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**THE RESEARCH OF SENIOR PRESCHOOLERS' MOTIVES TO LEARN
(GENDER ASPECT)**

Annotation. In the article, the author emphasizes the importance of a person-centered approach to learning, one of the components of which is the gender approach. Scientific data on differences in brain functioning in children of different sexes, the ontogeny of forming such differences in boys and girls, on the applied possibilities of using these differences in optimizing the educational process is provided. The notion of motive and motivational readiness for senior preschool is analyzed. The research presents the results of older preschoolers' diagnostic examination, which identifies the leading motives that encourage modern boys and girls to study.

Keywords: senior preschoolers, motives to learn, educational activity, gender aspect.

Priority work based on a personality-oriented model of education is a prerequisite for the successful functioning of the new modern school is. A gender approach to learning is one of the components of a personality-oriented approach to learning, a set of methods, techniques, tools of training and education designed to help children feel comfortable in an educational institution, to cope with all the difficulties of socialization. Thereby, the role of the teacher is transforming, and now he or she should be not just a source of knowledge and a mentor, but also a coach and a moderator in the individual educational trajectory of the child. Special requirements are applied to a teacher working with six-year-old children. Such a teacher is to maintain and increase children's interest in school. The teacher's priority is to know the most significant motives to study for children at this stage, in order to take their

education into account. If the child's educational goal is not related to the motives that are relevant to her and is not held in his mind, then it will easily be replaced by other goals that are more consistent with the child's usual motivation.

Motive or *The Incentive* in the Big Psychological Dictionary edited by B. Meshcheryakov and V. Zinchenko is defined as a material or ideal "object" that induces and directs an activity or act towards itself, the meaning of which is that with the help of a motive certain the needs of the subject. In English-language literature, a broader interpretation of the motive is accepted: something inside the subject (need, idea, organic state or emotion) that induces him to act. Therefore, in order to avoid semantic errors, the word *motive* should be translated as "*motivation*", "*state of motivation*", "*aspiration*", "*impulse*", "*motivation*".

The most consistent relationship in the fundamental psychological triad of "need-motive-activity" was revealed by A.N. Leontiev. The source of the motive power and the corresponding motivation for activity are actual needs. A motive is defined as an object that meets the needs, and therefore - encourages and directs activity. An activity always has a motive ("unmotivated" activity — the one which motive is hidden from the subject itself or from an external observer). However, between the motive and the need, between the motive and the activity, and also between the need and the activity there is no relationship of strict unambiguity. In other words, one and the same subject can serve the satisfaction of diverse needs, stimulate and direct various activities.

Most often, an activity has several motives at once (that is, it is *polymotivated*); it can also be prompted by several needs at the same time. At the same time, according to Leontyev, in a situation with several motives, one of the motives becomes the main one, the leader, and the others become subordinates, playing the role of additional stimulation.

The formation of the leading motive leads to the fact that in addition to the functions of motivation and the direction of activity, it has a special function: it gives the activity, actions, goals, conditions of activity a certain personal meaning - a conscious internal justification of the activity [1].

In studies conducted under the direction of L.Bozhovich, it was revealed that in children 6-7 years old there is a craving for school, a desire to learn. Moreover, the desire to learn is the main motive, and admission to school acts as a condition for its implementation. A large place in the formation of motivational readiness for schooling in the L.Bozhovich's research is devoted to the development of cognitive needs.

A new level of development of cognitive needs in older preschoolers is expressed in their interest in their own cognitive tasks.

An essential point in the formation of motivational readiness for learning in school is the emergence of arbitrary behavior and activity, that is, the emergence of the child's needs and motives of such a structure in which it becomes able to subordinate its immediate impulsive desires to consciously set goals [2].

As stated by D.Elkonin, motivational components of preschool age are the following:

- conscious subordination of motives;
- the emergence of their hierarchy;
- the appearance of new in their structure indirect motives.

These components are a prerequisite for schooling and the development of a positive motivation for learning. As claimed by D.Elkonin, significant changes in the development of the child's motivational sphere occur in preschool-age [3].

The appearance of moral motives (a sense of duty) in older preschool children is indicated by D.Elkonin and L.Bozhovich. Researchers believe that moral motives represent a qualitatively new type of motivation that determines a qualitatively new type of behavior [2].

According to the research of M.Lisina, who observed the development and change in the forms of communication between children and adults in ontogenesis, a 6–7-year-old child is characterized by outsituative personal communication — the highest form of communicative activity in preschool childhood. As stated by the scientist, it serves the purposes of cognition of the social yet not the objective world, the world of people - not the world of things. Outsituative personal communication is

formed on the basis of personal motives. The child seeks to achieve mutual understanding and empathy with adults, which allows children to utilize the views and assessments of an adult as a guide to action [4].

Outsituative personal communication contributes to the formation of positive motivation and readiness for schooling, an important part of which is the child's ability to perceive an adult like a teacher and to take the student's position in relation to him.

The most important motivational formations of preschool age are the following: conscious subordination of motives, the emergence of their hierarchy, as well as the emergence of new in structure mediated motives.

Consideration of the gender aspect in the study of motives is of the greatest importance for teaching older preschoolers.

Such scientists as V. Bagrunov, N. Gorodnov, V. Eremeeva, S.Zvereva, V. Kamenskaya outlined specific features in the development of thinking of children of different sexes (in pace, strategies for processing and assimilation of information). Boys have better developed spatial and visual skills, spatial thinking is formed by the age of six, boys work well with maps, diagrams, mathematical formulas, have a more developed internal plan of action, which implies that they are able to turn objects in space and manipulate them in their imagination.

As for girls, their language skills mature earlier and more fully, the vocabulary is formed more quickly, they use verbal means to solve even mathematical problems. The speech activity of girls is carried out mainly through the active use of various lexical means, while the speech of boys - with the help of complex grammar operations. According to E. Maccoby's research, the speech of girls in comparison with boys is characterized by the active use of adjectives, the rapid increase in vocabulary and the use of a large number of narrative sentences.

Significant differences between girls and boys turn out to be in the development of attention. Compared to girls, it is more unstable in boys; the inclusion period is longer. For girls, attention and understanding are intensified with the emotional coloring of information; for boys, the emotionality of the presentation of

the material should be moderate, since they are more focused on the content of the perceived information. The girls' advantage in selective stability, volume, and randomness of attention was revealed.

O.Ermolaev argued that the properties of attention in boys and girls affect the success of their learning activities differently. If in boys performance in activity is related to the volume and distribution of attention, in girls, success is determined by its sustainability [5].

A study of verbal memory by E. Maccoby and C.Jacklin suggested that girls better remember material presented aurally, this applies as well to individual words and sentences, and whole stories (semantic memory), and also demonstrate the advantage of the wealth of verbal associations and of remembering names; the benefits of female memory are observed when verbal information is used [6]. A study by N.Gorbachovsky showed that visual memory in older preschool age is better developed in boys [7].

Summarizing the foregoing, it can be stated that already in preschool-age differences in the development of mental processes of children are manifested, therefore it will be appropriate to consider the motives for teaching boys and girls separately.

To clarify the motives for teaching older preschoolers, we developed a questionnaire consisting of seven questions and answer options. The questionnaire covered various aspects of school life and children's activities.

In total, 106 children from 5.5 to 6 years of age (56 girls and 50 boys) were tested - pupils of a preschool educational institution of the Dniprovsky district of Kyiv (Ukraine).

The experiment was carried out individually. After reading each question, child was presented answer options in the form of color drawings that were laid in front of it. The child should have chosen the picture with the selected answer. In case when the child doubted for a long time when choosing a card or made a choice too quickly without thinking, the experimenter repeated the question no longer offering answer options. For the purity of the experiment, it was of the greatest importance that the

child made his choice consciously, and not by accident, pointing to one of the pictures. The experiment was accompanied by instructions: “I will ask you a question and lay out in front of you pictures with answers. Please choose the picture that shows your answer to this question”.

Based on the content of the answers, the motive that motivates the child to learn was determined and the level of learning motives was concluded. The following motives were found out: academic, assessment motive, social, game, positional, external, communicative, acceptance, social approval, creative self-realization and motive for favoring the virtual world (computer).

When processing the results for each of the motives, the percentage of children in the choice of which met this motive was calculated. The relevant data are presented in the table 1 and diagram 1.

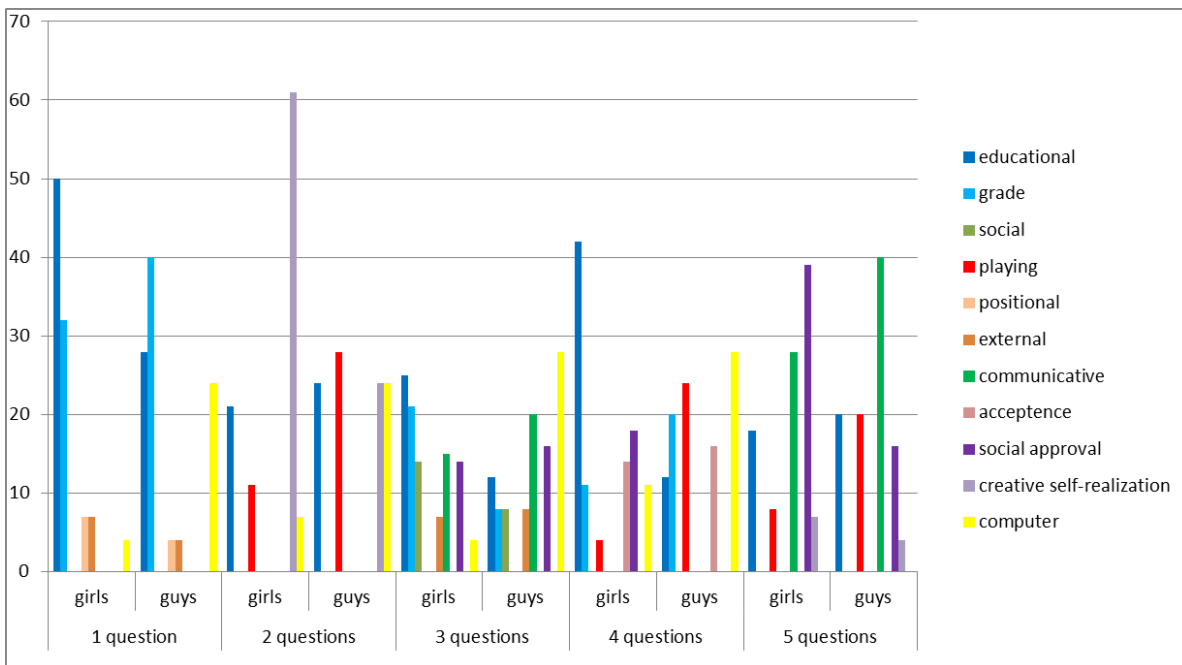
Table 1

Senior preschoolers’ motives to study (girls and boys),%

Motive	1 question		2 questions		3 questions		4 questions		5 questions	
	girls	guys	girls	guys	girls	guys	girls	guys	girls	guys
educational	50	28	21	24	25	12	42	12	18	20
grade	32	40			21	8	11	20		
social					14	8				
playing			11	28			4	24	8	20
positional	7	4								
external	7	4			7	8				
communicative					15	20			28	40
acceptence							14	16		
social approval					14	16	18	0	39	16
creative self-realization			61	24					7	4
computer	4	24	7	24	4	28	11	28		

Diagram 1

Motives for teaching senior preschoolers (girls and boys),%



More detailed research has shown that the educational motive is for the most peculiar to girls. When answering the first question, this motive was found in 50% of girls and only 28% of boys. Girls and boys were given almost the same priority in the disciplines: 21% to 24% respectively. But 25% of girls prefer to study well for the sake of knowledge, which is almost 2 times more than boys - 12%. The answer to the question “What is the most enjoyable about receiving a good grade?” - “The fact that I learned everything” was given by 42% of girls, and only 12% of boys, which is 3.5 times less. However, the same number of boys and girls answered that they will miss the process of training.

The motive for getting a good grade is almost identical in girls and boys. However, the social motive is found in girls almost 2 times more often than in boys, 14% to 8% respectively.

The motive for social approval is significant for all children. Nevertheless, girls more than twice require the recognition and approval of a teacher.

Activities such as drawing, designing, working in teams are very attractive to girls. Compared to boys (24%), the motive for creative expression is much more common in them - 61%.

Nonetheless, communicating with friends, playing games and playing together is very important for boys. They try to study well to have more friends (20%) and

most of the time they miss in particular friends when they don't go to school (40%). The communicative motive for girls is less significant: 15% and 28% respectively.

The game motive was proven to be peculiar to boys rather than girls. 28% of boys chose games and going out as their favorite activities, which is 2.5 times more than girls - 11%. When given a good grade, 24% of preschool boys enjoyed the opportunity to play with friends more; the number of girls in this position is only 4%. 20% of the boys and only 8% of the girls will miss the games.

Among fans of computer games, the vast majority consists of boys, which is 4 times more than girls and an average of 26%.

Equally significant is the motive of acceptance for both girls and boys. (14% and 16%). Children are awaiting and feel the need of parental approval. Positional and external motives occupy almost the last place in the hierarchy of motives of preschool children (7% and 4%). The number of girls and guys who go to school to feel like adults and those who are attracted only by the presence of school attributes (school backpack and uniform) turned out to be small and almost the same.

Therefore, the most significant motives of older preschoolers to study at school are educational, assessment motive, social approval, creative fulfillment, communicative and game motives.

Educational, social, the motive of social approval, as well as the motive of creative self-expression are mainly characteristic of girls.

Communicative and game motives are the most significant for boys. Boys are the biggest proponents of computer games. Since preschoolers use electronic media mainly for playing, the motive for interacting with a computer can also be considered as gaming. Accordingly, the share of cognitive motives in children who go to school decreases, which ultimately leads to a general decrease in educational motivation. Therefore, in the program for preparing for school, it is necessary to include tasks to increase educational motivation. It is important to consider that the leading motives for the behavior of a preschool child are associated with an interest in the game process. Mental processes and the ability to perceive, remember, and control attention are developed simultaneously in the game. It should be remembered that boys are

prescribed group forms of work with elements of competitiveness, while such forms should be used carefully with girls since the emphasis on competitiveness can cause them increased anxiety. For girls, it is advisable to use group forms of work with an emphasis on mutual assistance.

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