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TWIN MOTIVATION AND RELATED ASPECTS OF INTELLECT MANIFESTATION

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Abstract
This article reflects processes associated with monozygotic and dizygotic twins, highlighting the specific features of learning motivation that arise during educational activities. It also explores aspects of the development of motivation to avoid failure and achieve success. The article discusses motivational aspects related to the level of intelligence in twins.

Keywords: Monozygotic, dizygotic, twin, differentiation, motivation, professional self-determination, motivation to achieve success, motivation to avoid failure, genotype, activity, similarity, intelligence, IQ indicator.

Introduction

The twin phenomenon is considered a pressing research issue that needs to be studied separately for each field. Social, cognitive, emotional, and cultural factors associated with twins' motives are of great importance, and researcher A. R. Luria referred to this phenomenon as "a unique form of life in pairs." Studying the intellectual development and learning motivation of twins allows for a deeper understanding of the relationship between biological and social factors in personality formation. The question of the interrelationship between intellectual and motivational processes in twins' learning activities has both theoretical and practical significance for organizing the educational process.

The relationship between intelligence and achievement motivation has a complementary nature and manifests differently depending on the level of intelligence: with high intelligence indicators, the phenotypic relationship with achievement motivation is positive, while with low indicators, it is negative. For individuals with high intelligence indicators, an improvement in intellectual

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productivity is achieved through activating the motivation to strive for success, and the higher this motivation, the higher the real achievements of the individual. For individuals with low intellectual indicators, increasing intellectual productivity is achieved by activating the motivation to avoid failure. In this case, the stronger the motivation to avoid failure, the higher the indicators of intellectual productivity that can be achieved.

The study of twins' intellectual development and learning motivation not only allows for a deeper understanding of the relationship between biological and social factors in personality formation but also stimulates the processes of psychological growth in twins. The question of the interrelationship between intellectual and motivational processes in twins' learning activities has both theoretical and practical significance for organizing the educational process. Several studies by A.R. Luria, B.I. Kochubey, Plomin & Spinath acknowledge that the cognitive development of twins is closely related to hereditary factors, while differences in the motivational sphere are also determined by upbringing and social environment characteristics. Monozygotic twins are often characterized by demonstrating similar learning strategies, whereas dizygotic twins exhibit more pronounced individual differences. In recent years, according to foreign psychologists N. Segal and Bouchard, the influence of twins' intellectual level on their learning motivation leads to variability in internal and

With the development of twins in educational activities, especially in monozygotes and dizygotes, the assimilation of the learning motive is one of the most stable and hereditary psychological characteristics. Nevertheless, monozygotic twins (MZ) with the same genotype differ in school performance. These MZ differences arise from non-common environments that do not contribute to similarity within twin pairs. To date, due to the existence of a small number of non-common environmental factors reliably associated with differences in MCI in school outcomes, they are considered specific and random, indicating that the influence of the non-common environment on differences in MCI is age-specific and characteristic. A person's awareness of the possibility of achieving success gives rise to both the need to achieve success and the fear of failure. The resulting effect of both determines his behavior: to act or not to act. If the need to achieve the goal is stronger than the fear of failure, he will begin to fulfill the task. Conversely, if the fear of failure is stronger than the need to

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achieve success, he avoids completing the task. [2].[1] Consequently, whether a person approaches the task or not is determined by the balance between the two motives that arose: the need to achieve and the fear of failure. Learning motivation consists in the assessment by students of various aspects of the educational process, its content, forms and methods of organization from the point of view of their individual needs and goals, which may or may not correspond to the educational goals. Motivation can be interpreted as follows:

− a set of motives that cause human activity (a system of factors determining individual behavior, i.e., a set of needs, motives, goals, intentions, aspirations);

− the process of forming motives that stimulate and support behavioral activity at the appropriate level.

According to R.S.Tkach and E.N.Tkach, "motivation is based on motives, which imply specific stimuli and incentives that compel a person to act and perform actions. Students' motivation is the processes, methods, and tools that motivate them towards cognitive activity and active assimilation of educational content." According to the authors, motives "can manifest in the harmony of feelings and aspirations, interests and needs, ideals and attitudes" [3].[2]

School twins often lag behind their "ordinary" peers in the process of psychological development and interpersonal interaction. This can lead to a further lag in their general intellectual development and the dynamics of the socialization process. Department of Psychogenetics (Head Prof. M.S. Egorova). The results of the study "Comparison of the learning activity of twins and unborn children" were processed and analyzed. The study sample included about 9,000 single births and school-age twins.

The influence of the general and individual environment on the individual variability of learning success indicators depending on the age and social status of development of schoolchildren was considered. The obtained results show that the family structure is an important factor in the formation of differences in the learning outcomes of twins within pairs. The presence of a large number of children in the family leads to an increase in differences in the learning activities of twins due to the fact that the twins are less oriented towards each other and the

[1] Atkinson, J. W., & Feather, N. T. (1966). A theory of achievement motivation. Huntington, NY: John Wiley and Sons.
[2] Ткач Р.С., Ткач Е.Н. Мотивация достижения успеха как субъектный ресурс учебно-про фессиональной деятельности студентов вуза // Проблемы высшего образования. 2019. № 1. С. 446-449.

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ability to form different intrafamily relationships (small groups) and less attention.

Most twins at school study in the same class. If they have sufficiently strong motivation for learning, they encourage each other, prepare learning tasks together, and discuss school problems. Mutual help and support contribute to the active development of twins: each wants to be as good as the other.

By studying the processes of intellectual differentiation in twins, we can see motivational changes in them. Problems related to intellect are often reflected in the scientific and practical approaches of researchers who distinguish twins by the stages of monozygotic and dizygotic development. The presence of these differences indicates their influence on their socialization.

In conclusion, although the motivational process associated with intelligence in monozygotic twins develops on the basis of the exchange of learning in both twins, the motivation for success in them is formed under the influence of socio-cultural processes within the pair. In dizygotic twins, however, changes in such cases indicate their influence as a result of socio-canational development depending on the size of the twins.

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