

## **THE TEACHER AS AGENT MOTIVATOR IN THE DEVELOPMENT OF THE INTEREST OF THE STUDENTS FOR LEARNING ACTIVITY**

**Georgeta Gabriela Cornea**  
**PhD, "Spiru Haret" University of Bucharest**

*Abstract: Education, as a process oriented toward the spiritual fulfillment of the being and the community, proposes a concrete progress, involves participation, emotionalism, communication. The main objective of higher education must not be accumulating information in the memory of the pupil, but to develop the capacity to receive new knowledge, the formation of intellectual work instruments which enable self-information after leaving the school s desk. Under the conditions of technological development, children must have, in addition to the scientific-technical knowledge, skills necessary for the competent authority of the profession, a high-capacity to take prompt and efficient decisions, to show responsibility, initiative and speed. The starting point could be the acceptance of a wide variety of types of educational practice, of various types of learning and the boundaries of the student relationship - the process of education, with often located out of school effects. These limits can be found not only in the student s recitals, purposes, beliefs and attitudes, but also in the elements of teaching activity. Of these, in variable motivational education plays an important role. It interfaces the student and the teacher with the understanding of the phenomena of determination and self-determination, it provides them with a basic criterion in elucidation the mechanisms, the sense of movement and development, the interaction of the objective plan with the subjective one, on the consciousness engaged in the act of knowledge*

*Keywords: agent motivator, social inclusion, active learning, learning styles, mental deficiencies.*

Educators around the world are more and more concerned about improving education at all levels. Pedagogical techniques and procedures, actions and goals all aim and raise before school requirement to be effective, to give better education. Efficiency becomes the "leitmotiv" which characterizes most of the statements of action sciences, of which pedagogy also belongs. Starting from the premise that the human psyche still has nervous energy reserves that are not sufficiently valorised in school activity and that the efficiency of educational-educative work increases if it is organized systematically, from an earlier age, the role of the first classes . That's why at the present stage we are witnessing an intensification of the preoccupations for finding new solutions for improving general education in elementary classes with well-defined tasks.

The efficiency of school work can grow better and without disturbance in the psychophysical development of children if their effort to demand from school work grows progressively from an earlier age rather than when they are suddenly faced with requests even if the schooling age remains high. Under these conditions, the objectives of the primary cycle are derived from the general aims of the education system and are specifically tailored to the main functions of this educational level - instrumental, informational and formative. Pedagogy emphasizes that the

learning process is essentially a process of knowledge, and learning in learning is accomplished through the act of learning.

### **Research objectives**

In order to determine the categories of reasons that support and guide the learning activity and to highlight the dynamics of the motivation of the school education for pupils in grades I-IV from both the mass school and the schools for pupils with special educational needs we set the following objectives:

- O1. determining the structure of motivation for learning in pupils in the primary cycle;
- O2. identifying those reasons that trigger and maintain learning over a longer period of time;
- O3. the surprise dynamics of motivation over the four years of primary education, both in mass and in the special education.

### **Working hypotheses**

As starting point in the research we started from the following working hypotheses:

- It is assumed that the motivation for the learning activity has an ascending evolution, starting from a diffuse form, poorly differentiated and reaching more and more individualized forms. In the evolution of motivation for learning it is assumed that it starts from an extrinsic motivation and evolves towards an intrinsic motivation.
- It is assumed that there is a correlation between the child's intellectual level and the motivational structure of learning.
- It is assumed that regardless of age, pupil learning activity is supported and oriented by a complex of reasons, and each category of reasons occupies a different weight within this complex, which allows a hierarchy of the reasons in the age.

### **Organizing and conducting research**

The research was carried out on a sample of 88 pupils in grades I-IV, from Gimnazial School no. 30 Brasov aged between 6 and 12 years and another sample from the Brasov School of Inclusive Education School, consisting of 40 mentally disabled students in grades I-IV, aged between 7 and 15 years.

### **Methods of research**

Given the complexity of the motivation of the schooling activity - as a system of psychic variables - we will realize that its study involves the use of various methods. It is only possible to capture the particularities that characterize it by combining different psychodiagnostic methods whose validity has long been recognized in the literature.

Under the ordinary conditions of school life, a number of tools are at hand. Some of these are the well-known and recommended methods of psychology and pedagogy: observation, conversation, questionnaire, psychological analysis of student products, and other simple teaching aids. By working out the data obtained by using these methods in general, there may be some reasons in student learning activity. The products of the activity are the materialization of the knowledge, abilities, values embedded by the pupils and they can provide information about the quality and depth of educational instructive activity.

### **Processing and interpretation of research results**

From the analysis of the obtained results it can be noticed that the reasons for the students from the Gimnazial School no.30 Brasov are a development from extrinsic reasons in first and second class where the reason for success (I learn to get good grades) occupies the 1st place, towards intrinsic reasons in IVth grade. Here the second place occupies the social motives (I learn to become useful to people) and I occupy the cognitive motives (I learn to know as many as possible). The affective reason is also an important reason for the pupils in the special education, with the third place, the second being the reasons for success. Even if their results are modest compared to those of the students at the school table, the joy lived then get good grades is just as great. The second place in the mainstream school students is occupied by professional reasons, which is why the pupils in the special education are at the first place at this age. Indeed, occupational reasons remain at the top of all four classes of the primary cycle. The same importance attaches to the pupils in the special school and to the success, being equated with the professional motives. In pupils in special education, the reasons that lead them to learn are unchanged. The first place is the professional motivations that derive from the specific objectives of the special education, namely to prepare the students for practicing a craft from the first years of school.

Success / failure is second, knowing that learning outcomes can help them choose a job in the future. Also, emotional reasons retain their third stance, reinforcing their role of learning stimulus in both school and special education students. The fact that the first and second grades of the cognitive motives occupy a smaller weight, and in the third and fourth grades they occupy an important place, proves that with the aging of the students, they become aware of the need to acquire knowledge in learning.

In the fourth grade of special education, the motives that support learning are stable, with the same hierarchy as in the third grade. Regarding the level of aspiration of the students questioned from the 88 pupils in grades I-IV from Gymnasium School nr.30 Brasov, besides the ones already ranked first, all wanted a higher place on the hierarchical scale of the class. The level of aspiration is maintained at the pupils in the special education at the School for Inclusive Education School Brasov. They want to be the first to be in the class especially those students who do not have special problems in learning.

In mentally disabled students, it is found that the first place within the reasons that motivates them to learn is occupied by professional reasons (learning to get something alive). These results are kept constant from 1st to 4th grade. The explanation is found in the specialty of the special school, which is to prepare pupils from small classes for later professional activity. Cognitive motives and social reasons occupy a minor place in the motives chosen by students as the motives of learning. This and thanks to the problems encountered by these students in the educational process. Because of mental deficiency, they are unaware of the need to gain knowledge, or even to a certain extent aware of their importance, poor intellectual development makes it almost impossible to assimilate and accumulate knowledge. In determining the structure of the motivation of school learning we started from the premise that regardless of age, class, pupil learning activity is supported and oriented by a complex of reasons, and the categories of motives occupy a different weight in this complex, which allows a hierarchy of learning motifs.

Students' answers were processed by setting the categories of reasons they chose, taking into account the psychological content of the motives (motivation-learning-purpose relationship) and the social moral value of social, cognitive, affective, professional reasons.

### **Conclusions**

The motivation of school learning is defined as the set of internal factors of the student's personality that lead him to learn, organize and support his / her learning efforts.

These internal factors of dynamical value (motives) are nothing more than the desires, feelings, aspirations, beliefs, attitudes, interests and skills of the students who are formed and develop as a result of the relationships between them and the factors involved in the process of learning, and as a result of the active conduct of learning itself. The more students are helped in setting goals through the situations created in the educational process, respecting the age and individual peculiarities, setting different tasks, the more easily the reasons for their work become more efficient.

The scientific direction of student learning ultimately means directing the process of developing the motives of these activities. It is possible only by knowing at each moment the evolutionary level of the different psychic variables that characterize the class of students with whom we work both at group and individual level and the dynamic value that each of them presents. Student attitudes towards learning and the learning process will mature if we know how to create an optimal level of school motivation, how to transform the learner's general disposition into learning when the premise of attractiveness or interest is lacking. Such obstacles occur frequently in the classroom and at home. It should be left to the organization of the learning environment so that the pupil can gradually increase his / her effort in to overcome the problem situation, to have the feeling of active participation in finding the solution, to satisfy the success of success due to the positive change of the learning behavior. Successful problem-solving, as a factor with motivational valences, often requires the presence of conditions of cooperation and competition with other colleagues.

Cooperation and competition are two of the educational situations in which motivational factors manifest their activating valences, but their effective use in the educational process is conditioned by several elements:

- the motivation force triggered by the two situations is usually superior to the one at which the student works alone;
- teaching technology that introduces the two situations in the education process must be appropriate to pupils' peculiarities (age, gender, attitude towards an object of learning, the level at which pupils perceive or are aware that they are in a situation of cooperation or competition). Competition is an indispensable motivational situation in the pupil's life. The particular importance of this motivational situation is all the greater as competition not only involves the tendency to compete with others, but also the possibility of the student rivaling with himself and affirming himself on a higher plane.

Creating motivational situations through the game has provided the opportunity for the game to target an activity (solving arithmetic problems). The game activity involves motivational inner factors such as self-assertion, need for performance, immediate success, momentary success that are mobilized due to the tension created by the strategic conditions characteristic of the game (queue, hesitation, competition). The joining of the game activity with

the given activity ensured the expansion of the playing atmosphere over the actual activity, thus forming a motivational situation that determined the integration of the students in this activity. The effectiveness of such a motivational situation has resulted in improved performance both in gambling situations and in the ordinary school situation.

The process of training the motivations of activity in pupils should be considered as an integral part of the educational process generated by the modeling of the personality of our society, and the motivation as a result of this process.

## BIBLIOGRAPHY

1. Allport, G. W. (1981), *Structure and development of the personality*, București, Editura Didactică și Pedagogică.
2. Breben, S., Gongea, E., Ruiu, G., Fulga, M., (2008), *Interactive methods of group - guide methodically*, Craiova, Editura Arves.
3. Cosmovici, Andrei, Iacob, Luminița, (2005), *Educational psychology*, Iași, Editura Polirom.
4. Druța, Elena Maria, (2004), *Student knowledge*, București, Editura Aramis.
5. Gherguț, Alois, (2000), *Special psychopedagogy*, Iași, Editura Polirom.
6. Gherguț, Alois, (2005) *Syntheses of Special Psychopedagogy*, Iași, Editura Polirom.
7. Ionescu, Miron, Radu, Ioan, (2004), *Modern teaching*, Cluj-Napoca, Editura Dacia.
8. Joița, Elena, (2008), *Pedagogy and elements of the school psychology*, București, Editura Arves.
9. Minulescu, M.,(2006), *The psychological relationship with your child*, București, Editura Psyche.
10. Neacșu, Ioan, (1978), *Motivation and learning*, București, Editura didactică și pedagogică.
11. Negreț-Dobrișor, Ion, Pânișoară, Ion-Ovidiu,(2005), *The science of learning from theory to practice*, București, Editura Polirom.
12. Nicola, Gr., (2002) - *Cognitive patterns in learning and problem solving*, Bucuresti, Ed. Academiei Române.
13. Stanciu, Mihai,(2003), *Modern teaching*, Editura Universității Suceava.
14. Tomșa, Gheorghe (coordonator),(2005), *Preschool and school psychopedagogy*, București, C. N. I., Coresi.