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HUBRISTIC MOTIVATION AS A FACTOR OF THE PRIMARY SCHOOL'S PUPILS' PERSONAL DEVELOPMENT

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A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection.

Relevance of the problem: The study of junior students' hubristic motives is a new area of scientific research, so the study of the features of younger students' self-awareness and personality traits, depending on their dominant hubristic motivation, is relevant.

Aim: determination of self-awareness and personality traits, depending on pupil's dominant hubristic motivation

Methodology of the research: The projective methodology "Fairy tale Kingdom", projective "Tree" Technique (John and Dian Lampen), the Fairy Tale Test (by K. Colacclaw), methodology "Style of Self-Regulation of Children's Behavior - SSRCB M2" V.I. Morosanova. The sample

included 204 students (3-d and 4-th forms) of Gymnasium № 169 in Kharkiv.

Results of the research. The motivation of superiority over others in younger students involves perceiving their current status as a leader in the classroom. The real and desirable student`s status corresponds to his/her hubristic degree, as well as to the dominant emotional states (aggression or anxiety), motives (affiliate needs that determine the motives of cooperation or needs for superiority, which determine the motives of competition) or personal characteristics. Typological profiles of hubristic motivation determine the awareness of one's own status in the class and the desire to change it, determine the manifestation of personal traits, needs, motives and dominant emotional states. Hubristic motivation in younger school age affects the ability to self-regulate behavior.

Keywords: *hubristic motives, self-awareness, status in the class, striving for excellence, pursuit for superiority.*

Губристична мотивація як фактор особистісного розвитку молодших школярів

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Актуальність і мета дослідження: вивчення губристичних мотивів молодших школярів є новим напрямком наукових розвідок, тому дослідження особливостей самосвідомості та особистісних рис молодших школярів в залежності від їх домінуючої губристичної мотивації є актуальним і визначило мету дослідження.

Методи і вибірка дослідження: проективна методика «Казкове царство», проективна методика «Дерево», проективний казковий тест, методика «Стиль саморегуляції поведінки дітей – ССПД М2». Вибірку склали 204 молодших школяра.

Результати і висновки: у результаті емпіричного дослідження губристичної мотивації особистості у молодшому шкільному віці виявлено її п'ять її типів: 1) помірне домінування губристичного мотиву досягнення переваги; 2) збалансованість губристичних мотивів досягнення переваги та досконалості; 3) виражене домінування губристичного мотиву досягнення переваги; 4) низький

рівень губристичної мотивації; 5) домінування губристичного мотиву досягнення досконалості.

Реальний та бажаний статус школяра відповідає мірі його губристичності, так само як і домінуючі емоційні стани (агресія чи тривога), мотиви (афіліативні потреби, які обумовлюють мотиви співпраці чи потреби у перевазі, які обумовлюють мотиви конкуренції) чи особистісні властивості. Молодші школярі з домінуванням прагнення до досконалості добре адаптовані у колективі, мають статус друга, прагнуть бути лідером, виявляють афіліативні потреби, високу моральність, самокритичність, рефлективність, характеризуються високою самооцінкою. Отже, типологічні профілі губристичної мотивації обумовлюють усвідомлення власного статусу у класі та прагнення змінити його, визначають прояв особистісних рис, потреб, мотивів та домінуючих емоційних станів. Губристична мотивація у молодшому шкільному віці позначається на здатності до саморегуляції поведінки. Лише за умови гармонійного розвитку обидвох губристичних мотивів стає можливим формування здатностей до саморегуляції поведінки молодшого школяра.

Ключові слова: губристичні мотиви, самосвідомість, статус у класі, прагнення до досконалості, прагнення до переваги.

Introduction. Psychological support for an individual's personal development should begin from the early stages of ontogeny, at which his/her motivational-volitional properties, peculiarities of self-consciousness and character traits are formed. The younger school age is sensitive for the development of hubristic motivation, because at this age, under the influence of leading - educational - activity, the orientation of the individual to success and achievements is formed, the selectivity of standards of activity, the results of which can be high relative to accepted in society or relative to the achievements of other people. Hubristic motivation is the desire of the individual to maintain one's self-esteem and self-worth and is manifested in the process of self-affirmation of personality (Fomenko, 2018). The hubristic motive for achieving excellence acts as the desire for self-affirmation through the perfection of the results of one's achievements, the orientation to self-development, the ability to expand the sphere of one's self-realization, mastery in activity, and the hubristic motive to achieve superiority as the pursuit of self-affirmation through achievement due to the results of social comparison and dependence on external evaluations of activity (Fomenko, 2018).

The study of junior students' hubristic motives is a new area of scientific research, so the study of the features of younger students' self-awareness and personality traits, depending on their dominant hubristic motivation, **is relevant** and determined **the purpose** of our study.

Research methods.

1. The projective methodology "Fairy tale Kingdom" for senior preschool and primary school age was developed by us in order to study hubristic motivation in children aged 6-10 years. The technique allows to determine the degree of expression of striving for superiority and striving for excellence in children.   The procedure involves choosing one of 18 cards that depicts fairy-tale characters, who on the one hand are fairly generalized and do not belong to any particular fairy tale, on the other hand embody archetypal images. Each of the characters corresponds to a certain number of points on the scale of striving for superiority and striving for excellence.

2. Projective "Tree" Technique (John and Dian Lampen). The technique is represented by an incentive form with the image of a tree and people on or near it in different positions. In our author's modification, the key to the technique is as follows. The choice of position № 1, 3, 6, 7 characterizes the obstacle setting; № 2, 11, 12, 16, 17, 18, 19 - sociability, friendly support; № 4 - the stability of the situation (the desire to succeed without overcoming difficulties); № 5 - fatigue, general weakness, low power, shyness; № 9 - motivation for entertainment; № 8, 13, 21 - alienation, seclusion, anxiety; № 10, 15 - comfortable condition, normal adaptation; № 14 - crisis, "falling into the abyss"; position № 20 is often chosen as a perspective by students with high self-esteem and leadership; №17 is chosen by children with manipulative settings.

3. The Fairy Tale Test (by K. Colacglaw) is designed to identify the personality traits of a child aged 7-12 years.

4. Methodology "Style of Self-Regulation of Children's Behavior - SSRCB M2" V.I. Morosanova (Morosanova, Bondarenko, 2015) is a modification of the SSRB methodology for children aged 6-10 years. The scales of methodology allow us to determine the extent to which children have the ability to plan, model, program, evaluate results, and the extent to which children are flexible and responsible.

The sample included 204 students (3-d and 4-th forms) of Gymnasium № 169 in Kharkiv.

The study was conducted during two academic years (2017-2018 and 2018-2019 academic years).

Results. The C-means cluster analysis revealed five typological profiles of hubristic motivation.
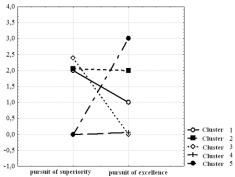

Fig. 1. The cluster profiles of junior students' hubristic motivation.

Cluster № 1 - the pursuit of superiority is higher than the pursuit of excellence. The profile was called *"Moderate Dominance of the pursuit of Superiority"*. The profile is represented by 18.1% of younger students. Cluster № 2 - the pursuit of superiority and the pursuit of excellence are balanced and expressed at a moderate level. The profile was named "*Balanced Hubristic Motives*". The profile is represented by 17.6% of younger students. Cluster № 3 - the pursuit of superiority far exceeds the pursuit of excellence. The profile was called *"Expressed dominance of pursuit for superiority*". The profile is represented by 17.1% of younger students. Cluster № 4 - low level of expressiveness of hubristic motives. The profile was called *"Low Hubristic Motivation"*. The profile is represented by 19.6% of younger students. Cluster № 5 - the pursuit of excellence far exceeds the pursuit for superiority. The profile was named *"Expressed Dominance of the Pursuit of Excellence"*. The profile is represented by 27.4% of younger students. According to typological profiles of hubristic motivation, the students of the primary school are distributed almost evenly (χ^2_{Emp} = 7.423, p> 0.05).

Table 1 shows the distribution of the students of primary school with different typological profiles by self-esteem status of I-real in a group of classmates among the younger students of the first cluster "*Moderate dominance of the pursuit for superiority*", those who seek to be leaders, consider themselves capable of managing others, they consider their real status in the group as dominant (χ^2_{Emp} = 19.168, p <0.01). Thus, the motivation of superiority over others in younger students involves perceiving their current status as a leader in the classroom.

Table 1

Distribution of junior students with different typological profiles by self-esteem status of I-real in a group of classmates

Self-esteem type of a real status in a group	Groups that are studied by typological profiles of hubristic motivation				
	1, n=37	2, n=36	3, n=35	4, n=40	5, n=56
The one that adapted in the team	8	6	2	6	10
Closed, removed from the learning process	2	2	4	2	8
The one who wants to be a leader	12	8	3	6	6
The one that overcomes the obstacles	8	4	4	6	4
One that seeks entertainment	4	4	6	4	6
Shy	2	0	8	2	2
The one who wants to have friends, to be a friend, to support	0	8	8	12	20
One that seeks success	1	4	0	2	0
The one that manipulates	0	0	0	0	0
The one in crisis, depression	0	0	0	0	0

Among the younger students of the second cluster "*Balanced Hubristic Motives*", there were no preferences in one or another real status in self-esteem (χ^2_{Emp} = 6.003, p>0.05). Therefore, with the expressiveness of both hubristic motives, younger students do not prefer the one or the other status in the group. Among the younger students of the third cluster "*Expressed dominance of pursuit for superiority*", there was no significant advantage in one or another

real status in self-esteem (χ^{2Emp} = 6.8, p> 0.05). Among the younger students of the fourth cluster "*Low hubristic motivation*" the preference for the desire to have friends and self-awareness as a good friend was revealed (χ^{2Emp} = 16, p <0.05). Affiliate needs are inherent among younger students with low hubristic motivation, for whom self-affirmation is less important. Among the younger students of the fifth cluster "*Expressed dominance of striving for excellence*" there is a domination by those who seek to be friends and adapt in the student team, consider themselves as able to manage others, such students consider their real status in the group as dominant (χ^{2Emp} = 26, p <0.0001). Therefore, affiliative and power motives are characteristics of younger students with a strong desire for excellence.

Table 2 shows the statuses in the group that younger students with different typological profiles of competing motivation aspire to.

Table 2

Distribution of junior school students with different typological profiles by self-esteem status of I-ideal in a group of classmates

Self-esteem of the ideal status in a group	Groups that are studied by typological profiles of hubristic motivation				
	1, n=37	2, n=36	3, n=35	4, n=40	5, n=56
The one that adapted in the team	6	6	5	4	4
Closed, removed from the learning process	7	2	2	2	0
One who wants to be a leader	4	14	8	24	24
The one that overcomes the obstacles	6	2	8	0	6
One that seeks entertainment	2	2	10	4	4
Shy	0	0	0	0	0
The one who wants to have friends, to be a friend, to support	14	10	2	4	17
One that seeks success	1	0	0	2	2
The one that manipulates	0	0	0	0	0
The one in crisis, depression	0	0	0	0	0

The most of the younger students of the first cluster "*Moderate dominance of pursuit for superiority*" aspire to be friend and companion, to support others χ^{2Emp} = 12,845, p <0,05. In reality,

students with a moderate dominance of the pursuit for superiority motive are more likely to evaluate their status as a leader than to be a friend and classmate. Among the younger students of the second cluster "*Balanced Hubristic Motives*", prevail those students, who aspire to be leaders, consider themselves capable of managing others, dominate, as well as being a friend and companion for classmates, support them $\chi^{2Emp} = 21,335$, p> 0.001. Thus, with different real statuses in the group, students with a balance of two self-affirmation motives equally seek the status of good friends and leaders in the group. Among the younger students of the third cluster "*Expressed dominance of pursuit for superiority*"*,* no preference was found for aspirations to have this or that status in the group $\chi^{2Emp} = 9.749$, p> 0.05. Consequently, if the motive for striving for excellence is suppressed, the predominance of striving for superiority does not reveal any particular preference for student status. Among the younger students of the fourth cluster "*Low hubristic motivation*"*,* those students, who aspire to be leaders, consider themselves able to manage others, dominate $\chi^{2Emp} = 54.77$, p> 0.0001. With a low desire for self-affirmation, students actually value their status as a good friend, but strive to have leadership status. Among the younger students of the fifth cluster "*Expressed dominance of striving for excellence*", those who aspire to be leaders, consider themselves capable of managing others, dominate $\chi^{2Emp} = 41,631$, p> 0,0001. Leader status is also a dream for elementary school students who are characterized by a motive for excellence and their real statuses that largely correspond to the status of good friends and adapted in the student body.

Table 3 shows the personality traits of younger students with different typological profiles of hubristic motivation. It is revealed that the desire for superiority is peculiar to the students of the second cluster profile with balanced hubristic motives, which is characterized by both the motive for achieving superiority and the motive for achieving excellence. In addition, this disposition is peculiar to students with first and third cluster profiles dominated by the desire for superiority. Thus, the more the motive for achieving superiority over others within the typological profile of students manifests, the more they express a desire for superiority. The stories that represent the students on the projective fairytale test

reveal isolation, that is, the desire not to be with everyone, to be unique, which is often achieved through the acquisition of magical or royal status in history.

Table 3

Indicators of personal traits of younger students with different typological profiles of hubristic motivation

Indicators	Groups investigated by clusters of hubristic motivation					H
	1	2	3	4	5	
Material values desire	0,89±1,23	0,78±1,06	0,61±0,98	0,90±1,77	0,25±0,44	9,09
Preferences/ Superiority desire	1,39±1,29	1,50±2,09	1,28±1,53	1,00±1,97	0,36±0,56	24,21 ****
Feeling of ownership	0,67±0,84	0,39±0,78	0,44±0,86	0,60±0,82	0,54±0,96	4,50
Aggression as dominance	0,61±1,09	0,33±0,69	0,65±1,10	0,15±0,49	0,43±0,63	19,94 ***
Aggression type A	0,94±1,83	0,72±1,27	0,94±1,20	0,65±1,18	0,68±0,86	2,12
Aggression as protection	0,00±0,00	0,00±0,01	0,00±0,00	0,02±0,31	0,08±0,39	2,07
Aggression as envy	0,00±0,00	0,17±0,38	0,06±0,24	0,40±1,10	0,29±0,53	13,76 **
Aggression as revenge	0,22±0,73	0,39±1,04	0,17±0,51	0,50±0,83	0,29±0,66	6,35
Fear of aggression	3,00±3,36	2,50±2,81	3,50±2,15	2,75±3,48	2,75±2,50	7,67
Oral aggression	1,39±1,38	1,28±1,67	1,06±1,39	1,10±1,89	1,50±1,40	8,36
Oral needs	2,61±1,72	2,06±1,86	2,56±2,73	1,95±1,39	2,18±1,87	3,04
Need to help	1,28±1,64	1,83±2,46	0,71±1,45	1,45±3,05	1,04±1,43	7,08
Affiliate need	1,44±1,34	0,83±1,29	1,22±1,83	0,80±0,77	1,79±1,66	16,09 **
Anxiety	2,18±1,78	1,56±1,85	2,61±2,25	1,65±1,60	1,54±1,53	9,68*
Depression	0,94±1,03	0,72±1,07	0,94±1,26	0,95±1,43	1,25±1,67	3,20
Adaptation to the content of the plot	7,89±6,90	6,72±3,48	7,00±4,61	6,05±4,17	5,64±3,52	5,46
Original answers	1,72±1,90	1,94±3,46	2,78±2,62	1,50±1,28	1,32±1,83	9,66*
Relationship with mother	0,56±2,41	1,33±2,87	0,22±1,80	1,80±2,82	1,68±1,70	17,80 ***
Relationship with father	0,67±0,84	0,56±1,29	0,72±1,10	1,10±1,37	0,86±1,08	5,96
Sexual concern	1,61±1,46	2,50±2,96	1,28±1,53	1,45±1,43	1,14±1,27	5,64
Iteration	0,67±1,33	0,67±1,03	0,94±1,55	0,60±1,31	0,39±0,88	3,57
Morality	0,59±1,13	0,61±0,98	0,33±1,19	0,35±0,67	0,71±1,21	13,10 *
Need for protection	0,39±1,42	0,06±0,24	0,72±1,60	0,10±0,45	0,32±1,02	7,89
Self-esteem	1,06±1,35	2,17±2,12	1,28±2,61	1,95±1,00	1,93±2,26	13,82 **
Need for attachment	1,28±1,32	1,61±2,43	2,56±3,90	1,85±2,72	1,75±2,82	0,92

The intense manifestation of this need may indicate that the child is not satisfied with his or her place in the system of interpersonal relationships, the degree of his / her recognition by others (peers and adults). This data is consistent with the results obtained about their current and desirable status as a leader in the group.

The striving for superiority is less among students of the fourth typological profile with low hubristic motivation (refusal of self-assertion in a group or activity) and the fifth typological profile dominated by the pursuit of excellence (the motive for improving learning outcomes, self-improvement).

Aggression as a dominance is predominantly characteristic of moderate-dominated elementary students with a desire for superiority (first and third cluster profiles) who also consider their status as a leader in the class. This disposition is poorly expressed in students of the second and fourth cluster profiles, in which the hubristic motives are either balanced or low.

Aggression as dominance is the first socially accepted form of aggression by which the child learns to control the environment and to achieve a sense of confidence. This aggression is manifested as the desire to control the environment, to influence or direct the behavior of others, to persuade, restrict or prohibit, to dominate or assert oneself through aggressive means. It is logical that dominant aggression is a sign of students with strong motives for achieving superiority.

High anxiety is also characteristic of younger students with an expressed dominance of the desire for superiority (third profile). Anxiety can be expressed as a concern for the achievement of a goal, a concern for the future and about one's own abilities, or one's opinion that corresponds to the psychological content of a high level of desire for superiority.

Aggression as envy is manifested in students with low hubristic motivation (fourth profile), who have a desire to be a leader in the class. Such aggression is only manifested as a reaction to an external source of irritation, for example, it is directed against someone who is allegedly harming himself/herself or others, or has something unavailable to the child. Students with low hubristic motivation are aware of the benefits of inaccessible group status

and are envious of the more popular students in the class. Such envy can manifest in the form of aggression. Affiliate need is more characteristic of students of the fifth typological profile, who are characterized by the dominance of the desire for excellence and have the status of a good friend and companion in the class. It is quite logical that the real and ideal statuses of these children coincide, because these students are focused on self-improvement and are guided by affiliate motives, that is, they seek to be part of a group. Expressing the need for acceptance, that is, being friendly, having friends, becoming part of a social group, or making someone comfortable coincides with the status of a person who supports others in the group, companionships and strivings for self-improvement, ignoring the desire for superiority over others.

The indicator of relationships with mother is even more expressed, the lower the hubristic motivation is.

Thus, for students with low hubristic motivation (fourth profile), the intensity of relationship with the mother is more expressed. The greater the desire for superiority (first and third profiles) - the less expressed this indicator is. Thus, separation from the mother is inherent in more hubristic students, while the rejection of self-affirmation implies dependence on the Significant Other (mother), and therefore less independence, self-confidence and autonomy of the younger student.

Morality is a reflection of the Freudian Super-Ego, that is, it is the part of the Ego from which self-observation, self-criticism and other reflexive abilities develop. Responses concerning morality reveal topics such as punishment, guilt, self-blame, and the dilemma between good and evil. Morality is a hallmark of students with first and fifth typological profiles. Thus, the moderate dominance of the superiority over the pursuit of excellence or the expressed desire for excellence testifies to the development of the Super-Ego of the younger students, and thus to the high reflectivity and self-criticism without which the process of self-perfection becomes impossible. High morality implies a constant process of comparing oneself and one's capabilities with the standard ones, for the younger school age it is of particular importance in the plane of

good and bad actions, assessing the morality of behavior and manifested in children with a strong desire for excellence (perfection).

The child's self-esteem is reflected in the answers concerning appearance (including clothing), in how the child perceives success and failure, acceptance or rejection by others.

Younger students' self-esteem is greater - the more balanced their motives are. The high expressiveness of the motive for achieving superiority causes a decline in self-esteem, because achieving superiority over others is not always accessible to the child.

High scores in the "original answers" parameter, which indicate the creativity of younger students, are characteristic of younger students with an expressed dominance of the desire for superiority. Thus, the expressed dominance of the desire for superiority is manifested in the tendency to unusually describe the events, bringing into the story elements of fiction, unexpected twists in the plot, unconventional descriptions of the main characters, which can testify to the demonstration of the personality of the younger schoolboy/girl who strives for superiority over others. Demonstrating children's own originality is understood by us as one of the way of achieving superiority over others.

Table 4 demonstrates the differences in the self-regulation indicators of the behavior of younger students with different typological profiles of hubristic motivation.

Table 4

Indicators of self-regulation of behavior of younger students with different typological profiles of competitive motivation

Indicators	Groups investigated by clusters of hubristic motivation					H
	1	2	3	4	5	
Planning	4,83±0,70	5,22±0,80	4,89±0,82	5,10±0,71	5,04±0,74	6,35
Modeling	5,11±1,12	5,78±0,54	5,22±0,80	5,40±0,87	5,68±0,66	19,36***
Programming	4,72±0,74	5,22±0,72	4,61±0,77	4,70±0,91	4,93±0,81	13,19**
Evaluation of results	4,89±0,95	5,55±0,75	5,17±0,85	5,25±0,84	5,18±0,72	9,30*
Flexibility	5,50±0,61	5,50±0,70	4,94±0,79	5,30±0,79	5,43±0,83	13,84**
Independence	4,89±0,95	5,53±0,61	5,00±0,89	5,45±0,68	5,36±0,77	14,15**
Responsibility	4,72±1,00	5,06±0,92	4,83±0,85	5,15±0,66	4,96±0,83	5,35

Planning, modeling, programming, results evaluation, flexibility and independence are the highest in junior school students with a balanced hubristic motive (second profile). Thus, the harmonious combination of two hubristic motives implies a high ability to self-regulate behavior. The above typological profile of hubristic motivation can be defined as the most optimal in terms of ability to self-regulation. Planning, programming and flexibility are less developed in the third typological profile, in which the pursuit of superiority dominates the pursuit of excellence. Such children have difficulty in goal setting, set unrealistic goals, do not clearly and not in details develop programs (methods and ways) to achieve goals, it is difficult for them to adapt to changes in the conditions of activity.

The younger students of other typological profiles have some shortcomings in the development of self-regulation of behavior. The younger students of the first typological profile with a moderate dominance of the desire for superiority over the pursuit of excellence are characterized by an insufficient level of development of the ability to plan and evaluate performance, lower levels of modeling, independence and responsibility. Thus, when the pursuit for superiority is dominant, children have difficulty in goal setting, in the analysis of internal and external conditions of activity, which are important for its successful realization. The dominance of the pursuit of superiority implies a low ability to objectively and adequately evaluate one's own achievements, low independence in activity, an external locus of behavioral control.

Junior students with low levels of hubristic motivation (fourth profile) are characterized by deficiencies in programming ability, meaning that they are poor at choosing the best ways to solve problems and implement action plans.

Younger students with a marked dominance of the pursuit of excellence over the pursuit of superiority (fifth typological profile) have all the ability to self-regulate well, except for a slight decrease in programming and responsibility. Consequently, it is sometimes difficult for younger students who strive for excellence to determine the optimal action programs and to be responsible for their implementation in achieving the goals of the activity.

Discussion. The current study continues the previous ones (Fomenko, 2017, 2018), which showed that junior high school students in 2d -4th forms are divided into groups with dominance for excellence, superiority and moderate and low levels of hubristic motivation. Thus, unlike the younger school age in general, at the

end of primary school education, the domination of the hubristic motif of superiority is manifested in two variants, forming two independent typological profiles - with moderate and expressed dominance of the desire for superiority. Such results can be triggered by objective circumstances and patterns of personality development in ontogeny, which are to increase the role of interpersonal communication at the end of elementary school. In a previous study (Fomenko, 2018), it was also found that younger students are more likely to have a moderate level of hubristic motivation, and less likely a low level of hubristic motivation. A recent study shows that at the end of elementary school, students are evenly represented by types of hubristic motivation.

In addition, in a previous study (Fomenko, 2018) it was shown that younger students with a pursuit for superiority are characterized by the highest self-esteem and with the low levels of hubristic motivation – by the lowest (according to the results of the "What am I?" Test. Bogdanova). The presented study, on the one hand, confirms the previous results, as it was shown that a balanced type of hubristic motivation does predict the highest level of self-esteem by K. Kolakoglou's projective fairytale test, and on the other hand, reveals new features of self-esteem in younger students. As a result of the methodology "What am I?" (Bogdanova) - found high self-esteem of students with a dominance of the pursuit for superiority, and according to the results of K. Kolakoglou's projective test - low. Such inconsistencies can be explained by the peculiarities of psycho-diagnostic tools, that is, the different purpose of the two methods. Thus, the Bogdanova's technique allows to determine explicit (conscious) self-esteem of children, that is, declared their own positive and negative characteristics, the ratio of which gives an idea of the level of self-esteem. Instead, Kolakoglou's projective technique makes it possible to capture the implicit (hidden, unconscious) self-esteem of the younger student. It can be concluded that younger students with a high pursuit for superiority only declare high marks of themselves, while experiencing self-doubt, self-importance doubts, anxiety about self-worth. These circumstances may explain the low level of harassment imposed on students with a predominance of pursuit for superiority in our previous study (Fomenko, 2018). The results obtained by us are consistent with the patterns of development of self-esteem in the ontogeny shown in foreign and domestic class theories. Thus, in K. Rogers's humanistic psychology, it is

emphasized that parents tend to express their disapproval of a child for certain acts on the background of common love and respect for his/her feelings and under such conditions, the child's unconditional acceptance arises, which allows him/her to develop his/her own values and build behavior according to his/her actual experiences, regardless of others' evaluations (Rogers, 1994, 2006). On the background of unconditional adoption of the child by the parents, the high self-esteem and desire for superiority in preschool and early school age are have been developing. However, further, with the development of the child's social activity, the degree of success in certain actions and in comparison with others becomes a measure of self-esteem. Within this period, self-discipline, the ability to think, to interact with peers in accordance with the rules are developing. At this time, the most important criteria for self-esteem are efficiency and competence, and the main danger for it (for self-esteem) lies in the possibility of feeling of inferiority or incompetence.

Next to the home environment, now, the child is influenced by the school. In case of a failure in learning, feelings of inferiority may occur even if the child is encouraged by the parents (Dickstein, 1977). According to H.S. Kostyuk the development of self-esteem is possible only through the performance of certain activities, awareness of their achievements in this activity, comparison of their own achievements with those of others. H.S. Kostyuk emphasizes that significant influence on the development of a child's self-esteem is made by adults, educators, parents, and peers (Kostyuk, 1991).

The analysis of the results obtained in the current study on the differences in self-regulation of behavior depending on the type of hubristic motivation continue the conclusions made in the previous study (Fomenko 2018) regarding the positive contribution of the ability to plan activities in the development of harmonious type of hubristic motivation.

Planning activity has been shown to be a predictor of the development of the aspirational pursuit of excellence, which confirms our results, according to which the high levels of planning ability are inherent in students with a balanced hubristic motive and the dominance of the pursuit of excellence.

An up-to-date study supplements the data on the correspondence between the type of hubristic motivation and social status in the peer group. Thus, in a previous study, it was shown

that hubristic motives are more expressed in adolescents with high sociometric status (Fomenko, Shcherbakova, Zhukova 2019). On the other hand, in the younger school age, the pursuit of superiority is inherent in students who consider their status as dominant, in the leadership of the classroom, and the dominance of pursuit for excellence – is typical for those students who find themselves popular among peers and want to be friends and support others. It was shown that low level of hubristic motivation does not exclude motivation to have a high status as a leader in the group.

The results of the study of statuses in the classroom, depending on the type of hubristic motivation are confirmed by the results of the study of personal traits of students. Affiliate needs are more characteristic of younger students with a desire for excellence; and the desire for superiority, aggression as dominance and anxiety are dominant among students with the pursuit for superiority. Aggression as envy is peculiar to students with low hubristic motivation as covert aggression towards others. In a previous study (Fomenko, 2018), it was proved that declared anger and envy in the situations of achievement as a well-established psycho-emotional state of younger students positively affects the development of hubristic motivation and is hampered by a low level of hubristic motivation, which contradicts the current research results, which declares high unconscious envy-aggression in low-hubristic students. Therefore, elementary students with low levels of development of hubristic motives tend to conceal psycho-emotional states of envy, to supplant them as socially undesirable.

The high originality of stories according to the fairy-tale projective test in younger students with an expressed dominance of pursuit for superiority may be explained by their excessive sensitivity to the competition-situations, as shown in our previous study (Fomenko, 2018). Such children consider any creative task as an occasion for competition and demonstration of their own superiority over others. Therefore, the original answers may be a demonstration of their own superiority.

High rates of relations with mother need in younger students with low hubristic motivation are indicative of the child's dependence on the Significant Other, which blocks the need for self-affirmation.
Unfortunately, we still do not have the data on the style of child-parent relations in younger students with different types of hubristic motivation.

One can only make the assumption that, in the case of any violations of parent-child relationships caused by the specifics of parenting and upbringing, there is a suppression of the desire to assert the identity of the child. So, in any case, whether with the upbringing of an authoritarian strict mother (style of authoritarian hypersocialization), or as a result of emotional rejection of the child ("rejection" style), or with the conviction of the child's inability to be independent, infantilization of the child (style " little failure"), or if mother-to-child distance is shortened (symbiosis style), the child will have a self-affirmation setting.

However, the above considerations require further experimental exploration.

Extra confirmation and clarification are also required by the results obtained in the higher grades of morality among younger students with a predominance of striving for excellence.

The most correct, in our opinion, is the idea of updating the action of comparing the standards of activity with their own results in a certain category of younger students, which affects the development their motive for achieving excellence and characterizing their self-criticism and reflexivity.

In addition, our previous research (Fomenko, 2018) shows a positive relationship between adolescent perfectionist representations (perceptions of one's duty to be perfect and avoid imperfection) and their hubristic motives, so the link between self-criticism and the pursuit of excellence (perfection) in more the early stage of ontogeny, during elementary school, is quite logical.

Conclusion. As a result of an empirical study of hubristic personality motivation in younger school age, five types of hubristic motivation were identified, according to which primary school students are distributed almost evenly: 1) moderate domination of the hubristic motive of achieving superiority; 2) balance of hubristic motives for achievement of superiority and excellence; 3) the expressed dominance of a hubristic motive for achieving superiority; 4) low level of hubristic motivation; 5) the domination of a hubristic motive for achieving excellence.

The real and desirable student`s status corresponds to his/her hubristic degree, as well as to the dominant emotional states (aggression or anxiety), motives (affiliate needs that determine the motives of cooperation or needs for superiority, which determine the motives of competition) or personal characteristics.

Aggression as a dominance and anxiety characterize younger students with a moderate dominance of striving for superiority, who recognize themselves as class leaders, but strive to be a friend and mentor to classmates.

For students with balanced hubristic motives are typical: desires of superiority, high self-esteem, the desire to have the status of leader and a good friend for all. Younger students with a keen desire for superiority strive to have the status of entertainer in the classroom, showing aggression as dominance, high anxiety and creativity. Students with low hubristic motivation are dependent on their mothers, consider themselves as good companions for classmates, but strive to be leaders that reflects on such characteristics as envy-aggression. Younger students with a desire for excellence are well adapted in the team, have the status of a friend, seek to be a leader, show affiliate needs, high morality, self-criticism, reflectiveness, characterized by high self-esteem.

Thus, typological profiles of hubristic motivation determine the awareness of one's own status in the class and the desire to change it, determine the manifestation of personal traits, needs, motives and dominant emotional states.

Hubristic motivation in younger school age affects the ability to self-regulate behavior. Balance of hubristic motives implies the highest ability to self-regulate behavior. Younger students with moderate dominance of striving for superiority are characterized by an insufficient level of development of the ability to plan and evaluate performance, lower levels of modeling, independence and responsibility.

Planning, programming, and flexibility skills are less developed in students with a marked dominance of the striving for superiority. Junior students with low levels of hubristic motivation are characterized by deficiencies in programming ability. Junior students with a strong dominance of striving for excellence over the striving for superiority have all the ability to self-regulate well, except for a slight decrease in programming and responsibility. Therefore, for pupils in younger school it is only on condition of the harmonious development of both hubristic motives the formation of the ability to self-regulate the behavior becomes possible.

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