

psychometric intelligence, and for males, these parameters are inversely related.

The data on gender differences in psychometric intelligence and achievement motivation are also distributed across age groups.

Table 3. Average values of gender differences in intelligence and achievement motivation (* $p < 0.05$)

| Age group | Average values of achievement motivation | | Average values of intelligence | |
|-----------------------|--|--------|--------------------------------|-------|
| | female | male | female | male |
| 8 th grade | 112,5 | 122,1 | 91,68 | 105,2 |
| 9 th grade | 122,67* | 148,5* | 98,43 | 93,5 |

Table 3 shows that in 14-15 years, the differences between males and females at the average values of intelligence and achievement motivation reduce, but in average males have higher IQ than females ($p < 0.05$). At the age of 15 the males outperform females in achievement motivation indicators ($p < 0.05$). There is a tendency of correlation increase between psychometric intelligence and achievement motivation.

4. Conclusion

Thus, summing up this research of achievement motivation and intelligence we can point out the following. Developmental (age) dynamics of intelligence and achievement motivation indicators is uneven. At the age of 12 to 15 years there is a few "downs" and "ups" in the development of intelligence and achievement motivation. Period, we have taken for the experiment corresponds to adolescence, when the ratio of average intelligence and academic achievement indicators does not match.

The results obtained in the longitudinal study of the dynamics of interrelation between intelligence and achievement motivation shows the contradictory of intellectual development and reducing indicators of intellectual productivity. Research revealed that in this age the integrity of the intelligence is unsustainable.

In our opinion, during this age period it is necessary to pay attention to the integrity of the student's psyche, as puberty is the peak of the adolescent crisis. One of coping mechanisms for this crisis is the close attention and monitoring of student's mental development by parents, teachers and psychologists.

Thus, during our research, the need of study the mechanisms of intellectual development of adolescent in relation to achievement motivation for predicting academic success is being confirmed.

The results of this research show that timely conducting of special psychological trainings in achievement motivation improvement are necessary in the age of 13-15, since this age is a sensitive period of intelligent system development, which is characterized by the formation of a global integrity intellect that contains significant potential for further development.

5. References

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