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MOTIVATION FOR ACHIEVING SUCCESS IN SCHOOL

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Abstract

The defining of the term success in the primary education implies an aspiration or a wish for achieving certain standards of success. The role of a teacher is developing pupil's initiative, and in order to achieve that, certain issues need to be placed in front of him/her which will lead to the solution. Developing the sensibility for an excellent success is one of the factors, but the teacher needs to set it as a pleasure, happiness. Inducement and Joy in order to be achieved. The teacher needs to indicate to the pupils not to study for grades but to be able to use the knowledge within the whole school/year. The grade should be an important but not a determining factor in the educational process. Therefore, teaching the pupil to be prepared to accept the responsibility for its success and failure is considered one of the leading pillars in the educational process.

***Key words:** Educational goals, developmental aims, assessment of the student's achievements.*

When we speak about school success we say that, except for abilities, it also depends on inner dynamic factors.

These factors represent the drives for achieving school success which come from the individual and which, more or less, are built into each individual. The following factors are considered to be the most significant: motives for achieving success need for knowledge, self-respect, and self-evaluation of one's abilities, intention to learn, and affinity to learning.

During achieving success we come across a motive which is understood as strive or readiness for achieving some standard level of success that is quite valuable and appreciated by the social environment.

Pointing out the standard success develops the motive for achieving success. All the pupils in one class need to develop sensitiveness for good grades, which in fact means that they should sincerely admire those pupils who achieved that standard success. Excellent marks should be the goal established both by the teacher and also by the pupils. The teacher can achieve satisfaction and effectiveness if he/she shows emotional warmth, understanding and a friendly relationship with every pupil. Another factor which is also thought to be of great significance is the attitude that a teacher must never frighten, put down or underestimate pupils. The teacher should respect each pupil as a person. If the teacher acts in the opposite manner, then the pupil will feel fear of failure that is most often seen in the form of anxiety.

Anxiety can be reduced with the reduction of possibilities for experiencing failure, i.e. creating opportunities for experiencing success. That is why it is necessary to prepare the materials in the best possible way so that every pupil can be successful and prepared for any kind of tasks. Then the role of the teacher would

be to teach the pupil how to be prepared to take responsibility for his/her success or failure. At the same time the teacher should also develop curiosity. I.e. the need for knowledge and understanding, and for formulating and solving problems. These can be developed only if there is a presentation of what is new, which contributes to surprise, change and ambiguity.

As far as self-respect is in question, the pupil should be instigated to be active in school, and at the same time in communication with other people, and if high goals are set for developing trust in one's abilities.

We can often see that the need for the teacher's work to be adapted to the individual characteristics of the pupil, his/her wishes, interests and abilities, is the result of the criticism that is often based on the traditional teaching. Starting from the phenomenological postulate that it is often more important how something is experienced than the way it really is, there is research leading to the findings that how the teacher experiences the pupil and how they experience each other is a characteristic that has great influence on achieving success in school. Even though it is known that pupils who achieve did Trent success in school also have different backgrounds of knowledge, attitudes, values, methods and techniques, the greatest percentage of variable causes are intelligence, motivation and characteristics of personality. If an average level of accordance is achieved about the increase of intelligence, motivation and characteristics of a personality, the result is that the relationship between the teacher and the pupil in primary school can be explained as one of joint action of a number of factors. Evaluation of pupils also represents a very important and basic factor. Research showed that negative grades should be removed from the educational system and it indicates that punishing pupils is undesirable because it boils down pupils' motivation; on the contrary, pupils should be instigated and guided towards appraisal and not punishment. When knowledge is checked in a written way or by tests there is no need for negative grades, the test can be simply repeated. At the same time the teacher should contribute to the development of self-criticism in pupils and the awareness of their own abilities. There are pupils who overestimate their abilities and there are others who are not aware of the capacity they possess within. The results of everyday testing in school practice show that almost all pupils have sufficient intellectual potential for achieving standard success. There is a difference only in the way they do it some more easily, some in a more difficult way, but anyway they can do it.

When a pupil learns, helter should always do it with aim and intention. That is why they have to be trained to read as much as possible because this is the foundation of the educational process. Furthermore, re-examining of the teaching material should be done more often as there is no need to constantly learn similar contents. There is no need to force the pupils to learn or to remind them because learning is in the foreground and the pupil is the one who determines in which part of the day to learn -it is never too late. Another characteristic that should be developed by the teacher is the affinity to learning and the need for cooperation and friendship. This can be achieved only if the class is viewed as a group. In such a case, weaker pupils will start trying more so that they are able to catch up to other, better pupils, all this in order to be accepted in their environment.

The abundance of references dedicated to pupils' success indicates that in this the roles of the teacher and the pupil are the most important. If the pupil does not devote enough attention to the educational process, he is forced to learn the presented material. The role of the teacher here is to provide methods and techniques that will keep the pupil's attention, and at the same time present what is in accordance with the curriculum.

That is why it is thought that successful pupils are better at evaluating the efficacy of particular learning strategies in concrete situations. They know where, how and why a particular learning strategy should be used, which is connected with the developmental level of the ability for making appropriate decisions. During studying teaching, especially in the area of examining difficulties in learning, it can be expected that the interest in the content scope gives opportunity for adapting of the learning problems.

Up to the pre-adolescent period the pupil is still not able to independently discover the characteristics of an object that in fact represent the foundation of that object's concept. Because of this the teacher's help in the process of forming of a scientific concept is necessary.

Through a concrete situation the teacher should set particular tasks and indicate the realization of those tasks and the achieving of a particular goal.

However, the existence of pupil' failures is also obvious in the educational process. There are several subjective factors that contribute to the failure of a pupil, and these represent a challenge for a successful teacher. The intellectual abilities, the self-concept, as well as the locus control are the most frequent factors of pupil's failure. Locus control is a particular behavior of a person characterized by duality: on one hand it is a person responsible for its acts, and on the other hand it is a person who does not accept the responsibility for ineffective behavior. Self-concept represents a subjective phenomenon that occurs as a result of the social relation and influence on thinking, feelings and behavior of a particular person. Negative results have negative influence on the pupil's success and result in failure. Intellectual abilities of a pupil are checked by means of intelligence tests and if the result is very low, the educational level of achievement is different and depends on various determinants which are based upon connective characteristics and the characteristics of a particular personality.

Based on what was said earlier, it can be concluded that the achievement of success or experiencing failure in school completely depends on pupils' motivation and the way the teacher motivates them. The educational process as a whole is the drive that moves the pupil into two directions: towards either success or failure, but in cooperation with some of the above mentioned factors.

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