

## **The development of motivation to study and values of high school students**

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On the base on longitudinal research of motivation to study and values development, the important, but differently directed individual changes and motivation profile, conscious ranking of values, and gender features of motivation development were revealed. Detected system of interrelated changes of learning motivation and values characterizes the personality development of student in the period of transition from 9<sup>th</sup> to 11<sup>th</sup> grades. It was shown that values, the changes of which is tied to each of the four learning motives (affiliation, self-assertive – learning, learning – educational, prestige - status), are good matching with their content. All these motives might be viewed as a universal for this particular period of school education and fully reflect to a present condition and development of motivation-values area of student's personality.

**Key words:** development, motivation, values, longitudinal research.