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Current Issues of the Motivation Concept in the Instructive-Educational Process with Minor – Pupils

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Abstract

The age where we live is dominated by the strong expansion of science and technology in all fields of activity and the continuous acceleration of people's pace of life. These characteristics of contemporaneity have direct consequences on the preparation of the young generation, which must cope with both the current requirements of society and further social development. Firstly, the rapid increase in the volume of information in all areas, the accelerated fatigue of knowledge requires the continuous adaptation of school objectives, content, forms and teaching methods to this information dynamic. Secondly, the new rhythm of life that demands the man in an increasingly intense measure, from a social, cultural and professional point of view, also affects the pupil.

Keywords: *minor-pupils, motivation, instructive-educational process, physical education.*

Introduction

The relationships between maturation and learning, development and culture, education and learning are expressed by Balan (2005), who quotes Thomason J., Nelson J., Silverman J., (2010) as follows: "Research Methods in Physical Activity".

Motivation is a dimension of personality, an internal variable with a supporting role in human behaviour. In fact, the basis of behaviour is the set of somatic and physiological factors, intellectual and emotional, individual and social that interact with each other, providing the energy needed to function and maintain in active condition the various processes the mental and physical abilities.

Most specialists in the studied field, among which Bîrliba (1987), Buftea, Braniște & Grosu (2014), Cârstea (1978), Cojocairu (2008), Olaru (1982) define motivation as the set of internal motives of behaviour (needs, trends, attractions, interests, beliefs, intentions, dreams, aspirations, goals,

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which support, guide and propel from the accomplishment of certain actions, deeds, attitudes.

The motivation fulfils two functions: one of energizing and other conductive direction. In connection with the energizing function there is the problem of the level or momentum force, which could facilitate the solution of the task in which the subject engages; in other words, how does the intensity of motivation correlate with the efficiency and quality of the behaviour that it supports. Research highlights the superiority of the type of optimal motivation, i.e. a motivation of medium intensity, which avoids extremes: submotivation and overmotivation.

In the case of submotivation, the behaviour works in the conditions of the energy deficit, which determines the decrease of the performance, because behaviour cannot work only if an intensity threshold corresponding to its motivational-energetic support is ensured.

Research results

However, the positive role of motivation in determining performance cannot be completed, because excessive motivation, overmotivation, instead of contributing to improving performance, on the contrary leads to poorer performance. When the level of motivation rises above a certain value, internal behavior and activities tend to degrade.

According to experimental data validated by Buftea (2016) and Cojocariu (2008), the phenomenon of overmotivation is generated by overestimating perceived tasks as difficult and it should be avoided, because emotional overmobilization disorganizes the activity, stresses the subject and depletes its energy fund before reaches to face the task, which could lead to failure. In connection with this problem we must mention the Yerkes-Dodsen law, highlighted by Cercel (1998), formulated since the beginning of the century, after which the intensification of motivational activity ensures the improvement of performance only up to a critical area.

If motivation intensifies beyond this area, performance begins to decline. "The law of motivational optimism that regulates the relations between the level of request and the level of mobilization of the activity to respond to requests that presupposes the maintenance of a proportional relationship between motivation and activity (in case of medium level requests, familiar to the subject); correction of submotivation by a state of over-motivation of the subject (in the case of the submotivation phenomenon), but in case of over-motivation, their correction by a relative

submotivation of the subject, which leads to the state of intensity medium motivation, that is, the optimal one." (Zakrajsec, 1993, p. 458).

Learning motivation is subordinated to the general meaning of the concept of motivation and is defined as the totality of furniture that energetically supports, acts and directs the development of learning activities.

The motivational substrate activates or inhibits learning behaviours, amplifies or diminishes them, prolongs or shortens their duration, and, above all, makes them have different echoes and consequences for the practitioner. The results of the learning activity depend, to a large extent, on the existence of sufficiently numerous and strong reasons to guide and support the activity of minors. Everyday observations in school show that learning success is much higher in students who show interest in school activity than in those who are endowed with the appropriate skills, but lack of adequate motivation.

The opinion of specialists (Buftea, 2016, p.142; Buftea, Braniște, Grosu, 2016; Cercel, 1998; Thomason, Nelson, & Silverman, 2010; Triboi, 2014) regarding the critical area of the motivation intensity (activation level) varies depending on the degree of difficulty of the task, in the case of more demanding tasks, the critical area is at a lower level, and in the case of lighter, more stereotypical tasks, the critical area of motivation rises to a higher level. Apart from the degree of difficulty of the task, the optimal level of motivation (and at the same time the critical area) also depends on some temperamental peculiarities. People who belong to the strong balanced-mobile type are able to withstand higher mental tensions caused by more motivational states or more difficult tasks than people who belong to the type of weak or unbalanced nervous system.

Practice shows us that at the base of human actions, including the basis of learning activity is a constellation of external and internal reasons.

It is especially important that in the educational process to find the optimal formula of combining the internal motivation with the external one (because the minor-pupils learn under the impulse of both categories), so that the concrete stimulation of the learning conduct should go hand in hand with a generally positive attitude for the pupil in front of learning.

Observing the effects of evaluation on motivation, the best known authors in the field (Andrieș, Cucu, Măntăluță, 2011; Arghirescu, 2006; Balan, 2005) consider that school appreciation has a double aspect: on the one hand, it influences the intellectual development, contributing to the awareness of the pupil's level, and on the other hand, it influences the volitional-affective sphere, through direct experience of success and failure. In this way, the pedagogical appreciation contributes to the formation of the

pupil's aspirations, interests and attitudes. Under the influence of school appreciation takes place the acceleration or slowing down of the pupil's intellectual activity, the change of work procedures, the formation and transformation of the intellectual mechanisms.

The presence of motivation for learning is an important condition for raising the work capacity of minors. When there is a strong motivation (a special interest in learning, awareness of its importance, etc.), the learning activity can take place without decreasing performance for a longer time, delaying the onset of fatigue. The analysis of the reasons for learning is necessary because it clarifies why minor-pupils learn, giving us an explanatory picture on the origin, genesis and causes, indicates the measure of the degree of employment of the subject in the learning activity, which can be formal, apparent or real, authentic, of content: it builds us on the cases of learning and those of weak learning, the inefficiency, allows us to see in perspective the fate of the learning act. Although for all pupils there is a common goal of learning, consisting in acquiring certain knowledge, skills, abilities, the objective meaning of learning can be very different, depending on the nature of motivation. Thus, the component factors of learning motivation can be: the aspiration towards a high level of performance, the desire to obtain high marks, the ambition to surpass others, to occupy a leading place in the class hierarchy, the feeling of duty, the pleasure of receiving praise from teachers or parents, attachment to a certain teacher, aspiration to a certain professional status, the desire to obtain certain material rewards, to receive an award, the need for knowledge, the interest in what they learn.” (Jinga, 1997, p.112).

Therefore, in order to streamline the evaluation process, the teacher must inform the pupils / minors very clearly on the evaluation criteria used, on the possibilities of the minor-pupils to choose the tests for which they will be evaluated according to the National Evaluation System.

In the school assessment process, the teacher and pupil are both senders and recipients of messages. Following this scheme, the reverse connection (“feedback”) is thus ensured, meant to orient and optimize the behaviour of the minor -pupils and the teacher within the educational process (§chiopu, 1997).

The emotional reactions of the minors towards appreciations and grades, through their content have an important informative role for the teacher. They can be indicative facts through which they can know the level of aspiration of the minor-pupil, the extent to which he accepts or rejects the assessment made, inverse information with undeniable pedagogical and psychological value and significance. At the same time, the individual's reactions to the assessments made about him can be an indicator of

educational mistakes and a factor that influences the pupil's attitude towards learning, team, teachers, school and society.

A very important role in the instructive-educational process is the communication between the teacher (educator) and the minor, this communication must not have a unilateral meaning only from the teacher (educator) to the minor -pupil, it must be done in the other direction from the pupil-minor to the teacher, Fig. 1.1.

Fig. 1.1. Communication with pupils according to Balan (2005, p.80)

On this way of communication between sender and receiver, where the teacher and the pupil / minor are both sender and receiver, we must take into account the other elements of the act of communication: the environment in which the message communication takes place and the factors which could affect the communication process.

When pupil is evaluated, it is advisable to explain why it was graded in this way; to explain what, how and how to be done by the pupil to obtain a certain grade.

During the physical education classes the communication can be done at high levels, here pupil is manifested physically, mentally but also emotionally, during the physical education classes we can analyze the character of pupils but at the same time we can participate in character formation.

The opinion of the specialists (Andrieș, Cucu, Măntăluță, Arghirescu, 2011; Cârstea, 1978; Cercel, 1998; Triboi, 2014) is that the attractiveness of the classes depends to a large extent on the degree of involvement of the pupil and the pleasure with which he takes part in the classes, the game and the competition being two aspects with which the teacher perhaps "juggling" by attracting pupils to the class, thus developing their desire to exercise.

The attractiveness of the lesson is therefore a basic issue of its efficiency. The interest and effective, conscious and active participation of the pupils depends on the way in which this aspect of the lesson is achieved, giving themselves with all their mental and physical availability for the planned activity. These aspects of the lesson contribute greatly to the determination of pupils to love exercise and to express a desire to practice it independently. The attractiveness of the exercises can be achieved by their content, with a high emotional degree, rich, interesting or by permanently ensuring the spirit of competition against the background of a pleasant atmosphere, recreational attributes specific especially to competitions and movement games.

In order for the teacher to achieve this requirement, he must continuously solve methods and means that he can permanently improve by completing them with new and interesting exercises accumulated on the basis of his own experience or taken from the specialized literature.

Increasing the efficiency of physical education lessons is positively influenced in the opinion of Dragnea A. if the teacher is concerned, in addition to taking methodological and organizational measures, applying the principle of awareness of minors (pupils) in the process of practicing exercises in the lesson.

To make minors aware means to make them understand the purpose of learning and using the acquired knowledge, to give them a permanent feedback within the activity.

A special influence in raising awareness can have: explanation, demonstration, and the use of as many intuitive materials as possible.

The practice of physical education and sport is a right of the person, without any discrimination, guaranteed by the state, and administrative authorities, educational institutions and sports institutions have the obligation to support physical education, sport for all and performance sport and to ensure the conditions to practice them.

Within the process of physical education, an active pedagogy is formed, a pedagogy of behaviours that favour the exercise of collective labour relations, moral behaviours and character traits, currently demanded by the social order on the training and formation of young people.

Thus, we wanted to increase the motivation of minors by involving them in the experimental group in Wolf Club activities. We also informed the students in the experimental group about the evaluation criteria and methods. Throughout the carrying out of the experiment, we tried to develop the self-assessment skills of the minors and we considered it necessary to make them able to provide us with feedback in terms of awareness of the assessment process.

Conclusions

- Physical education has a special role in the educational process, having influences both on the physical development and on the intellectual and moral development of the subjects.
- Pupils aged 10-12 pass through a process of growth and development, which may evolve differently from one subject to another, which involves a different approach depending on the particularities of each pupil.
- The act of evaluation is approached as a complex and difficult process considering the particularities of each subject, the success of the respective depending on the professionalism of those who perform the assessment.
- The transition of pupils from primary school (grades I-IV) to secondary school (grades V-VIII) involves adapting to different assessment conditions.
- Primary school assessment is mainly done by one teacher, and in high school it is done in each object by the teacher.
- There are significant differences between the scales from the 4th grade and those from the 5th grade and through the transition from scores to grades.

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