

## THE MECHANISMS OF THE FORMATION OF THE GROUP ACTIVITY MOTIVATIONS OF THE PUPILS GROUPS

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### ABSTRACT

In the following article there is an attempt to comment the psychological perspectives of the each of the pupils, his/her socio-psychologic nature, capabilities in the small groups where he/she is interacting, based on these comments an endeavour to reveal the fact that rendering them psychological services at different levels is considered as one of the main tasks for the education and training facilities. Consequently, the problems of the defining the research directions targeted at describing the group activity processes formed on the grounds of the correlation of the necessities of the society and person meeting the rapid development of the science, technologies and industries advancing socio-economic relations, the steady educational reforms fulfilled in our country based on the psychological criteria is gaining an increasing momentum. Therefore, one of the main factors of the maintaining the socially important activity of the person – the cultural and intellectual capabilities of the person, the second is the social environment, the processes of the group activity serving the abovementioned capabilities to make them possible. The knowledge of this process by means of the researches based on the socio-psychologic criteria is the main aim of our research maintaining the serious paying of attention to the efficiency of the psychologic service in the state secondary schools. Regarding these circumstances the drawing the general problem of the research and the definition of the general tasks of the research are based on the scientific comments. The following directions serving the formation of the group activity motivation are chosen, that's complex of skills of the first direction are focussed on the definition of the indicators of the social activity motivation within the framework of small groups (based on the tests of the Leary and Thomas), the set of the skills of the second direction are targeted at research on the indices of the self-emotional evaluation in the framework of small groups (with the assistance of the Ricks-Wessman scale). Also, the complex of skills of the third direction are predominantly important and known for their intention to defining of the indices of socio-psychologic support (R.S.Nemov). Accordingly, with the help of these skills the stability or the instability of the group activity levels, socially wide or contracted, the availability or the non availability of the imaginations on group activity, the certain levels of the relationship of the personal and interpersonal activity are introduced into the scale of the interpersonal activity motivation.

**Keywords:** Group activity process, psychological services, psychological criteria, motivation, tests of the Leary and Thomas, Ricks-Wessman scale socialization, small groups in the school.

### INTRODUCTION

It is well known that the process of the psychologic service is a multifaceted phenomenon and the each of its directions have their proper aim and tasks having significant impact. These tasks are conducted by the practicing psychologists having special knowledge and experiences. Furthermore, nowadays it is not possible to imagine the higher perspectives of the educational institutions of all of the developed countries without the psychological

services' practice established on the basis of the special aims. Because, the object and the subject of the each education is the personality of the pupil him/herself. The personality of the pupil is a conscious social creature who are formed on the basis of the definite social influences and having enormous nonidentical psychological capabilities which exists in them. That's why it is worth to mentioning that if we want to achieve the efficiency of the education, also if we want to prepare the perfect person who is developed in all spheres who is needed for the development of the society, we should empirically conduct the study of the psychological capabilities of this person and the social psychological factors impacting directly it from the positive and negative sides, analyse them and on the basis of these analyses we should conduct the educational tasks at the corresponding level.

Based on the these points of views today the empirical study of the small groups influencing on the socialization of the personality of the pupil, and commenting the each of the studied factor on the basis of requirements of the psychological service and the synthesising the definite recommendations for the practicing psychologists of the schools are of significant importance. Psychological serving the small groups in the school are firstly dependent on the formation of the motivation of the interpersonal relations within the framework of these small groups. Because, when the school psychologist doesn't thoroughly analyse the forms of the motivation of interpersonal relations, it is difficult to direct the activities of these groups into the positive way. From this point of the view as we have mentioned before, we pointed a definition of the forms of the motivation of interpersonal relations among the small groups as a target. The commenting the empirical study of practical –methodical basics of the small groups according to the aim of our research, also the empirical results achieved by the use of each of the modified methods gives us the opportunity of drawing the following conclusions:

### 1.1 The median ranges of the motivation of the interpersonal activity within the small groups according to the Leary method.

№	octants	n <sub>1</sub>			n <sub>2</sub>		
		average <sub>1</sub>	median	place	average <sub>1</sub>	median	place
	I	12,2	9,4-14,8	1	10,9	9,9-13,3	4
	II	9,3	8,5-10,0	3	10,6	7,9-12,1	5
	III	9,7	7,0-12,0	2	13,9	12,0-15,0	1
	IV	9,1	8,5-10,0	4	5,9	3,2-7,0	7
	V	7,1	6,0-8,2	7	5,6	4,0-7,1	8
	VI	7,9	5,0-9,1	6	9,3	7,4-10,0	6
	VII	8,4	7,2-10,0	5	13,4	10,0-15	2
	VIII	6,9	6,0-7,0	8	12,6	10,0-13,3	3

It is worth mentioning that from the viewpoint of the preliminary results of the analysis of the theoretical-scientific and scientific-methodical tasks of the research, in general the formation and the development of the motivation of the interpersonal activities within the small groups of the secondary schools lead to the maintaining of the formation of the range of thoughts related to the individual, group, regional and ethnopsychologic peculiarities. This in its turn leads to the significant importance of the certain social-psychologic tasks in the successful organization of the educational-training process conducted in the secondary schools.

On the basis of the logical-scientific analysis of the each of the results of skills the expression of the motivation of the individual and group activity which is essential to the each pupil within the framework of official and unofficial small groups in the secondary schools are

given the evaluation on the basis of comparative-typical indices and social psychological criteria. Thus, the best index among the members of the official groups of the small groups according to the results of the *Leary test* is corresponding to the motivation of the octant of “persistence and advance”, among the members of the unofficial groups it matches with the results of the 3<sup>rd</sup> octant, that’s “demanding- obliging” sometimes leads to the expression of the peculiarities such as “aggressiveness”, at the same time according to the 8 octants for the members of the official group it is expressed at last with the motivation of the “responsibility”, among the unofficial small groups its existence is discovered. These data achieved shows the existence of the definite differences in the development and the explication of the motivation of group activity among the small official and unofficial groups of the school. The analysis of the empirical data received by the *Thomas method* shows the existence of the definite differences in the indices of interpersonal relation-motivation in the contradictory situations in small groups, also defines the each motivation direction in the official and unofficial groups at different levels. At the same time, according to the results of the 5 directions presented among the small official groups it is characterized that the best performances are corresponding to the motivations of “self-adaptation”, “self-alienation”, the least performances are corresponding to the “cooperation” and “dispute- argument”.

### 1.2. The median ranges of the indices of motivation activity obtained according to the method of Thomas (in % s)

Motivation criteria	Object	
	n <sub>1</sub>	n <sub>2</sub>
I	4,2-13,4	10,0-36,4
II	7,1-14,8	22,2-41,7
III	13,3-21,4	8,3-25,0
IV	24,0-33,3	8,3-20,0
V	27,6-40,0	8,3-25,0

Corresponding to the results achieved with the help of the *Ricks-Wessman scale* the performance of the indices of group activity of the “adequate” and “inadequate” group based on the self evaluation in relation to the number of respondents are defined. Thus, according to the adequate indices defined in four scales among the pupils of official group the first place is gained by the II<sup>A</sup> (58,4%) scale indices (motivation-audacity), the first place among the members of the unofficial groups is held by the “self-confidence” (IV<sup>A</sup>) scale (58,3%). Accordingly, the second place in the coverage of the presentation of interpersonal activity motivation related with the self evaluation among the official and unofficial groups are defined and evaluated with the indicators of the IVA and III scale.

**1.3 The median ranges of the presentation of self-emotional evaluation in the small groups according to the Ricks –Wessman scale.**

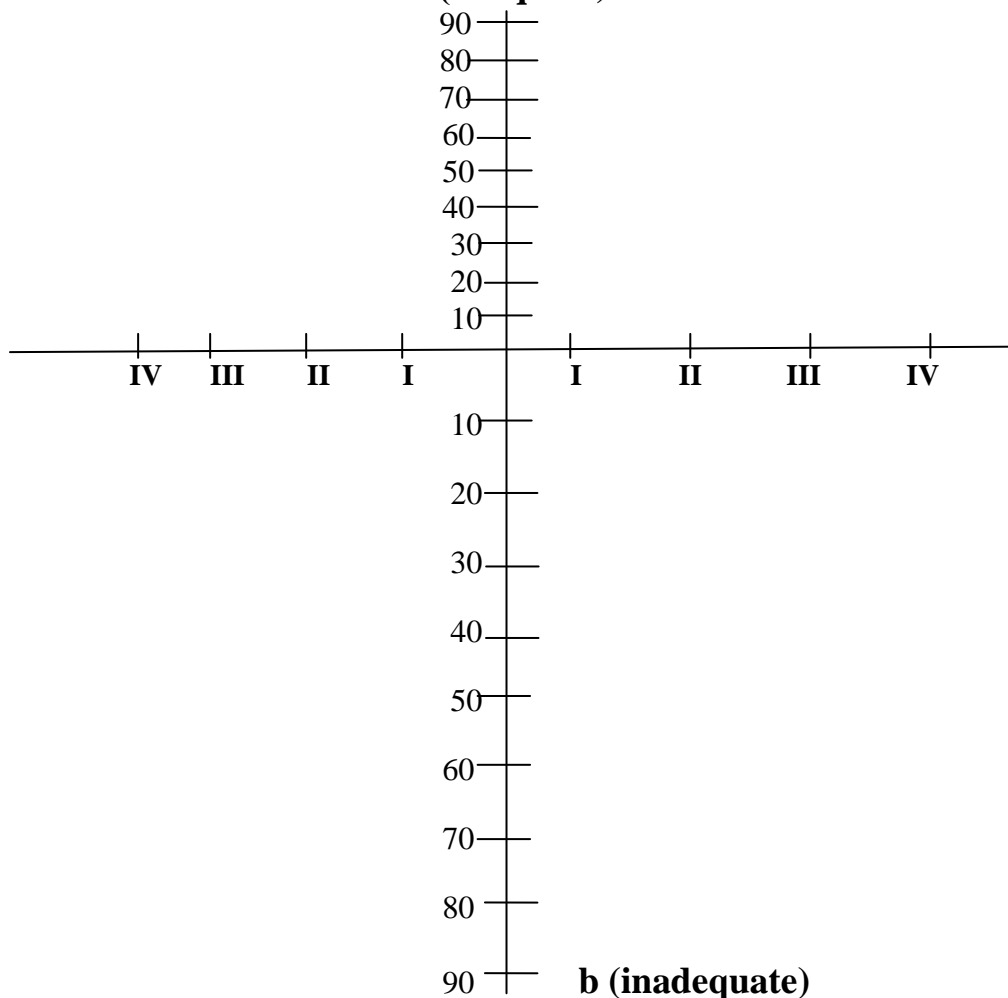
№	Object	n <sub>1</sub> =300	n <sub>2</sub> =115
	Motivation		
	I	40,0-63,0	33,4-50,0
	A	37,0-60,0	43,8-66,6
	B		
	II	48,3-66,7	40,0-60,0
	A	33,3-51,7	38,5-50,0
	B		
	III	46,4-66,7	43,8-70,0
	A	33,3-53,6	20,0-50,0
	B		
	IV	46,7-64,3	50,0-66,6
	A	35,7-53,3	33,4-50,0
	B		

**1.4. The chart view of the indices of the self emotional evaluation motivation in small groups (in %)**

n<sub>1</sub>=300

a (adequate)

n<sub>2</sub>=115



100

## CONCLUSION

On the basis of the definite logical-scientific analysis of the results of each used method the presentation of the comparative – typical indices are given evaluation on the basis of the definite social psychological criteria for the individual and group activeness motivation which is the peculiarity of the each personality of pupil in the framework of the official and unofficial small groups in the secondary schools. Consequently, according to the results of the Leary test when the best performance among the members of the small official group in the school corresponds to the octant of motivation of “persistence and advanced”, in the group of the members of the unofficial group this high index corresponds to the manifestation of results of the 3 octants, that’s “demanding-obliging” and sometimes to the “aggressiveness”, at the same time according to the 8 octants defined within the members of official group of school the last place is manifested with the “responsibleness”, in the example of small groups the last position is shown as existing on the basis of the indices of octants “reservedness”, “uncommunicative”. These data obtained shows the existence of the definite differences in the formation and the manifestation of the group activeness motivation among the official and unofficial groups in the school.

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