

TECHNOLOGY OF DEVELOPMENT OF PSYCHOLOGICAL STRUCTURE OF EDUCATIONAL GOAL-SETTING AMONG HIGH SCHOOL PUPILS

<https://doi.org/10.37096/SHDISJ-20-2.2-0008>

Shvalb Yuri

ORCID ID: 0000-0001-9110-3651

Opanasenko Lyudmyla

ORCID ID: 0000-0001-6641-4634

Abstract

The article presents the results of a theoretical and empirical study of the psychological structure of educational goal-setting among high school pupils. The author's structural and functional model of educational goal-setting among senior pupils contains 2 blocks: educational goals (cognitive, cognitive-pragmatic, social-pragmatic, formal educational) psychological competence (cognitive, motivational, activity, reflexive, regulatory). The dominance of the block of educational goals determines the type of educational goal-setting, and the development of blocks of psychological competence determines the level of its formation.

The following is used in the empirical research: test "Assessment of the life and time perspective of the individual in the adaptation" by N. Nikolskaya; the methodology "Revealing the motivational structure of the pupil's educational activity" by V. Semchenko; questionnaire "My learning today and in the future" by L. Opanasenko; questionnaire "Map of interests" modified by A. G. Filimonova; questionnaire "Evaluation of motivation for achieving goals" by T. Ehlers; questionnaire "Style of self-regulation of behavior – SSP-98" by V. Morosanov; questionnaire "Diagnostics of reflection" by A. Karpov, V. Ponomarev; "Test of volitional self-control" by A. Zverkova and E. Eydman. The total number of participants in the empirical study is 754 people.

It has been established that each type of pupils is positive according to the existing structure of educational goal-setting, but the ability to independently produce learning goals for representatives of various types is different. The author's technology for the development of the psychological structure of educational goal-setting in high school pupils is presented, which contains a synthesis of coaching, game and training technologies. The main results of the introduction of the technology are: positive dynamics in the development of blocks of psychological competence; increase of the level of competitiveness of pupils; change of the dominant types of learning goals in the life perspective vector.

Keywords: educational goal-setting, cognitive type, cognitive-pragmatic, social-pragmatic, formal educational type of educational goal-setting among high school pupils.

Introduction

The new content of school education in Ukraine is based on the introduction of a competency-based approach. Among the key competencies required for the

successful self-realization of young people in society, a special role is given to the ability to learn throughout life. It is based on the pupil's independent

advancement of significant educational goals, his ability to set goals in learning.

Educational goal-setting, as a psychological phenomenon, is not identical with the general process of goal-setting, but is in generic relations with it. It is unfolded in the process of conscious design by the subject of person's own educational activity (goal-setting theory) in the process of solving educational problems aimed at the actual self-change of the learning subject (theory of educational activity and educational tasks); in the process of identifying the personal meaning of educational activity (a systematic approach to the formation of a personality); in the process of coordinating the significant goals of the subject of learning with other goals of his life (career guidance concepts, provisions on an active position in one's own life and self-development) in the process of assessing the real and ideal result of educational activities for the subject to build further educational trajectories (system-activity approach). Educational goal-setting is the ability of a person to consciously determine his own learning goals, their coordination with other personally significant goals and an assessment of the achieved and desired learning outcome.

The phenomenology of goal setting has been in the focus of scientific consideration for many years, but it still remains insufficiently disclosed. The "open scientific zones" include the question of its psychological structure in a sensitive period correlates with the teaching of pupils in school, in particular in the senior grades. Accordingly, the lack of scientifically substantiated research results of the component-wise structure of educational goal-setting makes it impossible to provide high-quality

psychological and pedagogical assistance in promoting the development of the ability of high school pupils to study at any time in life and in any area of life upon completion of schooling, which is a significant obstacle in meeting the social demand for continuous youth education.

The **purpose of the article** is presentation of the author's structural and functional model of educational goal-setting among high school pupils and the technology of the development of the phenomenon, taking into account its psychological structure.

To achieve this goal, the following **tasks** are defined:

1. to analyze and systematize scientific research on the issues of educational goal-setting and on their basis to develop a structural and functional model of the studied phenomenon among high school pupils;

2. to empirically investigate the typological groups of senior pupils according to the formed structure of educational goal-setting;

3. to develop and test the technology of development of the psychological structure of educational goal-setting among high school pupils.

The methodological basis of the study is based on: system-activity approach (K.O. Abulkhanova-Slavskaya, B.G. Ananiev, L.I. Antsiferova, L.I. Bozhovich, O.M. Leontiev, V.A. Roments, S.L. Rubinstein, V.D. Shadrikov, G.P. Shchedrovitsky, L. Vekker); a systematic approach to the formation of personality (M.Y. Boryshevsky, A.V. Brushlinsky, G.S. Kostyuk, S.D. Maksimenko); theory of educational activity and educational tasks (G.O. Ball, V.V. Davydov, D.B. Elkonin, Yu.I. Mashbyts, V.V. Repkin, J. Bruner); goal-setting theory (Yu.M. Shvalb, L.V.

Pomitkina); career guidance concepts (E.I. Golovakha, E.A. Klimov, V.P. Paramzin, G.V. Rezapkina, E. Schein, D. Super); provisions on an active position in one's own life and self-development (S.B. Kuzikova, V.O. Tatenko, T.M. Tytarenko, A. Adler, G. Allport, K. Lewin, A. Maslow, C. Rogers).

Theoretical background

Educational goal-setting as a specific type of individual's ability to set goals unfolds in different planes, primarily in ontogenetic terms. Its development depends on the formation of a number of other abilities, in particular: 1) the ability to realize the goal; 2) the ability to accept the goal; 3) the ability to set goals. Dynamics in the formation of the phenomenon is provided by the gradual "transition" of the ability to educational goal-setting from the lowest to the highest level (Schwalb, Opanasenko, 2020).

The attempts to determine the levels of its development were made by a number of scientists, including Yu.O. Egorova. The scientist determines: 1) zero level – the ability to set goals is not manifested: the goal, which is formulated by teachers or parents, is not realized and is not accepted or accepted in the form of formal requirements for actions to be performed; 2) low level – the goal is realized only in a situation where there is an algorithm of necessary actions and their meaning is explained, a specific practical task is accepted; 3) intermediate level – the requirements of both practical and theoretical tasks are realized, the sequence of necessary actions is determined, the ability to self-control of their performance in relation to the externally set goal is traced; 4) high level – independent formulation of the purpose

of future activities, which significantly expands the boundaries of personal resources (Egorova, 2013: 84).

Vasiliev Ya.V., Kanevsky V.I. state that the subject with the developed ability to goal-setting has a considerable arsenal of means of achievement of the purposes and optimally uses them, it is capable to react flexibly to dynamics of a situation, to be as much as possible independent and rather independent of external influences. building goals (Vasiliev, Kanevsky, 2018).

At the turn of adolescence and early adolescence (15-16 years old), according to A.V. Zhilinska, the external indicator of goal-setting is the effectiveness of the process of setting and implementing learning goals; productivity of the decision of tasks concerning definition, construction and achievement of the purpose at the minimum mental, physical and time expenses. Pupils with a developed ability to educational goals show intellectual initiative, creativity, rationalism, strategic, pragmatism, predictability (Zhilinska, 2015).

At the age of 15-17, a pupil, according to E.G. Kruglyk, enters a new social situation of development in the transition from secondary school to high school. The novelty of the situation is due to its focus on the future: it is during this period that children begin to actively build their life plans, consciously think about further education after school. Their definition of "educational future" not only affects the nature of educational activities, but also sometimes determines it. The educational activity of schoolchildren of this age is characterized by a qualitatively new content and is subject to a more important goal – professionally-oriented activities (Kruglyk, 2016). In this regard,

the interest in learning increases, learning motivation is transformed, the selectivity of cognitive motives is traced, and ways of self-education are developed.

A number of scientists, in particular N.M. Tokareva and A.V. Shamne, argue that in 15-17 years old the goals of education are determined by life prospects ("birth" of life prospects at the age of 15-17 is associated with the development of the ability of high school pupils to build their lives plans) (Tokareva, Shamne, 2013). Investigating the psychological conditions for the formation of life prospects in early adolescence, L.D. Todoriv emphasizes that life prospects combine life goals and the pace of progress towards them, ensuring the growth of personal activity; they are an image of moral-worldview, value-target and activity-behavioral self-determination. The level of development of perspective is determined by the level of mental and social development of the individual (Todoriv, 2000).

S.I. Babatina argues that the age of early adolescence is most characterized by distant perspectives that arise as a result of generalization and strengthening of goals set by high school pupils (Babatina, 2011). Studying experience as a factor in the formation of life prospects of the individual, O.V. Pavleno identifies as integral components of its content personal goals, plans, programs, ways to implement them, motives, meanings, values, expected events and notes that awareness of their own life perspectives can be carried out in the form of positive forecasting, design and programming of the future (Pavlenko O.V., 2019: 59-60).

According to G. Latham and E. Locke, the choice of goal in the process of goal setting is conditioned by positive expectations, assumptions of the

individual about the possibility of achieving it, previous successes in similar situations. High goals are based on the expectation of high rewards from the results achieved, and goals affect the "calibration" of the satisfaction scale: to achieve job satisfaction is more difficult when goals are difficult, rather than when they are easy (Latham, Locke, 1991).

Learning goals-setting for high school pupils determine the need of pupils to learn (the need for learning activities). The need for learning is supported by the educational or pragmatic interest of pupils and through the prism of their strategic guidelines aimed at personal growth or socially normalized behavior, determines the goals of educational activities (Lukyanova, Kalinina, 1998), (Khutorsky, 2002).

Learning goals, based on which the educational interest and focus on personal growth are cognitive. Learning goals that combine pragmatic interest and focus on personal growth should be attributed to cognitive-pragmatic. If learning goals link pupils' pragmatic interests and their focus on socially normalized behavior, they are socio-pragmatic. Formal pupils are also characterized by formal and educational goals: they are built on the basis of educational interest and focus on socially normalized behavior.

The dominance of the pupil's educational goal is determined by the type of educational goal-setting (cognitive, cognitive-pragmatic, social-pragmatic, formal-educational). Any type of educational goal-setting causes the pupil's self-movement to the formation of new educational competencies, and therefore determines the self-development of high school pupils.

The goals of educational activities determine the meaning of educational

goal-setting, and its level of functioning is evidenced by the component-by-component development of pupils' psychological competence. On the basis of the analysis of researches of V.I. Dolgova, O.V. Baryshnikova, O.V. Popova, Yu.M. Schwalb it is found that the structural blocks of psychological competence of high school pupils in relation to educational goal setting include: cognitive, motivational, activity, reflexive, regulatory blocks (Dolgova,

Baryshnikova, Popova, 2015), (Schwalb, 2003).

In accordance with the above stated, the structural and functional model of educational goal-setting among high school pupils is formed by blocks of educational goals and functional blocks of psychological competence. Schematically, the psychological structure of the studied phenomenon is presented in Fig. 1.

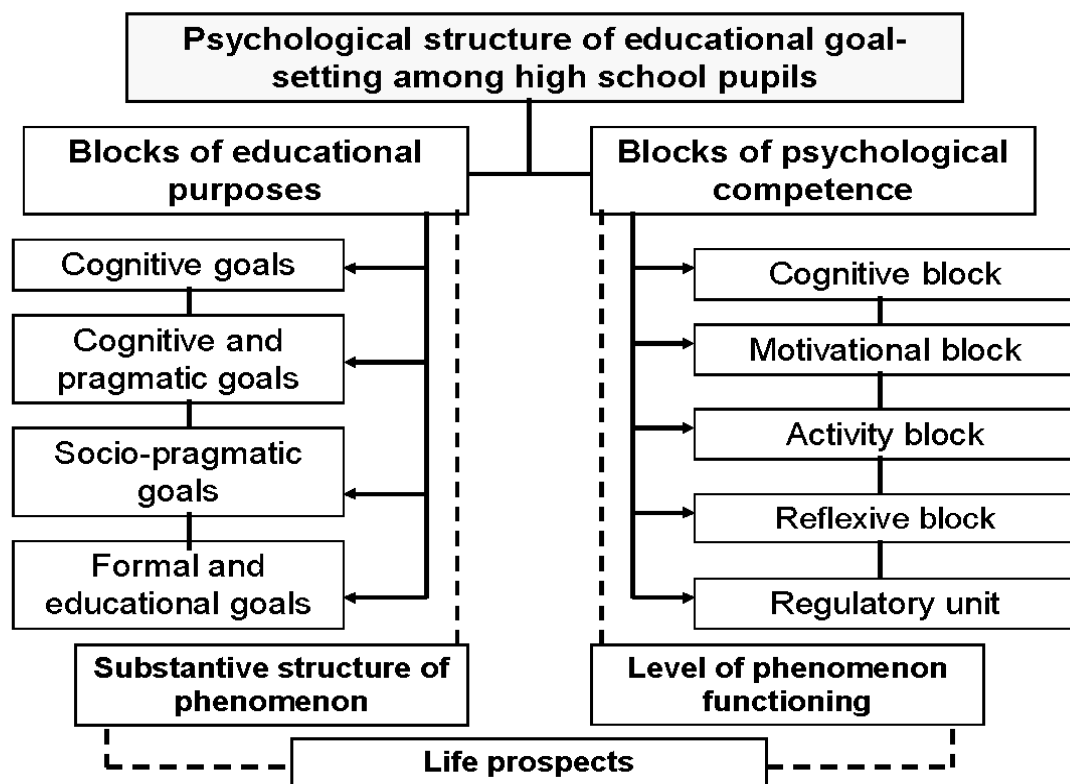


Fig. 1. Structural and functional model of educational goal-setting among high school pupils

The proposed structural and functional model of educational goal-setting among high school pupils was used as a methodological basis for constructing a statement experiment.

Methodology

To solve the objectives of the study a set of psychodiagnostic techniques is used: 1) test "Assessment of life and time perspective of the individual" (adapted by

N. Nikolska); 2) method "Identification of the motivational structure of the pupil's educational activities" (V. Semichenko); 3) questionnaire "My education today and in the future" (L. Opanasenko); 4) questionnaire "Map of interests" (modified by O.G. Filimonova); 5) questionnaire "Assessment of motivation to achieve the goal" (T. Ehlers); 6) questionnaire "Style of self-regulation of

behavior – SSP-98” (V. Morosanova); 7) questionnaire “Diagnosis of reflection” (A. Karpova, V. Ponomareva); 8) “Test of volitional self-control” (A. Zverkova and E. Eidman). The study involved 754 high school pupils. The age of the respondents is 15-17 years. These are pupils of 10th grades (355 people) and pupils of 11th grades (399 schoolchildren). In total, 430 girls and 324 boys were diagnosed during the study. 72 high school pupils were involved in the formative experiment.

Results

Based on the study of empirical data, it is stated that the indicators of life and time perspective (competitiveness) of the participants of the observational experiment are at a level not lower than the lower average. The most important among them are: clear goals and value orientations; sustained interest; ability to self-development; diligence; creativity, etc. It is worth noting that 4.1% of high school pupils have a level of life and time prospects below average, 32% of pupils have an average level, and 63.9% are characterized by a level above average.

The motivational structure of educational activities of high school pupils is affected by a variety of motives, but the dominant role belongs to professional and value (19.1%), educational and cognitive (31.7%) and utilitarian motives (35%). They are significantly inferior to social and value motives, positional motives, motives of self-education, communicative and situational motives.

Correlation analysis revealed a strong direct relationship between competitiveness and educational and cognitive motives of pupils in 10-11 grades ($r_{xy} = 0.754$ at $p \leq 0.01$); moderate direct relationship between competitiveness and professional motives

($r_{xy} = 0.408$ at $p \leq 0.01$); moderate inverse relationship between competitiveness and utilitarian motives for pupil learning ($r_{xy} = -0.384$ at $p \leq 0.01$).

Based on experimental data, it is revealed that the educational motivation of high school pupils is mostly formed on the basis of pragmatic interests: they dominate the educational in 63.1% of 10th grade pupils and 64.7% of 11th grade pupils. This situation is due to the special importance for pupils of strategic guidelines aimed at socially normalized behavior in responsible learning in senior classes. Pupils feel the pressure of society, as a result of which the goals of learning are mostly correlated with the position “It is necessary”, not “I wish”. Accordingly, the psychological structure of educational goal-setting is characterized by a complication in the direction of combining pragmatic and cognitive goals of educational activities.

Among the types of educational goals for high school pupils, the most common are blocks of socio-pragmatic goals. They dominate in 32% of respondents. Blocks of cognitive and pragmatic goals, defined as leading in 31.7% of respondents, are almost not inferior to them. Blocks of cognitive goals are typical for 24.7% of subjects. 11.7% of pupils in 10-11 grades are characterized by the dominance of blocks of formal and educational goals of educational activities.

Typological groups of high school pupils have been identified by the dominance of blocks of educational goals. Based on the analysis of statistically significant correlations, a tendency to significant life prospects in pupils of cognitive type ($r_{xy} = 0.616$ at $p \leq 0.01$), but this trend acquires the opposite meaning in high school pupils of formal type ($r_{xy} =$

-0.366 at $p \leq 0.01$). Positive trends in educational and life prospects are unfolded according to the scheme: formal-educational type \rightarrow socio-pragmatic type \rightarrow cognitive-pragmatic type \rightarrow cognitive type of high school pupils. Thus, the least positive (but not negative) is the formal-educational type of pupils, and the most promising – the cognitive type of pupils.

Psychological competence for learning goal setting among high school pupils is generally formed in 7.2% of respondents at the low level, in 62.6% of respondents at the middle level and in 30.3% of pupils at the high level. The results of the study of the level of development of psychological competence among high school pupils of different typological groups are presented in Table 1.

Table 1. The results of the study of the psychological competence development level among high school pupils of different typological groups

Level of psychological competence	Typological groups of high school pupils			
	Cognitive	Cognitive-pragmatic	Socio-pragmatic	Formal-educational
	n=186	n=233	n=243	n=92
	y %	y %	y %	y %
Low level	0.0	7.5	11.6	9.1
Middle level	53.2	51.5	70.5	90.9
High level	46.8	41.0	17.8	0.0

The factorization procedure (the method of principal components with Varimax rotation) has been used to aggregate the studied characteristics of the phenomenon. The factorization procedure has been carried out separately for each typological group of participants in the observational experiment. Based on the factor analysis, it has been established that all typological groups of high school pupils are positive, as they are aimed at building individual learning trajectories by the pupil. For pupils of the cognitive type, these trajectories are associated with continuous self-development, for the cognitive-pragmatic type – with the construction of life prospects, for the social-pragmatic type – with life goals, and for the formal-educational type - with solving current educational problems. At the same time, the shortcomings of each

type have been identified: the cognitive type has difficulties in self-realization; cognitive-pragmatic type – difficulties of self-determination; socio-pragmatic type – difficulties of self-organization; formal-educational type – difficulties of self-knowledge.

The generalized results of the ascertaining stage of empirical research have become the basis for the development of technology for the development of the psychological structure of educational goal-setting in high school pupils. The proposed technology is aimed at developing the psychological structure of educational goals in high school pupils, the formation of their ability to lifelong learning and readiness for personal growth throughout life through access to life prospects and the level of formation of blocks of

psychological competence of pupils. The technology contains 4 stages, focused on the characteristics of pupils of formal-educational, socio-pragmatic, cognitive-pragmatic and cognitive types.

The 1st stage of technology involves working only with pupils of formal-educational type in the format of individual coaching sessions with the intention of self-knowledge of their own learning needs, interests, values, motives and their differences from responsibilities, needs, socially imposed standards. The structure of coaching sessions contains 4 main stages: 1) motivation (coaching begins from the moment when the high school pupil realizes the need for change); 2) planning (identification of key success factors, preparation of a development plan, coordination of an action plan and monitoring of the effectiveness of results); 3) implementation (accompanying the pupil from the moment "now" to the moment "desired future" involves direct action in accordance with the defined goals and outlining priorities); 4) reflection (systematic feedback). The coaching session with pupils aged 15-17 should last no more than 1 hour and to be held not more often and not less often than 1 meeting per week.

For the 2nd stage (microgroup work) with the use of the transformational game "Path to Success" high school pupils of formal-educational and social-pragmatic type are involved. Number of players – up to 6 participants; presenter (game technician) – a specialist with psychological education; the optimal duration of the game is 2 hours. The game is aimed at activating the mechanisms of self-organization of pupils' learning activities and the development of their

ability to build life prospects. The structural organization of the T-game "Path to Success" consists of the following elements: 1) acquaintance; 2) settings; 3) work with rules; 4) the game itself; 5) reflection; 6) feedback.

At the 3rd stage, pupils of cognitive-pragmatic type should be included in the formed microgroups of high school pupils. The work is carried out with the use of board career guidance game "100 steps to a successful choice", which is aimed at professional self-determination, building an individual educational trajectory, the development of the ability to continuous self-development. The use of the game "100 steps to a successful choice" involves the quality of its three main stages: organizational (game settings, organization of game space), research (development of thematic game zones: areas of professions, areas of professional interests, areas of personal resources and restrictions, areas of exchange, zones of guidelines and zones of values in the game process), reflexive (discussion of general and individual results of the game). The optimal duration of the game is up to 2.5 hours, the number of participants should not exceed 6 people.

At the 4th stage, the technologies of high school pupils of all typological groups (including the cognitive type) are combined into training groups for classes on a specially developed training program "Perspective".

The structure of the program is focused on the development of blocks of psychological competence of pupils, their appeal to the subjective vision of life prospects and stimulating high school pupils to successful self-realization. The training program is designed for 21 hours. Its structure includes 7 training sessions

lasting 3 hours. each: 1) "Active start", 2) "Light and shadows of educational interests", 3) "Learning motivation: the direction of the driving forces", 4) "Secrets of self-organization", 5) "5 steps to conscious action", 6) "At the wheel of his studies", 7) "Vector of educational prospects".

Classes on the Perspective training program are held once a week, for 7 consecutive weeks with a permanent group of no more than 20 people. General scheme of training sessions: introductory block (greeting participants, warm-up exercise, acquaintance with the purpose and regulations of the lesson, discussion of expectations); main block (theoretical

part, 2-3 training exercises, work with a multimedia portfolio of a high school pupil); final block (resource training exercise, summarizing, reflection).

In general, the work with high school pupils according to the presented technology of development of the psychological structure of educational goal-setting was carried out for 14 weeks. The main stages of technology implementation are summarized in Fig. 2. Upon its completion, 2 sections were made immediately after classes and after 2 months (the presented technology was tested in work with 72 pupils in grades 10-11).

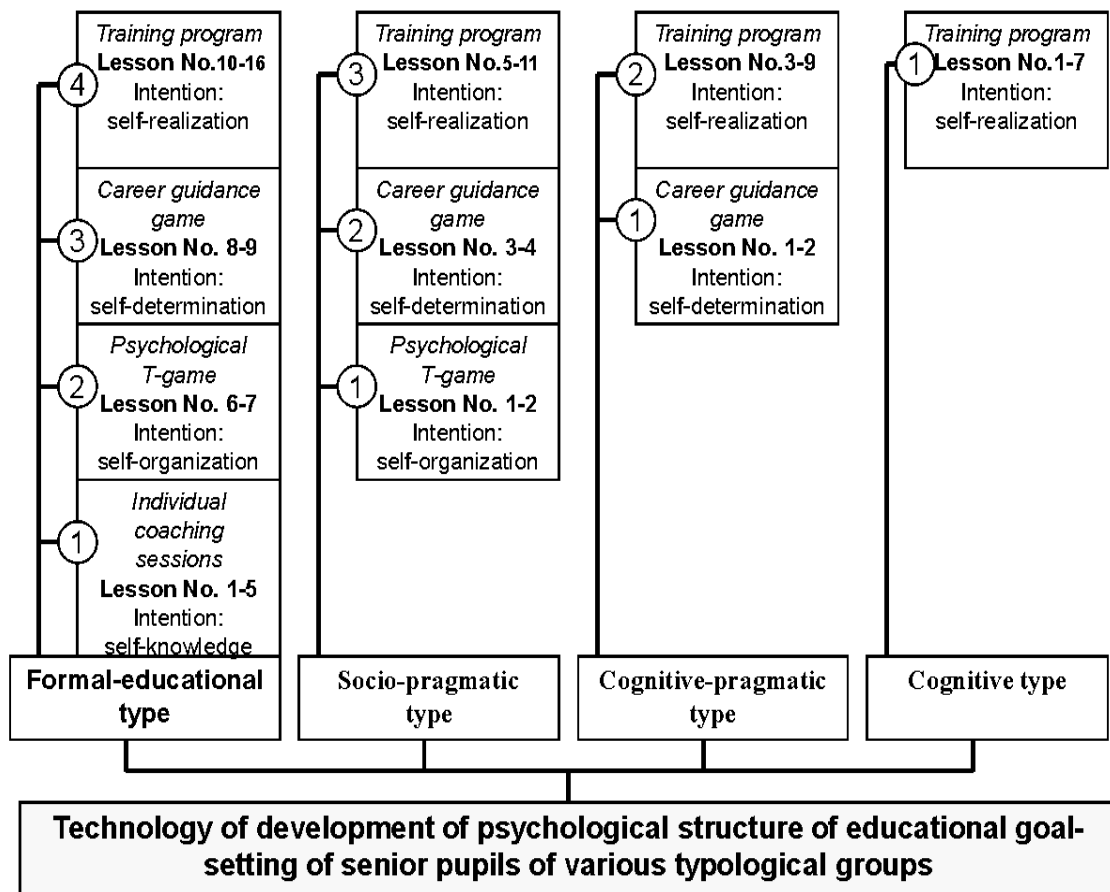


Fig. 2. The main stages of introduction of technology of development of psychological structure of educational goal-setting of senior pupils

Based on the analysis of the results of technology testing, it should be noted that 30.6% of high school pupils participating in the formative experiment

showed an increase in the level of development of psychological competence. The most significant changes have taken place in the development of motivational, cognitive and regulatory blocks of psychological competence of high school pupils. Difficulties in the development of the activity block are associated with insufficient flexibility of pupils, insufficiently developed their ability to objectively assess their own results, fixed by ineffective strategies for programming the future. The development of the reflexive block was negatively influenced by the tendency of the participants of the experiment to avoid retrospective reflection.

In the process of processing empirical data the following was established: with increase of the level of

psychological competence among high school pupils the increase of the level of life and time perspective was revealed; revealed positive dynamics in the level of motivation of pupils to achieve the goal and in the dominance of types of learning goals among high school pupils. Two months after the completion of the formative experiment on the basis of re-slice, it was found that the most stable is the impact of technology on the reflexive block of psychological competence, and the least stable – on the activity. However, the identified indicators of individual regression did not affect the overall results achieved during the formative experiment. Table 2 shows the results of the calculation of empirical data by Pupil's t-criteria for dependent samples relative to the results of the forming experiment.

Table 2. Statistical significance of results of formal experiment

Blocks of psychological competence regarding educational goal-setting	The results of the diagnostic section performed immediately after the end of experiment			The results of the diagnostic section performed 2 months after the end of experiment		
	t_{emp}	t_{cr}		t_{emp}	t_{cr}	
Cognitive block	13.292	2.65	$p \leq 0.01$	-2.501	1.99	$p \leq 0.05$
Motivational block	14.356	2.65	$p \leq 0.01$	-2.088	1.99	$p \leq 0.05$
Activity block	9.214	2.65	$p \leq 0.01$	-4.181	2.65	$p \leq 0.01$
Reflective block	10.225	2.65	$p \leq 0.01$	-.931	1.99	$p \leq 0.05$
Regulatory block	13.118	2.65	$p \leq 0.01$	-2.302	1.99	$p \leq 0.05$

Thus, the identified changes in the psychological structure of educational goal-setting are statistically significant, stable and testify to the effectiveness of the proposed technology for the development of the psychological structure of educational goal-setting among high school pupils.

Discussion

The proposed structural and functional model of educational goal-

setting among pupils of 10-11 grades significantly complements the work of scientists and practitioners on the ontogenetic development of goal-setting in this age category. The presented research for the first time reveals the substantive and functional aspects of the psychological structure of educational goal-setting of high school pupils on the basis of a comprehensive approach to the study of the phenomenon. The results of

empirical study of the problem provided an opportunity to identify typological groups of pupils according to the formed structure of educational goal setting, to identify the strengths and weaknesses of each type to build an effective technology of development work. The uniqueness of the proposed technology for the development of the psychological structure of educational goal-setting is to take into account the characteristics of typological groups of high school pupils and a combination of coaching, play and training technologies for successful formation of continuing education and readiness for personal growth throughout life. However, this study does not consider the impact of the level of formation of the psychological structure of educational goal setting on the educational achievements of high school pupils, no less promising is the identification of factors that determine the formation of a certain type of educational goal setting of pupils. Nevertheless, the proposed technology of development of the psychological structure of educational goal-setting among pupils of 10-11 grades is effective, has theoretical and practical significance and opens the potential for further scientific research in the field of pedagogical and age psychology.

Conclusion

Based on the theoretical and methodological analysis of the problem, it has been found that educational goal-setting is a kind of goal-setting process that is unfolded in conscious learning activities to build the subject of further educational trajectories. Cognitive, cognitive-pragmatic, socio-pragmatic, and formal-educational blocks of the goals of the high school pupil's educational activity determine the content structure of his educational goal-setting.

The functional characteristics of educational goal-setting in early adolescence are related to the blocks of psychological competence of pupils. Such blocks include: cognitive, motivational, activity, reflexive, regulatory. Blocks of educational goals and blocks of psychological competence form a structural and functional model of the studied phenomenon. Typological groups of high school pupils are defined by the dominance of blocks of educational goals. It is proved that each type is positive, but the functional capacity of pupils is different: formal-educational type – underdeveloped ability to self-knowledge, socio-pragmatic type – shortcomings in self-organization of educational activities, cognitive-pragmatic type – difficulties of self-determination, cognitive type – lack of self-realization.

The technology of development of psychological structure of educational goal-setting is developed taking into account features of each typological group of pupils. It has a 4-stage structure and contains a synthesis of coaching, game and training technologies (individual, microgroup and group work). The internal content of the technology from stage to stage changes and becomes more complicated, as the functional positions and tasks to be solved by high school pupils in the process of its implementation are strengthened. The main results of the introduction of technology are: positive dynamics in the development of blocks of psychological competence of pupils; raising the level of life and time prospects of pupils (competitiveness); change of dominant blocks of educational goals in the vector of life prospects. Statistically confirmed data indicate the fact that the proposed technology is effective and efficient, can

be used in the practice of psychologists with high school pupils.

Prospects for further research are profound study of the relationship between the type of educational goal-setting on the formed psychological structure and educational achievements of high school pupils (pupils' learning competence, academic performance, academic achievements); in the study of socio-psychological factors, under the influence of which the type of educational goal-setting among high school pupils is formed; developing a program to encourage pupils to obtain quality education.

References

- Babatina S.I. (2011). Theoretical analysis of the psychological category of time in the characterization of the pupil's personality. *Bulletin of KhNPU named after G.S. Skovoroda. Psychology*, Red. 41, 14-22. [in Ukrainian]
- Vasiliev Ya.V., Kanevsky V.I. (2018). Psychocorrection of positions of the target orientation of the personality: textbook. Mykolaiv: Publishing house of ChNU named after Petro Mogila. [in Ukrainian]
- Galtseva T.O. (2017). Learning self-efficacy of adults: origins, psychological mechanisms, determinants. K.: Hi-Tech Press. [in Ukrainian]
- Dolgova V.I., Baryshnikova E.V., Popova E.V. (2015). Innovative psychological and pedagogical technologies in work with high school pupils. M.: Pero Publishing House. [in Russian]
- Egorova Yu.A. (2013). Ability to set goals as an activity and pedagogical category: essence, functions, structure, levels of development. *Bulletin of the Chelyabinsk State Pedagogical University*, No.3, 77-90. [in Russian]
- Zhilinskaya A.V. (2015). Development of goal-setting in older adolescents (on the material of project activities): dis. by Cand. of psychol. science: 19.00.13. M. [in Russian].
- Kruglyk E.G. (2016). Development of the ability to set goals for 15-17 years adolescents. *Young Scientist*, No.20, 646-649. [in Russian]
- Lukyanova M.I., Kalinina N.V. (1998). Educational activity of schoolchildren: essence and possibilities of formation. Methodical recommendations for teachers and school psychologists. Ulyanovsk: IPK PRO. [in Russian]
- Maksimenko S.D., Kuzikova S.B., Zlivkova V.L. (2019). Psychological technologies of effective functioning and development of personality. Sumy: Publishing house of Sumy State Pedagogical University named after A.S. Makarenko. [in Ukrainian]
- Pavlenko O.V. (2019). Experience as a factor in the formation of life prospects of the individual: dis. by Cand. of psychol. science: 19.00.01. K. [in Ukrainian]
- Reva M.M. (2016). Socio-psychological determinants of life goal-setting personality. *Psychology and Personality*, No.1 (9), 207-216. [in Ukrainian]
- Todoriv L.D. (2000). Psychological conditions of formation of life prospects in early adolescence (cognitive aspect): author's ref. dis. by Cand. of psychol. science: 19.00.07. K. [in Ukrainian]
- Tokareva N.M., Shamne A.V. (2013). Fundamentals of age psychology: textbook. Krivyi Rig. [in Ukrainian]

- Khutorsky A.V. (2002). Key competencies as a component of personality-oriented paradigm of education. *Public education*. No.2, 58-64. [in Russian]
- Schwalb Yu.M. (2003). Purposeful consciousness (psychological models and research). K.: Millennium. [in Ukrainian]
- Schwalb Yu.M., Opanasenko L.A. (2020). Typological model of educational goal-setting among high school pupils. *Science and Education a New Dimension. Humanities and Social Sciences*, VIII (40). <https://doi.org/10.31174/SEN-D-HS2020-232VIII40-19> [in Ukrainian]
- Latham G, Locke E. (1991). Self-Regulation through goal setting. *Organizational behavior and human decision processes*, No.50, 212-247. [in English]
- Deschamps C., Mattijs J. (2017). Sustainable goal setting: a large-scale case in management practice. *International Journal of Productivity and Performance Management*, 66 (8), 1087-1104. [in English]
- Moeller A. K., Theiler J. M., Wu C. (2012). Goal setting and pupil achievement: a longitudinal study. *Faculty Publications: Department of Teaching, Learning and Teacher Education*. p. 159. [in English]