

ADEQUATE MOTIVATION FOR LEARNING – A PREREQUISITE FOR THE DEVELOPMENT OF A HEALTHY PUPILS' DEVELOPMENT

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Abstract: *The contribution deals with selected issues of motivation for learning, which is an inevitable prerequisite for an educational process. Motivation for learning is here defined as both a prerequisite of learning effectiveness and as a development of motivating auto-regulating dispositions. Learning motivation in a narrower and wider conception is determined and some problems of the work of the teacher with the motivation sphere of pupils' personality are also discussed.*

Key words: *school, learning motivation for learning, diagnostics*

Learning is a live “deal” of man from the birth to the death. It is going through the whole life of the individual and belongs to the fundamental auto-regulative mechanisms, on the base of which conscience, behaviour and personality of an individual is formed. Although the society determined for learning certain time period, the school age, that follows up after the period of playing and precedes the period of work but the learning process penetrates in every play and work. Nevertheless the school age is a period, in which the maximum development of the child is possible. If these years are lost, the child can never catch up and his psychic capacities were not properly utilised in the time most suitable for the development.

With beginning the school the whole life of the child is changed. The social sphere, whose influence the children are confronted with, gets wider. The children directly and concretely compare themselves with schoolmates and on the base of it they learn how to set their personal goals and form their scale of values. Their behaviour towards adults and the members of their age group starts to change, their personal level of aspiration is formed and is influenced by the aspiration level of other members of the group. School results are always influenced by the combination of properties of the whole personality but the motivation properties play the decisive role. Although the pupils are always somehow motivated for schoolwork but the motive why they learn may vary very much. The motivation can drop from an inadequate motivation (the pupil do not

concentrate at the goals set by school but he gets easily diverted from them) through the optimum motivation, which has the most positive influence for reaching the goal, up to the second pole of excessive intensity, which interferes with an effective activity at school (Homola, 1972).

For a build-up of a motivation system of a pupil is very important the quality of his view of himself, mainly in connection to the school subjects and to the content of schoolwork where the school plays an important role. The teaching process gives the pupil an opportunity to evaluate and compare himself with his schoolmates and such formed image of himself has a motivating influence on the pupil's performance at school. A pupil can make mistakes not because of the difficulty of the task but because his own image of himself that evokes certain kind of actions. The teacher should, therefore, help the child to form positive attitude to himself because these attitudes are an important motivation factor.

Motivation is an inevitable prerequisite of teaching and of the education process and can increase the effectiveness of the educational process. It strongly influences the rate of success of pupils at school, their performance, and also the development of pupil's personality. A narrow connection between the motivation and the school successfulness of pupils is verified by many authors (e.g. Hvozďík, 1896; Dočkal, Musil, Palkovič, Miklová, 1897; Ďurič et al., 1986 and others). Motivation gives the learning activities of the pupil a subjective sense, which influences the rate of effort exerted by the pupil in learning. Motivation is one of the fundamental conditions (according some authors /e.g. Ames, 1992; McMillan, Simonetta, Singh, 1994 and others/ even the most important and basic condition) of effective learning. It has a positive impact on attention (concentration) of pupils, memory processes (store and maintaining in memory), persistence in learning, speed and deepness in learning, fatigue decreasing in teaching, etc. Motivation is also a necessary condition for the development of the pupil's abilities, on the level of which depends if the pupil will or will not exploit his ability potentials and if he will be able develop his abilities further.

The *motivation of pupils for learning* can be looked at *from two points of view*, at least: a) by means of motivation it is possible to increase the effectiveness of teaching (motivation is thus exploited for realising teaching goals); b) an independent development of motivating and auto-regulating dispositions in individual pupils is an important goal and target of school; from the second of view we mean a development of the needs, interests, will and other motivating and auto-regulating capabilities. This dual role of motivation must not be divided because the motivation of pupils for learning activity depends on the development rate of their motivation dispositions and the development of motivation dispositions depends on the ways of motivating pupils, interaction with pupils, organisation forms, etc. (Hrabal, Man, Pavelková, 1989).

It is important to look at *the motivation of pupils from both a short-term and long-term viewpoints* /in the sense of a long-term systematic work and in the sense of long-term effect/ (Rheinberg, Man, Mareš, 2001; Pavelková, 2002). In contrast to the motivation of pupils from the view of the momentary situation, when we come from the existing motivation level of the pupils (their needs, interests), we, from the long-term view, are trying to develop the motivation dispositions of the pupils, mainly. The basis of the work for a long-term effect in the sphere of motivation is, predominantly, a sys-

tematic development of the personality sphere of pupils' needs and a development of auto-regulating capabilities including an active attitude for future. In accordance with F. Rheinberg, F. Man and J. Mareš (2001) and I. Pavelková (2002) we believe that a long-term support of pupils' interests and directions, strengthening of will and a support for a deep concern for the activity (so-called flow motivation) are necessary. From long-term view it is necessary to work on all motivation levels.

In these connections let us remind another discussion initiated by F. Rheinberg (1996 a,b) and F. Rheinberg, F. Man and J. Mareš (2001) by their considerations on *learning motivation in a narrower and wider conception*. The *narrower conception* understands *the motivation for learning* as preparedness of an individual to perform certain activities because he expects a growth of learning from them (Rheinberg, 1996 a). For this narrower conception it is decisive that the pupil has an image of the target state, that the image leads his acting, initiates his effort for growths of knowledge and competence: "the pupil wants to acquire an insight into the problem, he wants to understand the teaching matter better, to see interconnections and thus he is active in a certain way" (Rheinberg, Man, Mareš, 2001: 156). This type of learning can be indicated as auto-regulating learning, as it is described by Z. Helus and I. Pavelková (1992) J. Mareš (1998), P. Pintrich (1995), D. H. Schunk and B. J. Zimmerman (1998). Auto-regulating properties come into foreground (self-consolidation, metacognitive fitness, self-monitoring, self-instructing of the individual, auto-programming of learning activities, guiding one's own attention and emotions, adequate reaction to a success or failure, etc.)

Wider conception understands *learning motivation* (Rheinberg, 1996 b, Rheinberg, Man, Mareš, 2001: 156) as "a readiness of an individual for a wide spectrum of activities"; the pupil in order to learn how to perform the activities must pass a phase of a growth of learning. This learning is performed but the pupil has no clear vision of the target state and is not conscious of any intention. Teachers actuate the pupils to do required activities without telling them the real purpose of performed activities – acquiring certain knowledge and skills. Usually the teaching process is set to be enjoyable, to be "playful" as much as possible, to be "oriented onto pupils' activities", to pass in a jolly social atmosphere. The growth of amount of learning comes from the viewpoint of the pupil unobserved, as it were in passing. It has an image of an "indirect product" and not of a goal that must be reached. This type of motivation for learning has its own importance, but it would be dysfunctional if playfulness and loveliness of the teaching process were put at the highest place and if the motivation development for learning in the narrower conception were neglected, in other words if the need of the pupil to be competent in something and the development of his auto-regulating abilities were not supported.

The teacher motivates his pupils both *knowingly*, by means of setting convenient conditions rich on complex incentives, and *unknowingly*, mainly by the way of interaction with individual pupils. The prevailing *motivation* does not have to be *positive* only. Situations may come that on the contrary the pupil is motivated *negatively* – the result is a dislike to learning activities, an effort to finish the school attendance early, if possible, and the like.

The motivation of pupils is in a direct relation with the effectiveness of the teacher's activities. It is influenced by the choice of the teaching matter, by the way of

presenting it, by the organisation of teaching, by pupils' interaction and their evaluation (Hrabal, 1988). The attitudes of pupils to the subject are expressions of their motivation. The pupil who feels aversion to a school subject and activities can hardly show good performance or performance adequate to his possibilities, and negatively approaches to school preparation. If he possesses suitable motivation dispositions, they soon disappear, if there is no motivation to an activation and application of them. The pupil, that likes the subject, has a tendency to behave in an opposite way: he is motivated to learning and he is more probable to hold the acquired dispositions and that these dispositions will positively influence his real life activities, for which he prepares at school. The motivation of the pupil is also influenced retroactively by his success at school.

Teachers should endeavour to create the optimum motivation structure in the pupil, which would enable him to master all school requirements and secure his self-realisation in the learning process. According to I. Lokšová and J. Lokša (1999) the teacher is to apply adequate ways of outer and inner motivation for creating solid fundamentals of a positive development of the pupil's personality. The teacher has to adjust the motivation according to the goal and content of the teaching process and to the age of the pupils. He must also find out what needs are dominating in the individual hierarchy of the pupil in order to be able to influence the motivation of the pupil positively and to evaluate the changes of it. From the point of view of the successfulness of the pedagogical effort, a practical exploitation of the widest spectrum of specific diagnostic apparatuses for motivation identification for learning and for the analysis of its structure and level in a teaching process is essential. On the basis of the gained knowledge the teachers can adjust or change the approach to individual pupils and thus back up the positive attitude of the pupils to learning.

The formation of a positive approach of the pupils to teaching and their positive motivation should not be accidental and spontaneous but it should react flexibly to the situation in the class. There are also special motivation programs that can be included in the teaching process. E. Marušincová (in Klindová et al., 1990) recommends to concentrate to the process feature of motivation, i.e. to a positive relation to the content and forms of activities because a high-quality motivation cannot be reached by a successful result only. A positive relation to the whole process of teaching activities and the interest in its content can compensate the de-motivating impacts of a failure. In accordance with E. Marušincová (in Klindová et al., 1990) we believe that in teaching there should be more space for pleasure and feeling of adventure from the cognising process and solving problems itself and that the learning in pupils should not be connected with feelings of duty, exerting effort or with fears and uncertainty. This is important for the pupils with poor results, mainly. In these pupils we should not only put down the fear and uncertainties in school situations but also change their unsuitable dominant motivation type.

There are many possibilities how to increase the motivation of pupils. The teacher is to decide what principles he will adhere to, what methods he will use and apply in his work, how much and what way. The problem of pupil motivation is very complicated and demanding, for many teachers it is not always easy to apply it in their work systematically. In connection with it L. Mihálik (1988) recommends the teachers to try to answer following questions that might help to evaluate to what rate they really use the possibilities of motivating pupils in the teaching process:

- In which phases of the teaching process do they apply motivation?
- What kind of motivation do I use? (Does a positive or negative motivation prevail in my work?)
- What methodological measures do I use for the stimulation the cognising interests of pupils?
- Does my subject presentation have a problem orientation?
- Do I use learning targets as an attractive motivating means?
- Do I motivate less successful pupils in such a way so that they can overcome their negative relation to learning and lack of interest in learning?
- Do the pupils know the goal and sense of learning, education, self-education and self-realisation?
- Do I utilise classification and evaluation in the way that they would act as a positive motivation element?
- Is a bad mark not a negative motivation, the cause of stress, nervousness, fear and anxiety?
- Do I apply pedagogical tact as a motivation means?
- Do I overcome the difficulties of pupils in learning and behaviour by a suitable motivation?
- Is an inner motivation for learning created in pupils? (Do pupils have in mind the importance of fulfilling the school requirements, do they feel the responsibility for filling them?)
- Do I create an optimistic mood and creative atmosphere in teaching?
- Do I exploit the methods of moral education and passages from works of art?
- Do I use didactic games as motivation means in pupils?

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ADEKVÁTNÍ MOTIVACE K UČENÍ – PŘEDPOKLAD ROZVOJE ZDRAVÉ OSOBNOSTI ŽÁKŮ

Souhrn: Příspěvek se zabývá vybranými otázkami motivace k učení, která je nezbytným předpokladem výchovně vzdělávacího procesu. Motivace k učení je v příspěvku vymezena jako předpoklad efektivity učení i jako rozvoj motivačních a autoregulačních dispozic. Vymezena je učební motivace v užším a širším pojetí a diskutovány jsou některé problémy práce učitele s motivační sférou osobnosti žáka.

Klíčová slova: škola, učení, motivace, motivace k učení, diagnostika