STIMULATING AND MOTIVATING STUDENTS’ EDUCATION

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Abstract
The process of continuous transformation of society, the needs and conditions of life in the contemporary world require the adoption of a new attitude towards the training of the students, as a result of the necessity of the education system to meet the exigencies of the contemporary society.

Under the conditions of permanent education, learning is essentially a discovery of truths that is achieved through appropriate methods and techniques. This involves the active involvement of students and students in the learning process through a consistent personal effort.

The article focuses on diagnosing, cultivating and promoting methods and techniques appropriate to the development of students’ abilities to self-regulate learning processes. The research is directed towards diminishing the effects of demotivating factors, while introducing methods of stimulating creativity and rapid, profound and sustainable learning in educational institutions.

The results of experimental research focus on the critical area of the relationship between motivation and performance, between the level of effort and the degree of satisfaction, as well as the optimum level between educational and trust purchases. Student-oriented teaching models focusing on information building and use processes seem appropriate to meet these new requirements. In particular, integrative theories of learning, teaching and evaluation provide promising possibilities to develop skills for learners in order to self-regulate learning processes. Firstly, for a real and effective student motivation, it is necessary to identify and then eliminate or mitigate the effects of the factors that prevent and distort motivation, and demotivating factors.

Keywords: information, students, demotivating factors, motivation, learning, education.

Classification JEL: A22, I21,

1. INTRODUCTION
Educational institutions are increasingly aware that they have a certain responsibility and must be involved in preparing the workforce, not just in general, but in meeting the most concrete and real needs.

Modern education is led by a philosophy of education that promotes a new conception of the student's education so that school activity meets the needs of individual and social development. In the spirit of this philosophy, creative thinking, initiative and co-operation, decision-making, skills and talent, the personality of the student are promoted, thus an education that cultivates dynamism and availability for renewal, ability to change, inventiveness and innovation.

The existence of major malfunctions and the underfinancing of the Romanian education determines the demotivation of the teachers and students, the lack of trust and the horizon that included the Romanian education and the entire Romanian society.

Preparing for stimulating and organizing motivation in learning is a major dimension in the training of all specialists in education.

Motivation is a systematic effort that involves adequate science and management, both on a personal and institutional level.

The issue of human motivation should not be understood in a simple, mechanistic way, but in the more complex terms of an idiosyncratic process of facilitating certain patterns of desires. Efforts to motivate students in a particular direction will have more significant success if the teacher-student relationship is considered a collaboration between people who can share the same expectations and
goals. Thus, motivational interventions that do not respect a person's goals, emotions and beliefs can produce positive effects in the short term, but over a longer period these interventions may fail. [13].

The effort needed to deeply learn and understand is closely linked to the intensity of motivation [5].

Optimizing motivation involves increasing motivation to the level that corresponds to the student's maximum possibilities.

Universities encounter difficulties in the quality of education, the competitiveness of research equipment, the infrastructure needed to provide modern information and communication technologies with the socio-economic environment, the link with the economic environment, the promotion of teachers - as a result of the lack of national competitions on projects of research and non-fulfillment of the promotion criteria. [6].

2. THE EFFECTS OF DEMOTIVATING FACTORS

In order to know the factors that determine the motivation and stimulation of learning in the educational institutions, it is necessary to find, first of all, what are the demotivating factors.

Demotivation can be explained by the general context of school today, a paradoxical context if we consider that there is an exponential growth of knowledge, together with a continuous degradation of the fundamental institution that produces, administers and disseminates knowledge - the school.

To motivate students to learn, it is necessary to identify and then eliminate or mitigate the effects of demotivating factors such as [2]: boredom, negative psychological tension, information monotony, the perceived uselessness or inapplicability of the information received, artificial competition with only one winner at the end, inappropriate learning environment, lack of an identifiable career path, the lack of a system of attractors that exploit the passion of student knowledge, the absence of compensatory routes that can give the second chance, the lack of qualitative sensors on the mental dynamics of students in school, the lack of alternative directions for increasing students' skills, the lack of direct learning and mutual exchange of information between students, the absence of debates on issues, the absence of high ideals and a complex system of values to promote the school/university, the lack of working tools that give feedback on issues of sensitivity or processing of a domain to students that determine their mental abilities, the lack of alternative programs that will break symmetry and bring other views on topics, the absence of open problems without perfect answers, in which students can make their contribution, the lack of a set of thinking tools that transcend different areas around which the curriculum is organized the absence of program alternatives to ensure learning breakthroughs and acceleration or deceleration depending on the importance of information, the lack of concerns about the contents of the mental map of students and their enrichment, the lack of concerns about the students' learning style and the way in which teachers' teaching style can influence student performance and personality development.

It is necessary for the organizers of the learning process to get closer to these variables in order to better define the level of pedagogical knowledge necessary to motivate students towards learning, allowing them to have concrete answers to the fundamental question: "Why Come to School"?

Of the above factors, only boredom and choosing the career horizon can be to a degree controlled by the student [14]. Boredom is one of the most important demotivating factors for students, especially for space or kinesthetic visuals. They all understand it all at once, and if this understanding is not supported by interesting and attractive details, but has only an application, it demysulates itself until it abandons the education system [11].

However, the teaching efforts to bring interesting and relevant information that impedes boredom necessarily make the exploitation of databases and knowledge available on the internet, the manual becoming only a common source of information rather than the main source. To solve the problem of boredom, it is necessary for teachers to be trained in the use of computers and in
identifying resources on the Internet, but also in techniques and how to organize information that
allows interactive and interesting lessons to be learned and in the best teaching styles, differentiated
according to the characteristic learning style of different categories of students.

Establishing a tangible career goal and according to one's own personality, with its own
learning style is the key factor [3]. Also, the realism of the level of performance that can be attained at
one time is also a controllable factor. The education system oscillates at this point between becoming
an ecology of services provided by institutions and professionals in a completely free market and
remaining a system operating strictly under the command of politics. As a policy-driven system, the
education system no longer benefits from a planned economy that would allow young people to
prepare for minimum jobs to professions where they could be employed after graduation by national
assignment. As a liberal system, there is not yet a market of skills and a bargaining line and the
harmonization of education programs with the anticipated demand in the labor market, which is in the
position to receive a very large number of graduates trained for undesired illusory directions, practically unnecessary [12].

This situation causes great motivation problems for young people who see that there is no
correlation between university performance and the level of success in the labor market. On the other
hand, the value coverage of graduation diplomas has in many cases become almost null, the only
conclusion an employer can draw is that the young man has the qualities and tenacity required to
graduate from a university without concluding that young person also has the necessary skills for
social and labor market [8].

The situation would be remedied by total liberalization of education, competition between
universities offering more attractive programs and the creation of a platform for cooperation between
schools and the labor market - a platform on which to negotiate the necessary curricula for different
time horizons. Entry into play of employing firms that may require employment standards would allow
for the redefinition of career paths and for the remotivation of young people to certain university
programs that are more in line with the needs of the labor market [1].

Failures to travel lead to a bad mood, on which the motivation for learning decreases. Thus, by
accumulation, there is a hostile attitude towards the process of instruction, avoidance or refusal to
invest in intellectual effort and the required learning time. Only getting success stories can change such
a state of mind [7].

As educational development, educational institutions undergo a change in their functions.
Education has become a variable with profound influences on the progress of human society by
facilitating, but also hindering, economic development. The development of education is based on the
development of urban centers, transport networks, the emergence of new professions that automatically
require an adequate level of education development.

3. THE OPTIMUM OF MOTIVATION

Effective training can not be achieved without the personal participation of the educated,
participation triggered by interests, attitudes, aspirations, as motivational forms.

Here comes the following suggestion:

Suggest to each item to get the optimal grades according to the degree of attraction and the
level of previous performance. Learn about the requirements of the exam and how to get the grades.
Fix the material you want the maximum performance for you and set the expected score. This must not
necessarily be 10! Then set performance targets lower or no more than the preferred material for each
of the other materials. Motivation becomes maximum and persistent only when an optimal level of
aspirations is identified.
The effort required to learn and perform actions is closely related to the intensity of motivation [5]. The optimum of motivation involves raising the motivation to the level that corresponds to the student's maximum possibilities.

Only in these conditions will the achievements reach the maximum point. Aspiration at this level activates the student, mobilizing him to a sustained effort and assuring (in case of an appropriate effort) the success.

Successful enrollment continues the learning process, acting in a mobilizing way on the student's later work [15].

The low level of aspirations, in relation to real possibilities, exert an unfavorable influence on learning. Poor motivation is the premise of weaker performance, and strong motivation usually contributes to greater achievement.

We usually say, because excessive motivation, overmobility, instead of contributing to improved results, on the contrary leads to weaker performances.

The intensification of the need, of the motivational stimulation, ensures the performance improvement only up to the level of a critical area [4].

If motivation intensifies beyond this area, performance will begin to decline. The critical area or the optimum level of motivation 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 occurs at a higher level. Experimentally, it is concluded that it is better to learn if the value of the motivational impulse increases to a moderate level. The optimum level of motivation (or critical area), in addition to the difficulty of pregnancy, also depends on some temperamental, personality and character particularities of the person. Some people are able to withstand high psychological stresses, caused by more motivating states or more difficult tasks than other people who have a more moody mind [10].

Experimentally, it was observed that in the first category of people the optimum level of motivation is slightly higher than in the other category.

Maximum performance can only be achieved if it is intended that the tasks to be performed are distributed to the capacity for resistance to the motivational stresses. Overshooting leads to disorganization of activity and demand under opportunities demobilizes and lowers the motivational level more and more.

Student activity can be followed as any successful or failed activity. The one who succeeds will find satisfaction in his work that will compensate for another failure, dissatisfaction or feeling of inferiority; self-confidence will increase, and the interest in school situations that have led to success will increase. Students who perform a series of successes generally raise their own level of aspirations, instead, after a series of failures, this level is decreasing. As a result of their success, they set goals that correspond more to their possibilities. When failure occurs frequently, it has a negative effect, as the student fails to cope with training requirements and consequently discourages, loses interest in school, and experiences a sense of inferiority that he will seek to escape by engaging in activities not always positive, or will become inappropriate. In order for the failure in any direction to be less painful, the student must also focus his interest on other disciplines or practical activities, through which he can offer the possibility of affirmation, to maintain his / her self-confidence and to encourage him in his efforts. Failures are often a consequence of the fact that the goals imposed on the students or the ones formulated by them are inadequate to their own possibilities [9].

Emphasizing the generally unfavorable role of learning failures, we must also draw attention to the fact that it is not good even when successes become the norm. Learning with permanent successes, especially when they are easily obtained, demobilizes. Thus, this is obvious when the intensity of effort required by the learner increases sharply, such as when moving on to a high degree of novelty over which previously acquired routines are no longer applicable.
In connection with this, it is to be noticed that the small failures, sporadically occurring, play a positive role, "vaccinate" [4]. These experiences give the student an opportunity to realize that success depends on effort, and that lowering the pace of work and diminishing the effort can lead to failures.

4. CONCLUSIONS

Under the conditions of permanent education, learning is essentially a discovery of truths that is achieved through appropriate methods and techniques. This involves the active involvement of students in the learning process through a consistent personal effort.

Student education is closely related to the management of stress and eustresis that occurs during the development of the relationship system of instruction (school) - subject (student), and the big issues related to motivating students to learning are conditioned by a whole system of factors.

In order to better define the level of pedagogical knowledge necessary for extrinsic motivation of students towards learning, some useful points are needed for the organizers of the learning process and pedagogues.

A system that attracts and does not impose, which offers a second chance and rewards excellence where it appears is the optimal motivation solution for students.

The learning environment has the same weight as native skills in developing students’ skills, competences and personalities.

It is necessary to understand that not only the school is a tool of education but also the tutor, the newspapers, the street, the internet, the family, etc. are also non-formal or informal education and training tools for children, young people or adults.

The overall motivation of students to education is directly dependent on the adaptation of teacher teaching styles to student learning styles, which creates a comfortable and exciting learning environment that is pleasant and attractive, leading to a remarkable increase in educational performance.

The program of direct experimentation motivates young people not only to learning but also to specific learning to the labor market.

Acquisition of education is directly dependent on the motivating system for developing and affirming the personality of young people.

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