

## INTELLECTUAL AND PERSONAL BACKGROUND OF SELF-REGULATION TRAINING

*The results of the study of intellectual and personal potential of the subject as a prerequisite for self-learning activities. Intellectual and personal potential is defined as an integral system of individual psychological characteristics of personality features that underlie the capacity for successful self-regulation in various activities.*

*Using structural modeling shows that the intellectual and personal potential provides 55% of the variance of the academic success of students, significantly exceeding the contribution of individual components. The direct effect on academic intellectual potential is significant ( $\beta = 0,42$ ,  $p = 0,001$ ). It reflects a basic educational skills and abilities that help in learning. The personal component not found potential direct and indirect variable persistence effect on academic performance ( $\beta = 0,26$ ;  $p = 0,040$ ).*

*The data also demonstrate that academic success requires a high level of persistence. Persistence, as a key component of motivation is an independent predictor of academic success. Its effect on academic performance is shown ( $\beta = 0,45$ ;  $p = 0,008$ ). Important source persistence is an of regulatory and reflexive cognitive aspects of internal motivation, in particular, focus on action / state self-efficacy, optimistic attributive style.*

*The impact of variables that form the intellectual and personal potential, academic performance of students varies during training. In particular, the impact of reduced verbal intelligence and increases the impact of cognitive-motivational and volitional characteristics (self-efficacy, optimism attributive style, orientation to action / status).*

**Keywords:** *intellectual and personal potential, grit, academic performance.*