

Motives of learning and disadaptation of children at school

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Problem

The beginning of schooling is a challenge for children and their parents.

The motivation of learning as a factor of successful adaptation. The real motives become apparent only in the process of learning (L. I. Bozhovic, M. R. Bityanova, N. G. Luskanova).



Methods

This research involved first-graders (n= 30; 10 girls and 20 boys).

- interviewing;
- the questionnaire of motivation (N. G. Luskanova);
- the method "What I like at school?" (N. G. Luskanova);
- the method "Houses" Orekhova O.A.)
- F-test (R. Fisher)



Conclusions

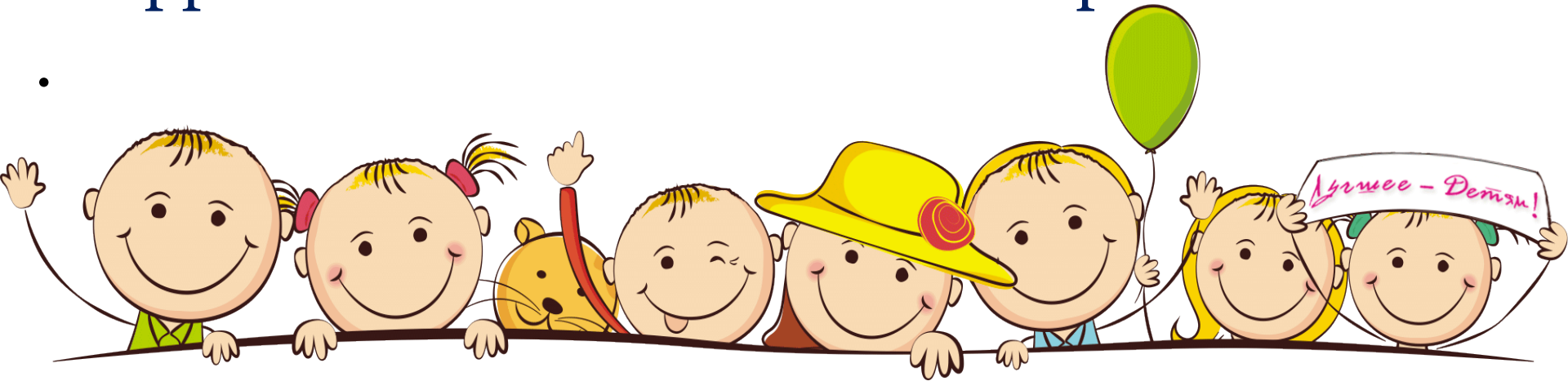
Basing on the available data, we have used a statistical program F-Fisher criterion. The results are presented on the Table 1.

TABLE 1. Motives for learning and criteria for adaptation ($p < .01$)

Motives Criteria	Games - Educational	Social - Games	Educational - Social
Successful adaptation	3,55	1,74	2,04
Emotional component	3,60	3,00	1,20

Discussion

Pupils with the prevalence of gaming motives have negative emotions and bad mood. They spend a lot of strength to conform the demands of an authoritarian teacher. These children are at risk of becoming disadapted. In general, it is difficult for first-graders to cope with the difficulties of a learning process, especially if they do not find support from the classteacher and parents.



References

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2. Bozhovich L. I. A personality and its formation in childhood. - M - 1993.
3. Luskanova, N. G. Diagnosis of school disadaptation. – M., 1995.



Thank you for your attention

