

INVESTIGATION OF THE ROLE OF THE PRIMARY TEACHER TO MOTIVATE STUDENTS TO PARTICIPATE IN THE LEARNING PROCESS

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Abstract: In the modern school the issue of motivation to learn can be defined as central, as the motivation to learn is the basis for the implementation of activities planned by the teacher. Activity without motivation is difficult to implement, and the results related to the acquisition of knowledge, skills and attitudes are ineffective and unsustainable. The amount of effort he will put into learning depends on the attitude of the young student to engage in cognitive activities. That is why it is important for the learning process in the initial stage to arouse the child's curiosity and emotional readiness to acquire knowledge, skills and attitudes, to participate with increased cognitive interest in pedagogical interactions.

Psychologists define motivation as an internal process that activates, directs and maintains human behavior over time, but motivation is not a scientific abstraction, but a real educational practice of direct importance for the development of the student's personality. It is one of the most difficult components of learning and is one of the most difficult categories to measure.

In their work, primary school teachers often ask themselves the question: What makes a young student, want to learn? There is no unambiguous answer either in theory or in research practice. The willingness to make an effort in learning is a consequence of many factors, ranging from the personality and abilities of the student to the learning environment that the teacher organizes, the approaches and methods he uses, the characteristics of learning tasks, learning incentives, teacher behavior, etc.

From the point of view of the characteristic features of the young student, it can be argued that the students in the initial stage of education are motivated to get involved in activities. The question is, "Motivated to do what?" Some are more motivated to form social relationships or watch television than to do what teachers are required to do. The job of the educator is not to increase motivation as such, but to discover, awaken and maintain the motivation of students to learn and engage in activities that lead to learning.

The purpose of the publication is to present in a research way the role of the primary school teacher in motivating young students to participate in the organization and content of educational activities, because motivation guarantees growth - academically, socially, emotionally. Without knowing the system of needs and interests of individual students in the class, without knowing the factors that motivate them to work effectively, it is impossible to build a system of incentives that help maximize the strength and opportunities for work.

One of the tasks is to determine the inner readiness and positive motivation for both parties - for the student's educational activity and for the teacher's pedagogical activity. It has always been difficult for the teacher, but absolutely necessary to be able to manage the motivation of students to learn, because it largely depends on the results of learning and the formation of students' personality. For this it is necessary to analyze the acquired skills of teachers to form the motives and motivation of the learning activity and together with this the different ways to activate the motives in each specific lesson, ie. special didactic skills for motivation management.

The primary school teacher skillfully performs this two-way task - simultaneously develops and structures the motivational system of the whole class and each student and at the same time in each specific lesson updates, "extracts" those motives whose power he regulates in view of his goals.

Keywords: primary school teacher, primary school, motivation for learning, learning activity, pedagogical interactions

1. PURPOSE

Rapidly changing social realities place new demands on the functions and roles of the primary teacher. In the modern primary school, the teacher realizes different levels of interaction - with management, with colleagues, with parents and most importantly - with students. In his specific work with the class community, he plays various social roles. These new roles of the primary teacher support and strengthen the individual responsibility of the students to the achieved results and the admitted omissions. The teacher becomes a catalyst for the active position of the young student. All this changes the essence of learning and the organization of the cognitive process in its entirety.

Learning motivation is defined as a private type of motivation involved in a particular activity, in this case - learning activity. Learning motivation is a complex and dynamic phenomenon, determined by various factors, related to different academic and social goals, and much depends on the socio-cultural context and stimulus [27]. It allows the

developing person to determine not only the direction, but also the ways of realization of the various forms of educational activity, to activate the emotional-volitional sphere.

There are qualitative differences in the performance of an activity when people are internally or externally motivated. Sometimes a discipline is so interesting for students that they are ready to perform cognitive tasks necessary for learning the content, without any incentives other than interest in the content itself. For them, their favorite subject has enough intrinsic stimulus to motivate them to learn.

At the same time, much of what is learned in school is not always interesting and useful to most students in the short term. Intrinsic interest alone is not enough to sustain their enthusiasm to work day after day at school or at home. In particular, the intrinsic motivation of primary school students decreases over the years in junior high school. For this reason, schools apply various external incentives, rewards that can range from praise, through grades to recognition, and more. [15]. Achieving high results in educational activities is a function of the attitude of students and the way of teaching their teachers. The learning process that takes place in the "classroom" is differentiated and is influenced by many factors. The main such factor that directly and indirectly reflects on the behavior and success of students is the motivation to learn.

The study of motivation to learn is of great importance in the period of the most intensive development of the child (8 - 10 years). Teachers often note a lack of interest in learning among students. The results of various studies in this direction show that in the modern school there is a tendency to negative, negative learning motivation. This problem is particularly significant because it is not enough to say that students do not want to learn. It is necessary to clarify the reasons for this, as well as the factors that have the greatest influence on the formation of motivation to learn.

The literature review shows that despite numerous studies by a number of authors on learning motivation and the influence of the teacher on students' motivation to learn, a comprehensive, systematic and in-depth study of the problem of the teacher's role as a factor motivating learning is lacking.

2. METHODOLOGY

For the needs of the present research, aimed at establishing the influence of the pedagogue for the formation, stimulation and increase of the motivation for learning of the students in primary school age (2nd - 3rd grade) 134 students in primary education and 53 primary teachers were studied. The study area covers 12 educational institutions in Burgas - Burgas - 6, Aytos - 2, Nessebar - 1, Karnobat - 1, Sredets - 1, Maglen - 1, Topchiysko - 1. To gather the necessary primary information, the methods used are:

- Survey to study the opinion of students
- Teacher self-assessment survey.

The questionnaires are constructed on the basis of a unified system of indicators, specifying the criterion of the degree of pedagogical skill for development and stimulation of motivation for learning, namely: Differentiation of the teaching material according to the level of learnability of the students; Accessibility of teaching; Control and evaluation of students' learning achievements; Full use of teaching methods; Respect and rigor in relation to students

- Use of rational arguments to prove the value of knowledge for personal development.

This unified system of indicators allows the results of both surveys to be analyzed simultaneously. In order to facilitate the orientation in the subsequent analysis we will make some clarifications. The axiom in experimental research is that the highest degree of objectivity are those results that are confirmed by two or more methods [11]. The difficulty that arises here is related to the comparison between the results. This is because the questions that are asked to teachers cannot be exactly the same as what the students are asked about.

The comparison between the results obtained with the help of the two surveys in the present analysis will be made by quantitative comparison, which compares the percentage distributions of the answers to the same content questions. For example, if 50% of teachers claim to be highly aware of the individual characteristics of their students and 50% of students claim that teachers are highly aware of their individual characteristics, it can be reliably concluded that in fact half of the teachers are aware of the individual characteristics of their students. If there is a difference between the relative shares in the answers within no more than 20%, the conclusion is made on the basis of teachers' self-assessment, as their higher social maturity is assumed.

To study the level of motivation for learning of students in primary school age (2nd - 3rd grade), we use the methodology of M.R. Ginzburg - a methodology for studying school motivation. M.R. Ginzburg's methodology allows to identify the most characteristic for students in primary school learning motivations: learning-cognitive motive, based on cognitive needs (learning); motive, based on the understanding of the public need for training (social); motive related to the desire to take a new position in their relations with others (positional); external factors in terms of motivation to learn, for example subordinate to the requirements of adults, etc. (external); game motif, incorrectly transferred to the educational sphere (game); motive for receiving high grades (evaluation).

3. RESULTS

The analysis of the results of the survey for research of the motivational sphere of the students allows to reveal the motives for learning, from which the researched students in this age group are guided. The obtained results allowed to separate three levels of school motivation for learning: very high level, high level and medium level of motivation, because there are no students with reduced and low level of motivation to learn.

I - very high level of motivation to learn - 19%; II - high level of motivation for learning - 43%; III - average level of motivation for learning - 38%; IV - reduced level of motivation to learn - 0%; V - low level of motivation to learn - 0%

The highest percentage of students with a high level of motivation to learn - 43%. Such indicators have a large number of students in primary school who successfully cope with the learning activity. Such a level of motivation is an average norm. Followed by students with an average level of motivation - 38%. These children have a positive attitude towards school, but it attracts them with its extracurricular activities. Students feel good at school, but rather go there to communicate with their friends, to have beautiful bags, pens, notebooks, etc.

The cognitive motives of these children are formed to a small extent and the learning process does not attract them much. The lowest percentage of students with a very high level of school motivation - 19%. These children have a cognitive motive, striving to best meet all school requirements. Students follow all the instructions of the teacher in good faith and responsibly and strongly experience, receiving a poor grade. The distribution of the motives in the motivational sphere of the students studied by us shows that the predominant motive for the students is the positional one - 51.2%. This motive refers to social motives, it is expressed in the desire to take a certain position in relations with others, to gain their approval, to gain their trust. The positional motive can be manifested in various attempts at self-affirmation - in the desire for leadership, to indicate influence on other students, to dominate the group, etc.

In 14.7% of the surveyed students, the leading are the learning-cognitive motives related to the content of the educational activity and the process of its implementation. These motives show the orientation of children to master new knowledge, new interesting facts, phenomena, events, etc. This group also includes the motives showing the orientation of students in mastering the ways of acquiring knowledge: interest in self-acquisition of knowledge with the methods of scientific knowledge, with the ways of self-regulation of educational work, rational organization of their own school activities. . The learning motives reflect the student's desire to self-educate, striving for self-improvement of the methods for acquiring knowledge.

In third place with 10.7% are social motives. They are related to different types of social interactions of the student with other people. For example: the desire to acquire knowledge to be useful to society, the desire to fulfill their duty, understanding the need for training, a sense of responsibility. The motives of social cooperation are related to the fact that the student not only wants to communicate and interact with other people, but also seeks to understand and analyze the different ways and forms of their cooperation and relationships with teachers and classmates and constantly refinements. The presence of the motive is an important basis for self-education and self-improvement of the personality of young students.

In fourth place with 9.9% is the external motive. It occurs when actions are related to obligations, due to pressure from family, teachers, etc. External motivation to learn is based primarily on rewards, incentives, punishments or other external incentives. The evaluation motive is after the external one with 8.3%. This category includes the pursuit of benefit and personal gain. If the student does well in learning under the influence of the assessment motive, then the reasons for this may be: the desire to get a good grade, to show his classmates that he knows how to solve problems, the teacher to praise him, etc. Last is the game motive with 5.2%, which is manifested to a much lesser extent than other types of motives.

We will compare the results of the survey by the method of M.R. Ginsburg and the results of the question "Why do you go to school?" from the survey of students' opinion. As a rule, the student's learning activity is not stimulated only by one motive or group of motives, but by a whole system of various motives that intertwine, complement each other, are in a certain ratio. So not everyone has the same influence in the course of learning and the desire of the young student to attend school. In order to derive more reliable results from both surveys, we assume that some of the motives are leading and others are secondary.

The survey shows that the leading motive for children to go to school is because they like to study - 38%. These data convince us of the coincidence of the results of the two surveys, as the predominant motive here is the educational-cognitive one. 24% of young students answer the question that they attend school because their parents want it to. Here, too, there is some agreement between the two surveys. In the survey to determine the level and type of motivation, the positional motive is leading in the desire of students to attend school, as well as in the survey to study the opinion of students.

From the obtained percentages of the answers to the questions, we accept the following reasons for the surveyed students in primary school age to attend school as secondary: "I have fun there" - 13%, "I like to get good grades" - 10%, "to have good friends" - 10% and "I feel grown up" - 5%. As a result of the analysis of the question "Why do you go to school?" and the comparative analysis of the two surveys, we can conclude that the leading motives of the students in the educational activity are the learning-cognitive motive and the positional motive.

From the results of the self-assessment survey, we can conclude that teachers are of the opinion that they have the ability to differentiate the teaching material at a high level. What does differentiation look like in the eyes of students?

When asked if the teacher knows their character well, 62% of young students answer with a resounding "yes". In the percentage comparison of this question and the question from the self-assessment survey "To what extent do you know the individual characteristics of the students you work with?" there is a visible discrepancy in the positive responses of teachers and students by over 20%. We assume that the big difference in the results is due to the relatively low age of the students and they find it difficult to assess what is evidenced by the fact that 38% of them answer "I don't know". No student answered that the teacher was not aware of their individual characteristics.

Teachers assess their ability to teach in the following way: 40% think that they explain the teaching material in an understandable way to all students, 60% think that two thirds of the students understand them. No teacher thinks he is understood by a third and less than a third. The conclusion is that teachers value their ability to teach affordably enough. Given the results of the self-assessment survey, we can say that teachers apply the skill of affordable teaching at a high level. In addition to professional confidence, these results testify to the crucial importance of accessibility for the effectiveness of motivating efforts - something that teachers are obviously deeply aware of.

Impressive 100% positive answers of the students to the question "Does the teacher explain the lessons well?" and at the same time the high percentage of students who find it difficult to understand the lessons in class - 24% and only sometimes - 48%. We accept that 100% approval of teachers' skills for affordable teaching is a result of the relatively immature age of primary school students. This is influenced by the still undeveloped individuality and the low demands of children to the outside world at this age.

The teachers are unanimous in the answers to the question whether they strive to inspire confidence in the student, regardless of the grade - 100% answer "yes". There is sufficient reason to conclude that educators assess their control and assessment skills at a high level. In general, this assessment is not confirmed in the eyes of young students.

33% of the students surveyed say that the teacher always explains why he gave them a certain grade, 48% of the students say that this happens in most cases, and 19% of them answer in the negative. According to 33% of students in primary education, the teacher always gives fair grades, 29% think that grades are fair in most cases, for 5% of students grades are not fair, and 33% of them can not judge with accuracy.

20% of teachers declare that they use various teaching methods during the lesson, and according to 80% this is given to them in most cases. No teacher answers this question in the negative. 80% believe that they always manage to formulate thought-provoking questions and tasks, 20% - moderately and no answer "rarely" or "never". It is noteworthy that the self-assessment of teachers in the use of various methods is more oriented to the "average" answer, ie to the one that allows exceptions - "in most cases", and in the formulation of provocative questions and tasks it is almost the maximum answer. This circumstance can be interpreted as a manifestation of demanding professional activity.

The results of the study also show that teachers successfully cope with achieving an emotional impact on students in learning, denoted by the concept of "interesting knowledge", which is a prerequisite for increasing motivation to learn. Evidence of this is the relatively small percentage of students who answer that classroom work is boring - 4%, unpleasant - 4% and difficult - 8%, and the questions asked by the teacher boring - 5% and difficult - 13%. When asked if the teacher manages to make them believe that the knowledge they receive in school is important to them, 71% of students answered with a resounding "yes", 5% of them with "in most cases", others 19% answer that they do not know and 5% with a definite "no".

The analysis of the results of the survey for assessment of the level and type of school motivation, the survey for self-assessment of teachers and the survey for the opinion of students, allows to draw the following conclusions:

1. Three groups of students were formed according to their level of school motivation: very high level, high level and medium level of motivation.
2. In the motivational sphere of the students the positional and the learning-cognitive motive dominate. They are followed by the social and the external. In the last place are the evaluation and game motives.
3. The predominant part of the indicators in the teacher self-assessment survey and the student opinion survey receive a high percentage of positive assessments. In particular, this was reported for the following elements (indicators): Differentiation of the teaching material according to the level of learnability of the students;

Accessibility of teaching; Full use of teaching methods; Respect and rigor in the attitude towards students; Using rational arguments to prove the value of knowledge for personality development.

4. The only indicator for which we have some reason to believe that it manifests itself at a lower level than the others is the indicator "Control and assessment of student achievement." In it we found a discrepancy in the results between the self-assessment of teachers and the opinion of students.

4. CONCLUSIONS

The study aimed to reveal the dependence of the availability and development of motivation for learning of primary school students and the pedagogical skills of primary school teachers.

The theoretical research on the issue, as well as the results and analysis of the survey provide grounds for formulating the following conclusions:

1. The conducted research and its results gave an opportunity to highlight students with mostly high and medium level of school motivation.
2. The analysis of the data from the research shows that the leading motives in the educational activity of the students of primary school age are the educational-cognitive and the positional.
3. The high level and the leading motives show that most of the elements of the pedagogical skill for motivation are present in the professional activity of the primary teachers.
4. The strengths in the pedagogical and personal skills of teachers, which have a positive impact on the development of students' motivation to learn are: differentiation of the teaching material, according to the individual characteristics of the students; accessibility of teaching; full use of teaching methods; respect and rigor in relation to students; use of rational arguments to prove the value of knowledge for personality development.
5. Motivation for the assessment of students' learning achievements is one of the weaknesses in pedagogical skills. It is necessary for teachers to give detailed explanations for the assessment, due to the specifics of the age of students in primary school - students are not well enough oriented in their behavior.

In conclusion, it can be concluded that maintaining high levels of motivation in students in primary school is important for success and academic achievement in the initial stage of education.

ADDITIONAL DATA

The development of learning motivation is an integrative and continuous process, the effective course of which is realized under the condition that the student is an active subject in it. For pedagogical theory and practice it is an indisputable fact that motivated students are distinguished by high academic achievements. Strong motivation causes maximum mental activity, and it in turn determines effective learning activity, ie motives are projected on the activity of the individual and on his successful learning.

The conducted research and the results of other research show that the process of forming the motivational sphere of students in the educational process is manageable, that the teacher and the school can create in each student a positive, sustainable motivation for educational activities. Motivation for learning is a complex structure in which different motives act in unity and interconnection. Therefore, the formation of motivation to learn cannot take place in parts. Only a holistic approach can guarantee the success of education and increase motivation to learn.

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