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**DINAMICS OF LEARNING MOTIVATION IN ELEMENTARY  
SCHOOL PUPILS OF ISRAEL (ARAB SECTOR)**

**SPECIALTY: 531.01. GENERAL THEORY OF EDUCATION**

Abstract of the doctoral thesis of pedagogy

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## INTRODUCTION

**Research relevance.** Addressing *motivation* as a triggering and supportive factor of educational activity emphasizes the importance of quality of information, learning experience, mediated learning, or positive attitude towards the act of knowledge in achieving school performance. According to the generally accepted conception, following the consultation of the specialized literature regarding the approach of the *motivational phenomenon*, we can say that *motivation* lies at the basis of the good functioning of human action components, regardless of the activity or acquisition level of the one who makes the effort to achieve it.

Any action with a realistic finalist character must be complemented by a well-established *motivational support*, so as not to permit the installation of the lack of productivity, characterized by the inversely proportioned ratio between the results obtained and the effort made.

In this context it is necessary to delimit the coordinates specific to the phenomenon itself, starting from the functions fulfilled by *motivation*, as they appear in the research literature. School learning is a planned activity, *a model of dynamic action*, [30] an action plan that systematically rebuilds and develops *knowledge, ideas and ways* through which we can substantiate, examine and validate truths. It is the activity of organizing and self-organizing the experience, of building and reconstructing the personality of the pupil, of forming and self-forming of his own bio-psycho-socio-cultural individuality. One of the laws underpinning school learning is the *Law of motivation* showing that *school learning is essentially motivated and oriented towards knowledge*, towards sensitivity, rationality and communicativeness [1, p. 35].

For school, parents or education science experts, motivation is the key to learning success.

From J. Piaget to H. Gardner, learning theorists [2], [9], [37] have emphasized that *motivation is the foundation* on which educational success is built. Therefore, *learning* involves the dynamization of an action-based scheme that focuses on the general competences of the subject, the intuition and perception of the situation in which he is to act, his *motivation* for the tasks he has to accomplish in the given context and conditions.

It is certain that any responsible educator should control the *motivational mechanism* as best as possible to ensure the conditions for an optimal schooling. This is also all more relevant while facing unprecedented challenges in the didactic process, reflected in the imperative of helping pupils become autonomous, life-long learners; by structured curricular changes, introduction of new technologies of information and communication in the *teaching-learning-evaluation process*, that represent a new relationship of the school with the community it serves.

According to the *Education Code*, Chapter III., Art. 26., primary education contributes to the formation of the child as a free and creative personality and ensures the development of the competences necessary for the continuation of studies within gymnasium education.

*The learning motivation* of elementary school pupils must be stimulated, oriented, maintained, and the teacher, together with parents, has a leading role in this. Thus, it is essential for teachers to be convinced that their pedagogical intervention is needed and that the deficit of *motivation* can be positively influenced in the school space.

Studying the scientific on the formation of the dynamics of learning motivation literature and identifying the social conditions of education, it can be affirmed that motivation: is one of the main factors in the learning process; has a positive impact on the efficiency, activity and

personality development; through its valorization can be identified the personality internal potential for training, development and learning.

*Motivation* is and remains an important problem for both the teacher who is experiencing beneficial situations and the learner who is motivated to learn and has clear energy resources and objectives, as he is asked to find the tools and contexts of maintaining and maximizing the value of turning it into a permanent development resource.

**Description of the situation in the research field and identification of the research problem.** Specialty literature has much focused on this theme, that continues to keep its actuality. Researchers of Israel [54], [65], [67], [68] tried to identify the levers that trigger *motivation for learning*, but also those techniques and strategies by which adults in school - *mainly teachers and principals* - can increase pupil motivation.

Researchers from the Republic of Moldova approached the concept of learning motivation in a series of psycho-pedagogical studies signed: I.Racu [32], I. Gagim[12], L.Cuznețov [10], N.Siliștraru [34], I.Lupu [61], V. Andrițchi [2], V.Panico [27], L.Posțan [31], D. Antoci [3], V.Mișlițchi [22], E.Staricov [35] etc.

Among English researchers, the problem of learning motivation was approached by M.K.Alderman [39], J. Brophy [40], M.H.Dembo [49], P.R.Pintrich [50], J.M.Keller [53], J.Y. Shah [55].

Analysis of the state of learning motivation and its formation in elementary school pupils leads to the following *contradictions*:

- between the forming demands of modern society to increase the learning motivation in elementary school pupils and the lack of a methodological system aimed at forming the learning motivation in elementary school pupils;
- between the importance of learning motivation and its formation in elementary school pupils and the lack of effective pedagogical conditions that would contain needs and guidelines, to ensure the formation of learning motivation in elementary school pupils;
- between the efficiency of learning motivation dynamics in elementary school pupils and the insufficient valorization of learning dynamics.

In this context, **the research problem is outlined by:** *what are the premises of forming motivation, dynamics of learning motivation in elementary school pupils?*

**The research purpose** consists in identifying the pedagogical benchmarks, elaborating, implementing and validating the *Pedagogical model of forming learning motivation in elementary school pupils*.

**Research objectives:**

- analyzing the theoretical approaches regarding learning motivation in elementary school pupils;
- conceptualizing the formation of learning motivation in elementary school pupils;
- determining the pedagogical principles, factors and conditions of forming learning motivation in elementary school pupils;
- elaborating the strategy of forming learning motivation in elementary school pupils;
- developing, implementing and validating the *Pedagogical model of forming learning motivation in elementary school pupils*.

### **Methodology of scientific research:**

*at epistemological level* - scientific documentation, inductive-deductive method, conceptual analysis and hermeneutical synthesis, reasoning and argumentation;

*at theoretical level* - modeling the pedagogical experiment, observing, collecting data, analyzing the products of the experimental subjects, mathematical data processing, data interpretation;

*at hermeneutical level* - interpretative synthesis, systematization and commenting, deduction;

*at praxiological level* - questioning, observation, pedagogical experiment, product analysis, synthesis.

### **Research novelty and originality:**

- ✓ conceptual delineation of learning motivation in elementary school pupils from a *psychological, pedagogical and methodological perspective*;
- ✓ establishing the concept of learning motivation in elementary school pupils: principles, factors and *general conditions, educational conditions, specific conditions*;
- ✓ developing the *Pedagogical model of forming learning motivation in elementary school pupils*, based on methodological and procedural dimensions, determined by a set of psycho-pedagogical benchmarks;
- ✓ implementing the pedagogical strategy of forming learning motivation in elementary school pupils, through the combination of interactive methods with the theories of motivation.

**The important scientific problem solved** in this research lies in the formation of learning dynamics, the elaboration and implementation of the pedagogical model of forming learning motivation in elementary school pupils through learning situations based on the formative program.

**The theoretical significance of the research** consists in development of the theory and methodology of learning motivation and its formation in elementary school pupils through the substantiation of the pedagogical model, the determination of some situations for learning motivation formation in elementary school pupils.

**The applicative value of the research** is represented by the identification and substantiation of the strategy of learning motivation formation in elementary school pupils; the elaboration and implementation of the *Pedagogical model of forming learning motivation in elementary school pupils*; designing and implementing specific strategies for learning motivation formation in elementary school pupils.

### **Main scientific results presented for defense:**

- the determination of motivational theories, motivational strategies demonstrates that pupils success is significant through the formation of learning motivation in elementary school;
- the formation of learning motivation in the didactic process is visible if it is achieved in accordance with the lesson stages, that facilitate comprehension, ensure the formation of cognitive, affective, psychomotor competencies;
- the conceptualization of the strategies of learning motivation formation represents a relevant support for action through the functionality of the *Pedagogical model of forming learning motivation in elementary school pupils*.

**Implementation of scientific results.** The scientific results were valorized in the primary schools of Israel by implementing different strategies of stimulating learning motivation in elementary school pupils, during 2014-2017, supported by the Ministry of Education of Israel.

**The approval of the research results** took place within the sittings of the Chair of Pedagogy and General Psychology of TSU, theoretical-practical conferences and through scientific publications. Also, the scientific value of the research results has been confirmed at national and international scientific conferences.

**Publications on the theme of the thesis.** 9 scientific papers, one of which has been published abroad, 2 articles in national journals of C-category, 2 articles at international conferences, 1 article at a national conference and 3 electronic publications.

**Volume and structure of the thesis:** introduction, three chapters, general conclusions and recommendations, bibliography (128 sources), annexes (2), 119 basic text pages, tables (25), 4 figures.

**Key words:** motivation, motivation, types of motivation, learning motivation, motivational strategies, psycho-pedagogical conditions, principles of stimulating motivation, pedagogical model, teacher, elementary school pupils.

### **THESIS CONTENT**

In **Introduction** it is presented the actuality and the importance of the problem addressed, the problem that generated the investigation, the purpose and the objectives of the research, the scientific novelty and scientific originality, the theoretical significance and the applicative value of the research, the approval of the research results and the summary of the thesis.

Chapter 1. **Psycho-pedagogical approaches to learning motivation in elementary school pupils** reflects the key concepts of the paper.

Motivation is one of the central issues of psychology. The study of motivation is about exploring the underlying issues of our actions: how do we get to act and what kind of factors influence our actions. In the broadest sense, the term "motivation" refers to "the set of dynamic factors that determine the conduct of an individual."

For M. Zlate [38, pp. 151-152], *motivation* "represents the dynamic aspect of the relationship between the subject and the world, the active orientation of his behavior towards a preferential category of situations or objects".

Al. Rosca [33, p.8]: "By motivation, we understand the totality of internal motives of conduct, be they innate or acquired, conscious or unconscious, simple physiological needs or abstract ideals.

"According to the researcher M. Golu [15, p.22], motivation, as a component of the human psychic system, involves an informational / content side and a dynamic side.

N. Silistraru [34] argues that *motivation* is used in explaining studying behavior.

E. Guilane-Nachez [58] mentions that *motivation* includes: a precise, clear and even quantified *purpose*; *the clear awareness* of the fact that the goal can be achieved by appropriate means at the reach of the person who wants to achieve that purpose; a firm and deliberate, mature *will*; the conviction that we will have to act to achieve our purpose; the *conviction* that success depends on our own actions, and not on external, random phenomena; *provision* for action and acceptance of this idea; developing *a strategy*; training to be neither stubborn nor rigid in our approaches to achieving the purpose, but flexible and adaptable; *action*.

According to G. Albu motivation has, in principle, the following functions [1, p.12-13]: *mobile function or trigger factor*; *direction-targeting function*; *supportive and energizing function*; *conduct self-regulation function*.

Specialists have come to the conclusion that there are the following ways and motivational structures.

- *Needs* are the basic motivational structures of personality, its most powerful driving forces. They form under the influence of culture and social environment, in the process of education or imitation.

The author A. Maslow [63] proposes a *theory of deficit motives and growth motives*. He considers that during child-specific development, it is important that the basic impulses (motives for deficit) be satisfied in such a way that the child can be later free to adopt less egocentric (growth) motives. The "pyramidal" motivational model includes: *physiological needs, security needs, social needs, emotional needs, cognitive needs, aesthetic needs, realization needs and self-realization*. People differ according to the importance they attach to each of these needs [63, p. 161].

The researchers I. Lupu, A. Cioban-Pilețcaia assert that the multilateral and complex aspect of the motivation problem represents the interconnections between motivation and needs, the relations between needs, the process of developing the needs that allow formation of the motif structure and the components of motivation in the school environment [61, p. 161].

*Tendency* refers to the orientation and direction of the person's conduct, of an action / activity towards a certain target under the impulse given by a certain need (defense tendency, aggressive tendency, etc.) [30, p.95], [5, p.47].

*The motive* is, after A. Cosmovici, "that psychic phenomenon with an essential role in triggering, guiding and modifying the conduct; it is a principal cause of our conduct" [9, p. 198]. There are also unconscious motives, whose substrate is not clearly delimited, but which performs an important role in the activity.

In his turn, M. Golu shows that the reason, as "mobile underlying behavior or concrete action" [17], has the following characteristics:

- *Content* is identified and appreciated on the basis of the state of necessity that reflects the motive and the objectual or behavioral valences that its satisfaction demands. Therefore, the reason has two dimensions: *the energizing dimension and the orientation dimension*. The researchers M. Golu [15], P. Neveanu [25] have established the existence of several types of motives, such as: *individual and social, inferior and superior; minor and major; selfish and altruistic*.

*Interest* is an important *motivational factor* for human activity that involves the selective, relatively stable and active orientation of the individual, on his / her own initiative, towards certain objects and / or fields of activity, for carrying out certain actions.

In the case of *secondary motivation*, the same author mentions, "the emergence and formation of interest precede the formation of need: *the need* is structured on the basis of interest, through better internal structure, and especially through a strong integration and consolidation in the motivational profile of the personality" [17, p. 48].

As complex and decisive motivational structures for the individual's life, for his relations with the world and himself, for his spiritual, spiritual growth, for the building of a certain type of personality, *beliefs* have their roots deep in the affectivity of the individual, in the emotions, feelings and passions; moreover, they are forced into behavior, orientate it and delimit it permanently [43], [46].

*To be motivated is to act, to tend towards something, to do something.* A pupil who feels no impulse or need to act is an unmotivated pupil, while a pupil who is activated or energized to act toward an objective is considered a motivated pupil. It is important for the pupil to show interest in school, to accomplish his / her school tasks and to meet his / her goals [30].

D. P. Ausubel, F.G. Robinson believe that there are three components of the concept of motivation within school [4]: centered around *the need to know and understand, to master knowledge and to formulate and solve problems*; that of *the strong affirmation of the self*; the motivation of the school activity, based on the need for affiliation.

According to J. Brophy [40, p.28-30], in learning, development, training, motivation can be analyzed in two dimensions:

a) *The overall motivation for learning-development* is / represents a permanent and powerful provision for the acquisition of knowledge, skills, values, problems in a learning-training situation.

b) *The specific motivation for learning-development* represents / identifies the motivational state of the pupil that leads him / her to learn at a certain point in a lesson, a certain discipline of education (and in a certain period). Specific motivation, on the other hand, depends to a large extent on the spirit of hiring the teacher, the content of the activity.

Dynamics is the process of continuous (and intense) movement, evolution; which is going fast. A person reaches through successive stages to develop or, on the contrary, to inhibit his / her level of motivation to accomplish a particular activity in order to achieve explicitly defined goals.

Therefore, we consider that the *dynamics and the formation of motivation* are determined by a series of factors:

- the status of pupil classroom relationships: each pupil considers needs from the perspective of individual experience;
- teacher's attitude can be a decisive factor of success or failure; he will regard motivation by individual participation as a method of substantiating the role of each pupil;
- the clarity with which problems are diagnosed will help to motivate pupils to learn the foreign language;
- the way in which the pupil motivation tactic is applied: an imposed practice will be met with more resistance than the one in which there is prior consultation / counseling;
- the educational management style: an authoritative teacher will have a much more apathetic force of persuasion, and the lack of willingness to cooperate with pupils will increase the disappearance of motivation [6];

L. Vygotskii mentioned that the basic changes of this age - awareness and acquisition of psychic processes - owe you the origin of learning. The learning activity of young schoolchildren is regulated and maintained through a complicated and multifaceted system of reasons [37, p. 14].

At the end of the first grade, a complex learning motivation system is formed, which includes the following motives (M. Matiuhina, 1984):

- 1) Motives connected to the content of learning, learning always awakens the tendency to know something new, to have knowledge, ways of action, to penetrate into the essence of phenomena.
- 2) Motives connected to the learning process: Learning is a challenge to the intellectual activity, the need to think, to judge during classes, and to face difficulties in making difficult decisions.



3) Extensive social motives: the reasons for duties and responsibilities towards society, class, teacher.

4) Motives for self-determination (awareness of the importance of knowledge for the future, the desire to prepare for the future occupation, and the reasons for self-refinement - to develop as a result of the study).

5) Personal motives: a) welfare motives (tendency to receive approval from teachers, parents, classmates, willingness to receive good marks); b) the motive for prestige (the desire to be among the first pupils to be the best).

6) Negative motives (avoiding the inconvenience that may arise from teachers, parents, classmates, if the pupil does not learn well).

*Behaviors that may indicate a lack of motivation in the school context in primary education [50]:*

- has a good school return when paid attention from the teacher, but loses focus and efficiency when working independently.
- has difficulty in starting and completing a task.
- distracts or loses attention when parents or teachers make an observation or in situations beyond their focus.
- has difficulty to relate positively to family members or colleagues; has little confidence in them and often avoids their company.
- has some uncontrolled outputs; changes very easily the mood.
- asks very much from others but is not willing to offer as much.
- is never happy with something for a longer period of time.
- needs support from others, even to do simple tasks for someone of his or her age, but rarely calls for help in solving a school task.
- is often negligent with homework and hardly accepts being controlled.
- shows no interest towards assessments / marks received but is very sensitive to them; constantly challenges both the criteria and the manner in which the teachers score, is often considered wronged to the other colleagues.

Thus, the decision to carry out the activities specific to a task is indicated in R.Viau's model [60] to achieve a target. A pupil who accepts to solve a learning task and who persists in completing is a motivated pupil.

Table 1.1. Motivation in the school context [Apud R. Viau]

<b>Context</b>	<b>Pupil's perceptions</b>	<b>Motivation indicators</b>	<b>Results</b>
Learning situations	Value of the activity to be achieved; Competence to achieve the activity; Degree of control over the learning activity	Cognitive engagement Perseverance	Success recorded during the learning activity

Another indicator of motivation is also the success in achieving the objective pursued. This is an indirect indicator, being a result of personal engagement, perseverance, and skill, capacity or ability.

*The contextual component* is equally represented by the learning activities in which a pupil is involved, as well as by the school disciplines / content within which these activities are organized. Thus, we may encounter situations where a pupil is motivated to participate in group activity, role play, or experimental demonstration, even if he / she has a low motivation to study

a particular discipline. There are situations in which a pupil is less motivated to carry out a miniproject research with a colleague, even if motivated to learn the subject.

The analysis of *the level of motivation* should take into account the whole set of factors of influence on a pupil's perceptions, including favorable factors or inhibitors that are not specific to the didactic activity itself. R.Viau [60] shows numerous examples that support this idea: tense relationships with a teacher, conflicts with some colleagues, responsibilities and relationship with the family, etc.

*School results* are a result of motivation, so the more a learner is motivated, the better his school performance [36]. At the same time, R.Viau's model also emphasizes the role of performance in maintaining and increasing motivation: school success is the safest source of information about one's own abilities and an incentive to engage in similar learning activities.

Also, *failure to solve a school task* can negatively impact perceptions of personal capabilities and diminish openness to engaging in similar learning activities.

Thus, authors such as P.R.Pintrich [50], [51] analyze in details the effect of *anxiety* on the level of motivation, highlighting the different effect it may have on the way pupils engage in learning activities.

Motivation is first analyzed as a psycho-pedagogical variable, the main interest being clearly focused on the motivation that influences learning [20], [23, p.43]. As can be seen in Fig. 1.2. motivation features view how to respond to any requirement, regardless of the nature, context or pursued objectives.

Table 1.2. Characteristics of motivation [60]

MODALITY OF RESPONDING TO A TASK	MODALITY OF RESPONDING TO A LEARNING TASK
<ul style="list-style-type: none"> <li>• availability to achieve specific task requirements;</li> <li>• interest in achieving specific objectives;</li> <li>• curiosity to find effective ways to meet the requirement;</li> <li>• interest in assessing / evaluating results;</li> <li>• willingness to initiate corrective activities when they are needed.</li> </ul>	<ul style="list-style-type: none"> <li>• availability to achieve the activities specified by the learning task;</li> <li>• interest in acquiring the knowledge / skills pursued by the learning task;</li> <li>• curiosity to identify alternative activities to achieve the objectives pursued;</li> <li>• interest in assessing / evaluating the achieved results;</li> <li>• openings in achieving new learning orientated tasks that are specific to the task of learning.</li> </ul>

*School education* is characterized by the following elements [26]: It is deployed in an institutionalized setting by human agents under concrete conditions with a vertical and horizontal relationship; it is an externally driven process that tends to become self-directed; it is a conscious approach, organized after a clear conception (plans, programs), having finality and a sequential, gradual development; has formative and informative character; depends on motivation; has resources, content, specific ways of organization (through strategies, methods, procedures, techniques); requires time (allocated, necessary, planned, consumed); complies with psycho-pedagogical norms; uses assessment criteria and feedback possibilities.

The researcher L. Cuznețov mentions that educational approaches should be based on the real motives of the small pupil behavior and should be focused on the gradual self-updating of the child [10, p. 260].

At the entrance to school the child reaches an environment almost entirely different from the family and instead of a small group the child encounters a community. Along with joining this community begins to familiarize with the requirements of social life.

*Adapting* to school requirements imposes changes in all the personality components. Expansion of the affective field means creating new social connections, observing some rules, accepting certain duties, increasing the capacity of effort, etc. [13, p. 32].

The researcher L. Cuznețov states that for the small pupil it is specific the development of the cohesion degree of personality traits, their organization and their superior integration into a unitary one. [10, p. 260].

The pupil's intellectual development is permanently trained in the school activity and is felt in a significant way after the age of 6. The first aspect of intellectual changes is expressed in changes in the investigative character of perception and observation as tools of knowledge. Perceptual and interpretive sensory capacities become more efficient. Vision and hearing reach performance to 9-10 years. They are very well used in school work, where writing, drawing and reading require fine perception and quick interpretation. In terms of hearing, a formative discriminatory sensitivity develops in identifying the phenomena embedded in words, in the flow of speech, but also on the line of converting them into written letters. Both writing and reading pose problems of spatial logic, of perceiving the magnitude and proportions of letters.

Also, the very good memory of the 7-8 year old child helps him to reproduce after 2-3 readings a text. It is a situation where a less supervised child can give the impression that he can read, in fact, by reproducing the text learned through repeated reading in the classroom. Mechanical, involuntary and short-term memory predominates. The memory is conditioned by the affectionate load (it retains what impressed it most). Forgetfulness often occurs around the age of seven (he often forgets the theme to be prepared, the pen, the notebook, etc.). At 9, the pupil makes voluntary efforts to cultivate memory. The ratio between the recognition and reproduction capacity changes.

The specificity of thinking of a young school age pupil is manifested by an essential property, namely to be *concrete-intuitive*. As J. Piaget shows, the child is in the stage of concrete operations. The child thinks more by working with the concrete crowds, despite the fact that the logical principles demand a gradual detachment of a concrete basis (intuition is denied) and the operations require an internalization, ie functioning in the mental plane.

*Thinking* dominated by concrete is specific to the ages between 6/7 and 10/11 years. During this period, the perception of things is still global, their vision stops on the still uncompromised whole, the double rapid-dissociation-recompense movement is missing. Towards grade IV we can meet, obviously differentiated and individualized manifestations of the pre-formal stage, simultaneously with the maintenance of some intellectual manifestations at the level of concrete operations [22, p. 23]. *Logical thinking* in small classes can not dispense with intuition, concrete operations with sets of objects.

*Reproductive imagination* allows the little pupil to understand historical time, the relationship between events and phenomena, can travel in the past to reconstitute facts and events. These incursions are often populated with fantastic, fabulous elements that evoke the fragility of the experience.

*Creativity* in young school age develops in stages, along with the child's growing age. At 8-9 years the ability to compose is formed. It increases the child's ability to tell, to create stories and to

acquire skills in using literary descriptive elements. Riddles, smart games, and problem building are the land on which creativity develops.

**Chapter 2, Methodological benchmarks aimed at forming learning motivation in elementary school pupils**, contains the dimensions of *learning motivation: conceptual and procedural, including psycho-pedagogical principles of learning motivation, of which: the knowledge and valorisation of pupil's psycho-social characteristics; the pupil-centered principle; the principle of active learning; the principle of interactive training; the principle of motivation influence on learning*. Factors influencing learning motivation in small pupils are: *individual, family, school*.

Depending on the aims of classroom teachers and the balance created by learning in personality structures, educational practice outlines several **categories of motives: professional, cognitive, social-moral, personal, material, and relational**. In this sense, school motivation is, in fact, an expression of the investment that the child does in his own future.

Modern psychology recognizes *two types of learning motivation* characteristic to small pupils: *intrinsic* - where the person pursues an activity (or even more) strictly cognitive, when the actions taken are for himself; *extrinsic* - in which the person follows, through his activities, certain moral rewards: prestige, notoriety, fame, status, position, etc.

The developmental characteristics of learning motivation in elementary school pupils achieve through [23]:

- *Establish class rules with pupils*. Rules must be clearly communicated at the beginning of the school year, fact which will lead to pupil empowerment.
- *Personalize the class*. Various drawings or other activities can be used to remark the pupils of the class. The way the class looks like is a form of self-image enhancing.
- *Pupil knowledge* is an important element in the process of motivating the pupil to learn. The teacher's attention to the pupil demonstrates respect for the pupil.
- *Active involvement of pupils in instructive-educational activities*. We can attract pupils' attention through voice control, visual contact, organizing work tasks in a productive way.
- *The teacher's expectations become a motivation factor*. It has been shown that pupils have a tendency to rise to the expectations of teachers.
- *The teacher can become an example of behavior for his pupils*. Following the teacher's example, pupils can modify their own behavior.
- *Establishing a positive atmosphere of empathy towards each pupil*.
- *Solving problem situations in the shortest possible time*.
- *Positive rewarding and reinforcement* of any pupil's behavior or activity, can increase self-esteem and motivate him / her to act the same in the future.

*The conditions for a learning activity that stimulates pupils 'motivation are:* [60, p.42]: to be meaningful, that is to correspond to interests, concerns and to harmonize with the pupils' personal projects; to be diversified and integrated into other activities (i.e. integrate into a logical sequence); to represent a challenge for the pupil (neither too difficult nor too easy); be genuine (lead to an achievement / product / result similar to something in real life); to ask for the pupil's cognitive commitment; to empower the pupil by allowing him to make choices; to allow the pupil to interact and collaborate with others (to achieve a common goal).

*Motivational strategies* are expressed primarily through certain motivation methods [49, p. 78], among the most well-known ones being the following: diagnosis of needs and motives;

stimulating cognitive impulse; convergence and capture of interest; competition and gratification; avoid feeling anxious; heuristic conversation.

D. Patraşcu, E. Vinnicenco [28] stipulate that the educational technology of learning based on the strategies of critical thinking facilitates the optimization of the instructive-educational process through the following findings: prioritizing the development of personality, exercising and forming capacities and aptitudes; is focused on pupil activity; the pupil becomes both subject and object of the training and education act, of his own training; is centered on action, research; develops an inner (intrinsic) motivation that springs from the act of learning, from the satisfaction of overcoming difficulties and the joy of common successes.

D. Dansereau [41, pp. 138-139] distinguishes between *primary strategies and support of learning-training*. *Primary strategies* are used to operate on the material and act directly on acquiring and processing information so that it can be understood, retained, updated and transformed better, and can lead to the transformation of cognitive structures and processes.

N. Entwistle and his collaborators (apud 25, p. 142) delimit and formulate the following learning styles (or orientations), each related to different modes of motivation: style based on intrinsic motivation; style based on extrinsic motivation linked to fear of failure; style based on extrinsic motivation linked to the hope of success.

Researcher I. Gagim proposes the following motivational factors [12, p.98]: *the emotional factor; the artistic factor, the active passionate factor - the desire; spiritual and artistic experience; the creative element, the formation of the fundamental musical abilities and qualities, the teacher-pupil ratio is strongly empathizing; the musical-educational spirit; the subjective-intuitive methodologies.*

**The pupil with increased motivation** is the one who is successful in learning and performs.

The relationship between psycho-pedagogical conditions and principles, the dimensions of motivation, the objectives, the content of the educational process, the educational strategies, the monitoring / evaluation - all these fundamental aspects of the psycho-pedagogical model show us once again that they have an extremely valuable contribution in the process of increasing learning motivation learning in pupils.

The mission of the school and of the teachers is to create conditions and training situations that could attract the pupils and content to be selected and presented in such a way as to meet their training needs and interests. Therefore, any child may be motivated to learn and dismantle, the affirmation that we are confronting more and more often, that today's pupils are becoming more demotivated, that they are no longer interested in anything.

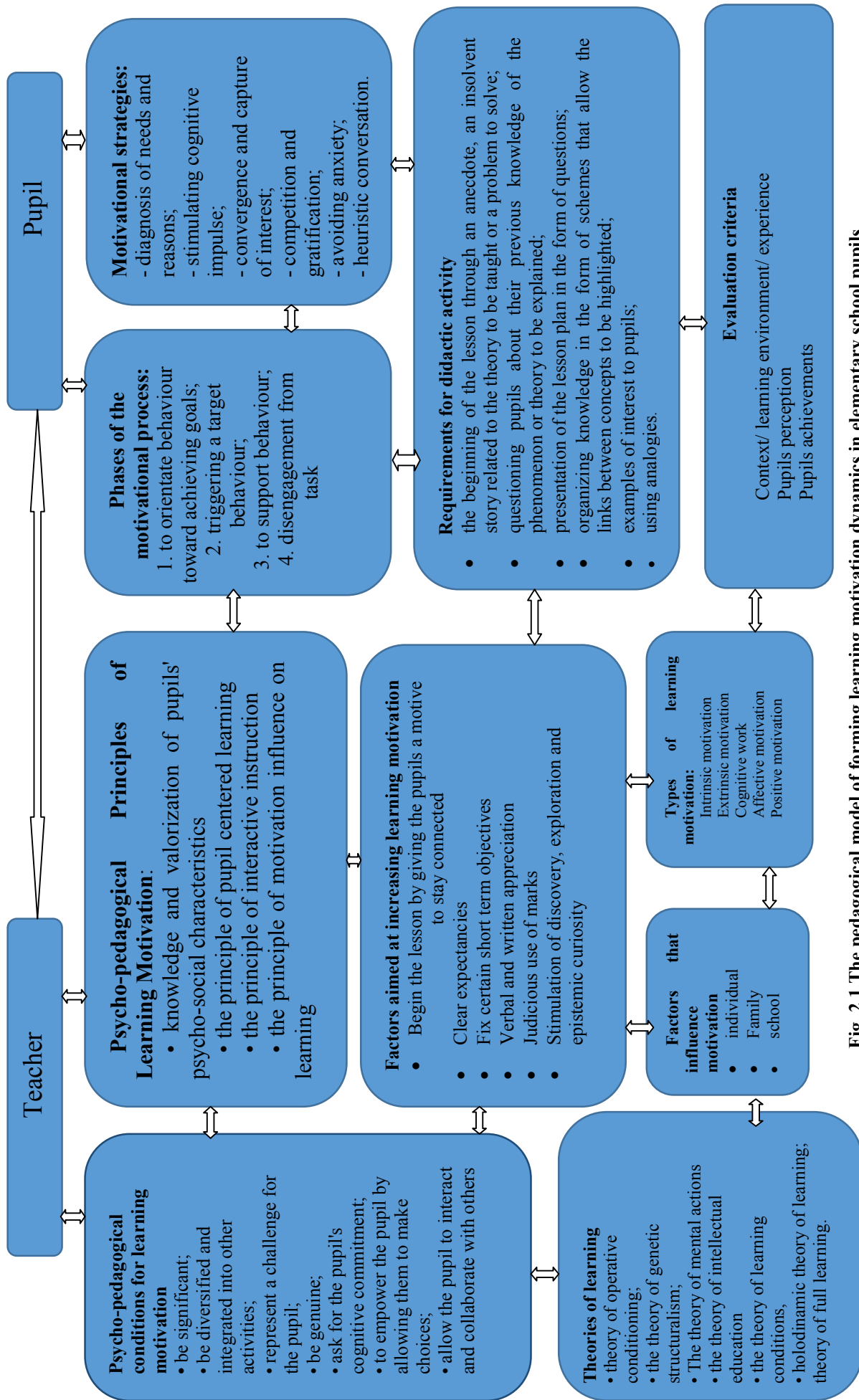


Fig. 2.1. The pedagogical model of forming learning motivation dynamics in elementary school pupils

**Chapter 3, Validation of the system of conditions and means of forming learning motivation in elementary school pupils**, represents the results of the pedagogical experiment deployed in the elementary school of Araba village. In the experiment participated 106 pupils from third and fourth grades, divided into two groups: the experimental group and the control group.

*The purpose of ascertaining experiment:* determining the reasons of pupil involvement in learning. It was established the sphere of hints that dynamize the learning activity, such as: *interest, purpose, need*, in order to determine their place in the hierarchical scale of motivation.

*Objectives of ascertaining experiment:*

- identifying the motivational structure of learning;
- enumerating captivating learning situations;
- deferring learning motives;
- revealing the sources motivating pupils to learn.

Within ascertaining experiment we used the observation method by systematically and rigorously, thoroughly and clearly recording all the reactions and forms of conduct during the lessons, which concern the aspect of motivation. It was highlighted, above all, the pupils' behavior and the level of involvement in the learning activity.

Then it was applied the questionnaire method, which included an interview- discussion of 8 appropriate questions. The purpose of applying the questionnaire was also to mark other factors that increase the scope of motivation. The approach of applying the questionnaire resulted from the emphasis on the motivational function, which stimulates the desire to learn and the pupils' positive attitude.

### **Questionnaire addressed to pupils**

**1. The motives I'm learning are ... Circle 5 variants that fit you most.**

Table 3.1. Motives for learning

Motives exposed	pupils	percentage
to be the best	67	63.20%
• to be recognized and respected by others	34	32.07%
• because the materials will be useful to me later	58	54.71%
• because the teacher explains my meaning	56	52.83%
• because the teacher has an attractive teaching style	64	60.37%
• to have a successful career	87	82.07%
• because the teacher is close to us	56	52.03%
• for the teacher to make a correct assessment	24	22.64%
• Because parents reward me if I learn	45	42.45%
• Because parents insist on learning	74	69.91%
• Because the teacher is calm, he does not get angry	45	42.45%
• because I like the teacher's appearance	7	6.60%

Analyzing table 3.1. we notice that the reason for learning in 74 pupils is: *parents insist on learning*, and 45 pupils claim that *parents reward learning*, both being the core of extrinsic motivation. However, it is gratifying that 87 pupils emphasize the idea that to have a successful career it is important to learn, and 67 pupils want to be the best in class, aspects of intrinsic motivation.

**2. Read carefully the following statements and appreciate the extent to which they correspond to your way of learning. Note with X in the box that which best indicates the frequency of this behavior.**

Table 3.2. Pupil's answers to learning

Variants of answers	Always	In most of the cases	sometimes	seldom	never
a. when I study I want to understand what the teacher teaches in the classroom	78	28			
b. When I learn I associate new knowledge with what is already known	37	64	5		
c. In order to learn better, I try to logically retain the information passed (in the form of schemes, tables, formulas, etc.)	90	10	6		
d. I use the information that my parents, siblings, grandparents, other people, other sources of information	16	15	48	17	10
e. When I learn, I try to find the usefulness of information in everyday life	64	30	12		

Analyzing table 3.2., we confirm the idea that pupils learn more during teaching in class, this being an essential reason for learning. Teachers use a correct and interesting methodology in acquiring knowledge.

### 3. How long do you spend per day in the following activities:

Table 3.3. Time spent on development activities

Variants of answer	Never	Less than an hour	1-2 hours	24 hours	More than 4 hours
a. watch tv					78
b. play on your computer					92
c. family activities			34	7	6
d. activities with friends					100
e. organized courses: dance, musical instrument, foreign languages, sports, etc.	14	16	76		
f. recreational outdoor activities			45	5	
g. read		85	15	6	
h. learn		6	100	0	

Analyzing table 3.3., we can see that pupils spend a lot of time on the computer, even more than 4 hours a day. The sad thing is that pupils read very little every day, 85 pupils read less than an hour, and these are the texts for the homework. The boom is that 100 pupils out of 106 in the experiment allocate 1-2 hours to prepare lessons and only 16 pupils learn from 2-4 hours. However, 76 pupils listed that they are attending extracurricular activities, which is plausible.

### To Item 4. Do you think there are other ways to succeed in life than learning in school?

Table 3.4. Affirmative and negative answers

Answer	Yes	No
Pupils	16	100
Percentage	15.09%	94.33%



Only 16 pupils indicated that there are other ways to succeed in life, including: circles, technical activities, etc.

**5. On a scale of 1-10, appreciate your motivation for learning, where 1 is the lowest, 10 is the most.**

Table 3.5. The level of motivation

1	2	3	4	5	6	7	8	9	10
				34	56	6			10

Table 3.5 shows that only 10 pupils are fully motivated to learn, 6 -average-level pupils, and the rest -close to the average level.

**6. What would help you learn more? Tick the variants that fit you.**

Table 3.6. Learning activities

Learning activities	pupils	percentage
a. the information taught is useful to you	85	80,18%
b. atmosphere during class hours	5	4,71%
c. reward by praise, positive appreciation, encouragement, awards	90	84,90%
d. reward by gifts, money, other benefits received	34	32,07%
e. my opinion should be considered by the teacher	67	63,20%
f. practically apply what i have learned	77	72,64%

Analyzing Table 3.6. we realize that a great importance in the learning activity has the reward by praise, positive appreciations, encouragements, prizes, which represent 84.90% and the information of teachers 80.18%. The pupils also emphasize their own opinion, representing 63.20% and 72.64%

**7. My school helps me:**

Table 3.7. Activities in the school

Activities	pupils	percentage
a. Practical activities are carried out in cabinets	16	15,09%
b. Competition is encouraged	76	71,69%
c. Collaboration, cooperation is encouraged	45	42,46%
d. In my class it is important to have good results	79	46,22%
e. In my class it is important to be good friends	90	84,90%

According to Table 3.7., it seems that the most important thing in the class is to have friends, fact confirmed by 84.90% and good results -by 46.22%.

**8. Do you consider that success in school contributes to raising the chances of success in life?**

Table 3.8. Success in school

To a very great extent	To a great extent	To an adequate extent	To a small extent	To a very small extent	answers
6	50	50			pupils

From Table 3.8., it results that success in school largely contributes to success in life, fact confirmed by 47.17%, and displays through good achievements obtained during practical, cultural-artistic and sport activities within different internal school contests. Motivation will determine the pupil to achieve his / her goals.

The questionnaire for teachers was applied to 50 people from the elementary schools of Israel. *Motivation* is the way of integrating the satisfaction of individual needs and interests of teachers in achieving the objectives of the educational institution - stimulating the pupils to perform tasks in a satisfactory manner; motivation - individual needs and interests.

Table 3.9. Teachers' answers to Item 1

Pupils' family... <i>Tick the variants you consider important</i>	No of answers	%
Represents a model for him/her	30	60%
Involves in school life	24	48%
Helps him/her to learn	23	46%
Encourages his/her school activity	13	26%
he usually talks with the child about the problems he has at school	45	90%
awaits to learn new and useful things	32	64%
expects him / her to get some results that they want	43	86%
rewards him/her materially for good school results	34	68%
rewards him with praise and appreciation	27	54%
Have no answer	10	20%

To this question, teachers' answers vary between 20% and 90%. Parents usually talk to the child about the problems they have at school, as stated by 45 teachers. Parents get more involved when the child has an unpleasant situation: *low note, inappropriate behavior, incorrect judgment, etc.* However, there are parents who appreciate their child, reward them with praise and appreciation, reward them for good school results, being aspects of extrinsic motivation. It's not good that parents get less involved in school life - that's 48%.

Table 3.10. The reasons the pupil learns

2.The motives the pupils learn are.. <i>Tick 5 variants that fit the pupils</i>	No of answers	%
To be the best	40	80%
To be recognized and appreciated by colleagues	43	86%
The teacher explains clearly	34	68%
The teacher has an attractive teaching style.	30	60%
The teacher is close to pupils	31	62%
The teacher has a pleasant appearance	24	48%
The teacher is calm, doesn't get nervous.	23	46%
The teacher inspires fear	13	26%
The teacher inspires respect, he/she is like a model.	38	76%
The material is interesting and attractive.	36	72%
The disciplines will be useful later	33	66%
Parents insist on learning	42	84%
Parents reward him/her if learning	23	46%
Likes to study learning tasks.	29	58%
The teacher makes a correct assessment	21	42%
To take good marks	45	90%
Not to be ashamed	32	64%
To earn much money	10	20%
To have a successful career	16	32%

On the first place in the options of the participating teachers comes: to get good grades - 90%, parents insist on learning - 84%, to be recognized and appreciated by colleagues - 86% to

be the best 80%, fact demonstrating that pupils' motivation for learning is influenced by the system of external activities, and that extrinsic motivation prevails.

**2. Read carefully the following statements and appreciate the extent to which they correspond to the way the pupils you work with learn.** Note with X in case that best indicates the frequency of this behavior.

Table 3.11. Variants of answer

Variants of answer	always	In most of the cases	someti mes	rarely	Never
When he learns he aims to understand what the teacher teaches in the classroom	40				
b. when studying associates new knowledge with what is already known.		34			
to learn better, he/she tries to logically retain the information taught (in the form of schemes, tables, formulas, etc.)		34			
uses additional resources				15	
e. Appeals to the information that parents, siblings, grandparents, other persons hold.			20		
When learning, they try to find the usefulness of information in their everyday life.			25		
in class, they are very careful about teacher's explanations		48			
they usually learn by heart		26			

Only 15 teachers have listed that pupils use additional sources in learning. Twenty teachers have listed that much of the information they learned from their parents, brothers, sisters, etc. Meeting the pupils' need of using additional sources of information should be always encouraged, so as it could become a habit.

Table 3.12. Main extracurricular activities

<b>4. Tick the main extracurricular activities the pupils are involved in:</b>	No of answers	%
Sport	48	96%
Arts (painting, drawing, modelling, photo, etc.)	38	76%
Dance	35	70%
Watching performances/ movies/ concerts	29	56%
Visiting the museum	19	38%
Excursions	39	78%
Volunteering	14	28%
Educational Programs/ projects within school	23	46%
Mediateca, videoteca, school radio and television	26	52%
Techno-applicative circles	29	58%

In order to raise interest in the subject, it is advisable for the teacher to determine the capacities and then propose a range of extracurricular activities. The most appreciated extracurricular activity is *sport*, preferred by pupils, then *art, dance, excursions*. They are happy to attend them and are willing to handle the program.

**5. To what extent do you consider that extra-curricular activities help pupils in learning?**

Table 3.13. Answers about extracurricular activities

very much	Much	befitting	little	not at all
34	16			

34 teachers said that extracurricular activities help them a lot, and 16 mentioned much. School learning is not generated by one motive, as a rule it is under the influence of a hierarchy of motives, which is part of an open motivational system that provokes, sustains, intensifies, or rather blocks, diminishes or interrupts learning.

**6. Do you think there are other modalities to succeed in life except learning in school?**

Table 3.14. Negative and affirmative answers

Yes	No	48 teachers mentioned that there aren't other ways to succeed in life, and only 2 gave positive answers.
2	48	

**7. If yes, what are they?** The two teachers mentioned money and luck in life.

Table 3.15. Motivational factors

8. What could motivate the pupil to be more motivated to learn? Tick the variants that you consider important.	No of answers	%
Teach the new information in a problematized way	47	94%
Atmosphere during classes	34	68%
Rewards and permanent encouragement	36	72%
Classes to be attractive and entertaining	50	100%
Importance attributed to original expression of personal points of view	43	86%
Prevalent practical and applicative approach of classes	41	82%
Organizing learning activities in teams / groups of pupils	29	58%
Trans disciplinary fundamentation of the learning process	35	70%

Teachers have stated that in order to motivate pupils for learning, it is necessary: to organize attractive and engaging lessons- 100%; to teach new information in a problematized way -94%; to give importance to the original expression of personal opinions - 86%.

**9. To what extent is a successful career important in pupils' life?** Responses are recorded in the table below. 42 teachers mentioned that a a successful career is very important in pupils' life and 7 confirmed it is important.

Table 3.16. Answers concerning the successful career

A very great extent	Great	Adequate	small	Very small
42	7	1		

**10. What contributes to building a successful career for pupils?**

From the teachers' answers we highlighted the following components of a successful career for pupils: personal development and pupil endowment with the skills and knowledge necessary to achieve an effective management of success; showing a positive interest in learning; identify the

attitudes and behaviors that lead to learning success; demonstrating how effort and persistence positively affect learning; applying knowledge about learning style to positively influence school performance.

Table 3.17 . Indicating and ranking the learning environment

<b>11. Rank from 1 to 6 (where 1 indicates the first place and 6 the last place) the environment that determines success in life.</b>	No of answers
School	1
Family	2
Group of friends	6
mass media	5
Extra curricular activities (sport, music, painting, dance, etc.)	3
Educational programs/ projects (entrepreneurship, healthy life style etc.)	4

The environment that determines learning is primarily *school, family, and extracurricular activities*. The valorization of the products of the pupils' activity is mentioned as an essential characteristic that can successfully intervene in the didactic activity, supporting it motivationally.

Table 3.18. Involvement in developing pupils' learning motivation

To a very great extent	To a great extent	To an adequate extent	To a small extent	To a very small extent	NS/ NA
35	12	3			

As we see from this table, the teachers involve very much in developing pupils' learning motivation.

The stage of **formative experiment** concentrated on the implementation of incentive strategies aimed at motivating elementary school pupils to learn includes both theoretical and methodological specifications. *Purpose:* To implement motivational stimulus strategies aimed at elementary school pupils, based on the principles and techniques specific to mediated learning.

***Expected objectives:***

- Using appropriate methods and techniques to stimulate pupil motivation;
- Determining the strategy of motivational incentive for learning, designed to support pupils' academic performance;
- providing a didactic process based on the specific relationship between the motivational techniques present in the class and the newly implemented working methods;
- evaluating the effectiveness of the intervention, in terms of increasing the level of motivational support of the learning process realized by the pupils involved in the experimental program.

H. Gardner's theory of **multiple intelligences** is considered the deepest penetration in education. Pupils were offered the learning task: Imagine that you participate in a national youth forum and you have as a task to characterize the place you represent. Reflect and decide how you will present your city, based on the options below: Writing a text, a poem; develop a scheme; interpreting a song about your native village; role Playing; creating a poster; photo exhibition with the most significant pictures representing the native town; drawing up a reflexive essay; propose a group project where you will be the coordinator.

**Project method.** *Mode of preparation and deployment:*

1. Choosing the theme of the project (the teacher has to make sure that pupils are motivated for the project theme to get involved with interest).
2. Establishing the purpose and objectives of the project.

3. Planning the activity (at this stage the working groups are formed, the topics for each group are chosen, the responsibilities are distributed, the action plan is drawn up, the evaluation criteria of the project are elaborated).
4. Development of the project (realization of the planned action / elaboration of the materials / products).
5. Evaluation of the project (some evaluation tools are applied and the evaluation criteria are taken into account)
6. Project examples: Touristic places in the locality; Traditions and habits in the locality, etc.

**Method: Role-play. Mode of deployment:**

1. It is selected the problem / situation that is presented by role play. (It is important that the information / subject proposed for role-training were relevant and corresponded to the actual facts, so pupils will be stimulated and motivated to play the roles more convincingly).
2. Preparing roles for pupils (it is important for pupils to have enough time for training to get familiar with the problem / situation, but not to overstate the time).
3. Presentation, interpretation of roles.
4. Debriefing (analysis of what has been achieved and what has been learned through role play).

**Motivational techniques. Song interpretation.** In order to be more interesting for pupils, we used a song during the lessons. I used a song that matched the lesson theme "Excuse me". A song and with beautiful words that offered the pupils feelings of pleasure and joy, helping some of them forget they were at the lesson. After listening to the song from the computer, The pupils sang together. After three lessons we organized a contest between the groups who managed to sing verbally and keep in a beautiful way the vibration of music and song. Pupils enjoyed this creative method and learned much more than they did before.

We have also used the *movie* called "*Nature protection*". The film succeeded in attracting pupils through characters, the aim being to listen to their conversation. The purpose is to influence pupils to keep flowers and not to cut them, to make them protect nature. The film managed to spark curiosity among pupils, and as to the importance of the problem, they began to imitate characters, felt that they had the opportunity to attend classes very well and that it would help them gain more knowledge in the field of vocabulary, understand the meaning of words and find answers to the questions asked without difficulty.

**Control experiment.** The analysis focused on the identification of motivational support components in terms of the level of awareness of the benefits of such a work system, but also on finding the level of incidence of motivated behaviors in the pupils of the the experimental group.

*The purpose of control experiment:* to validate the strategies of forming learning motivation in elementary school pupils.

**Questionnaire addressed to pupils**

**1.The reasons I'm learning are ... Circle 5 variants that fit you most**

Table 3.19. Motives for learning within the control experiment

Motives exposed	EG -50	%	CG-56	%
to be the best	46	92%	34	60,52%
• to be recognized and respected by others	24	48%	46	81,88%
• because the materials will be useful to me later	43	86%	41	72,98%
• because the teacher explains my meaning	34	68%	38	67,64%
• because the teacher has an attractive teaching	41	82%	45	80,1%

style				
• to have a successful career	35	70%	34	60,52%
• because the teacher is close to us	23	46%	42	74,76%
• for the teacher to make a correct assessment	39	78%	24	42,72%
• Because parents reward me if I learn	22	44%	45	80,1%
• Because parents insist on learning	43	86%	50	89%
• Because the teacher is calm, he does not get angry	20	40%	40	71,2
• because the teacher has a pleasant appearance	5	10%	30	53,4

Analyzing table 3.19. we highlight the idea that the motives for learning in the experimental group are: to be the best- 92 %, because the materials will be useful later- 86 %, because parents insist on learning- 86%, aspects of intrinsic motivation; while in the control group the following utterances and accumulated the highest score, among which: to be respected by others- 81, 88 % 45 insist on me to learn-89%, because parents reward learning-80,1%- aspects of extrinsic motivation.

**2. Read carefully the following statements and appreciate the extent to which they correspond to your way of learning.** Note with X in the box that indicates the frequency of this behavior. In both classes were found the same answers, of which: when I learn I want to understand what the teacher teaches in the classroom; When I learn I associate new knowledge with what I already know; In order to learn better, I try to logically retain the taught information (in the form of schemes, tables, formulas, etc.).

**3. How long do you spend one day in the following activities:** watch TV, play computer games, activities in the family, activities with friends, organized courses like: dances, musical instruments, foreign languages, outdoor activities, reading, learning? Pupils allocate more time to *family activities, computer games - 2-4 hours*, while to reading and learning- 1.2 hours, depending on homework. Homework contains elements learned by pupils on the same day and are required precisely to gain a better understanding of notions. These themes force the pupil to apply the theoretical part to a practical problem.

At item 4, **Do you think there are other ways to succeed in life than learning in school?** Pupils in both groups motivated that without learning you can not have success in life. The learning indicator is performance. Performance is the expression of learning. Learning is a process that generates performance, but not all performance is a learning outcome, and not any learning will result in observable performance.

**5. On a scale of 1-10, appreciate your motivation for learning, where 1 is the lowest, 10 is the most.**

Table 3.20. Appreciation of learning motivation

Levels	CE 50	%	CC 56	%
High	20	60%	6	10,68%
Average	21	46%	30	53,4%
Low	9	18%	20	35,6%

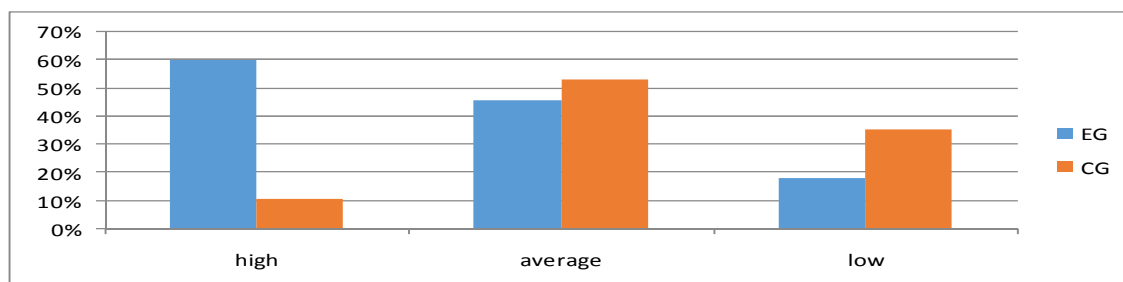


Fig.3.1. Levels of motivation

Analyzing the figure we can see that the high level of motivation in the experimental class constitutes 60%, while in the control class it represents 10.68%. The average level is about half the number of pupils. The low level in the experimental class is 18% and in the control 35.6%

**6. What would help you more to learn?** Tick the variants that fit you: *the usefulness of taught information, the atmosphere during lessons; rewarding through praise, positive appreciation, encouragement, awards; reward by gifts, money, other benefits received; my opinion should be taken into account by the teacher; to apply practically what I have learned.*

Analyzing pupil responses, I highlight that in learning, pupils rely on practical application of what they have learned and the information of teachers. Pupils also emphasize expressing their own opinion

**7. In my school I am helped by the following activities:** practical work in class, competition is encouraged, cooperation and collaboration are encouraged, it is important to have good results and to be good friends. Pupils in both classes confirmed that school activities help them to perform well, learn, know a lot and have good friends.

**8. Do you consider that success in school contributes to raising the chances of success in life?**

Table 3.21. Answers about success at school

Answers	EG 50	%	CG 56	%
To a very great extent	32	64%	25	44,5%
To a great extent	15	30%	25	44,5%
To an adequate extent	3	6%	6	10,68%

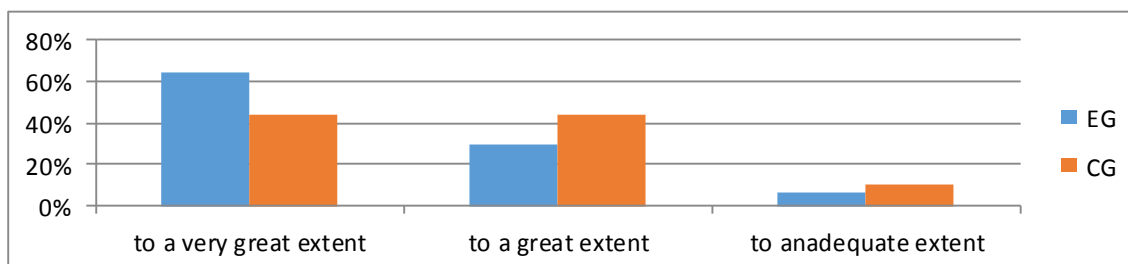


Fig.3.2. Pupils' answers

As a whole, the data obtained reflects the significant progress in the experimental group in terms of raising the motivational level due to the application of the Motivational Stimulation Program.

The applied methods are a way of studying the mode and the extent to which the effects induced as a result of application persisted over time, thus justifying their effectiveness.

We can **conclude** that the insignificant differences recorded between the benefits of the experimental group in the post-test phase compared to the re-test stage allow us to assert that the results obtained as a result of implementation the strategy of motivation stimulation had the expected effects, not only in terms of obtaining behavioral changes, but also at the level of persistence over time.

We note that the differences between the levels recorded in the experimental and control groups are insignificant, thus proving that the motivational level involved in learning is significantly higher in the experimental group compared to the control group level, which remained approximately at the level initially identified .

This fact determines us to say that the experimental factor, made up of the achieved modalities, positively influenced the forming of learning motivation, by the presence of a way of referring to the positive educational-instructive activities different from ascertaining stage.



## GENERAL CONCLUSIONS AND PRACTICAL RECOMMENDATIONS

Theoretical, practical and experimental results confirm that this research provides new insights concerning the dynamization of learning motivation in elementary school pupils. The theoretical examination, the experimental application of the Pedagogical Model of forming learning motivation in elementary school pupils confirmed the relevance of the research, certifying the scientific innovation, its theoretical and practical value, and the theses submitted for defense.

1. Motivation, together with other internal factors (aptitudes, character traits, individual peculiarities), contributes to the determination of conduct manifestations. In the process of learning in elementary school classes, the formation of motivation can be achieved by: *awakening the interest and the desire to learn; creating optimal conditions for information so that they could later become a learning factor; the clarity of the purpose and objectives of the teaching activity; the outlook of the outcome and the practical application of the acquired ones; offering models of mutual learning, models that they can use in concrete life situations etc.* [43]
2. *The motivational demarche* is based on learning, which, firstly, involves the acquisition of a sufficient number of terms in order to structure a system of terminological notions. The correlation of needs, valences in the learning motivation process facilitates the free passage of pupils from theory to practice based on motivation. In logical and structural order, these elements manage the pivotal elements that underpin educational technology.
3. Learning considered an intentional activity can be successfully applied in school activity due to its characteristics, which recommend it as an activity that transcends the strict intentions of knowledge and focuses on the achievement of motivated learning with notable results regarding the motivational level of pupils involved in such activity of knowledge and training.
4. The role of the teacher in schooling is emphasized by the fact that the changes and the progress recorded largely depend on how the latter is actively involved in mediating and motivating the pupil to learn. It is the teacher who has to set his or her own goals, according to the contents taught, the types of didactic sequences made in the classroom, or the directions of the practical action, and the pupil will be thus encouraged to set certain goals as related to his own motivated learning activity[46].
5. The teacher is one of the basic factors affecting the pupil's learning motivation. Therefore, the relationship between teacher and pupil can be both a barrier to learning and a stimulation factor that helps pupils to fully explore their intellectual potential. In this context, the teacher's mission is to establish relational paradigms with an effect of enhancing learning motivation and, respectively, school efficiency [42, p.121].
6. Pupil's learning activity is determined by multiple motivational structures: needs, tendency, reason, interest, persuasion, aspiration, dream and ideal as well as their components. For good intellectual functioning both teachers and parents must act in order to optimize these structures so as to ensure their presence at any schooling stage, which will prevent school demotivation and school failure respectively [43].
7. Pupils' cognitive development is dependent on the presence or lack of learning motivation. Among the strategies for motivating pupils to learn, with effect on their cognitive development, is the stimulation of epistemic curiosity. Epistemic curiosity can be stimulated and maintained by the following factors: surprise, unusual, perplexity, contradiction, doubt, use of tools emphasizing pupils' generative capacity as well as creativity [48, p.308].

8. At the level of specific didactic activities, we consider it important to capitalize on previous acquisitions, through actions aimed at integrating in a systemic way new knowledge, skills, competencies, etc. among which learning through cooperation promoted by means of the strategy of motivational stimulation.

9. The pragmatic aspect of the proposed experimental approach consists in structuring the relevant information, specific to the effective achievement of the motivational level increase in relation to learning, providing a model in this field, elaboration or adaptation of investigative tools specific to the age segment concerned. The role of learning stimulation strategy was to provide an efficient and systematic conceptualization model in order to optimize the didactic process in terms of developing a motivated attitude towards learning.

**10. The important scientific problem** solved in this research lies in the formation of learning dynamics, the elaboration and implementation of the pedagogical model of forming learning motivation in elementary school pupils through learning situations based on the formative program

#### **Recommendations to:**

**1. Institutions of Initial and Continuing Professional Training:** train educational staff into using the strategy of forming learning motivation; implement the Pedagogical Model of the dynamics of learning motivation in elementary school pupils

**2. Researchers in the field of education sciences / socio-human sciences, etc:** expand the perspectives of approaching learning motivation in the school environment.

**3. Curriculum designers:** develop and adapt curricula, textbooks, guides to with strategies of forming learning motivation.

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## ADNOTARE

**Darawsha Ahlam, „Dinamica motivației de învățare la elevii claselor primare din Israel (sectorul arab)”, teză de doctor în științe pedagogice, Chișinău, 2019**

**Structura tezei:** introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 128 titluri, 119 pagini text de bază, 25 tabele, 4 figuri, adnotare (în română, rusă și engleză).

**Publicații la tema tezei:** 9 lucrări științifice, dintre care 1 articol în revistă recunoscută din străinătate, 2 articole în reviste din registrul național al revistelor de profil, categoria C și 2 articole la conferințe internaționale, 1 articol la conferința națională și 3 publicații electronice.

**Cuvinte cheie:** motiv, motivație, tipuri de motivație, motivația învățării, strategii motivaționale, condiții psihopedagogice, principii de stimulare a motivației, model pedagogic, învățător, elevi de vârstă școlară mică.

**Domeniul de studii:** teoria generală a educației

**Scopul cercetării:** rezidă în identificarea reperelor pedagogice și elaborarea, implementarea și validarea modelului pedagogic de formare a motivației pentru învățare la elevii claselor primare.

**Obiectivele cercetării:**

- analiza abordărilor teoretice cu privire la motivația pentru învățare a elevilor claselor primare;
- conceptualizarea formării motivației pentru învățare a elevilor claselor primare;
- determinarea principiilor, factorilor și condițiilor pedagogice de formare a motivației pentru învățare la elevii claselor primare;
- elaborarea strategiei de formare a motivației pentru învățare la elevii claselor primare;
- elaboarea, implementarea și validarea Modelului pedagogic de formare a motivației pentru învățare la elevii claselor primare.

**Noutatea și originalitatea cercetării:** delimitarea conceptuală de motivație pentru învățare la elevii claselor primare din perspectivă *psihologică, pedagogică și metodologică*; fundamentarea conceptului de formare a motivației pentru învățare la elevii claselor primare: *principii, factori și condiții generale, condiții educaționale, condiții specifice*; elaborarea *Modelului pedagogic de formare a motivației pentru învățare a elevilor claselor primare*, axat pe dimensiunile *metodologică și procedurală*, determinate de un ansamblu de *repere pedagogice*; implementarea *strategiei pedagogice de formare a motivației pentru învățare la elevii claselor primare*, prin combinarea metodelor interactive cu teoriile motivației.

**Problema științifică soluționată** rezidă în formarea unei dinamici de învățare prin elaborarea și implementarea Modelului pedagogic de formare a motivației pentru învățare la elevii claselor primare, prin situații de învățare în baza programului formativ.

**Semnificația teoretică a cercetării** constă în dezvoltarea teoriei și metodologiei de formare a motivației pentru învățare la elevii claselor primare prin fundamentarea modelului pedagogic, determinarea unor situații de formare a motivației pentru învățare la elevii claselor primare.

**Valoarea aplicativă a cercetării** este reprezentată de: identificarea și fundamentarea strategiei de formare a motivației pentru învățare la elevii claselor primare; elaborarea și implementarea *Modelului pedagogic de formarea a motivației pentru învățare a elevilor claselor primare*; proiectarea și implementarea strategiei specifice de formare a motivației pentru învățare la elevii claselor primare.

**Implementarea rezultatelor științifice.** Rezultatele științifice au fost implementate în școlile primare din Israel prin implementarea strategiilor de formare a motivației pentru învățare destinate elevilor din clasele primare, în perioada anilor 2014-2017, susținut de către Ministerul Educației din Israel.

## АННОТАЦИЯ

Даравша Ахлам „Динамика учебной мотивации младших школьников из Израиля (арабский сектор)”, диссертация на соискание ученой степени доктора педагогических наук, Кишинев, 2019

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография из 128 источников, 119 страниц основного текста, 25 таблиц, 4 рисунка, аннотации (румынский, английский, русский).

**Публикации по теме:** 9 научных работ, одна из которых была опубликована в зарубежном журнале, 2 статьи в национальных журналах категории С, 2 статьи в материалах международных конференций, 1 статья в материалах национальной конференции и 3 электронных публикаций.

**Ключевые слова:** мотив, мотивация, типы мотивации, учебная мотивация, мотивационные стратегии, психопедагогические условия, принципы стимулирования мотивации, педагогическая модель, учитель, школьники младших классов.

**Область исследования:** Общая теория воспитания.

**Цель исследования:** заключается в определении педагогических основ, разработке, внедрении и утверждении *Педагогической модели учебной мотивации у учащихся начальной школы*.

**Задачи исследования:**

- анализ теоретических основ учебной мотивации младших школьников;
- концептуализация формирования учебной мотивации младших школьников;
- определение принципов, факторов и педагогических условий формирования и повышения мотивации младших школьников;
- разработка, стратегии формирования учебной мотивации младших школьников;
- разработка, внедрение и утверждение *Педагогической модели формирования учебной мотивации младших школьников*.

**Научная новизна исследования** заключается в: концептуальном разграничении учебной мотивации младших школьников с *психологической, педагогической и методологической* точек зрения; обосновании концепции формирования учебной мотивации у младших школьников: *принципов и факторов, общих условий, условий обучения, специфических условий*; разработке *Педагогической модели формирования учебной мотивации* у младших школьников, ориентированной на методологические и процессуальные направления; внедрение психолого-педагогической стратегии формирования учебной мотивации учащихся начальных классов посредством сочетания интерактивных и специфических методов формирования мотивации.

**Решение научной проблемы** заключается в формировании динамики обучения путем разработки и внедрения *Педагогической модели учебной мотивации у учащихся начальных классов* посредством обучающих ситуаций, основанных на формирующей программе.

**Теоретическая значимость исследования** состоит в развитии теории и методологии формирования учебной мотивации у учеников начальных классов путем формирования педагогической модели, определения некоторых ситуаций формирования учебной мотивации.

**Практическая значимость исследования** определена и обоснована: стратегией учебной мотивации младших школьников; разработанной и внедренной *Педагогической моделью формирования учебной мотивации у учащихся начальных классов*; спроектированной и внедренной специфической стратегией формирования учебной мотивации учащихся начальных классов.

**Внедрение научных результатов.**

Научные результаты были внедрены в начальных школах Израиля путем внедрения стратегий формирования мотивации обучения у учеников начальной школы в 2014-2017 годах при поддержке Министерства образования Израиля.

## ANNOTATION

**Darawsha Ahlam „Dynamics of learning motivation in elementary school pupils of Israel (Arab sector)”, Thesis in Pedagogical Sciences, Chişinău, 2019**

**Thesis volume and structure:** introduction, three chapters, general conclusions and recommendations, bibliography (128 sources), basic text pages (119), 25 tables, 4 figures, annotation (in Romanian, Russian and English)

**Publications on the theme of the thesis.** 9 scientific papers, one of which has been published abroad, 2 articles in national journals of C-category, 2 articles in the proceedings of the international conferences, 1 article in the proceedings of the national conference and 3 electronic publications.

**Key words:** motivation, motivation, types of motivation, learning motivation, motivational strategies, psycho-pedagogical conditions, principles of stimulating motivation, pedagogical model, teacher, elementary school pupils.

**The field of study.** The General Theory of Education.

**The research purpose** consists in identifying the pedagogical benchmarks, elaborating, implementing and validating the *Pedagogical model of forming learning motivation in elementary school pupils*.

**Research objectives:**

- analyzing the theoretical approaches regarding learning motivation in elementary school pupils;
- conceptualizing the formation of learning motivation in elementary school pupils;
- determining the pedagogical principles, factors and conditions of forming learning motivation in elementary school pupils;
- elaborating the strategy of forming learning motivation in elementary school pupils;
- developing, implementing and validating the *Pedagogical model of forming learning motivation in elementary school pupils*.

**Research novelty and originality:**

- conceptual delineation of learning motivation in elementary school pupils from a *psychological, pedagogical and methodological perspective*;
- establishing the concept of learning motivation in elementary school pupils: principles, factors and *general conditions, educational conditions, specific conditions*.
- developing the *Pedagogical model of forming learning motivation in elementary school pupils*, based on methodological and procedural dimensions, determined by a set of psycho-pedagogical psycho-pedagogical benchmarks.
- implementing the pedagogical strategy of forming learning motivation in elementary school pupils, through the combination of interactive methods with the theories of motivation.

**The important scientific problem solved** in this research lies in the formation of learning dynamics, the elaboration and implementation of the pedagogical model of forming learning motivation in elementary school pupils through learning situations based on the formative program.

**The theoretical significance of the research** consists in development of the theory and methodology of learning motivation and its formation in elementary school pupils through the substantiation of the pedagogical model, the determination of some situations for learning motivation formation in elementary school pupils.

**The applicative value of the research** is represented by the identification and substantiation of the strategy of learning motivation formation in elementary school pupils; the elaboration and implementation of the *Pedagogical model of forming learning motivation in elementary school pupils*; designing and implementing specific strategies for learning motivation formation in elementary school pupils.

**Implementation of scientific results.** The scientific results were valorized in the primary schools of Israel by implementing different strategies of stimulating learning motivation in elementary school pupils, during 2014-2017, supported by the Ministry of Education of Israel.

**DARAWSHA AHLAM**

**DINAMICS OF LEARNING MOTIVATION IN ELEMENTARY  
SCHOOL PUPILS OF ISRAEL (ARAB SECTOR)**

**SPECIALTY: 531.01. GENERAL THEORY OF EDUCATION**

Abstract of the doctoral thesis of pedagogy

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