TÍTULO: Estudio de los factores que influyen en la formación de la motivación académica en la actividad pedagógica.

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RESUMEN: El artículo explora factores que influyen en la formación de la motivación académica y la educación exitosa, así como la autorregulación, los valores, la autorreflexión y la motivación académica como factores que contribuyen al logro educativo en el contexto de la capacitación. La investigación fue con estudiantes de la Facultad de Psicología, cursos I y II. La investigación demostró que la correlación entre el puntaje promedio y la autorregulación en la sesión no es directa, y existe una relación significativa entre las características de la motivación académica, las cualidades individuales y el sistema de valores. Concluyendo, los indicadores claves del éxito académico son la autorregulación, la autorreflexión, la planificación curricular y el compromiso con la creatividad, y pueden tener un impacto significativo en investigaciones sobre rendimiento académico de los estudiantes.

PALABRAS CLAVES: motivación académica, autorregulación, precios de capacitación, planificación, éxito de aprendizaje.

TITLE: Study of factors influencing the formation of academic motivation in pedagogical activity.

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ABSTRACT: The article explores factors influencing the formation of academic motivation and successful education, as well as self-regulation, values, self- reflection, and academic motivation as contributing factors to educational achievement in the context of training. The research was conducted with the students of the psychology faculty I and II courses. Research has shown that the correlation between the average score and self-regulation in the session is not direct, but rather that there is a significant relationship between features of academic motivation, individual qualities and the system of values and this connection is positive. Concluding, the key indicators of academic success are self-regulation, self-reflection, curriculum planning and commitment to creativity and they can have a significant impact on researching student academic achievement.

KEY WORDS: academic motivation, self-regulation, training prices, planning, learning success.

INTRODUCTION.

In the modern world, serious discussions about various ways and means of education development, including the use of innovative values in the system, are underway. The decrease in educational motivation requires new reforms in this area.

Education reform programs, especially the State Education Development Strategy of the Republic of Azerbaijan, indicate that one of the main tasks of the education system is to develop modern thinking and competitive personnel, which protects and develops national moral and universal values, possesses a broad outlook, is able to evaluate initiatives and innovations, gains theoretical

and practical knowledge. In the implementation of this task the educational success of the subjects of education is on the forefront.

In our view, it is an important event in the development of education, as well as the identification of the factors that to clarify important aspects for students' good reading and achievement. The factors that determine the dynamics of academic success in any educational institution are also directions that predict the mega tendencies of development of education. Students' self-esteem, self-discipline, having the necessary values and personality development are central to the success of education. From this point of view, the study of academic motivation in education can be an important tool in the implementation of necessary reforms on the one hand, and on the other, it will have a significant impact on the formation of a fully developed personality and human capital.

Understanding the success of education in any higher education institution depends on how the concept is viewed, including the sociological, pedagogical, and psychological factors considered: In terms of sociological role, educational institutions promote more or less successful socialization of the individual, integration into the cultural world, the acquisition of rules of behavior in society, the role system and social status. The educational process takes place at the macro level (society, higher education institution) or at the level of social importance of education for a single family or individual. Success in teaching in terms of psychological criteria often means positive dynamics of personal development, satisfaction with the learning process and outcomes, and positive self-esteem. Academic success, which is reflected in the assessment of points or numeric marks in the level of assimilation of teaching, is associated with a sense of self-importance, authority, and satisfaction with the successes achieved [İonina O.S., 2013].

As in all over the world, the success of the educational process with regard to the continuous application of innovations in higher education in our republic has recently been considered as a high level of mastering and consequence. The result is expressed by the ability of the students to apply

the knowledge and skills needed to carry out the necessary actions that lead to the achievement of a particular result in the workplace or the meaningful content of their professional activities. However, in spite of the fact that in many cases these cases exist, there are few cases where the results are explained only by the high level of assimilation.

We think that the success of education does not depend solely on cognitive and individual-psychological characteristics, but rather on educational motivation. But we are also interested in a question. If the success of the training is driven by motivation, then what are these driving forces of motivation? The realization of this goal, in our opinion, will enable us to identify the factors that play an important role in the success of education.

DEVELOPMENT.

Description of research.

It is important to note that pedagogical conditions of success in any higher education institution are determined by internal (academic success, diligence, independence, degree of academic success) and external (management and organization of educational process in higher education institution, increase of professional skills and so on) factors. The pedagogical criterion of success is directly proportional to the mastering of the material offered by the educational institution and the demonstration of students' knowledge and skills [Yakunin V.A, 1998]. Often, the success of education is based on the results of the evaluation, and it is being met with monosemantic all over the world.

As a result of various psychological studies, it has been established that the student's creative intentions are not statistically dependent on the success of the training [Alizade A.A. 1998]. However, there is a great deal of research that assessments do not fully reflect the student's achievement potential [Bayramov A.S., Alizade A.A, 2003].

Studies have shown that it is preferable to use a well-accepted scale of academic competence, given the competency-based nature of assessment tools. As a lack of mastering the initial level of competence, a rating of "unsatisfactory" evaluation is used, and as showing a high level of competence, a rating of "excellent" evaluation or from 0 to 10 point is used [Aliyev B.H., Jabbarov R.V, 2008].

According to some researchers, along with all of this, it is impossible to ignore the connection between academic successes in the professional field and their subsequent lives. [Gordeeva T.O, 2014]. In this context, there is a need to identify factors that contribute to academic success in order to predict the success of teaching.

Of course, a student with a certain cognitive level will more effectively master or learn the inherent competence.

Thus, the cognitive abilities of a student for academic achievement are a prerequisite. However, in many cases, not only cognitive and intelligence levels, but also the individual psychosocial and motivational qualities that enable students to be responsible for their success are essential for successful assimilation [GordeevaT.O, Osin E.N., 2012].

The student's personal and psychological characteristics also determine his or her personality that the values here show themselves as important features. According to the researchers, the nature and specific content of the tasks defined by the subject determine the values [Leontev D.A, 2003]. Analysis of dominant values is important for identifying the leading motives governing the activity and behaviour of an entity, including their role in education. With the choice of the school exams testing prepared by V. Morosanova and co-authors, the most successful of those who passed the exam were students with sufficient motivation and an advanced system of self-regulation. [Morosonova V.İ., Cuganov İ., et.al. 2012].

Students with the highest average scores (29.5 and higher) in each session demonstrated that there was a significant correlation between self-esteem and self-regulation outcomes, independence and overall level of self-regulation, compared to students whose success is undetermined, with satisfactory performance.

With the use of exams as an elective test, it has been revealed that student with the highest level of motivation and advanced self-regulation have the highest success. Regulatory qualities (independence, planning, self-management) and self-efficacy are less prominent in the personality structure of students with low educational achievement [Morosonova V.İ. 2012]. From this, we can conclude that the academic performance of the student is also closely related to the elements of self-regulation and self-organization. Although cognitive is the leader, the necessary condition is self-regulation and self-organization. In other words, those students are more likely to achieve academic achievement and success if they plan, organize, set goals and motivate their teaching or learning activities.

 Note that it is necessary to use specific methods for predicting learning success, such as those that involve a complex system of deterministic relationships that require mediator analysis. From this perspective, conscious self-regulation can act as a mediator in the interaction of different cognitive and personal characteristics of students with their academic achievement.

In the prediction of collaborative behaviour and personal success, O. Mitina shows that it uses or mediates the behavioural traits that psychosocial characteristics in students are consistently considered as predictors or mediators [Mitina O.V, 2015]. As it turns out, the analysis of the studies also shows that predicting academic achievement is related not only to the motivation or intellectual level of the student but also to the elements of self-regulation and self-organization. However, research in this area is not systematic.

Long-term research is the most promising way to learn how to predict education success, however, it is still poorly represented in the practice of local higher education. Therefore, the objective of our research is to determine the relationship between academic achievement (e.g. academic performance) and academic motivation, the qualities, self-esteem, and values of students with varying degrees of self-regulation.

Research aim.

The study cites the hypothesis that conscious self-regulation is conducive to students' academic motivation. Modern models of successful education include personal values, qualities, conscious self-regulation of students and academic motivation, and gender differences.

Research methods.

The study was conducted on the 1st and 2nd courses of the Psychology Faculty of Sumgait State University and 120 students participated in the study.

The main indicator of academic achievement, gender differences, self-evaluation, self-realization, and adjustment were taken as mediator variables. Prior to the semester exams, the role of predictors of successful teaching investigated in the research.

The results were comparatively analyzed. To investigate the level of self-regulation in the research, "Style of Self-Regulation" Questionnaire of V. I. Morosovan was used [Morosonova V.İ. 2015]. To identify and reveal the cognitive component of students' personal values, we used the method of recognition by F.Fenigstein, M.F.Scheyer, and A.X. Bass [Zankov V.V.,2005]. The SJO methodology was used to study student life prospects [Leontyev D.A.,2013].

Discussion.

We first tried to create a psychological portrait of the students involved in the research. This factor allows us to obtain information about the individual's psychological characteristics of the student.

First, let's look at gender. In the first course, young boys are more confident, more proactive, and collectivist. They have a more pronounced contradiction to the "result" values of "life activity-result" values. In the second year, they have a more specific way of thinking. As such, self-confidence remains, the planning is clearer, and a higher level of self-regulation is manifested than in girls.

In I and II courses, girls are less self-confident than boys. While in the II course, the value of collectivism in girls is higher than that of boys, with higher individualization values. Girls have a greater desire to develop their abilities than boys.

It is possible that these factors, namely collectivism and motivation for self-development, play a role in the compensation of anxiety that can hinder success in activities and teaching. At the same time, although there is a large number of subjects both in the I and II courses in both the humanities (e.g. history, philosophy, etc.) and the natural sciences (mathematics, statsitics, medical basics, etc.), girls have higher academic performance. And significant differences show themselves. It should be emphasized here that the characteristics of academic motivation influence the success of teaching.

The correlation analysis we found was a result of comparing the cognitive component of personal values with the mean score of the exam session. Here, it has shown that there is a relationship between scales of achievement ($r = 0.29$), self-development ($r = 0.40$), self- awareness ($r = 0.23$), academic motivation, and an integrated ($r = 0.35$) scale. More precisely, higher academic performance is linked to the desire to achieve the highest results, develop one's potential and increase self-esteem through academic achievement. The role of educational motivation is complemented by the correlation of the average score of success per session with personal quality and value.

High academic success in the first course is characteristic of students with abstract thinking (r = 0.26), kindness (r = 0.32), self-awareness (r = 0.27), and tension (r = 0, 38). In the II course, unlike I course, the factors, anxiety (r = 0.30) and the importance of the people in the environment (collectivism value, r = 0.29) are more dominant. For all sampling, these factors have nothing to do with self-regulation.

The following reciprocal relationships were identified depending on the gender of the students. At the first session of the I course for young boys, it is correlated with the average score scale, self-development (SH = 0,40) as well as the factors of personal qualities (r = 0,44), practicality (r =0,35), self-awareness (r = 0,38), planning and self-regulation (r= 0,41), and overall level of programming (r = 0,42) and self-regulation (r = 0,40). According to the results of the II year session, the value of material well-being among young boys with high academic performance is compared to the value of moral satisfaction (r = 0.42). Apparently, the practicality of boys, the specific steps to understand and achieve others, are related to the success of teaching.

No correlation was found between girls who scored average points in the I course and high level of success in the session of II course is associated with low modelling ability (r = 0,36) and shyness (r = 0,38), which can be explained by the complex nonlinear nature of the relationship and the characteristics of the university.

As can be seen from Table 1, high normative control, romance, educational values, the value of the people around us, the desire to learn something new about creativity and life activity is linked to the sensitivity of other people's thoughts and evaluations. Achieving high learning outcomes is characteristic of students who have high regulatory oversight, who value education, and are able to think about their actions as well.

Self-motivation has been found in students who have high regulatory control, who value education, and those around them who are important to them. Self-esteem is high among students who have a high standard of evaluation in the areas of public life and education, as well as their work and material welfare.

Table 1. Correlation between personal qualities, values, and self-regulation with academic motivation.

Factors		Academic motivation							
		Cognition	Achievements	Developing oneself	External scale	Internal scale	Self-expression	Motivation	Total
QUALITIES	Practicality	0,35					0,45	0.38	0,28
	Tension	0,38	0,35	0,41	0.23				0.31
	Abstract thinking	0,30							
	Kindness							-0.25	
Pedagogy activity	Education	0,52	0,28	0,40	0,29		0,24	-0,28	
	General activity				0,27			-0,26	
PERSONAL VALUES	Collectivism values	0.33		0,25					
	Spiritual values				0,38			0.26	
	Auxiliary values	0,31							
	The cost of life activity	0,44						0.32	
	Achievement values				0,31			-0,28	
	Values of material welfare				0,31		0.31		
	Individual values	0,42	0,45					0,36	
Scale	Program		0,38		0,36		-0,24		
	Self-awareness						-0,50	-0,27	
	Independence	-0,32	0,47						

Note : correlation coefficient p <0.05 *

Note, that the need to think over algorithms of their actions does not contribute to self-esteem (internal scale) or success for authoritative work (external scale). In general, we can say that there is a relationship between individual qualities, values, and self-regulation indicators for both external and internal motivation.

The researches show that there are quite a few personal values regarding the existential component. At the same time, all students' choices include a cognitive component, the value of collectivism that

has only one existential component. These are the values of an existential component that is most motivated by the behaviour of the subject.

The existence of a relationship with four scales of academic motivation in this sample and the overall importance of high regulatory oversight can be attributed to the manifestation of a broader social motivation (Learning something new while reading, developing oneself, etc.).

Apparently, the research focuses on the non-motivational relationship of motivation scale with personal values. In fact, the average level of interest and intellectual development in educational activity is manifested in people with value-marginal typology and with low self-esteem, life activity, and creative abilities.

The dispersion analysis, which acted as a dependent variable on the academic motivation scale, did not yield results on the "independence" scale and the general indicator of self-regulation. In other words, it was not possible to confirm the claim that self-regulation determined academic motivation in a particular choice given on the scale of independence as a whole. That is, there is no significant relationship between them.

While the dependent variable acted as an independent variable in the dispersion analysis, which acted as an academic motivation scale, the characteristics of a significant conflict (preference for each other or other values) did not show statistically significant legitimacy. That is, the characteristics of the value relationships of these controversies do not define a separate scale or characteristics of academic motivation as a whole.

For additional correlation analysis, in the I and II course, personal qualities, values, and self-regulation indicators related to the average score of the test exam session were selected.

The development of abstract thinking influences the growth of academic performance, most likely due to the meta-subjective nature of assessment of learning outcomes, and thus it is often easier for an erudite, capable student to receive high marks.

Table 2. Correlation of personal values and qualities with educational prices.

A	B	Courses	
Factor (incentives)	Depending on	I COURSE	II COURSE
Personality values and qualities	Average score		
Self-regulation	30	0,28	0,25
Motivation of achievement	28.5	0,36	0,34
Self-confidence	27.5	0,24	0,32
Self-evaluation	20.5	0,23	**-0,01**
Existential values	26.4	0,35	0,27
Collective values	28.5	0,06	0,36

The beginning and end levels (self-realization) of self-confidence and the manifestations of rigidity - do not allow us to speak of the importance of the relationship between romance, which having an average point in the session. Indeed, the manifestation of self-confidence may be different. This helps some students, and in many cases, however, anxiety can lead to trying to report first, result in more effort, an effort to prepare for the session. In other cases, excessive self-confidence may impede the success of the students. Low average scores, in turn, can also create a lack of self-confidence. The student's anticipated high score can be a cause for concern.

Although the collective values relate to the existential component, the second course does not affect the mean score. The probable cause of this fact, it appeared that the correlation period between one year was very long. Our research on the dynamics of student self-regulation reveals the variability of relevant personal values during the course of study at a higher education institution. Therefore, during the second year of examinations, the composition of the students' existential component may change, which requires further refinement in future researches.

Unlike boys, it is entirely possible that girls have different mechanisms for achieving academic goals. Therefore, there is no single mechanism interaction. In the second course, some of the regularities are beginning to be tracked. That is, the average score for the second-year sessions of girls is correlated with the absence of dominance (r = 0,34) and modeling capability (r = 0,36). Probably, it is easier for girls in higher education institutions to enjoy the benefits of their academic

activities - education, depending on the situation - without distinction between boys and thinking about prospects.

There are two possible explanations for the implications of individual values and self-regulation components. First, in the vast majority of studies, although personality and regulatory components are interrelated, they play simultaneously or as separate factors in two areas, as factors in the field of unified value regulation. Second, the value-added factors can directly or indirectly influence academic performance.

As we look at the dynamics of the value-adjustment field, taking into account academic performance (the average score in the exam session) of students during one year of research, there are three orthogonal factors in the structure of the value-added field, with a total dispersion of 55.8% and 62.6%, respectively in the first and second courses.

Table 3. Correlation between student value management sphere and academic achievement, self-regulation, and self-reflection.

Value-Regulatory Sphere Components	First course			Second course		
	Academic achievement	Self-regulation	Self-realization	Academic achievement	Self-regulation	Self-realization
Collectivism values	0,123	**0,878**	0,115	**0,836**	0,057	0,379
Value of moral satisfaction	0,165	**0,670**	0,072	**0,658**	0,196	0,358
Creativity values	0,481	0,290	0,088	**0,660**	0,110	0,230
The values of active life	0,198	**0,780**	0,351	**0,850**	0,220	0,160
Achievement values	**0,720**	0,144	0,161	0,588	0,405	0,021
The values of tradition	0,432	0,720	0,145	**0,783**	0,120	0,135
Values of material welfare	0,522	0,359	0,476	0,118	0,596	0,405
Private (individual) values	0,640	0,352	0,163	0,482	0,301	0,020
Planning	0,011	0,165	**0,662**	0,128	0,140	**0,696**
Modeling	**0,610**	-0,004	0,325	0,186	0,362	0,671
Programming	0,395	0,033	**0,770**	0,172	0,570	0,405
Evaluation	0,378	0,173	0,110	0,110	**0,680**	0,022
Self-awareness	0,580	-0,125	0,102	0,143	**0,940**	0,210
Independence	-0,140	0,065	0,298	0,589	0,348	0,052
Average score earned in a session	0,523	0,270	0,480	0,062	0,035	**0,723**
Factor weight	2,310	2,650	2,136	3,491	3,023	1,742
Dispersion	-0,153	-0,143	0,136	0,290	0,105	0,180

The academic achievement factor of 2,310 in the first course is a combined factor explaining the value of achievement and the idea of the conditions for their achievement. If we assume that this course has a sufficiently high weight as a self-driving factor, then one can claim and confirm that this factor describes and explains the motivation for success and the ways in which it is implemented. Academic success is presented as a factor, but not as high. The weight of the self-regulation factor is more than 2,650 reflects the attitudes of newcomers to a higher education institution, that is, the collective and moral beginning priorities of young people with a high level of student activity and only the characterization of the values of personality. The weight of the self-realization factor is 2.136. This also indicates that the third factor is more dominant than the first factor. That is, in fact, the high academic achievement increases the intensity of self-reflection.

Table 4. The values of the correlation coefficients between the students' value management sphere and the "cross angles" factors.

	First course			Second course		
	Academic achievement	Self-regulation	Self-realization	Academic achievement	Self-regulation	Self-realization
Academic achievement		0,608	0,145		0,42	0,25
Self-regulation	0,450		0,376	0,68		0,95
Self-realization	0,236	0,446		0,37	0,49	

Factor analysis was performed to ensure the accuracy of the results obtained. As a result, the hidden factors have been found to be the values of creativity and individuality, which have a profound effect on academic achievement. However, for first-year students, the degree of importance of the first and second factors is higher in the second course than in the first course.

As can be seen from Table 4, in fact, Factors 1 and 2 actually incorporate a joint valuation effort. The activity is confirmed by the separation of the three main factors or the second degree of the first three factors. When applying factor structure analysis to second-year students (table 4), it is

important to note that the value of the variables in the structure of the value-regulated domain changes in favour of personality values. That is, the first factor (r = 0.450) is higher than in the first course, and only characterizes the value range. The second and third factors, together with academic success, characterize the regulatory environment.

When examining the structure of the value chain of girls in the first and second courses, first of all, it is worth noting that there is no correlation between the academic performance of the I course and the factors in the value chain. That is, there is no significant dependence between these factors.

Unlike young boys, the content of the first factor (r=4,815) in the value chain of girls is determined by the components of self-control, the second factor (r=3,280) that characterizes the value domain of collectivism, individuality, achievement. Only a third factor (r = 3,210) in one pole characterizes the upbringing and girls' cultural affiliation, and negative polarity at the level of tendencies - academic ability.

Girls in the II course, this is changing with a dynamic. This can be explained by the lack of creativity and teaching. A more detailed study of girls' average points per session indicates a high level of excitement and a lack of interest in girls' education at low-level courses in a technical institution of higher education.

Thus, we can conclude from the analysis of the structure of the students' identity value structure that it represents both I course and II course, a unique personality field that describes various aspects of the regulatory process.

Perhaps, therefore, in traditional correlation studies, scientists are unable to detect the effects of values and regulatory components on individual behaviour.

Table 5. Correlative correlation of students' value-regulation sphere.

Value-Regulatory Sphere Components	First course			Second course		
	Academic achievement	Self-regulation	Self-realization	Academic achievement	Self-regulation	Self-realization
Collectivism values	**0,754**	0,110	0,246	**0,776**	0,024	0,110
Value of moral satisfaction	0,588	0,223	0,205	**0,885**	0,145	0,223
Creativity values	0,621	0,367	0,247	0,089	**0,676**	0,083
Life activity values	0,721	0,293	0,330	0,610	0,280	0,284
Achievement values	**0,649**	0,160	0,022	**0,880**	0,043	0,339
The values of tradition	0,199	0,074	**0,803**	**0,590**	0,044	0,179
Values of material welfare	0,396	0,350	0,480	0,501	0,143	0,002
Private (individual) values	**0,577**	0,391	0,020	0,068	0,540	0,530
Planning	0,152	**0,724**	0,365	0,296	0,024	**0,812**
Modeling	0,610	0,143	0,003	0,061	**0,732**	0,150
Programming	0,023	0,603	0,501	0,322	0,160	0,700
Evaluation	0,209	**0,834**	0,066	0,154	0,540	0,621
Skilfulness	0,585	0,178	0,088	0,432	0,489	0,049
Independence	0,223	0,308	0,540	0,052	0,066	0,198
Average score earned in a session	0,044	0,184	**0,526**	0,160	**0,683**	0,055
Factor weight	4,815	3,280	3,210	3,236	3,236	3,026
Dispersion	0,246	0,132	0,144	0,271	0,145	0,146

As a result, the relationship between the average score and the self-regulation in the session is not direct, but rather the relationship with the academic motivation features and the system of individual qualities and values. Thus, we can say that the key indicators of academic achievement are self-regulation, self-reflection, curriculum planning and creativity. Developing these factors can enhance student academic achievement.

CONCLUSIONS.

Our research coincides with the interplay of the mediating nature of self-regulation mentioned by V.I. Morosanova [Morosonova V.I., 2012] in recent research. At the same time, the results of our

research coincide with the studies conducted by T.O. Gordeeva [T. O. Gordeeva, 2014]. In addition, it seems to us that recent studies by V.I Morosanova, and the psychological prediction of educational activities, are confirmed by the results of these studies. Therefore, conscious self-regulation can act as a mediator and can provide a link between cognitive and individual-psychological characteristics with academic achievement.

The results can also be used for psychological and pedagogical measures to improve the quality of education in higher education. Our research has shown that both external (self-reflection, internal, external) and internal motivation (self-esteem, cognitive, self-development) as well as the scale of non-motivation are interrelated with individual attributes, values, and self-regulation. The highest correlation between the academic motivation scale is found in the dimensions of normative control, programming and education, but also on the scale of cognition, self-esteem, and self-reflection.

The average of the examination-exam session is related to achievement motivation, self-development, a single scale of self-esteem and academic motivation, as well as abstract thinking, anxiety, and tension. Interrelationships (planning, programming) related to indicators of self-regulation in young boys may also be added here.

Based on the results of the factor analysis, it can be argued that the value control system is the same, that the value and control systems are interrelated or interrelated. The interaction effect occurs at the level of the latent factor or the level of the inter-factor interaction. These factors must be taken into account in the learning process and should be stimulated for students' success.

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