Note: «*» – $p < 0,05$; «**» – $p < 0,01$

Thus, analyzing the data in Tables 2-7 showed that seventh-graders with a high level of motivation accomplishments tend to be calm, while graduating pupils show anxiety. While communicating with a teacher, on condition of the high level of motivation of achievement among seventh graders, can be characterized as tend to be anxious, like 11th grade students, but graduate class pupils are also characterized by such states as energy, sublimity, and confidence. With a low achievement motivation, both students of the 7th grade and 11th grade are depressed in a situation of studies. The low level of achievement motivation among seventh-graders causes states of helplessness, oppression, fatigue. Among graduate students, characteristic states for this type of motivation were not found. Before an exam, on the condition of a low level of achievement motivation, both of the 7th grade and 11th grade pupils show a state of fatigue; seventh-graders also have a state of oppression. Pupils of the graduating class with a high level of achievement motivation are characterized with manifestations of sublimity; characteristic states among seventh-graders were not detected.

Before a public appearance, seventh-graders with a high level of achievement motivation are prone to anxiety, as well as senior pupils, but at a low level of achievement motivation both groups of pupils can be described as being tired quickly and feel helpless. Seventh-graders with a high level of achievement motivation after the end of classes are characterized with such manifestation, as anxiety. Senior pupils under the same conditions show calmness, sublimity and confidence. With a low level of this type of motivation, seventh-graders experience fatigue, oppression, a sense of helplessness, graduate pupils also experience fatigue.

If there is a high level of self-development motivation, anxiety is inherent among senior pupils. For seventh-graders under such conditions, no characteristic states were detected. This situation can be explained by the fact that secondary school pupils have not reached a sufficient level of awareness of the importance of active self-development due to their age characteristics. In communicating with teachers (with a high level of self-development motivation), seventh-graders may be characterized by increased anxiety, also

graduate pupils, among which, along with high anxiety indicators, there is a feeling of confidence, which may indicate a high level of self-awareness and self-control. Before an exam, both groups of schoolchildren tend to be very tired. In situations of public appearance, both teenagers and graduate pupils have such states as anxiety and fatigue. After the end of classes, among senior and secondary school pupils with a high level of self-development motivation there is fatigue, but seventh-graders experience anxiety, graduates in this situation keep self-confidence.

At a high level of self-affirmation motivation, during classes for 7th and 11th pupils characteristic states were not detected, but with a low level of this type of motivation, especially graduates show signs of anxiety. When communicating with a teacher with the presence of a high level of self-affirmation motivation, graduate pupils feel confident, energetic and sublimity, with a low level of self-affirmation motivation characteristic states of seventh graders are sense of helplessness and anxiety. Before an exam, senior pupils with a high level of self-affirmation motivation are in high spirits, while among seventh-graders such states were not observed. A public appearance with a low level of motivation can be described as provoking a feeling of anxiety, fatigue and hopelessness among both secondary and senior pupils. After the end of a classes, senior pupils with a high level of motivation have high spirits and self-confidence. Among seventh-graders, positive states were not observed.

In a situation of classes for teenagers with a low level of introjective motivation, a state of calmness is inherent, while under the same conditions, senior pupils do not have such states. When communicating with a teacher at a high level of introjective motivation, anxiety is manifested among both groups of schoolchildren, but seventh-graders, under this condition, are characterized by oppression and sense of helplessness. Senior pupils with low introjection motivation keep self-confidence and energy, which is not typical for secondary school pupils. According to the results of the study, in a situation of an exam, only a high level of this type of motivation for seventh graders occurs, when they may feel oppression. Before a public appearance, all pupils with a high

level of motivation show anxiety and sense of helplessness. At the end of a classes, pupils in the 7th grade with a high level of motivation are anxious, oppressed, feel helpless; pupils of the 11th grade are low-confident and calm.

Pupils with a low level of external motivation can be described as follows: 7th grade is oppressed, 11th grade is oppressed and anxious. While communicating with teachers: 7th and 11th grade pupils are alarming, but seventh-graders, in addition, are prone to the state of oppression and helplessness. The situation of an examination among seventh-graders also causes oppression. Public appearance for all pupils is a factor of anxiety and helplessness. After the end of the school day, seventh-graders are anxious, oppressed and helpless.

For schoolchildren with low severity of amotivation, no specific conditions were found during schoolwork, but when communicating with teachers, high school students are energetic, have high spirits and self-confidence, in examination situations they also show sublimity. As for the end of classes, it can be claimed that senior pupils have a stable positive emotional background and show sublimity and self-confidence while secondary school students do not show such states.

Discussion. In the presented study it was proved that in the process of age growth, manifestations of emotional states change directly in their expressiveness and saturation. In particular, it applies to calmness, anxiety, sublimity, oppression, confidence and sense of helplessness. Also the presence of the influence of emotions on the motivational sphere of pupils is determined. These results in general correspond to the data described in researches of A. Budnitskaya (2001) and I. Melnichuk (2003), K. Fomenko and O. Kuznetsov (2015).

Conclusions and prospects for further research. During our study, the features of academic motivation of senior pupils and teenagers were identified, namely, graduate pupils showed a high level of achievement motivation, self-affirmation and introjection motivation. This tendency is caused by age-specific features: among older schoolchildren, the number of references to their own beliefs and horizons is increasing, their mental abilities acquire a certain

direction, the activities of senior pupils are directed to the external environment. The ability to self-analysis and self-criticism appears. Graduate pupils acquire a certain autonomy from adults, including from teachers, which is explained by the establishment of trusting relationships, which replace a certain teacher's dictatorship at a younger age. That is, an ideological search is taking place, a transition from dependent childhood to independent and responsible adulthood. Older pupils acquire a sense of personal identity, professionally self-determined. Another tendency is determined teenagers. They are more closed to others. The seventh-graders are dominated by the orientation towards "inner self", what leads to their further behavior and mood. Active comparison of oneself with peers is aimed at finding own shortcomings. The high level of introjective motivation is explained by the fact that the subject for in-depth study is a person and its inner world. This desire for knowledge and assessment of the moral and psychological qualities of people causes increased interest towards oneself, in their mental life and personality traits.

It was found that seventh-graders with high and low level of achievement motivation, self-development, self-affirmation, introjection, external motivation and amotivation in various learning situations tend to experience the following states: calmness, anxiety, oppression, sense of helplessness and fatigue. At the same time, it was found that senior pupils with high level of development of achievement motivation, self-development, self-assertion, introjection motivation and with low level of amotivation in various learning situations show anxiety, energy, sublimity, confidence, calmness, occasionally – fatigue and helplessness. With a low level of achievement motivation, self-assertion, introjection motivation, and external motivation are mostly oppressed, anxious, tired, and helpless.

In general, for both groups of schoolchildren, anxiety is felt in different situations, but for graduates it becomes positive. Also difficult is situation of public appearance, in which all schoolchildren feel anxious, tired and helpless.

So, as a result of our research, it has been proved that senior pupils are more motivated to learning, to develop themselves and to assert themselves. External orientation of motivation dominates. School training does not cause a negative spectrum of emotions. Pupils are confident, calm, energetic, clearly defined for their own purposes, what is associated with self-determination in later life, responsibility for their professional choice, unlike teenagers who, according to the results of research, did not show such stability in the manifestation of positive emotions. For them, the main thing is focusing on one's own person and on what is connected with internal experiences. School training and teachers cause certain tension; learning situations among majority of teenagers are accompanied by a negative spectrum of emotions.

The main results of the research can be implemented into the working process of school psychologists, namely, can be the basis for the creation of a correction-development program for pupils with increased level of anxiety in different school situations. Also, the results of our research can be taken into account in the development of psychological and pedagogical recommendations of support and individual work with pupils which have difficulties in the motivational sphere. The research materials can be useful in developing the course of lectures on “General psychology”, “Developmental Psychology”, “Psychology of emotions” and “Psychology of motivation”.

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