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DOI: <https://doi.org/10.24195/2414-4665-2018-5-8>**Lesia Prokhorenko,***Doctor of Psychology, senior research fellow,
Institute of Special Pedagogy,
National Academy of Pedagogical Sciences of Ukraine,
9, M. Berlinskoho Str., Kyiv, Ukraine*

PSYCHO-CORRECTION OF MOTIVATION FOR LEARNING ACHIEVEMENTS AMONG SCHOOLCHILDREN WITH COGNITIVE DEVELOPMENT DISORDERS

The paper aims to highlight the results of the research into the development of qualitative motivational processes determining the performance of cognitive activity, which contributes to raising the level of realizing the child's possibilities when solving the assigned tasks. The experimental program for developing the achievement motivation in schoolchildren included adaptation/modification of such methods as "Communicative Attack", "Discussion", "Creating a Problem Situation", and "Creating a Situation of Success" (H. Eysenck, D. McClelland, D. Elkonin, V. Davydov, Y. Tamberg, K. Popper). Quantitative and qualitative analysis of the results allowed to make a conclusion that the designed psycho-corrective program for creating the motivation of academic achievements has fostered qualitative changes in the development of all the components in self-regulation of students with cognitive development disorders.

Keywords: *motivation for achievement, assessment of motivation processes, problem situation, situation of success, students with cognitive development disorders.*

Introduction

Motivation and its influence on developing the ability to study in the children with cognitive development disorders is a complex and understudied issue in psychological and pedagogical science. While the study of the subject, limits, and features of motivation psychology was contextualized in behavioral psychology in the mid-XIX century, the research scope of motivation studies is extending and actually distributing between social and cognitive psychology in the XX century, the psychology of personality, and psychology of activity. It concerns the issue of interaction among motivational determinants, which are in most cases associated with situational factors of behavior and partly with the individual features of a person, or "interaction between a personality and a situation". Modern psychology considers motivation as a result of such interaction – the impact of motivational factors on setting a goal in order to obtain effective results. To illustrate, one student is eager to study, not only at school but in extracurricular activities as well, whereas another one is demotivated even in a school situation and does not have a desire to obtain knowledge.

Such individual differences of people can be observed in various areas of reality, which indicates their personal uniqueness in terms of various value dispositions revealed in both strengthening and weakening impulses to certain actions in each specific situation, or even fully replacing them with others which do not require any effort. Value dispositions directing a person's activity and the hierarchy of motivational attitudes are the criteria which determine individual differences and explain why under the same circumstances one person acts differently from another one.

In the hierarchy of motivation, each of the motives differs by a certain class of goals defining the content of

the activity and which can be generally named as "achievement", "giving help", "reward", "avoiding difficulties", etc. Each motive is grounded in a respective class of targets, for example, the motive of achievement is associated with goals of comparison with the success criteria (McClelland, 2010). Actions will be effectively performed if probable consequences are the results desirable for the individual; that is, performance of any activity is accompanied by probable introducing a plan having a certain value for the person or guaranteeing its implementation.

Two parameters are of decisive significance in this sense: the importance of a plan for the person and the probability of how this plan will be realized. If the choice of action among several possible options is clarified and a strategy for the optimal solution is built, it becomes more probable that the action to achieve the plan will be successful.

As it has already been mentioned, educational activity is focused on mastering the generalized methods of action in the field of academic concepts, so it has to be induced by adequate motives. The latter can only be the motives directly related to the activity content, i.e., the motives of achievement, or, in other words, the motives which ensure one's own growth and self-improvement. It is known that children gain knowledge and skills not only at school or as a result of educational activities, but also when reading books and magazines, listening to radio and watching TV programs, watching films and visiting theaters, listening to the stories of their parents and peers, and also in the process of playing and working. Learning activity is determined by a system of diverse motives: the main (internal – learning and cognitive) motives directing the students to acquire theoretical knowledge, and secondary (external) motives – obtaining a good mark, in-

creasing one's prestige, avoiding troubles, etc. (Bandura, 1991; McClelland, 2010; Elliot, 2003; Illin, 2003; Heckhausen, 2003).

Therefore, it is legitimate to ask what motives, in which way, and under what conditions will be fostering the child's acquisition of academic concepts at school.

Many scholars believe that the successfulness and productivity of children's learning activities directly depend on the dominance of achievement motivational processes which ensure the individual's active role throughout all the stages of activity deployment, determine the way to achieve the set goal, its consistency and implementation, contribute to establishing the ratio of the planned, expected, and achieved result in correlation to the goal (Leontiev, 1971; Maslow, 2003; Neimark, 2011; Telehina, 2003, et al.).

However, it was found that it is the motive of avoiding failure which is most widespread in learning activities of students with cognitive development disorders. This motive is not aspiration-based, but driven by the adults' assessments, the avoidance of punishment, the desire for praise, which causes a low level of learning motives, and thus the transition from motivation to an action has special features.

In this regard, creating the motivation of students with cognitive disorders and designing a program of psycho-correction of motivation processes of achievement is a highly important issue.

Aim and Tasks

The purpose of the paper is to identify a theory-based and experimentally proven program of psycho-correction of achievement motivation among schoolchildren with cognitive development disorders.

Research tasks are as follows:

- 1) characterize a psycho-correction program for creating the motivation for learning achievements and describe the main methods for increasing the learning motivation of students with cognitive development disorders;
- 2) to provide evidence for the effectiveness of implementing a psycho-correction program for creating motivation processes of achievement in the education of students with cognitive development disorders.

Research Methods

The study involved 80 students with cognitive development disorders. An empirical study was carried out on the basis of the Trypillian Special Secondary Boarding School; Myrhorod Special Secondary Boarding School; Special Education and Training Complex №2 of the Kharkiv Regional Council.

Essence of the Suggested Program

The psycho-correction program includes a series of diagnostic, developmental, and prognostic tasks. The diagnostic and developmental tasks are aimed at improving children's learning motivation and creating the interest in learning activities. Prognostic tasks are focused on increasing the level of achievement motivation based on the child's potential abilities. Conducting corrective and developmental work to develop motivation involved ef-

forts to create internal actions of transition from motivation to an action via a motivational choice, shaping intention, and initiating an action.

The system of diagnostic and developmental tasks included a set of methods aiming at purposeful creation of achievement motivation at the beginning of work (readiness for work), motivation in the working process (inclusion, support of interest, attentiveness, etc.), and completion motivation.

One of the methods used to create the achievement motivation is a 'communicative attack' (Y. Tamberg). This method is based on activating the emotional sphere of the student (invoking a surprise or excitement by using the effect of novelty or unexpectedness). The strategy of this method involved: a) interdisciplinary linking of learning material and setting broad tasks, so that students understood it; b) supporting children's responsibility for solving tasks; c) creating authentic tasks, the difficulty of which would be relevant to the students' abilities; and d) emphasizing the reflection on the studied material.

The method of discussion (K. Popper) is a constructive and organized exchange of views on a particular problem. During the discussion, students acquire new knowledge, learn to express their opinions, defend their ideas, which has a positive influence on the development of internal motivation – students feel active and competent subjects of the learning process.

Within the method of "creating a problem-based situation" (D. McClelland, D. Elkonin-V. Davydov) a complicated situation was created to make the students review the essence of the task, the way of solving it, compare the existing knowledge with new conditions, and make a conclusion. In other words, the first step – solving such a task – encourages the student to make an error, and the next one – to evidence it.

The "Creating a Situation of Success" method (H. Eysenck, D. McClelland) provided generating the motive of achievement by means of inclusion in specially modeled situations, the combined motives of which in varying degrees activated this motive.

Research Results

In the process of performing diagnostic tasks it was found that students with the achievement motivation tried to formulate the goal correctly, plan their actions to achieve a specific result, analyze how real the goal and the obtained result are, and predict the consequences of their actions. It was also discovered that such children had a much higher level of self-esteem and learning motives. At the same time, students who are motivated to avoid failure do not set goals that require efforts to achieve them, choose easy tasks that do not require special cognitive efforts, look for excuses to avoid difficult tasks, and respectively demonstrate the avoiding-failure motivation. Such students have immature motivation processes of achievement, such as choosing the proper way of action related to the imaginary activity result, shaping intention, the need to overcome difficulties in achieving the goal, and a motivational assessment of one's own implementa-

tion results (Prokhorenko, 2015; Prokhorenko, Buzhynetska, 2018, Sokolova, 2016).

Therefore, the first task of the psycho-correction program involved creating a relationship between internal and external motives at different stages of the lesson. For this purpose, the “communicative attack” method was used. At the lesson, the children’s interest was driven by unknown facts, promises of something unexpected, so that they would wait for a culmination. The selected methodology techniques included an impressive quote; an unusual action; a narrative from a fairy-tale, a story, or a parable; an interesting question; and personal interest (information closely related to the students’ interests), etc.

This methodology revealed that the tools of encouragement, stimulation, and surprise activated the motives of achievement, which caused the children to apply volitional efforts to achieve the goal (55% of younger adolescents showed increased internal stimulation to implement the task, a deliberate change of motivation, which was combined with the high assessment mark motive. In its turn, it focused children on the quality and effectiveness of learning activities, i.e., achievement motives were present. However, 45% of children without external stimulation showed disappearing interest in the work and dominating desire to postpone the task “for later” or seeking help from an adult, which proves the predominance of the motive of avoiding difficulties over the learning motive).

In addition, the method of discussion was used to increase the achievement motivation (correlation of the given conditions with the imaginary expected result; choice of an alternative variant of actions; formation of intention; control over the plan; assessment of the extent to which the goal was achieved): after implementing the task, along with the adult, the students analyzed the conclusion to the problem and the integral process of its resolution. In the end, they assessed the attractiveness of the planned result of actions and analyzed the knowledge and the skills that were necessary to achieve it. At the same time, they discussed the value of the obtained result for each student and analyzed their efforts and achievements. The data obtained showed the effectiveness of such discussions. In particular, 62.5% of the students began to prefer complicated tasks (or interesting unfamiliar tasks) over familiar and easy tasks, which confirms the formation of their educational motive and manifests the achievement motivation. 37.5% of children showed interest in easier tasks, but in more difficult conditions they worked independently only when it was reported that their work would not be assessed. Complex tasks rarely invoked their cognitive interest, and to complete the started work they needed some stimulation, assistance from an adult.

Another component of the functional structure of the achievement motivation is the student’s selection of the purpose of the chosen action, which enables us to identify intermediate goals necessary for achieving the main goal and evaluate such motivational processes after the action

ends. In order to shape the above-mentioned motivational processes, the methods of “creating a problem-based situation” and “situation of success” were used.

Problem-based situations required doing tasks which cannot be implemented due to the lack of available knowledge and skills. For example, the students were given tasks containing the so-called “traps”. Such tasks’ aim is to make children think why this task cannot be performed and, based on the drawn conclusions, formulate a question which would enable finding information necessary for the correct solution. At the same time, in order to answer the question, one had to study the statement of the problem, identify the relationship between the statement and the requirements, determine the method of solution, review the plan and determine the directions for implementation; that is, all motivation processes were involved. The “trap tasks” were of different types: tasks associated with unnecessary or partly missing data; tasks with an incorrect initial condition; and tasks including intentional errors. When solving such tasks, the children were first offered to “get rid of the trap”, then come up with their own “trap” task, and, finally, exchange ‘traps’, explain the task without an adult’s help, transform and solve it.

After solving a series of “trap tasks”, most of the students (60%) showed the dominance of the achievement motivation when solving learning tasks, both in familiar and changed conditions. It was much easier for them to get involved in a learning situation; they tried to comprehend the statement of a task, determine the correct way to solve it, and they correlated the achieved result with the goal at the end of task implementation.

As for the “situation of success”, two situations were modeled: a situation aimed at achievement of the success and a “neutral situation” which is not focused on the motivation of achievement. During each lesson, the children were offered various test tasks comprehensible for children with cognitive disorders and certain methodology techniques, including those proposed by D. McClelland: pictures illustrating some learning situations, and using such pictures the children were to create a plot of their own.

In a “neutral situation”, the students were asked to compose a “little mini-story” based on the plot of the presented picture. The phrase “little mini-story” was deliberately used in order to remove the children’s associations with a narrative as a literary form and, thus, reduce the weight of the task, decrease the internal tension the students when solving problem-based situations. In the “situation of success”, the schoolchildren were focused on achievement, the importance of tasks; it was explained to them that they would be rated and the children were encouraged to try to do the task as best as possible. After completing the tasks, the students were able to compare their results with the answers offered to them. The children were also given three series of test tasks: the requirements of the first series were not complicated, so

each student could achieve “success”, but the requirements of the other two series were gradually complicated.

The data obtained using this method demonstrated positive changes in the children’s achievement motivation. Thus, the number of the children motivated to achieve success were as follows: 77.5% of the students in the first situation; 70% - in the second situation; and 67.5% of the students in the third situation.

Interpreting the results, one can argue that after applying the methodology, the effectiveness of implementing tasks in educational situations was higher: the children demonstrated the motives of achievement which were mediated by such goals as “I want to achieve a good result”, “I am interested to know it”, “I want to know more”, or “I want to get a good mark”. In addition, the children appealed to the teacher for help more seldom, but they wanted to check the obtained result and estimate the consistency of the expected goal and the obtained results. At the same time, about 30% of the students needed help from an adult; they could not plan solutions of their tasks and realize them by themselves. However, no students were identified to be completely demotivated to study.

Conclusions

The implemented program of psycho-correcting processes of achievement motivation among students with cognitive development disorders has revealed that the formation of the achievement motivation, first of all, depends on creating special conditions for supporting productive forms of external motivation, interest in learning, positive attitude to the content and process of learning activity as the environment for practicing in high-quality implementation of learning tasks and improvement of the learning results. At the same time, the use of various methodology techniques, such as a communicative attack, the use of a problem situation in learning, consolidation of the positive impression, creation of a situation of success, settlement of test tasks, etc., positively affect the formation of the achievement motivation.

Interpretation of the obtained data gives evidence to argue that, in most cases, after the psycho-correction program the students with cognitive development disorders show academic motivation improvement, which is indicative of the program effectiveness.

During the correctional and developmental work, the students demonstrated a development of learning motives ($\approx 60\%$ of the students) with a considerable decrease in external motives. At the same time, it should be noted that, along with learning motives, the children developed higher motivation for satisfaction from overcoming difficulties, gaining positive results when solving problem tasks, and striving for an adequate self-esteem.

After attending special lessons that involved solving problem-based tasks, the students demonstrated a focus on the motivation for success. Specifically, when setting the goal of doing the task, the children proceeded from the gained achievements, analyzed the options for actions, determined the rational one and began its implementation;

that is, they set a real goal to achieve the result. So, when solving learning tasks during lessons, 67% of the children exposed to the psycho-corrective program first carefully analyzed the task statement, then explained what methods could be used to get the result, and only after having decided which action to take did they proceed to execute the task, although at the initial lessons they immediately started trying to solve the problem considering only the previous way of action. Therefore, it can be argued that the students have developed a clearly-shaped inner motivation for achievement; they demonstrate a conscious intention and a domineering focus on the content and the process of learning activity.

The work aimed at increasing motivation in children by means of creating situations of success in order to develop a “desire for completion”, i.e., to bring the process of motivation to motivational assessment of the activity, also proved to be effective. As a result, when performing self-control tasks, it was found that after an intention was shaped, such students (42.5%) aimed to build a plan and put the intention into action, which indicates an extended act of solution, rather than elementary implementation of an alternative action. More complicated experimental tasks in situations of success and creating situations of returning to the interrupted action enabled the students to develop the “post-action” motivational processes which include motivational assessment, estimate how much the planned goal is achieved and to what extent the formed intention is realized; in fact, “action control” can be observed in this case. The majority of students (52.5%) revealed two types of “action control”: the first type means plan control in the period between the moment the intention is shaped and till the start of the actions, and the second type – in the initiation and implementation of the action, as monitoring the progress of the action, which enables students to conclude on how complete the realization of the plan is.

Thus, it can be argued that after the implementation of the suggested program, the students demonstrated the substitution of pre-dominant external motives with internal ones, which fosters the development of cognitive components related to the ultimate goal. It is fundamentally important that these motives also cover the definition of intermediate goals, the vision of a sequence of actions, the construction of an action plan, and, at the same time, strengthen the motives of achievement and interest in one’s own learning.

Thus, as a result of targeted correctional and developmental work to shape learning motivation, most of the students in the experimental group had qualitative changes in the motivational sphere, which proves the effectiveness of the correctional and developmental program. At the same time, although some children had certain changes in the motivational structure, such changes were less noticeable, which confirms the need to continue correctional and developmental intervention into the motivation for achievement among these schoolchildren.

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Леся Прохоренко,
доктор психологічних наук,
старший науковий співробітник,
Інститут спеціальної педагогіки НАПН України,
вул. М. Берлінського, 9, м. Київ, Україна

ПСИХОКОРЕКЦІЯ МОТИВАЦІЇ НАВЧАЛЬНИХ ДОСЯГНЕНЬ ШКОЛЯРІВ З ПОРУШЕННЯМИ КОГНІТИВНОГО РОЗВИТКУ

За міжнародною класифікацією хвороб 10-го перегляду до загальних ознак порушення когнітивного розвитку (F06.7) відносять різноманітні відносно легкі аномалії розвитку, що характеризуються незрілістю емоційно-вольових функцій, уповільненим темпом психічного розвитку, негрубими порушенням пізнавальної діяльності, особистісною незрілістю, які за структурою та якісними показниками відрізняються від розумової відсталості і мають тенденцію до компенсації та розвитку. Організація навчання дітей з порушеннями когнітивного розвитку залежить від того, наскільки їхній актуальний розвиток наближається до рівня готовності завоювати шкільну програму, прийняти позицію учня. Як відомо, навчальна діяльність дитини формується на підґрунті поступового переходу від домінування неусвідомлених мотиваційних процесів до домінування усвідомлених мотивів діяльності. У підґрунті мотивації школярів з порушеннями когнітивного розвитку полягають потреби, які не спрямовують активність дітей на досягнення поставленої мети, водночас, унаслідок церебральних чи системних причин, процес мотивації у таких дітей протікає з певними особливостями і ускладненнями. Метою статті є висвітлення результатів дослідження формування якісних мотиваційних процесів, від яких залежить продуктивність пізнавальної діяльності, що сприяє підвищенню рівня реалізації можливостей дитини у вирішенні поставлених перед нею завдань. Реалізація цих завдань спонукала визначення критеріїв мотивації досягнення, до яких увійшли: співвіднесення заданих умов з уявним очікуваним результатом; вибір альтернативного варіанту дій; утворення наміру; контроль над задумом; оцінка мотиваційних процесів після завершення дії (оцінка міри досягнення поставленої мети). Експериментальна програма з формування мотивації досягнення школярів передбачала адаптацію/модифікацію таких методик як: «Комунікативна атака», «Дискусія», «Створення проблемної ситуації», «Створення ситуації успіху» (Н. Ейсенк, Д. МакКлелланд, Д. Ельконіна-В. Давидова, Ю. Тамберг, К. Поппер). Кількісний і якісний аналіз результатів дав змогу зробити висновок – розроблена психокорекційна програма з формування мотивації навчальних досягнень сприяла якісним зрушенням у розвитку всіх компонентів саморегуляції школярів з порушеннями когнітивного розвитку.

Ключові слова: мотивація досягнення, оцінка мотиваційних процесів, проблемна ситуація, ситуація успіху, школярі з порушеннями когнітивного розвитку.

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