Facilitating and Enhancing Learning - I.

**MOTIVATION**

1. **MOTIVATION**
   1.0 Introduction
   1.1 Motivation
   1.2 Importance of Motivation
   1.3 Motivation – A cycle
   1.4 Principles of Motivation
   1.5 Enhancement of Motivation Techniques
   1.6 Motivating Learners in classroom activities
   1.7 Types of Motivation
   1.8 Devices of protecting Intrinsic Motivation
   1.9 Feedback- Knowledge of Results
   1.10 Strengthening Behavioural changes
   1.11 Confidence in Success
   1.12 Reducing worries
   1.13 Recognizing Children
   1.14 Good rapport
   1.15 Teacher’s expectations
   1.16 Healthy competitive Attitude
   1.17 Stimulating and Safeguarding Interest
   1.18 Attention, Span of Attention.
   1.19 Retention of Motivation
INTRODUCTION:

• When a child attempts to crawl or stand on its own, it is appreciated and cheered by us.
• We cheer up and clap when the highest scores are announced.
• Emotion filled dialogues and speeches elucidate wide response from us.
• In sports when the winners stand on the winner’s stage, we cheer and clap.
• Athletes on the track are applauded and cheered up.
• An orator gets great applause for his eloquent and jovial speech.
• Warriors and players are encouraged by emotional dialogues.
• The last kabadi player in a losing team is stimulated by his co-players for his desperate attempt to win.
• The co-players in a slippery pole game stimulate and encourage participants.
• We pat on one’s back and give a hand shake while welcoming and praising someone.
• An acrobat while walking on a rope makes the audience clap and encourage him.

In the above mentioned incidents, we come across two sections of people. They are (A) Participants and (B) The Spectators. When (A) performs any action or attempts to perform, the (B) group involve in many activities.

Are the entire participants influenced by the acts of spectators? 
Why do (B) group perform such activities? 
Does it create any desirable changes on the part of (A) group? 
What would happen if (B) group do not involve in such activities? 
What is the objective of (B) group? Discuss.

1.1 MOTIVATION:

The word motivation is derived from the Latin word means “mover or motum”. It means Act or Involve in Action’. The act which involves a student physically and cognitively to fulfill his needs, wants or desires is called Motivation

According to Maslow, a psychologist, Motivation is a ‘Continuous Action, Unending, Changeable and Difficult Action. It is one of the characteristics of all the species on Earth. Motivation is the student’s Inner firmness or Firmness of mind. To attain one’s objectives, extrinsic motivation acts as an instrument. To achieve one’s higher objectives in life, learning is extremely essential.
Therefore, it is the teacher’s utmost duty to stimulate and motivate the student’s learning.

**THE ROLE OF MOTIVATION IN ENHANCING LEARNING:**

The elevation of oneself through learning depends upon one’s motivation. It urges Man to perform an action. Motivation can be enhanced through Teachers, Parents and Friends. The student’s thoughts, characters and success depend upon the teacher’s motivation. The thoughts, values and personality serve as stimulants for motivation.

Progress is impossible without any motivation or objectives. In short, every act of man on this earth is a result of motivation. Therefore the teacher should possess the highest skill and rich experience to motivate the students in order to make his teaching more successful. The benefits of motivation can be witnessed in the students’ successful learning outcome. The techniques of motivation must be altered according to the individual differences, individual skills, content and the environment. So, Motivation plays a predominant role in the student’s educational achievements.

**1.2 IMPORTANCE OF MOTIVATION:**

1. Motivation is a psychological based approach.
2. Motivation stimulates to begin a work and assists to complete the work without any lull.
5. Motivation increases interest in learning and retention ability.
6. Motivation stimulates the learners to perform even the rarest task.
7. If Motivation is the cause, interest and perseverance are the result of it.
8. Motivation guides till the end to achieve the goal.
9. Motivation is the cause for continuous learning since it stimulates the hidden interests of the learner.
10. It paves way to identify new methods in order to achieve the goal.

**1.3 MOTIVATION – A CYCLE:**

Need, Motive, Goal, Incentive are the different parts of Motivation. A person’s “need” turns into “Want / Desire” which results in “Motive” In order to attain his
objectives or goal, ‘Motivation’ guides the person through various ‘actions’. So, Motivation is a cyclic process with different stages.

1.4 PRINCIPLES OF MOTIVATION:
- In the educational curriculum, the objectives are prescribed. It consists of many short term objectives. When the short term objectives are successfully achieved, it helps to motivate and to proceed towards the long term objectives of the curriculum.
- All the activities are to be successfully accomplished. Withdrawal of an action is done by less motivated learners. With the guidance of self- learning the actions can be completed.
- Learners should know to learn; Self learning is to be developed because it widens thoughts and helps to achieve the objectives.
- Interest oriented stimulants must mingle with natural motives of the learners. It helps to complete an action in an enthusiastic manner.
- Content knowledge is to be improved. The more we like to know the more we learn.
- Courage is important to implement an activity. Failures and hindrances are the negative reinforcements of Motivation. It provides more opportunities for learning

1.5 TECHNIQUES ENCHANGING MOTIVATION:
- Prizes and compliments increase interest among the learners. It helps to perform the learning activities perfectly. But it should be given to the deserving person in an appropriate way.
- Activity skills must be specifically stated based upon on the expectations of the classroom climate.
- The learners must feel that their views are welcomed and they are morally supported by others. The questions are immediately and positively answered. Their best performances are appreciated.
- Guidance is provided to complete the complex activities by splitting it into smaller units.
- Learners are motivated to complete any type of work perfectly.
The designed activities for the students are evaluated at the earliest.
Assessment is done according to the abilities of the learners. Never compare the learner with others.

1.6 MOTIVATING LEARNERS IN CLASSROOM ACTIVITIES:
- The learning activity and its objectives are blended to increase the right knowledge in learning.
- The content of the lesson is compared to real life situation and the students are instructed to follow it in their life.
- The students are permitted to learn in a formal system
- The activities must be challenging but at the same time within the limits of the learners to accomplish it. Activities should be allotted according to the learning abilities of the learner.
- The interest of the learner in every subject should be stimulated.
- It is essential to create variety of action plans to make the learners acquire new knowledge and share their learning.
- It is essential to help to identify the hidden individual skills of the learners.

1.7 TYPES OF MOTIVATION:
1. Intrinsic Motivation
2. Extrinsic Motivation

1.7.1 INTRINSIC MOTIVATION:
Intrinsic Motivation stimulates inner feelings and it has a direct link with the stimulus. Learning according to one’s desire and choice, without any external compulsion can be cited as an example. Students with intrinsic motivation perform their activities in a better manner because of the inner interest and involvement. Unlike Extrinsic Motivation, this lengthens the inner interest to complete the work joyfully.

A person feels happy when he derives answers to problems, understands the meaning of a poem and learns the content of the lesson. This is due to the Intrinsic Motivation which results in involvement and happiness. It also retains one’s attention and prolongs the performance. By stimulating this intrinsic motivation, the students benefit by involving themselves in the learning activities.

1.7.2 EXTRINSIC MOTIVATION:
Learning without any internal motivation, interest or involvement is known as Extrinsic Motivation. Students with extrinsic motivation do not show interest in learning.
Facilitating and Enhancing Learning - I.

Generally their performance will not be up to the expectations as they are forced against their wish. Some do it for the sake of completing the course, some for status, some for promotion and appreciation and some to escape from punishment. This category of learners is the result of extrinsic motivation.

Between the intrinsic and extrinsic motivation, the intrinsic motivation causes inspiration and prolongs motivation. It enhances the best performance in learning. Therefore, it is better for the teachers to develop intrinsic motivation among the learners.

In the absence of intrinsic motivation, extrinsic motivation can be provided to complete the work. The teacher selects the correct type of motivation depending upon the learning environment and the learning activity. This type of approach when provided to the learners their interest is enhanced and they involve themselves in the learning activities.

**Activity:**
The teacher trainers are divided into two groups. One group lists out many extrinsic motivated activities, whereas the other group discusses the pros and cons of the Extrinsic Motivation.

1.8 PROTECTION OF INTRINSIC MOTIVATION:

The Intrinsic Motivation should find an outlet through appropriate activities. It must be identified first and opportunities are to be provided in the form of guidance to attain the maximum benefit. It helps to involve in the learning activities without any external pressure by the learner on his free will.

We can not depend upon Intrinsic Motivation for all learning activities. At times, the teachers must make use of Extrinsic Motivation. Alternative utility of Motivation brings out multiple benefits to the learners.

Classroom Climate is more important to nurture intrinsic motivation. Students must believe that the teachers are their well wishers, and the classroom is a place of exhibiting skills. Each and every learner believes that the classroom is a place of respecting the students with guidance. The classroom climate must develop self-confidence and self-respect so that voluntary participation of the learners for learning takes place.

1.8.1 FACTORS NURTURING MOTIVATION:

**SCHOOL GOALS:**

1. Different types of motivation activities are offered to the learners to enhance learning and content skills. Students should be objectives motivated. The
long term perspectives of the school must guide the students for self-expression.

CLASSROOM GOALS:
2. Class wise teaching activities, Students achievements, objectives, Aim, Evaluation, List of Slow learners, Objectives of group learning and Individual Learning are important in a classroom.
3. Activities which facilitate skills must be related to the teaching content and real life situations.
4. Age, Time and content must be appropriate and interlinked.
5. Activities must be challenging and at the same time achievable by the learners. All these activities nurture intrinsic motivation for learning,

TRAINING NATURAL TEMPERAMENT:
The objectives of this training are to stimulate the less motivated learners to become highly motivated learners.
~ Students who were deviated from learning due to fear of failure are motivated.
~ Involve in the positive attitude activities.
~ Make them realize that ‘Failure’ is the stepping stone for success.

1.9 FEEDBACK – KNOWLEDGE OF RESULTS:
Students must know their progress in their learning immediately and intermittently. Their progress helps to continue the learning activities with much interest and motivation. It enables the students eradicate the errors in learning. It paves way for the learners to proceed with much vigour towards their goal. The follow up activities create opportunities incessantly to realize success in their goal. Feed back motivates the learners to facilitate their learning. It is impertinent for every teacher to provide and receive feedback about their progress to facilitate the students learning.

1.10 REINFORCEMENT:
Behavioural changes in learning takes place through motivation. If it is reinforced, the behavioural changes become a deep, steady and strong learning. An action is stimulated through reinforcement. Learning Activity is also a stimulant. Therefore, in the teaching and learning environment the teacher becomes a decision maker to choose the correct type of reinforcement. Indiscriminate appreciation to the learner is essential.
Facilitating and Enhancing Learning - I.

**ACTIVITY:** The teacher trainees classify the below mentioned groups in a primary school by observing the students of a classroom during their observation / Teaching practice. This may include verbal and non-verbal appreciation. Verbal may include words and non-verbal cues like acceptance with a smile, Nodding of head, recognition with special gifts, symbols, a prize or a pat on the back, are some of the special non-verbal appreciation acts.

According to psychologists, Recognition itself is a reward. So teacher has to provide it to strengthen learning among the students.

1. Slow Learners
2. Average Learners
3. Above average and
4. Gifted Learners

The trainees prepare the progress report of the students and suggest various motivational and reinforcement activities which is submitted as a record.

1.11 CONFIDENCE ABOUT VICTORY:

Confidence in Success brings happiness. The fear of failure slows down the speed of our activities. The fear of failure deviate the learners from the teaching learning situations and reduces the interest in learning. So, the contents of the text should move from simple to complex concepts and from concrete to abstract ideas without causing failure in their learning at the beginning. Learning objectives, the content of the lesson and the learning methods are selected based on the learners’ skill and understanding ability. The selected materials must be neither very simple nor very difficult. It should be focused on the needs of an average learner.

1.12. REDUCING WORRIES:

The Students understand their needs and the objectives of learning. In the teaching and learning process the students become sad when they fail to achieve the objectives. This worry not only stimulates learning but also reminds them to continue their learning process. It also motivates to involve themselves in their leaning. When this worry becomes constant and severe, it creates aversion towards learning. If it is moderate it motivates the students to involve in learning.

Excess worry, not only reduces students’ motivation but also brings negative results. They lose their learning skills and fail to achieve their learning objectives. If a teacher wishes to reduce the worries of a learner, he should educate them to feel that education is not a burden but it is a joyful learning. This idea motivates learning. If
learning has to take place effectively and continuously, the apt teaching methods and activities have to be selected. This would deduct worries among the learners and make learning comfortable and enjoyable.

1.13 RECOGNITION OF CHILDREN:

Identification and appreciation of children’s talents, recognition, and acceptance are the very powerful factors for motivation. Therefore group learning or peer group learning is better than individual or self learning. It becomes essential for a learner to be a member of a group or class to improve his learning. It helps him to expose his skills and abilities, express his thoughts, opinions, feelings and emotions freely with others.

Recognition is needed for the learner to identify himself with the peer group in his learning behaviors like belief, knowledge, skill, co-operation and disagreement. In order to provide the appropriate motivation to the learners, the teacher must focus himself on the powerful and motivating principles of group learning. If it is followed the learners feel that they are recognized and accepted. This feeling enhances learning.

1.14 GOOD RAPPORT:

Good rapport between the teacher and the students is to be maintained. Teacher should begin with motivation and continue to maintain it during the teaching and learning process. This motivation would enhance learning among the learners. The good rapport between the teacher and the students makes the classroom learning a success. Unless a cordial relationship and students may not show interest and involve in their learning process. It would not only deteriorate but also give a negative impact in the classroom activities. So, a teacher must maintain harmony and good rapport with the learners with a positive attitude. To enhance this relationship service mentality, attitude and the best qualities of the teaching profession are needed.

1.15 TEACHER’S EXPECTATION:

Researchers in Psychology and Education proved that the teacher’s ‘Expectation’ from the learners create positive responses. Every teacher expects his students to be motivated, hardworking and interest oriented in studies. When the teacher works with these objectives in mind, the students reflect the same expectations of the teacher. In the absence of such expectations, no stimulation takes place from the teacher and the students would not be motivated in the teaching learning process. A teacher with principles in life would inspire the same among the learners. So his motivations must be high so that the students achieve them in their teaching learning
process. If the motivation is not high, the students lose interest and become irritated. They deviate from the learning process and become disappointed.

1.16 HEALTY COMPETITIVE ATTITUDE:

Competitive attitude among the students inside and outside the classroom is a favorable and effective means of motivation. It not only paves way to achieve goals faster but also gives maximum satisfaction in their activities.

There are two types of competition.

1. Individual competition.
2. Group Competition.

Of this two, Individual competition yields better results to the competitor. The outcome of the competition will be a desirable one if it is conducted in a healthy situation. Intensification of competitive attitude might bring negative impact on the learner. The egoistic attitude like ‘I’ and the pride, arrogance might crop up among the students. It would develop into hatred and jealousy. These undesirable factors disturb the process of learning. There is no doubt that a healthy competitive attitude among the students would stimulate the process of learning.

Besides, a tough competitive attitude might seclude the students from the society and from a disciplined life. Hence, the teacher should not motivate unhealthy competitions and compare the performances of the students. Otherwise Embitterment, Hostility and Quarrelsome attitude might develop among the learners.

The teachers should create opportunities for the students to participate and learn in group activities and avoid individual competitive attitudes among the learners.

1.17 STIMULATING and SAFEGUARDING INTEREST:

‘Interest’ is an important factor in human life to perform any type of activity. It influences a student to learn concepts in the classroom. Desirable classroom climate, the teaching methods, concept based objects and activities create interest in learning. The teachers should not only design attractive learning materials, but also adapt teaching methods and activities to make the students involve in the learning process without losing interest. The teaching learning process must not rely solely on the text books. Multiple activities like songs, stories, acting, drawing and reading are to be included. It is the interest of the student which motivates the learner to involve in the learning activities. So the teacher motivates the students as much as possible in order to create more interest to involve themselves in the learning activities.
Facilitating and Enhancing Learning - I.

1.18 ATTENTION, SPAN OF ATTENTION:

‘An attempt to know about anything clearly is known as ‘Attention’ – Mc Dougal.

Attention span is the amount of time that a person can concentrate on a task without being distracted. It helps ‘Knowing’ unforgettable and retains in memory for a long period.

Attention drawing factors lead to focusing of mind on something. So, the teacher must know these factors by testing them in order to utilize in the teaching learning process. The students’ attention is drawn by the material’s color, shape, novelty, gloss, attractiveness, splendor and quality.

The attention of the children is completely focused when the teaching materials are handled by them. The duration of attention on a TLM by children is known as ‘Span of Attention’. To evade distraction between one span of attention to the other, the attractive powers of learning materials like shape, color etc, are used for attention and extension of attention.

In the classroom, the teacher applies voice modulation in the teaching learning activities. He / she undertakes blackboard activities like drawing and writing. He /She uses pictures to explain concepts why does the teacher involve in multiple activities?

These activities are performed by the teacher in the classroom in order to create interest and prolong the attention of the students.

There are five types of ‘Attention’.
1. Focused Attention
2. Sustained Attention (Vigilance).
3. Selective Attention.
4. Alternating Attention.
5. Divided Attention.

FOCUSSED ATTENTION: The ability to respond discretely to special visual, auditory or tactile stimuli.

RETENTION OF ATTENTION: The ability to maintain a consistent behavioural response during a repetitive activity.

SELECTIVE ATTENTION: The ability to maintain a behavioural or cognitive set in the face of distracting or competing stimuli. Therefore it incorporates the nation of “freedom from the distractibility”.

Unit - 1: Motivation.
ALTERNATING ATTENTION: The ability of mental flexibility that allows individuals to shift their focus of attention more between tasks having different cognitive requirements.

DIVIDED ATTENTION: Divided Attention is the highest level of attention and it refers to the ability to respond simultaneously to multiple task demands. Ashtavadhani and Sadhavadhani people can simultaneously focus eight to ten activities respectively.

1.19 RETENTION OF ATTENTION:

To sustain the attention of students in the classroom the following guidelines can be adapted during the teaching learning process:

1. STIMULATION: Use of sufficient stimulants during the teaching learning process.

2. APPRECIATION: The skills of the learners are appreciated.

3. NOVELTY AND FREEDOM IN TEACHING THE SUBJECT: In this changing scenario, the teacher introduces novel methods based on the ability of the learners for their deep and detailed understanding of the subject.

4. INTRODUCTION FOR A ‘CHANGE’: Introduction of different types of contents in the lesson.

5. USEFUL TIME TABLE: Time Table with alternative subjects is prepared by equally spreading all subjects equally to make the learners learning useful without boredom.

6. TEACHING METHODS: Story, song, puzzles and games. Picture explanation, word games is necessary in the teaching method.

7. QUESTIONING: General questioning in the class, Questioning to draw the attention of the learners, Questioning to specific groups, Evaluation questions, Recapitulation questions at closing session are some of the types to be used in the class.

8. CHANGING OF SIMILAR ACTIVITIES: When the students involve in the process of learning continuously, distraction of attention is possible. So, the activities are evenly distributed for physical stimulants as well as for sustained attention.

9. ATTRACTIVE ILLUSTRATION PICTURES AND EXAMPLES: The colours, the sizes and the examples in the illustration pictures must attract the learners. Known facts and stories are aptly used in order to attract and retain the attention of the learners without distraction.
10. **TEACHER AND STUDENT READINESS:** In the teaching learning process, the teacher must be ready to provide the learning experiences and the students should be ready to receive the learning experiences.

11. **MUTUAL PARTICIPATION:** Everyone must be in a position to share his opinions with each other. Each member in a group or in a class must participate and share the ideas.

The learning activities must cater to the various interests of the learners in the classroom and they should be able to achieve their learning in various ways.

All the above mentioned guidelines function to attract the attention of the learners, sustain it and retain it. If these factors are selected and used in the classroom depending upon the classroom climate and the students' ability, the attention of the learners will be steadied and the span of attention will be increased for enhanced learning in their process.

**ACTIVITY:**

Prepare an Internal Assessment record about the various types of arrangements and methods practiced by the teachers in the classrooms to stimulate students' attention, attraction focus, sustaining and extending the span of attention when you visit the training school for observation practice.