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Possibilities of Development Motivation for Learning: Student's and Teacher's Perspective

Extended summary

Many kinds of research confirm possibilities of developing motivation for learning, and this becomes interesting fact for pedagogical influence at school. The research starts from the assumption that motivation is an integral part of the process of school learning and that it can be initiated and developed by the qualitative teaching process, i.e. by different approaches of teachers.

In this paper, we have presented results of a part of wider empirical research, which examines significance, and possibilities of developing motivation for learning. The *aim of the research* is defined as determining basic characteristics of pedagogical views and different actions of teachers in developing students' motivation for learning. The research included 152 subject teachers and 165 students of the 8 grades. There were two instruments there were two instruments used: *Instrument for teachers (PURMUN)*. Both instruments were designed as a combination of the questionnaire and estimation scale. Contents of the statements, which was included into the instrument of teachers and students was based on the results of qualitative analysis of teachers and students' replies and their opinions about possibilities, significance and definite teachers' attitudes, which are applied in initiating motivation for learning.

The analysis of contents of open questions, there were several levels of motivation: (1) functional features of motivation, (2) didactical-methodological assumptions of developing motivation, (3) differing inner and outer motivation, (4) integrative function of motivation. Teachers spot motivation as the process, but direction of that process, from their perspective is connected to gaining knowledge and skills and awarding the shown knowledge. Nevertheless,

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it is visible that joy due to realisation something new and intrinsic motivated activity are at least seen in the description of teachers.

Attitudes of teachers about motivation and procedures for developing motivation are founded on the idea of gradual development of students and possibilities of developing motivation for learning. Assumptions of successful teaching, which develops motivation, are based on the effort and continuous examining own praxis. Teachers recognise significance of procedures, which encourage the process of revealing, gaining recognition and concluding and this means mutual work of teachers and students, as well as thorough preparation of teachers. When we talk about the degree of motivation and teachers' assumptions about the reasons about students' insufficient motivation, teachers observe insufficient readiness and undeveloped habits of students. Teachers also point out that students are ready to make an effort in reading smaller parts or lessons, and this means lesser effort and realising certain short-term aim and this is getting marks. Insufficient interest of students for learning is connected by behaviour, which makes disorder in the class, according to teachers.

Within researching attitudes of students towards significance, possibilities and ways of developing motivation, there were some statements on significance of encouraging autonomy in teaching. Students observe that it is necessary for teachers to apply unusual and new ways of work in the class (discussion, exchange of opinions, possibilities for the student to ask questions) as well as research work, work in projects and group work. Students stress significance of teacher's actions directed to students' understanding of teaching material, planning and having special timetable for learning. Students have noted that this is the dominant focus of teachers on traditional teaching that teachers give ready solutions for the stated task or problem, and the main task is to express and teach the issue. Students can observe that learning at our schools means retelling and learning lessons.

We can observe that there is awareness of teachers about significance and possibilities of developing motivation, but also some determined paces, directions or possible strategies which remain unfinished or left to own engagement of teachers and his/her characteristics which help him in recognising the essence of the phenomenon of motivation. Teachers should, through their initial education, gain knowledge about nature of motivation for learning, its role in the process of education and some procedures, which precede its development. This kind of knowledge should include the knowledge on relevant research studies, both domestic and foreign, so that teachers can recognise different practical solutions and discuss different perspectives within a great number of concepts. This means a sequence of planned steps in work of teachers and students, which include different levels and ways of motivating students, and they are based upon certain style of behaviour of teachers and ways of communicating with students.

Key words: motivation, learning, teacher, student, motivational procedures.

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