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PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF MOTIVATION TO ACHIEVE SUCCESS IN ADULTHOOD

Abstract. This article presents a theoretical analysis of the psychological and pedagogical determinants of motivation to achieve success in adulthood and systematizes scientific approaches to its development in the context of personal and professional growth. It is argued that the motivation to achieve success in adulthood is a dynamic, multilevel system that evolves in response to individual experience, life circumstances, professional activity, and continuous learning. It has been determined that the drive for success is characterized by greater awareness, resilience, and purposefulness, and that its realization depends on an optimal combination of a focus on achieving results and the constructive overcoming of the fear of failure. Such a balance promotes responsible decision-making, initiative, and effective performance in conditions of uncertainty.

The main psychological determinants of motivation for success have been identified as: an internal locus of control, adequate self-esteem, self-efficacy, responsibility, self-regulation, cognitive-motivational characteristics, and awareness of one's own resources. These factors contribute to the development of an active life stance, professional competence, self-actualization, and a readiness for lifelong learning. Particular attention is paid to pedagogical determinants, specifically the principles of andragogy, a psychologically safe educational environment, individualized learning, flexible educational pathways, and motivational techniques. It is demonstrated that andragogic facilitation, reflective practices, and motivational training contribute to increased self-efficacy, a strengthened internal locus of control, and a sustained orientation toward success. It is concluded that a comprehensive combination of

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psychological and pedagogical factors actualizes an individual's inner potential, supports their professional development, and creates conditions for successful self-actualization throughout life.

Keywords: motivation to achieve success, adulthood, psychological determinants, pedagogical determinants, andragogy, internal locus of control, self-efficacy, self-esteem, personal development, professional development, lifelong learning.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ДЕТЕРМІНАНТИ МОТИВАЦІЇ ДОСЯГНЕННЯ УСПІХУ В ДОРОСЛОМУ ВІЦІ

Анотація: У статті здійснено теоретичний аналіз психологічних і педагогічних детермінант мотивації досягнення успіху в дорослому віці та систематизовано наукові підходи до її формування в умовах особистісного й професійного розвитку. Обґрунтовано, що мотивація досягнення успіху в дорослому віці є динамічною та багаторівневою системою, яка трансформується під впливом індивідуального досвіду, життєвих обставин, професійної діяльності та безперервного навчання. Визначено, що прагнення до успіху характеризується більшою усвідомленістю, стійкістю та цілеспрямованістю, а його реалізація залежить від оптимального поєднання орієнтації на досягнення результату та конструктивного подолання страху невдачі. Такий баланс сприяє відповідальному прийняттю рішень, ініціативності й ефективній діяльності в умовах невизначеності. Визначено основні психологічні детермінанти мотивації успіху: інтернальний локус контролю, адекватна самооцінка, самоефективність, відповідальність, саморегуляція, когнітивно-мотиваційні характеристики та усвідомлення власних ресурсів. Вони сприяють формуванню активної життєвої позиції, професійної компетентності, самореалізації та готовності до навчання впродовж життя. Особливу увагу приділено педагогічним детермінантам, зокрема принципам

андрагогіки, психологічно безпечному освітньому середовищу, індивідуалізації навчання, гнучкості освітніх траєкторій та мотиваційним технологіям. Обґрунтовано, що андрагогічна фасилітація, рефлексивні практики та мотиваційні тренінги сприяють підвищенню самоефективності, зміцненню інтернального локусу контролю та формуванню стійкої орієнтації на успіх. Сформульовано висновок, що комплексне поєднання психологічних і педагогічних чинників актуалізує внутрішній потенціал особистості, підтримує її професійний розвиток і створює умови для успішної самореалізації впродовж життя.

Ключові слова: мотивація досягнення успіху, дорослий вік, психологічні детермінанти, педагогічні детермінанти, андрагогіка, інтернальний локус контролю, самоефективність, самооцінка, особистісний розвиток, професійний розвиток, навчання впродовж життя.

Наталія Мовмига, Юлія Демідова, Олена Полежаєва

Розширена анотація для ознайомлення з цією темою:

“Психолого-педагогічні детермінанти мотивації досягнення успіху в дорослому віці”

Постановка проблеми *в загальному вигляді та її зв’язок із важливими науковими чи практичними завданнями.*

Мотивація досягнення є ключовою рушійною силою особистісного й професійного розвитку, що виявляється у прагненні до успіху, подоланні труднощів і досягненні значущих результатів. У дорослому віці вона виступає важливим психологічним ресурсом конкурентоспроможності, самореалізації, адаптації до змін і професійної мобільності. Формування мотивації забезпечується активною діяльністю в різних сферах життя, а діяльність досягнення розглядається як стійка форма активності, що зберігає мотивацію незалежно від зміни її видів.

Актуальність дослідження зумовлена зростанням потреби в реалізації особистісного й професійного потенціалу людини. В умовах суспільних змін мотивація досягнення є важливим ресурсом самореалізації, адаптації та професійної мобільності, що зумолюєнеобхідність дослідження психолого-педагогічних чинників її розвитку в дорослому віці.

Аналіз останніх досліджень *та публікацій, у яких започатковано розв’язання цієї проблеми і на які спирається автор.*

Дослідження мотивації досягнення започаткували Г. Мюррей, Д. Мак-Клелланд, Х. Хекхаузен і Дж. Аткінсон, які обґрунтували її як прагнення до успіху, високих результатів і взаємодію тенденцій досягнення та уникнення невдач. Сучасні підходи доводять можливість розвитку мотивації в дорослому віці через навчання, професійну діяльність і саморозвиток. Вітчизняні дослідники розглядають її як системну детермінанту особистісного й професійного розвитку, а в педагогічному та андрагогічному аспектах акцентують роль саморегуляції, підтримувального освітнього середовища, індивідуального прогресу та «мислення зростання».

Педагогічний вимір мотивації досягнень, що розкриває виховні, андрагогічні та середовищні чинники формування прагнення до успіху в дорослому віці, ґрунтовно репрезентований у вітчизняних наукових доробках С. Бойко, В. Кременя, А. Лукіянчук, Л. Лук’янової, Т. Добровскі, М. Валасік, М. Попової, Н. Прядко, О. Сергієнко, М. Федорчука та ін.

Виділення не вирішених раніше частин загальної проблеми*, котрим*

присвячується дана стаття. Актуальність дослідження зумовлена складністю та багатоаспектністю феномену мотивації, який є ключовим чинником регуляції поведінки людини. У дорослому віці архітектоніка мотиваційної сфери зазнає істотних трансформацій, тому в контексті андрагогіки набуває вивчення змін мотиваційної сфери особистості та визначення інтегрованих психолого-педагогічних детермінант, що сприяють реалізації її особистісного й професійного потенціалу.

***Формулювання цілей статті** (постановка завдання)**.** Метою статті є теоретичне обґрунтування та систематизація ключових психолого-педагогічних детермінант мотивації досягнення успіху в дорослому віці й визначення їхнього впливу на самореалізацію особистості в сучасному освітньому й професійному просторі.*

Сформульовані завдання статті відповідно до поставленої мети: уточнити сутність, структуру та функціональні особливості категорії «мотивація досягнення успіху»; обґрунтувати психологічні детермінанти мотивації успіху дорослої людини (самоефективність, інтернальний локус контролю, самооцінка); систематизувати провідні педагогічні та андрагогічні детермінанти формування мотивації особистості в умовах неперервної освіти та саморозвитку; окреслити їхній вплив на самореалізацію, подолання криз у сучасному освітньому й професійному середовищі.

***Виклад основного матеріалу дослідження** з повним обґрунтуванням отриманих наукових результатів. У сучасній психології мотивація досягнення визначається трьома основними чинниками: суб'єктивні уявлення про ймовірність особистісного успіху та складність завдання; ступінь значущості завдання для самооцінки й особливості відповідальності за результати діяльності. У психологічній науці існують різні підходи до співвідношення прагнення до успіху та уникнення невдачі. Їх розглядають як взаємовиключні тенденції або як взаємопов'язані мотиви, що можуть одночасно проявлятися в особистості. Визначальним є переважання однієї з них залежно від індивідуальних особливостей і ситуації діяльності. Мотивація досягнення є чинником активності особистості, що спрямовує її на реалізацію цілей, пов'язаних з успіхом. Її визначають особистісні та ситуативні чинники: потреба в досягненні, оцінка ймовірності та цінності результату. Протилежною є мотивація уникнення невдач, яка проявляється в ухиленні від діяльності через очікування негативного результату. Мотивація досягнення є психічним механізмом, що забезпечує спрямованість особистості на досягнення цілей через активність і мобілізацію внутрішніх ресурсів. У її структурі виділяють дві тенденції: прагнення до успіху, орієнтоване на результативність, і уникнення невдачі, спрямоване на запобігання помилкам та негативним оцінкам. Мотивація досягнення в сучасній науці розглядається як внутрішнє прагнення особистості до успіху, високих результатів і активної діяльності. Вона охоплює сукупність цілей, потреб і мотивів, що визначають поведінку, вибір способів досягнення цілей та ефективність діяльності. Людина, яка прагне до успіху, володіє сильною мотивацією досягнення**.** Водночас уникнення невдачі пов'язане зі страхом негативної оцінки та прагненням зменшити ризик невдач.*

Концептуальна значущість мотивації досягнення визначається її основними функціями: пізнавальною, емоційною та інтегративною. Дослідники підкреслюють її зв'язок із самооцінкою, рівнем домагань і професійним розвитком особистості. Мотивація досягнення визначає активність людини, межі її можливостей та готовність до саморозвитку. Важливим чинником успіху є також ставлення до ризику: помірна орієнтація на успіх сприяє раціональному

вибору, страх невдачі формує уникнення або надмірний ризик, а висока мотивація забезпечує реалістичне оцінювання можливостей і цілеспрямовану поведінку.

Особистості з високою мотивацією досягнення та раціональним ставленням до ризику демонструють більшу адаптивність і результативність, тоді як домінування страху невдачі обмежує реалізацію потенціалу. Важливим чинником мотивації досягнення є локус контролю. Отже, усвідомлення власного впливу на результати діяльності підсилює наполегливість і мотивацію досягнення. До складових мотивації також належать прагнення до соціального статусу, матеріальної стабільності, визнання, самореалізації, професійного розвитку та компетенції.

Психологічні механізми регуляції діяльності розглядаються як багаторівнева система, що забезпечує розвиток мотивації досягнення. Дослідження С. Занюка, І. Щербакової та І. Гояна підкреслюють роль внутрішньої мотивації, самоефективності, очікування успіху, саморегуляції та рефлексії у формуванні наполегливості й цілеспрямованої поведінки. А. Колчигіна зазначає, що співвідношення прагнення до успіху й уникнення невдач визначає стратегії подолання труднощів: орієнтація на успіх сприяє мобілізації ресурсів і саморозвитку, тоді як страх невдачі посилює тривожність і пасивні стратегії.

Мотиваційна сфера особистості охоплює сукупність мотивів, потреб, цілей та поведінкових моделей, які змінюються під впливом віку, соціального досвіду та життєвих обставин.

Мотивація досягнення успіху в дорослому віці проявляється у здатності визначати цілі, планувати діяльність, долати труднощі та використовувати досвід невдач для подальшого розвитку. Вона ґрунтується на цінностях особистості, які визначають життєві орієнтири, професійні цілі та оцінку власних можливостей.

У дорослому віці мотивація досягнення виявляється через цілеспрямованість, наполегливість і саморегуляцію, сприяючи професійній самореалізації та зниженню ризику вигорання. Вона поєднує внутрішнє прагнення до розвитку із зовнішніми стимулами, ґрунтується на цінностях автономії, соціальної значущості праці та життєвого балансу. Важливими чинниками її підтримки є особистісні ресурси, сприятливе середовище й діяльність, що відповідає цінностям людини.

Мотивація професійної діяльності дорослої людини охоплює внутрішні й зовнішні стимули, що визначають її професійну активність і результативність. Високий рівень мотивації проявляється у прагненні до професійного розвитку та досягнення успіху.

Професійна самоефективність сприяє мотивації досягнення, подоланню труднощів і розвитку. У дорослому віці мотивація успіху забезпечує адаптацію до змін та поєднує особистісне зростання із професійною ефективністю.

Психологічні детермінанти мотивації успіху дорослих утворюють інтегровану систему, що поєднує самоефективність, інтернальний локус контролю, самооцінку та баланс прагнення до успіху й подолання невдач. Взаємодія внутрішніх мотивів і зовнішніх чинників забезпечує самореалізацію, адаптацію та профілактику вигорання, що також залежить від освітнього й соціального середовища.

Мотивація дорослих до навчання є динамічною й залежить від освітнього досвіду. Її основою є внутрішня мотивація, що ґрунтується на автономії, практичній цінності навчання та відповідальності за власний розвиток. Ефективність навчання підтримують вольова саморегуляція, підтримувальне середовище й індивідуальні траєкторії розвитку.

У дорослому віці мотивація досягнення трансформується в потребу самонавчання та безперервного саморозвитку, тому ключовими

педагогічними детермінантами є: андрагогічний супровід і фасилітація; гнучкість та індивідуалізація освітнього процесу; підтримувальний мотиваційний клімат; практична спрямованість навчання; конструктивне оцінювання та підтримка у подоланні труднощів; поєднання особистісних і колективних цілей.

Отже, комплекс педагогічних детермінант сприяє розвитку самоефективності, інтернального локусу контролю, подоланню страху невдачі та формуванню стійкої мотивації досягнення успіху протягом усього життя.

***Висновки з даного дослідження** та перспективи подальших розвідок у даному напрямку. Узагальнення теоретико-методологічних засад дозволило систематизувати психолого-педагогічні детермінанти мотивації досягнення успіху в дорослому віці та визначити їхній вплив на самореалізацію особистості.*

Основні висновки:

Цілісність мотиваційної системи. Мотивація успіху дорослих ґрунтується на взаємодії самоефективності, інтернального локусу контролю та прагнення до успіху.

Особистісні чинники. Самоефективність, адекватна самооцінка й відповідальність сприяють професійному розвитку та запобігають вигоранню.

Андрагогічне середовище. Гнучке навчання, фасилітація й підтримка автономії стимулюють самонавчання та безперервний розвиток.

Мотиваційний клімат. Підтримувальне середовище зменшує страх оцінювання й посилює орієнтацію на досягнення.

Дидактичні умови. Практико-орієнтоване навчання, рефлексія та мотиваційні тренінги розвивають самоефективність і мотивацію успіху.

Перспективи подальших досліджень полягають у розробці програм психолого-педагогічного супроводу дорослих, спрямованих на розвиток самоефективності, мотивації досягнення та "мислення зростання" в умовах неперервної освіти.

Problem setting. One of the key driving forces of personal development-which ensures holistic growth, self-actualization, and resilience in an individual's life-is achievement motivation. This phenomenon is typically viewed as a person's consistent orientation toward the effective performance of activities, manifested in an inner drive to exert volitional effort to achieve the highest results in areas of life that are important to them.

In today's context, research on this factor is shifting toward andragogy and continuing education. For a mature individual, achievement motivation transforms from a tool for academic success into an important psychological resource for competitiveness, enabling them to respond flexibly to the challenges of a dynamic labor market, overcome professional crises, and manage their behavior effectively. There is an urgent need for a scientific reevaluation of the psychological and pedagogical factors that can either stimulate or, conversely, inhibit this inner potential in adulthood.

Over the past decade, research into individual differences in achievement motivation has made significant progress. However, both theoretical and practical aspects still leave considerable room for further study of this phenomenon. This is due to the diversity of factors that determine achievement motivation, as well as to the relatively stable behavioral characteristics that persist over a long period of a person's life. The primary means of forming and developing an individual's motivational sphere is active engagement in activities that are meaningful to the person. The scope for realizing this aspiration may encompass an individual's intellectual, professional, educational, or athletic activities.

Currently, the scientific literature also identifies a distinct type of activity that is

"cross-cutting" in nature, "achievement." Achievement is a social activity that possesses all the structural and functional characteristics of activity; it develops and proceeds in parallel with other types of activity, which explains the stability of achievement motivation even when the individual switches between different types of activity.

Furthermore, the relevance of research on achievement motivation today is also driven by a significant increase in society's interest in realizing human intellectual, personal, and creative potential. In contemporary science, research into the psychological characteristics of individuals that contribute to their success, productivity, and high quality of life is becoming increasingly relevant. Many scientific studies have examined this topic, identifying achievement motivation as one of the internal factors of success. Society needs highly developed individuals, proactive professionals, and enterprising and creative people.

Today, amid the complex conditions of dynamic socio-economic changes, global digitalization, and constant crisis-related challenges, an adult's ability to engage in continuous self-development, adaptation, and professional mobility is particularly important. In this context, the motivation to achieve becomes a key psychological resource and the internal driving force behind successful self-actualization. At the same time, the mechanisms by which it operates in adulthood have their own specific characteristics, as they are based on an established value system, life experience, and the individual's subjective perspective. Scientific interest in this issue stems from the need to resolve the contradiction between society's growing expectations for adults' resilience, competitiveness, and productivity and the underdeveloped set of psychological and pedagogical tools to support these processes. Research into the psychological and pedagogical factors of achievement motivation in adulthood allows us not only to identify the internal drivers of personal activity but also to optimize lifelong learning, reduce the risk of professional burnout, and ensure psychological well-being in both professional and educational spheres.

For a long time, various studies in psychology have examined motivation, particularly the specific motives that drive a person to achieve success or avoid failure. A comprehensive analysis of human motivation allows for a deeper understanding of how it is shaped by a variety of internal and external factors. In particular, the study of psychological and pedagogical determinants that directly influence the dynamics and direction of the drive for success at various stages of ontogenesis is of special importance, with adulthood being a particularly significant period in this regard.

Recent research and publications analysis. Historically, research on achievement motivation was pioneered by Henry Murray (1938), and he viewed this need as a stable trait - the desire to quickly and independently overcome obstacles and enhance self-esteem through success. Subsequently, D. McClelland (David C. McClelland, 1953) identified qualitative individual differences in this motive, linking it to the criterion of performance quality, while Heinz Heckhausen (1963) defined achievement motivation as an attempt to maximize one's abilities in situations where actions can lead to success or failure. In refining this concept, H. Heckhausen identified two key components of achievement behavior: meeting quality standards and subsequent self-evaluation. In John William Atkinson's (1957) model of risk-taking, this motivation emerges as a complex interplay between two tendencies - the desire for success and the avoidance of failure-shaped by personal dispositions and situational expectations. In general, these classical approaches identify three fundamental vectors of the relationship between activity and achievement motivation: the subjective probability of success and the task's difficulty; the significance of the task for self-esteem; and the individual's tendency

to attribute responsibility for outcomes appropriately to oneself, others, or circumstances. At the same time, various views prevail in academia regarding the relationship between the drive for success and the avoidance of failure: they are viewed either as mutually exclusive poles or as autonomous tendencies that can positively correlate and coexist at different levels of intensity. At the same time, according to D. McClelland, achievement motivation can continue to develop even in adulthood - primarily through purposeful learning. As Linda N. Jewell (1998) emphasizes, it can develop effectively in the workplace when adults directly experience the benefits of their own achievements. The conceptual foundations of classical theories are reflected and innovatively developed in the contemporary Ukrainian scientific community. A number of Ukrainian scholars have made significant contributions to the study of this issue. The current direction of their research is characterized by deep differentiation, a practical orientation, and a focus on the holistic development of achievement motivation as a systemic psychological determinant of personal success. In particular, researchers are focusing on the following current trends: the psychological mechanisms of activity regulation, which serve as the basis for the formation and maintenance of achievement motivation, are discussed in the works of I. Goyan, S. Zanyuk, and I. Shcherbakova; the organizational and managerial dimension of achievement motivation has been the subject of research by A. Galynska, D. Hryshchenko, O. Kikhtyuk, I. Syvitska, and A. Synychenko; the motivational factors underlying the development of professional self-efficacy have been analyzed by I. Bulakh, O. Krevska, A. Kolchigina, and Ye. Rezvykh; the characteristics of professional self-determination through the lens of motivation for success have been the subject of research by B. Barchi and A. Gubina; the characteristics of the functioning of achievement motivation among employees in specific sectors of production and services were investigated by V. Yevtushenko, S. Prokhorovska, M. Suryakova, and I. Uchitel; general patterns in the development of professional motivation were elaborated by V. Goryachka. I. Mosiychuk, O. Nikonenko, and G. Kovbas; E. Rezvykh and I. Bulakh analyze the synergistic nature of achievement motivation, which lies in the combination of individual self-improvement with the pursuit of the collective's overall success.

A large cohort of foreign and Ukrainian scholars has studied the pedagogical determinants of achievement motivation. In the scientific literature, this area is analyzed through the prism of academic success, professional development, and self-regulation.

The theoretical and methodological foundation for analyzing this issue in the context of adult education is provided by classical concepts of goal orientations and motivational climate, the basic tenets of which are now actively being applied to the field of adult education: in particular, J. Nicholls's (John G. Nicholls, 1984) regarding the formation of a subjective criterion of success based on individual progress; the concept, substantiated by Carol Ames (1992), of the determining influence of the motivational climate of the environment on interest in an activity; the differentiation, carried out by Andrew J. Elliot (Andrew J. Elliot, 2001) on the differentiation of regulatory strategies for striving for success and avoiding failure; as well as the role of "growth mindset," demonstrated by Carol Dweck (2006), as a psychological resource for overcoming barriers and enhancing an individual's cognitive persistence throughout their life (lifelong learning), and the generalized conclusions of D. Jaitner and R. Rinas (David Jaitner & Raven Rinas, 2019), who conducted a systematic review of the scientific literature in the field of goal-related motivation.

The pedagogical dimension of achievement motivation - which explores the educational, andragogic, and environmental factors shaping the drive for success in

adulthood - is thoroughly addressed in the Ukrainian scholarly works of S. Boiko, V. Kremen, A. Lukiyanchuk, L. Lukyanova, T. Dobrovski, M. Valasik, M. Popova, N. Pryadko, O. Sergienko, M. Fedorchuk, and others.

A critical analysis of psychological and pedagogical sources has revealed the evolution of achievement motivation from a static personality trait to a dynamic system, which requires reinterpretation within the andragogical context of continuing adult education. Contemporary approaches demonstrate that, in adulthood, the desire for success and the avoidance of failure coexist autonomously, forming hybrid motivational profiles, whilst personal effectiveness is synergistically combined with an orientation towards collective success. In pedagogical terms, this motivation acts as a flexible environmental construct that is activated when assessment is based on individual progress and the educational climate directly stimulates an internal orientation towards growth and mitigates the fear of failure.

An analysis of the existing body of theory confirms that the transformation of a professional's internal self-regulation into sustained professional self-efficacy depends directly on the educational environment's adaptability to current crisis conditions and the remote-working format. The effectiveness of this process is determined by the development of specific pedagogical technologies and practical models that stimulate adults' achievement motivation in digitalized and blended professional retraining environments. Consequently, the theoretical and methodological justification of these conditions allows us to regard external andragogical factors as an effective tool for professional self-preservation and personal success.

This article focuses on identifying previously unaddressed aspects of the overall problem. The relevance of this study stems from the fact that motivation is a key concept for explaining the driving forces behind behavior, and its theoretical understanding is still ongoing. The complexity and multifaceted nature of the problem of motivation give rise to a variety of interpretations of its essence, nature, and structure, as well as the methods used to study it. This discourse takes on particular significance in the context of andragogy, since in adulthood, the architecture of the motivational sphere undergoes significant transformations under the influence of life experience, an established value system, and professional crises. Consequently, there is an objective need not only to rethink classical concepts of success but also to clearly define integrated psychological and pedagogical determinants that can serve as effective levers for realizing the personal and professional potential of mature individuals in the face of contemporary societal challenges.

Statement of the Article's Objectives (Problem Statement). The purpose of this article is to provide a theoretical justification and systematization of the key psychological and pedagogical determinants of motivation to achieve success in adults, and to identify the specific nature of their influence on the process of personal self-actualization within the context of the modern educational and professional environment.

The objectives of this article, formulated in accordance with the stated goal, are as follows:

Based on an analysis of contemporary scientific approaches, to clarify the essence, structure, and functional characteristics of the category "motivation to achieve success" in adults within psychological and pedagogical discourse, and to theoretically justify its impact on personal self-actualization within the modern educational and professional environment.

To substantiate the internal (psychological) determinants of an adult's motivation for success, revealing the role of self-efficacy, internal locus of control, and self-esteem in the process of their personal and professional development.

To identify and systematize the leading external (pedagogical and andragogic

determinants of the formation of a person's motivational framework in the context of lifelong learning and self-development.

To outline the specific nature of the influence of the identified complex of psychological and pedagogical determinants on the success of adult self-actualization and continuous self-development in the modern educational and professional environment.

Paper main body. In modern psychological science, there are at least three fundamental motivational vectors that decisively determine the nature of the interdependence between performance activity and achievement motivation: individual subjective perceptions of the likelihood of personal success and the complexity of the task facing the individual; the degree of importance the task holds for the individual and, consequently, the strength of the desire to maintain and enhance self-esteem; and the tendency of that particular individual to attribute responsibility for success and failure appropriately to themselves, to others, and to circumstances.

In psychology, there are also differing views on the relationship between the drive for success and the avoidance of failure. Some researchers believe that these are mutually exclusive poles on the "achievement motivation" scale, and that if a person is success-oriented, they do not experience fear of failure; conversely, if they are failure-avoidant, their drive for success is weak. Others argue that a strong desire for success can coexist with an equally strong fear of failure, especially if failure carries serious consequences for the individual. Indeed, evidence suggests a positive correlation between the intensity of the drive for success and the drive to avoid failure. Therefore, it is most likely a matter of one of these drives - the drive for success or the drive to avoid failure - predominating in a given individual, even when both are present. Moreover, this predominance can occur at both high and low levels of intensity for both drives [20].

According to psychological research, achievement motivation is a determinant of an individual's activities, directing their efforts toward achieving goals associated with personal success. Researchers have demonstrated that this is influenced by personal and situational factors: an individual's personal need to achieve a result and their assessment of the likelihood of a successful outcome or its value in a specific situation. The motivation to avoid failure is considered the opposite of achievement motivation. It manifests as an individual's refusal to engage in activities that could lead to failure. An individual's need to avoid failure is typically combined with a subjective expectation of a negative outcome in a specific situation, and the probability of failure is rated as high [24].

Achievement motivation functions as a specific psychological mechanism whose dynamics unfold according to a clear algorithm: from the activation of the "thirst for success" motive, through purposeful activity, to the immediate attainment of the result. Achievement motivation reflects an individual's need to mobilize all available resources to avoid failure and achieve a set goal. When examining the structure of this construct, researchers traditionally distinguish between two opposing behavioral strategies: achievement motivation reflects the individual's need for effective task performance; failure-avoidance motivation emerges as a regulatory mechanism within the psyche, aimed at preventing mistakes by any means necessary. For individuals with dominant defensive tendencies, the priority is to minimize the risk of failure, even at the cost of significantly distorting or transforming the original, primary goal [4].

In contemporary scientific discourse, the category of "achievement motivation" is subject to multifaceted analysis and is interpreted as the subject's internal drive to achieve significant results and successes in the course of their activities [7]; as an integrated set of goal-oriented, need-based, and motivation-forming components that prompt a person to exhibit sustained activity in all spheres of life [15]; as an important and

independent element of human motivation, emphasizing that the success of one's activities largely depends on achievement motivation. Accordingly, achievement motivation consists of the desire for success and high results in one's activities, which structures behavior and increases activity, influencing the formation of goals and the choice of means to achieve them. A person who strives for success possesses strong achievement motivation [6]. A conceptual expansion of this structure implies its manifestation both in the pursuit of high performance in subject-specific activities and in the system of interpersonal communication, whereas the destructive vector of avoiding failure manifests itself through an individual's persistent fear of potential life situations involving external evaluation and the assessment of their performance by others [3].

The conceptual significance of achievement motivation stems from its functional polymorphism. Researchers identify the following key functions: cognitive (the desire to acquire the necessary knowledge with a view to its subsequent application in daily life); emotional (reflecting the modulating influence of affective states on the course and effectiveness of human activity); and integrative, which combines reflective processes, a system of self-assessment of activity, and the subjective perception of the result achieved [15].

N. Pryadko considers the identification of correlations between motivation for success and an individual's self-esteem and level of aspiration to be an important focus of scientific research. An individual's objective achievements are determined not only by their cognitive potential or knowledge, but also by the intensity of their desire for self-affirmation and high performance. It is the motivational complex that defines the limits of a person's potential, their active or passive engagement in professional activity, and serves as the driving force behind a specialist's continuous professional development [22].

In their research on the phenomenon of motivation for success, scholars have also shown particular interest in an individual's willingness to take risks as a key factor in achieving goals [8]:

- a moderate focus on success determines the choice of a moderate, rational level of risk;
- a predominant fear of failure prompts the individual to choose either minimal risk (guaranteed safety) or an excessively high level of risk (where failure can be justified by the complexity of the circumstances);
- a high drive to achieve paradoxically reduces a blind willingness to take unjustified risks and makes expectations of success more realistic and modest than under a weak motivational structure.

At the same time, individuals with a strong drive for success and a rational approach to risk demonstrate greater adaptability and are less likely to find themselves in destructive situations. Conversely, a strong motivation to avoid failure (a defensive orientation) stifles inner potential and becomes a significant obstacle to achieving one's goals. A focus on success or on avoiding failure is a fundamental prerequisite for professional development, which is why this construct is traditionally classified as a professional motive.

Furthermore, some researchers believe that the motivation to achieve success is also linked to a personality trait known as locus of control. Locus of control is defined as a quality that characterizes a person's tendency to attribute responsibility for the outcomes of their actions either to external factors and circumstances (external locus) or to their own efforts and individual abilities (internal locus) [8].

In their article, researchers I. Yu. Shmidzen and I. V. Yukhimenko argue that internalizes tend to take responsibility for acquiring knowledge and developing their abilities, viewing themselves as 'architects of their own lives'. They demonstrate high levels of achievement and show an active interest in their professional activities and careers. In

contrast, individuals with an external locus of control tend to attribute the outcomes of their actions to external circumstances. According to the researchers' findings, people with an external locus of control often passively accept the situations they encounter, feel less important, and avoid challenging tasks [25].

Thus, the ability to feel in control of events and the outcomes of one's actions, as well as an awareness of one's own responsibility for those actions, can have a significant impact on perseverance and the drive to achieve professional goals. Consequently, locus of control is an important factor that is directly linked to achievement motivation.

In addition to the drive for achievement, as described by G. Mitrofanova, O. Yevtushenko and O. Glukhiy, this group also includes: the attainment of a prestigious and stable social status; material security and financial stability; the desire for social recognition and respect; the desire for self-expression and the manifestation of individuality at work; a deep awareness of the social mission of one's profession; social motives and interpersonal communication within the team; continuous self-development, self-fulfillment and the development of professional competencies [19].

In the context of research by Ukrainian scholars, the psychological mechanisms of activity regulation are viewed as a multi-level system that directly contributes to the intensification of achievement motivation. In particular, S. Zanyuk's works provide a detailed analysis of the dynamics of success motives and the mechanisms by which external demands of activity are transformed into an individual's internal need for effectiveness [8]. In turn, I. Shcherbakova focuses on the cognitive-evaluative components of this system, arguing that self-efficacy and expectations of success act as the fundamental regulators of the duration and persistence of the subject's efforts [26]. These views correlate with I. Goyan's concept, in which the development of self-regulation of life activities and the maturity of self-awareness are regarded as a fundamental basis that integrates goal-setting, reflection, and volitional control, minimizing the influence of destructive anxiety on the path to achieving goals [5].

An important determinant of the realization of the drive for success during student life and adulthood is the structure of an individual's cognitive and motivational factors, which is analyzed in the works of A. Kolchigina. The researcher demonstrates that the differentiation of achievement motivation into a drive for success and a drive to avoid failure serves not merely as an internal stimulus but as a regulatory filter through which a person assesses any educational or professional challenge. When a failure-avoidance orientation predominates, the individual typically exhibits destructive psychological defense mechanisms, heightened anxiety, and passive coping strategies, whereas a high level of intrinsic need for achievement and a focus on success act as a reliable predictor of the mobilization of personal resources, constructive stress management (coping), and effective self-development [10; 11].

The motivational sphere of the individual encompasses the entire set of motivational elements present in a particular person: motives, needs and goals, behavioral patterns, and interests. It is characterized by changes in predominant motives in response to changes in age, social status, education, material well-being, level of upbringing, and even place of residence. Motivations arise in a person practically from birth and evolve alongside them. A specific hierarchy depends on the presence of certain moral and material values within the individual, each of which takes precedence over the others. The dominance of particular motives depends directly on the orientation of the individual in question [18].

Adulthood is a period of continued personal development and the realization of one's full potential. It is during this period that a person comes to understand their

responsibility not only for their own life, decisions, actions, and deeds, but also for the welfare of their loved ones. Adults are faced with the need to resolve a multitude of complex social challenges, to overcome life's trials, losses, and conflicts between their professional careers and personal lives, which are often deeply painful, yet without which further development is inconceivable [17].

Characteristics of the motivational sphere in adulthood include the multiplicity and hierarchy of motives, their stability and direction, and the interaction between internal and external stimuli. In adulthood, motivation is shaped by pre-existing needs and goals, including professional development, self-fulfillment, and material rewards. An important aspect is the dynamic nature of this sphere, that is, its capacity to change under the influence of life experience.

The motivation to succeed in adulthood enables people to define their goals more clearly and share them with those around them. People with this motivation prepare for future tasks in advance in a systematic, organized manner. Their approach simply cannot fail to achieve their goals. The motivation to achieve success reflects an active approach to life, which helps a person overcome difficulties and thus develop. Such an approach makes life richer and more interesting. The motivation to achieve success is a drive to move forward, but it is important not to overlook the lessons of the past, so as to learn from failures, reflect on them, and exercise caution. At the same time, one should not miss opportunities, which is precisely what happens when one avoids difficulties. By using one's intellect, it is possible to analyze all possible scenarios and the probabilities of both success and failure - striking a sensible balance between motivations is key.

In an adult, motivation manifests as focus, sustained attention, effort, and perseverance, all of which are based on their internal value system. It is these values that form the basis for setting life goals and guide behavior, which is driven not only by immediate needs but also by the subjective likelihood of success and an individual's assessment of their own achievements. Most modern theories of motivation confirm that people initiate and exhibit certain behaviors to the extent that the expected outcome aligns with their value orientations and leads to the realization of meaningful goals.

Of particular importance is the interrelationship between a person's orientation and their value orientations, which is determined in terms of social and moral maturity. The essence of orientation lies in a socially conditioned attitude towards activity. Every individual has their own unique system of value orientations. The level of personal development can be assessed on the basis of how various values are distinguished in a person's consciousness and to what extent the value orientations characteristic of a particular stage of life correspond to the general interests of society [21].

Values reflect a person's current life needs, interests, views, and attitudes towards themselves and others, acting as an internal compass that determines the direction of their professional activity. In adulthood, the value-based structure of motivation for success is usually organized around the following key dimensions:

The value of self-expression and autonomy: An adult seeks the freedom to make independent decisions, where their expertise and unique experience can be fully realized.

The social significance of work: An important factor is the realization of the benefit of one's activities to society, colleagues, or the organization, which transforms ordinary work into a conscious mission.

Harmonization of life spheres: The professional values of a mature individual are closely intertwined with family and personal priorities. Work begins to be perceived not as the sole focus of life, but as an important part of an overall life balance.

Psychological safety and a supportive environment: A comfortable working

atmosphere within the team, respect for personal boundaries, and recognition of individual contributions often become more important priorities than purely financial rewards.

Thus, an adult's success is determined by the extent to which their personal values are integrated into their professional life, a powerful motivator. It is precisely this synergistic effect that ensures high productivity, psychological well-being, and reliable protection against professional burnout.

In adulthood, the motivation to succeed also becomes more stable and focused on specific goals, such as career progression and professional development. Adults are motivated by both external factors (bonuses, praise, career prospects) and internal ones (the pursuit of excellence, professional growth, and self-fulfillment). During this period, internal resources such as a positive attitude and finding work that one enjoys are also important for overcoming difficulties.

Accordingly, the characteristics of adult motivation are as follows:

A combination of external and internal motivation: adults often combine external incentives (bonuses, promotions) with an internal need for self-fulfillment and professional development. Key factors include the pursuit of excellence in one's work and the desire to achieve high results.

The predominance of the drive for success: in adulthood, the motivation to achieve becomes clearly defined, with a focus on overcoming difficulties, gaining recognition for one's expertise, and deriving satisfaction from the results of one's activities. The drive for success becomes an internal catalyst that unleashes personal potential and compels one to act even in the absence of direct external pressure.

Value-based framework of guiding principles: the drive for autonomy and the social significance of one's work serve as the internal compass for professional activity. A mature individual prioritizes psychological security, a sustainable environment, and maintaining a harmonious balance between work and private life, often taking precedence over purely material factors.

Focus on specific goals: motivation becomes more goal-oriented, linked to long-term objectives such as career progression, professional development, and financial stability.

Personal resources and resilience: personal qualities such as determination, perseverance, patience, and a positive attitude play an important role. Setbacks are seen as part of the process, and a person may even become more interested in the task after a failure.

An individualized approach: effective ways to maintain motivation include finding an appealing pursuit, simplifying life, engaging in sports, and following a balanced diet, all of which together support overall well-being and the capacity to move toward goals.

Furthermore, it is important to take into account the professional aspect of life - after all, an adult strives for work that is not only financially or morally rewarded but also provides satisfaction from the very process of professional activity itself. Accordingly, researchers highlight the value-based aspects of motivation in professional activity, as values reflect a person's current life needs, interests, views, and attitudes towards themselves and others, and determine their behavior [23].

Motivation for professional activity is defined as the combination of internal and external stimuli that determine an adult's choice of and engagement in professional activity; motivation is the key structural component of a person's professional activity. Motivation for professional activity in adults involves a motive, a focus on the activity's process, and the influence of external and internal factors on one's actions. In adulthood, motivation for professional activity exhibits various qualitative indicators: high-quality indicators demonstrate the presence of positive internal motives that drive the pursuit

of personal and professional growth, which is undoubtedly linked to achieving success in professional activity [23].

An important determinant of the development of the drive for success in adulthood is an individual's level of professional self-efficacy, as analyzed in O. Krevska's work. The researcher demonstrates that an individual's belief in their ability to successfully complete a given task serves not merely as a mobilizing stimulus but as a cognitive-motivational filter through which a mature person assesses any professional or educational challenge. When self-efficacy levels are low, adults typically avoid innovative activities and exhibit destructive psychological defense mechanisms, whereas a high level of self-efficacy serves as a reliable predictor of the activation of achievement motivation and the overcoming of barriers [12].

In the context of the study's andragogic dimension, the conceptual approaches of B. Barchi and A. Gubina are also of particular significance; they interpret professional self-determination as a continuous, dynamic process that unfolds throughout an individual's life. In adulthood, this process is often accompanied by crises of professional identity (in particular, the need to change career direction or retrain after age 30-40), during which motivation for success becomes a decisive personal determinant. It is precisely the nature of an individual's motivational orientation that determines their readiness to find a constructive way out of a crisis, their ability to adapt to new professional circumstances, and their success in mastering new types of activity throughout their lives [1].

A separate strand of academic analysis is the research by E. Rezvykh and I. Bulakh, who substantiate the synergistic nature of achievement motivation by integrating the personal and social dimensions of success. The researchers highlight an important socio-psychological phenomenon characteristic of adulthood, in which the individual's desire for self-improvement is harmoniously combined with the desire for the team's collective success and productivity. This synergistic approach reflects a higher level of maturity in the adult's motivational sphere, where ego-oriented intentions are transformed into a socially beneficial, collective focus on achieving results [23].

Thus, in adulthood, the motivation to achieve success undergoes a qualitative transformation: from an externally oriented striving for dominance and competitive advantage, it evolves into an internally driven need for maximum intrapersonal effectiveness and the full realization of one's personal potential. The five basic characteristics of the motivational sphere in adults mentioned above are synergistically linked to the phenomenon of achievement motivation, serving as its structural components and catalysts:

The combination of external and internal motivation. The combination of external and internal factors shapes an ambivalent structure of achievement motivation in adulthood. The internal drive for self-improvement determines individual standards of performance quality, while external determinants (material rewards, social status) serve to validate personal achievements within society. Consequently, material and status-related preferences derive their value not in and of themselves, but as objective indicators of recognition of the individual's high level of professional competence.

The predominance of achievement motivation as the integral core of the structure. A strong intention to succeed is the driving force behind a mature individual's professional activity. An individual with a high level of development of this cognitive-behavioral model perceives destructive factors and obstacles not as threats but as operational challenges, in which the dominant rewarding stimulus is the legitimization and social recognition of one's expert status. Such a cognitive assessment fosters sustained psychological resilience: the internal need to complete the gestalt of an activity and achieve

the final result ensures the subject's high performance even under existentially or operationally unfavorable external conditions.

The axiological architecture of value orientations. The effective realization of the pursuit of success in adulthood is determined by the specific characteristics of the microsocial environment, which preclude productivity in destructive or toxic organizational conditions. Professional autonomy and cognitive freedom of action are fundamental prerequisites for effectiveness, as a mature individual strives to act as an authentic agent (author) of their own success, rather than a passive recipient of directives. Maintaining a dynamic balance between the professional and private spheres (work-life balance), along with ensuring psychological safety, builds up long-term psycho-emotional resources that mitigate the risks of professional burnout and transform success into an ecological and sustainable phenomenon.

Goal differentiation and structuring of activity. The constructive functioning of achievement motivation requires clear direction; without it, the pursuit of success devolves into chaotic and ineffective activity. An adult subject breaks down strategic success into a system of discrete, operationalized, and verifiable stages, specifically: planned improvement of professional qualifications, evolutionary career transitions, and the achievement of targeted financial indicators. The achievement of each intermediate result activates neurobiological mechanisms of positive reinforcement (in particular, dopamine regulation), which effectively induce cognitive confidence in one's self-efficacy and stimulate more ambitious goal-setting.

Mobilization of personal resources and volitional resilience. The instrumental basis for the practical implementation of motivation for success comprises volitional qualities such as perseverance and cognitive patience. Since achieving high results in adulthood is a protracted process, the individual mobilizes volitional tools to overcome inevitable systemic crises. An optimistic cognitive mindset and general resilience make it possible to transform the destructive experience of mistakes into constructive practice; in the process, the paralyzing influence of the fear of failure is neutralized, and the individual's mental focus shifts toward a heuristic search for alternative strategies to achieve their goals.

An individualized approach to self-regulation and performance maintenance. Sustaining long-term achievement motivation in adulthood directly depends on the individual's psychophysiological tone, which necessitates an individualized approach to personal resource management. Integrating authentic interests, optimizing daily routines, engaging in physical activity, and maintaining a balanced diet serve as essential instruments for restoring the subject's energy potential. In this manner, comprehensive support for overall well-being builds the necessary internal resource, ensuring long-term work capacity and the ability to consistently move toward ambitious professional goals.

To summarize, the motivation to achieve success in adulthood emerges as a highly structured intrapersonal system of conscious self-regulation of life activities. It is directly determined by the pursuit of subjective autonomy (processes of self-determination and independent decision-making), guided by a clear teleological framework (goal-setting and strategic planning), implemented through psycho-emotional resilience (volitional steadfastness in overcoming crisis conditions), and reinforced through social verification of expert status and the maintenance of a dynamic balance of personal resources, which ensures deep psychological satisfaction with the results of one's activities.

A generalized structural-functional matrix of the interaction between adult motivational orientations and achievement motivation is presented in Table 1.

Table 1.

Specific features of adult motivational orientations in the context of achievement motivation

Feature of Adult Motivation	Manifestations within Achievement Motivation
A combination of external and internal factors	External incentives (bonuses, status) serve as objective confirmation of one's inner mastery and expertise
The dominance of the desire for success	Complex tasks are perceived as challenges, and overcoming difficulties unleashes one's personal potential
A value-based framework of reference points	Autonomy provides the freedom to be the architect of one's own success, while a supportive environment preserves the resources needed for achievement
Focus on specific goals	Long-term goals structure the path to success, where each intermediate result reinforces belief in one's own abilities
Personal resources and resilience	Perseverance and optimism help overcome crises and transform mistakes into valuable experience
An individualized approach	Effective ways to maintain motivation include finding an appealing pursuit, simplifying life, engaging in sports, and following a balanced diet, all of which together support overall well-being and the capacity to move toward goals.

In the structure of a mature personality, negative motivation serves a constructive function in rational risk management, providing protection against impulsive decisions, helping to anticipate potential threats, and facilitating the development of contingency plans. However, an individual's development is possible only if the motivation to achieve success clearly dominates, since an excessive fear of making mistakes halts any professional growth. If this motivation shifts toward avoiding failure, progress is blocked: innovative activity gives way to a safe comfort zone, actions are limited to minimizing penalties or criticism, and strategic goals are replaced by tactics for immediate survival.

Thus, the psychological determinants of motivation for success in adulthood function as a dynamic, highly integrated system that undergoes significant transformation during the development of a mature personality. Unlike in earlier stages of life, the drive for achievement in adulthood becomes considerably more stable, purposeful, and systematic. It is based on a delicate internal balance between two fundamental vectors - an active drive for success and the constructive overcoming of the fear of failure - which directly determines an individual's readiness to take calculated risks in situations of uncertainty. At the very heart of this system lies the synergy of cognitive-motivational characteristics, an internal locus of control and an adequate sense of self-worth. Adults draw on a deep understanding of their own resources, consciously take responsibility for the outcomes of their work, and are guided by clear, pragmatic, and personal goals. At the same time, the architecture of adult motivation is underpinned by several fundamental dimensions: the value of autonomy and self-expression; the social significance and meaningfulness of one's activities; the harmonization of life spheres; and psychological safety and environmental sustainability.

The constructive interplay between external factors (career progression, financial

satisfaction, status, and recognition) and internal motivations (the pursuit of professional excellence, self-fulfillment, and finding 'work that suits one's inclinations') creates a robust motivational framework. The presence of strong internal resources, such as an optimistic outlook, emotional maturity, and self-efficacy, enables adults to successfully overcome crises and adapt to change.

Ultimately, it is the degree to which personal values are integrated into practical activities that acts as the main trigger for the realization of the motivation to succeed. This synergistic effect not only ensures maximum productivity and effectiveness (at both the individual and collective levels), but also serves as a reliable psychological foundation for maintaining mental health, enhancing well-being, and preventing professional burnout.

The outlined system of psychological determinants reflects the individual's internal, subjective potential, which shapes their readiness to succeed. At the same time, the realization and effective development of this potential in an adult do not occur in isolation - they are directly dependent on the sociocultural environment and learning conditions. This necessitates a shift in research focus from internal psychological mechanisms to external, purposeful factors of influence, requiring a detailed analysis of the pedagogical determinants of motivation for success.

The model of adult learning motivation is dynamic, meaning that adults' motivation to learn is not static; each subsequent learning experience may alter it (either strengthening or weakening it), providing new insights into human capabilities, the effectiveness of actions, or control over the course of events. As a result, an adult may alter the goals they typically associate with learning activities, update the strategies for achieving them, and reassess the perceived rewards [14].

The distinctive feature of pedagogical influence in the andragogical context lies in its ability to overcome specific age-related barriers (in particular, the fear of assessment, the 'too late to learn' syndrome, and the consequences of career crises) and to transform the educational or workplace environment into a tool for stimulating achievement. In this regard, the analysis of such didactic and organizational-managerial conditions as the creation of a supportive motivational climate, the specific nature of formative peer assessment, and the implementation of individual pathways for professional self-improvement takes on particular relevance [2].

The fundamental basis for the learning of a mature individual is intrinsic motivation, which is rooted in the individual's subjective stance ('I really want to do this') as opposed to external pressure or coercion. According to M. Knowles' andragogic model, adult motivation is determined by four basic factors: success, willpower, value, and enjoyment of the learning process. The highest level of motivation is achieved when learners believe in their ability to master new material and when the educational process is geared towards solving real, personalized problems in their professional or everyday lives. In this context, volitional self-regulation (willpower) serves as an effective tool for achieving these goals. It lends a new quality to the motivational process, ensuring that adults take responsibility for their learning outcomes and minimizing the influence of destructive external temptations [13].

Drawing on the research of S. Boiko, the motivation for achievement in later life transforms into an inner need for self-learning and continuous self-development, serving as a key factor in maintaining an individual's cognitive and creative activity. The drive for success in the later stages of ontogenesis manifests itself through deep reflection on one's life path, a reassessment of professional goals, and a shift in the focus of self-realization from the pursuit of purely career-related achievements towards spiritual and moral improvement. Thanks to the breadth of cognitive interests, self-learning enables a person to radically change their field of

activity, successfully acquire new knowledge, and protect their inner world from the existential motivational vacuum associated with life crises, job loss, or retirement. Thus, pedagogical support for these processes should be oriented not towards external control, but towards facilitating a mature individual's autonomous pursuit of self-actualization [2].

Analyzing the issue from a generalized theoretical and practical perspective, contemporary scholars [16; 22; 8] identify a number of key pedagogical determinants that underpin the effective functioning and development of an individual's motivation for success within the system of lifelong learning and self-development:

Andragogic support and facilitation: the transition of the teacher from supervisor to mentor, supporting the learner's autonomy.

Flexibility and differentiation within the learning environment: the opportunity to independently choose one's own learning pathway, pace, and content.

A supportive and motivational environment: the creation of a barrier-free environment that minimizes fear of external assessment or age-related stereotypes.

Practice-oriented and elective content: learning focused on solving real, personalized problems in professional and everyday life.

Synergistic interaction and corporate culture: integrating individual aspirations for improvement with the goals and success of the whole team.

Constructive reinforcement: striking a balance between moral recognition of personal progress and support without psychological discouragement in the event of mistakes.

Alongside the factors mentioned, pedagogical modeling of the target and assessment space plays a significant role; according to N. Pryadko's findings, this involves designing learning tasks of moderate complexity. This approach determines a rational level of risk and encourages the learner to interpret their results through the lens of V. Weiner's theory - in terms of their own efforts and abilities, rather than chance circumstances. Furthermore, effective determinants include the modeling of an intellectually creative environment with high expectations regarding performance outcomes, the provision of support when tackling complex tasks (which mitigates the defensive fear of making mistakes), and the integration of motivational training and reflective practices to foster a stable cognitive expectation of success and the development of an internal locus of control [22].

A systematic review of the theoretical foundations leads us to conclude that the comprehensive implementation of pedagogical determinants is critical to realizing the inner potential of a mature individual. The significance of these factors lies in the fact that andragogic facilitation and environmental flexibility ensure the individual's autonomy when overcoming life crises; the creation of a supportive motivational climate counteracts a defensive orientation towards avoiding failure and the fear of social judgement; whilst didactic differentiation of the target space and motivational training provide a solid foundation for the development of an internal locus of control, self-efficacy and a sustained expectation of success throughout one's life.

Conclusions from this study and prospects for further research in this area. A synthesis of the study's theoretical and methodological foundations has provided a comprehensive justification and systematization of the psychological and pedagogical determinants of motivation to achieve success in adulthood, identifying the specific nature of their influence on personal self-actualization in the contemporary context. Based on the carried out analysis, the following key conclusions can be formulated: The integrity of the motivational framework of the individual. It has been demonstrated that the internal architecture of adults' motivation for success functions as a highly integrated system, based on the synergy of self-efficacy, an internal locus of control, and a balance between the drive for success and

the overcoming of fear of failure. A mature individual consciously takes responsibility for the results of their work, guided by the values of autonomy and professional self-improvement.

The regulatory-personal core of achievement motivation. The synergistic nature of cognitive-motivational characteristics such as high self-efficacy, an internal locus of control, and adequate self-assessment has been substantiated. This internal complex acts as a psychological filter and the main trigger for volitional self-regulation of behavior, ensuring an adult's ability to take responsibility for the results of their work, successfully overcome crises of professional self-determination, and counteract burnout.

Andragogic facilitation and environmental sustainability. The decisive role of a flexible educational space is substantiated; this space ensures the adult's subjective autonomy, shifts the emphasis towards lifelong self-learning and continuous self-development, and provides psychological and pedagogical support in overcoming life and professional crises.

Modeling a supportive motivational climate. The importance of creating a barrier-free andragogic environment, focused on solving the real, personalized problems of mature adults, has been identified. This helps minimize the destructive fear of others' social judgment and counteract a defensive orientation towards avoiding failure. Didactic differentiation and training support. The need to design tasks of moderate difficulty and to integrate motivational training and reflective practices has been identified. This approach stimulates the development of an internal locus of control and self-efficacy, and fosters a stable cognitive expectation of success, which serves as a solid foundation for an adult's well-being.

Prospects for further research in this area lie in the development and experimental verification of a comprehensive program of psychological and pedagogical support (in particular, specialized motivational training sessions), aimed at enhancing self-efficacy and fostering a 'growth mindset' in adults within the context of corporate training and lifelong learning.

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