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

SPECIALTY 531.01. GENERAL THEORY OF EDUCATION

Doctoral thesis in pedagogic sciences

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DINAMICA MOTIVAȚIEI DE ÎNVĂȚARE LA ELEVII CLASELOR PRIMARE DIN ISRAEL (SECTORUL ARAB)

SPECIALTITATEA 531.01. TEORIA GENERALA A EDUCAȚIEI

Teză de doctor în științe pedagogice

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ADNOTARE

Darawsha Ahlam, „Dinamica motivației de învățare la elevii claselor primare din Israel (sectorul arab)", teză de doctor în ştiințe pedagogice, Chişinău, 2019

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

Publicații la tema tezei: 9 lucrări ştiințifice, dintre care 1 articol în revistă recunoscută din străinătate, 2 articole în reviste din registrul național al revistelor de profil, categoria C şi 2 articole la conferințe internaționale, 1 articol la conferință națională şi 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 şcolară mică.

Domeniul de studii: teoria generală a educației

Scopul cercetării: rezidă în identificarea reperelor pedagogice şi elaborarea, implementarea şi 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 şi condițiilor pedagogice de formare a motivației pentru învățare la elevii claselor primare;
- elaborarea strategiei de formare a motivației pentru învățare la elevii claselor primare;
- elaboararea, implementarea şi validarea Modelului pedagogic de formare a motivației pentru învățare la elevii claselor primare.

Noutatea şi originalitatea cercetării: delimitarea conceptuală de motivație pentru învățare la elevii claselor primare din perspectivă *psihologică, pedagogică şi metodologică*; fundamentarea conceptului de formare a motivației pentru învățare la elevii claselor primare: *principii, factori* şi *condiții generale, condiții educaționale, condiții specifice*; elaborarea *Modelului pedagogic de formare a motivației pentru învățare a elevilor claselor primare*, axat pe dimensiunile *metodologică şi 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 ştiințifică soluționată rezidă în formarea unei dinamici de învățare prin elaborarea şi 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 şi 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 şi fundamentarea strategiei de formare a motivației pentru învățare la elevii claselor primare; elaborarea şi implementarea *Modelului pedagogic de formarea a motivației pentru învățare a elevilor claselor primare;* proiectarea şi implementarea strategiei specifice de formare a motivației pentru învățare la elevii claselor primare.

Implementarea rezultatelor ştiințifice. Rezultatele ştiințifice au fost implementate în şcolile 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 иследования: 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 обученния 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 procedings of the international conferences, 1 article in the procedings 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.

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 tacquisition 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*, 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 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 [129], [130], [131] 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 increases pupil motivation.

Researchers from the Republic of Moldova approached the concept of learning motivation in a series of psycho-pedagogical studies signed: I.Racu, I. Gagim, L.Cuznețov, N.Silistraru, I.Lupu, V. Andrițchi, V.Panico, L.Poștan, D. Antoci, V.Mîslițchi, E.Staricov etc.

Among English researchers, the problem of learning motivation was approached by M.K.Alderman, J. Brophy, M.H.Dembo, P.R.Pintrich, J.M.Keller, J.Y. Shah.

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

- between the increasing 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.

CONTENT OF THE THESIS

Chapter 1, ***Psycho-pedagogical approaches to learning motivation in elementary school pupils,*** reflects conceptual ideas and visions of motivation according to the adaptation model, the physical model, and the cognitive model. In fact, the term motivation refers to "all the dynamic factors that determine the behavior of an individual," says N. Sillamy. In this context, the researcher E. Guilane Nashez argues that motivation includes: a precise, clear and even quantified goal; the clear awareness that the goal can be achieved through 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 goal; the conviction that success depends on one's own actions, and not on external, random phenomena; disposal for action and acceptance of this idea; choosing a strategy; training to be neither stubborn nor rigid in the approaches to achieving the goal, but flexible and adaptable.

Motivation has, in principle, the following functions: *function of mobile or triggering factor; direction-targeting function; supportive and energizing function; conduct self-regulation function*.

In this context, there have been revealed ways and motivational structures of motivation such as the need related to biological, physiological, material, spiritual, communication, belonging aspects and social integration.

Chapter 2, Methodological benchmarks aimed at forming learning motivation in elementary school pupils, reflects the peculiarities of learning motivation formation in elementary school pupils and the most efficient strategies of forming learning motivation in elementary school pupils.

The motivation problems of pupils are extremely diverse, the teacher's intervention can not be based on prescriptions, but must be adapted to each individual situation. It is up to us, teachers, to find a motivational learning strategy for each pupil, even when it creates difficulties in the class. It is not easy, but it is up to us to find the optimal motivation strategy for a particular situation, depending on the motivational stage on which the pupil is in the present, the motivational style he is sensitive to, the way he / she assesses his or her own capacity effort and experience.

Chapter 3, Validating the system of conditions and means of forming learning motivation in elementary school pupils, exposés the deployment of the pedagogical experiment, starting with ascertaining experiment and continuing with formative and control experiments.

The diagnosis phase of learning motivation in elementary school pupils in the Arab sector demonstrated that learning motivation is conditioned by external factors, extrinsic motivation prevails. The low interest on the part of the pupils manifested in both groups. These diagnostic results at the initial finding stage demonstrated a clear lack of learning motivation in the learning process in elementary school pupils.

During the training phase on a sample of 50 pupils from the experimental group, the psycho-pedagogical conditions were taken into account: the psycho-pedagogical aspects of learning motivation; interactive learning methods and techniques in elementary school pupils; involving a variety of teaching materials.

Within the didactic activities based on the principles of the learning motivation strategy, pupils can be much more involved in their own learning process as they provide the support they need in learning.

Based on a special check-up questionnaire, we established the learning motivation in elementary school pupils in the Arab sector, participating in the experiment. From the analysis we conclude that they are aware of the importance of raising the level of motivation in achieving school success.

1. PSYCHOPEDAGOGICAL APPROACHES TO LEARNING MOTIVATION IN ELEMENTARY SCHOOL PUPILS

1.1. Conceptual delimitations of motivation

Motivation is one of the central issues of psychology to explain that, in a constant environment, an organism does not always react in the same way.

The study of motivation is about exploring the underpinnings of our actions: how do we get to act and what kind of factors influence our actions. The pattern of human motivation, to the ancient Greeks, fell into their tripartite theory of human nature, which included areas of cognitive, conative and affective experience.

In the broadest sense, the term "motivation" refers to "all the dynamic factors that determine the conduct of an individual"

G. Butler, Freda McManus define motivation as "all those impulses and incentives - biological, social and psychological – that defeat laziness and push us, willy-nilly, to action".

For M. Zlate [64, p. 151-152] motivation is the dynamic aspect of the relationship between the subject and the world, the active orientation of his or her behavior towards a preferential category of situations or objects.

P. Golu [24, p.128] Defines motivation as "a subjective model of objective causality objective reproduced mentally, accumulated over time, transformed and transferred through learning and education into a person internal acquisition".

Al. Roşca [55. p.8] mentions that: "through motivation we should understand all internal motives of conduct, whether innate or acquired, aware or unaware, simple physiological necessities or abstract ideals ".

Researchers P. Popescu-Neveanu, M. Zlate, T. Crețu define *motivation* as an important lever in the process of self-regulation of the individual, a driving force of his entire psychological and human development [51, p.106]. This means that selection and assimilation, as well as the sedimentation of external influences, will occur depending on the motivational structures of the person.

Motivation refers to the totality of internal processes that activate, and support our behaviors. Motivation sensitizes the person differently to external influences, making him/her more or less permeable to them.

In a narrower sense, M. Golu [24, p.12], defines motivation as "a specific form of reflection through which it is signaled to the command and control mechanisms of a personality

system an oscillation from the original state of equilibrium, an informational or energetic deficiency or a need to be satisfied."

Motivation can be considered - according to Professor G. Albu from Bucharest - as a general law of organization and functioning of the entire human psychic system. It operates the necessary distinction between pleasant and unpleasant, useful and useless, satisfactory and unsatisfactory, good and bad. All other mental processes (perception, thinking, memory, will, as well as the characterial and aptitudinal components of the personality) are "subordinated to the law of motivation" [1, p. 47].

For J. Nuttin [92, p.84), motivation is 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. Motivation is not reduced to an amount of energy, to blind and unconscious impulses. Due to cognitive functions, which penetrate the dynamism of relationships between the subject and the world, motivation becomes a dynamic cognitive process / mechanism that guides the action for concrete purposes.

Dynamics is the process of continuous (and intense) movement, evolution; which is going fast. A person manages, by going through successive stages, to develop or, on the contrary, inhibit the level of motivation for carrying out a certain activity in order to achieve explicitly defined goals.

As it can be seen, J. Nuttin bases his definition of motivation on the relational conception of behavior [92]. The reseacher places the point of origin of motivation neither at the level of inorganic stimuli nor at the level of extra / extra-organic stimuli, but places it at the level of the dynamic relation that connects the individual with his environment. He points out that " motivation is the one that, ultimately, is responsible for the fact that behavior is preferably directed towards a category of objects more than another" (apud M. Zlate, 2000, p. 152).

According to M. Golu [23 p. 22], motivation, as a component of the human psychic system, involves an informational / content side and a dynamic side.

From a psycho-sociological perspective, motivation is defined as a process that designates "a set of motives, needs, tendencies, affections, interests, intentions, ideals - that support the realization of certain actions, deeds, attitudes" [23].

From the interactionist perspective, the *motivational balance* is defined by the field of motivational forces that occur between two or more parties (persons, groups) due to:

- the qualities and intensity of the needs he / she meets in each respective interaction;
- the qualities and intensity of the needs on each side in the interaction satisfies the other party;

• the qualities and intensities of the needs generated in the interaction of the respective parties.

The content is given by the qualitative nature of the signals that the internal state of necessity implies: hunger, thirst, sleep, movement, fun, information / knowledge, conversation, music, etc.

These signals express the existence of selective connections of the individual with certain objects, activities, events; they ensure separation and delimitation, based on the general motivational background, of a certain reason, impulse. On the subjective plane, when these signals are differentiated and aware, the content side of motivation, implicitly, also materializes in the form of sensations (for example, organic sensations) or desires (for socio-cultural reasons).

The dynamic side is given by the energy load of the respective signals and by the tension-relaxation ratio that is set at the level of the general personality status. On the subjective plane, it expresses itself through affective-emotional experiences (such as tension, tension, discomfort, dissatisfaction, etc.)

In short, through its propelling and tensional nature, motivation raises and resets, sedates and amplifies the individual's psychic life. Recently, E. Guilane-Nachez argues that motivation includes:

a) a precise, clear and even quantified goal (what for? for when? how? where? how?); always in a certain life situation, it is very important to realize what we really want, because motivation is at the service of the most important aspirations, whether we have given the trouble to define it, whether it is still misunderstood: unfortunately, most people remain at blurred, vague ideas;
b) clear awareness of the fact that the goal can be reached by appropriate means, within the reach of the person who wants to achieve that purpose;
c) a firm and deliberate, mature will;
d) the belief that we will have to act to achieve our goal;
e) the conviction that success depends on our own actions, and not on external, random phenomena;
f) provision for action and acceptance of this idea;
g) setting a strategy;
h) preparation to be neither stunted nor rigid in our approaches to achieving the goal, but flexible and adaptable;
i) action.

In a word, motivation is "the engine of action" . It is essential in mental activity and personality development, as:

- it is the first chronological element of any activity;
- it signals physiological and psychological deficits;
- it selects and initiates activities of one's own satisfaction and supports them energetically;
- it contributes, by repeating some activities and avoiding others, to the formation and consolidation of personality traits.

G. Albu argues that motivation has, in principle, the following functions [1, p.12-13]:

a) mobile or triggering factor.

This function consists in unlocking and activating the effecter command centers, which ensure the preparation and connection of the motor and secreting links in order to satisfy the state of necessity, be it a biological, social or spiritual need (affiliation, knowledge, aesthetics, etc.). In order to produce this function, it is necessary that the intensity of the reason exceeds a certain threshold value. The higher the intensity, the greater the force of triggering the motive

b) orienting-targeting function.

This function consists in focusing behavior and activities on a particular goal. We are dealing with a selective orientation according to current needs, impulses or intentions. Based on these processes, there appear, attitudes and reactions of acceptance, approach, search or, on the contrary, refusal, aversion, removal, and avoidance. By virtue of this function, M. Golu [22, 48] mentions - the demotion of internal mental processes is subordinated to finding the appropriate means to achieve the purpose/goal. At the same time, due to this function, the ordering and articulation of individual sequences and actions is realized in a unitary logic scheme. Thirdly, the orienting-targeting function is one that favors replacing an action, proven to be inappropriate or inefficient, as related to a more appropriate one.

c) supportive and energizing function.

It is that function of motivation, which consists in maintaining in the current state, in the active state of behavior, the fulfillment of the necessity state (primary, secondary). Thanks to this function it is ensured the release of energy and beyond the moment of triggering the action.

d) self-regulation function of conduct.

Through this function, motivation imparts to behavior an active / dynamic and selective character. Its regulatory efficiency is equally dependent on energizing and targeting. Therefore, motivation instigates, stimulates action, behavior, while action, in its turn, influences its very motivational basis and dynamics.

In the school context, motivation is nothing but the process that leads, guides and maintains a certain desirable behavior to the pupil status: attending classes, engaging in classroom and home learning activities, successfully solving tasks, etc. Without motivation, of any kind, a person does not engage (or does not get involved) in conducting any action. This simple phrase contains one of the most important - and often underestimated - aspects of learning and school success: in order to be successful in school, but especially to ensure learning efficiency, there is a need for an optimal level of motivation for engaging in that type of activity [26].

From a socio-cognitive perspective, authors such as J. Zimmerman, P.R. Pintrich [79, p.127] and Schrauben propose a definition that goes beyond the traditional view of the springs and the specifics of motivation in the school context, emphasizing that this is a phenomenon in permanent dynamics (pupils can not be labeled / split into motivated / demotivated, the appreciation of motivation depending on a strictly determined context), where the perceptions and behaviors of the pupil interact with his or her environment and which fundamentally presupposes the achievement of a goal.

The researcher R. Viau [93] and J.M.Keller [82]successfully demonstrate that motivation in the school context is adequately understood only when we do not relate it only to the subject of learning but also to the conditions under which learning takes place and the perceptions the pupil has about a certain didactic activity.

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

• Needs are basic, basic motivational structures of the personality, its most powerful driving forces.

In the opinion of P.H. Chombart de Lauwe (1982), the need is "a state caused by a difference between what is necessary for the subject and what he currently possesses"; is that motivational state felt by an individual (or a group) to whom it "lacks an object that would be necessary, obligatory or useful, either for his inner life or for his social life, in relation to other individuals (or groups) "[Apud 10, p. 153].

Needs are characterized by necessity, and necessity has a double character: it may be a vital necessity or a social obligation [ibidem, p. 148, 162,163]. They constitute the source of activism and express the internal state of necessity of the individual generated by the lack of a stimulus object, which is important for his life and activity, and whose absence causes a state of tension, tension, anxiety [43, p. 139]. The natural satisfaction of needs is accompanied by the reduction of tensions; on the contrary, their lack of satisfaction leads either to their exacerbation,

amplification or to their extinction by saturation and defense reaction, sometimes accompanied by characteristic disruptions. Their lack of satisfaction for a long time endangers the physical and psychic existence of the individual [idem].

Depending on their genesis and content, there are:

a) Primary needs - inborn, to ensure the physical integrity of the individual. They include:

- biological (organic) needs: hunger, thirst, defense (protection), sex, rest;
- physiological (or functional) needs: motion, relaxation-discharge;

Primary needs are common to both the animal and the human. In humans, they are socio-culturally modeled;

b) Secondary needs - acquired, formed over lifetime, with the role of ensuring the psychic and social integrity of the individual. They include:

- material needs: housing, comfort, tools and instruments;
- spiritual needs: knowledge (cognitive), ethics, aesthetic, religious, self-realization (achievement of one's own personality);
- social needs: communication, belonging and social integration, cooperation, respect and respect.

They form under the influence of culture and the social environment, in the process of education or imitation (the need to smoke, to see a movie, to have a car, etc.).

The author A. Maslow [110, p.47] proposes a theory of deficit motives and a theory of growth motives. He argues that during the child-specific development, it is important that the basic impulses (the reasons for the deficit) be satisfied so that the child could freely adopt less egocentric (growth) motives. The "pyramidal" motivational model includes:

- Physiological needs - the need for food, rest, sexuality;
- Security needs - the need for existential, emotional, professional, social, relational security;
- Social needs - the need for belonging and adhesion, affective identification with a group or social category, being a family member and having a family;
- Affective need - to love and to be loved, to be accepted, the need for self-observation and atonement;
- Cognitive needs - the need to know, to know, to learn, to explore;
- Aesthetic needs - the need for order, symmetry, and harmony;

- Realization and self-realization needs- to achieve high performance in the work that is the object of his/her ideal, to actually contribute to the achievement of professional or social goals, etc.

Thus, A. Maslow relates the concept of motivation to the satisfaction of some needs. He groups these needs into a hierarchy structured on five levels. At the base of the pyramid are physical needs or subsistence needs: hunger, thirst, sexual need, rest. People differ according to the importance they attach to each of these needs. In the view of the quoted author, the basic needs must be at least partially satisfied before the person attempts to satisfy his / her superior needs.

A. Maslow introduces the notion of meta-motivation to explain motivational mechanisms to harmonious, self-aware individuals. This meta-motivation leads to the maximization of potential, growth and mental development. When these meta-needs are not met, meta-pathology occurs:

Setting (orientation) is the state of preparation for a certain activity, unobserved by the person, that can help to satisfy a certain need. W. Morgan (1943) categorized the types of motivation, he spoke of: *primary impulses* through which he understood physiological impulses (such as hunger, thirst, sexual life, sleep), *more general impulses* (such as movement and exploration, affection and fear) and *secondary impulses* (such as social reasons or fears and anxieties) [110, p.257].

Tendency refers to the orientation and direction of a person's conduct, of an action / activity towards a certain target under the impulse given by a certain need (defense tendency, aggressive tendency, etc.) [28]

Motive is the updating and subjective transposition of the state (s) of necessity. For example, when the individual realizes the deficiency of nutrients in the body and directs to remove it, the need has already turned into reason. Not all the motives are realized.

There are also unconscious motives, whose substrate is not clearly delimited, but which performs an important role in the activity.

Thus, motivation means setting a goal and then starting the will, motivation is itself a special power that shapes your will and drives you further. The real motivation awakens a strong feeling. Will is not sentiment, will is the innate mechanism. Therefore, motivation must be something secondary, often more powerful than the primary will.

According to A. Cosmovici, *the motive* is that psychic phenomenon with an essential role in triggering, guiding and changing the conduct; it is the principal cause of our conduct [13, p. 198].

M. Golu shows that the motive, as a "mobile underlying behavior or concrete action" [24, p. 47), involves the following characteristics:

• *Content* is identified and appreciated on the basis of the state of necessity that reflects the motive and the objective or behavioral valences that its satisfaction requires. For example, the content of the motive that triggers the eating behavior will be represented by the state of biological necessity expressed by hunger, the content of behavior aimed at obtaining special / exceptional performance within school / professional activity is represented by the necessity / desire for self-achievement etc.

Any reason has content. When it is not delineated and does not reveal quite clearly (the state of necessity remains diffuse), at the level of personality a dose of entropy is introduced, an aspect which manifests / manifests through an agitation without purpose, without a certain orientation.

• *Intensity* expresses the motive energetic load and is reflected in its pressure force on decision and execution mechanisms. Thus, from this point of view, motives can be strong, moderate and weak. According to A. Maslow's pyramid of needs, bio-physiological requirements reach and manifest themselves with significantly higher intensities than cognitive or aesthetic needs; additionally, any necessity of any kind has a greater intensity than the interest or the ideal.

At the same time, the motive intensity increases, in general, proportionally to the duration of postponing the satisfaction of necessity state.

Optimal regulation of activity implies not only the mere presence of a motive, but also of a certain level of activation (of its intensity).

• *Duration* - this characteristic of the motive expresses the motive retention time in an active dominant state without being satisfied.

In the case of primary, biological motives, the objective state of necessity persists and is accentuated along with the postponement of the satisfaction moment, fact that has disruptive effects on the state of personality balance. In the case of secondary spiritual motivation, the duration of a motive active state varies according to the degree of structural consolidation and the motive place in the general motivational hierarchy of personality.

• The level of integration refers to the possibility of identification and verbal expression of the motive. The integration register extends between two extreme levels:

(1) where the motive is perfectly and clearly understood, and the action bears the sign of full deliberation and responsibility;

(2) where its activation and operation remain totally unconscious, as is the case with aberrant acts (behaviors).

Between the two extremes (the point of maximal awareness and that of the maximum of unconsciousness, of deep unconsciousness), a wide range of intermediate situations are interposed.

As can be seen from what has been said so far, unlike necessity, which always succeeds in triggering an action, the *motive* ensures the performance of the corresponding behaviors of satisfaction, restoration of the disrupted equilibrium. In this context, the reason is / represents the mobile that triggers, energizes and guides the action, a certain behavior.

Therefore, the motive has two dimensions:

- the energizing (dynamic) dimension;
- the orientation (directional) dimension.

There is a close link between these dimensions; they support each other; a poorly energized orientation is as damaging (or inefficient) as an insufficiently directed energy.

The researchers M. Golu M. [23], M. Alderman [65, p.57] established the existence of several types of motives, such as:

- individual and social;
- inferior and superior;
- minor and major;
- selfish and altruistic.

Even though they are different, they do not act independently but interdependently, forming real (and important) networks, configurations, or constellations of motives (which express the enormous variety of human behaviors).

In the complex process of motives interaction, the following situations may occur:

- option: retention of motives, elimination / rejection of others: if a pupil prefers to do his lessons, he / she opts out of play, fun, disco;
- cooperation: of motives mutual support, which leads to motivation reinforcement: when a pupil learns because he wants to know, to affirm himself, to thank his parents, his motivation is stronger than if his learning is based on one single motive;
- conflict: these situations lead to the emergence of tense states that, if prolonged and accentuated, can lead to the appearance of negative states, affecting the normality and unity of the personality.

Attraction refers to the positive affective inclination of a person towards an object, an idea, a norm, or to another person, expressing an undifferentiated need, insufficiently conscious [66, p. 140].

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. According to P.H. Chombart de Lauwe interests can be defined from a subjective and an objective view.

From the subjective point of view, they indicate "the fact that an individual or a group points their attention to certain objects" [10, p. 166]; thus understood, interests are related to curiosity and discovery, search; they can be considered as elective affinities.

From the objective point of view, interests are expressed by the benefits that individuals or groups derive from a situation, action, alliance, business, or a financial placement. They are marked by utility"[ibidem, p. 167].

If an individual is engaged in several activities (or fields of knowledge) and does not finish them properly (or even doesn't finish them at all) – at least one – this means that he has not formed his interests yet, that his interests are not crystallized yet.

Interests are more complex motivational structures than those previously retained and analyzed because they involve organization, constancy and efficiency. Their psychic structure includes cognitive, affective and volitional elements. The orientation towards a certain activity (determined by an interest) presupposes the presence, the existence of knowledge, mental activism, its living as a pleasant / desirable state, which produces pleasure and which, at the same time, pushes to action, control, perseverance.

Although from a structural point of view, interests can reach a relatively high level (knowledge tourism, political, technical, professional interests etc.) from an integrative point of view, notes N. Rathvon [81], they are at a lower level of affective consolidation than needs. As a result, satisfying an interest becomes less imperative than satisfying a need.

In the case of secondary motivation, the same author mentions, "the emergence and formation of interest precedes the formation of need: the need is structured on the basis of interest, through a better internal structure, and especially through a strong integration and consolidation in the motivational profile of the personality" [50, p. 48].

Interests can be:

- general and personal;
- positive and negative;
- professional and extra-professional;

- material and spiritual;
- immediate and perspective.

According to their field of activity, there are: *technical, scientific, literary, artistic, sports, financial, banking, tourism, political, economic interests etc.*

Conviction is the system of conscious needs of the subject, which stimulates him to proceed in accordance with his views, principles and concepts [20, p. 140]; it is a well implanted idea in the personality structure, a lively affection, pushing to action .

It is worth noting that not every idea is a conviction, but only that which constitutes for the individual a value, a subjective certainty, which is abandoned only in front of very strong arguments or even never and which is the basis of assimilation, organization, hierarchy, accepting / rejecting other ideas.

Beliefs are those ideas-values through which the individual establishes what is valid, necessary, pertinent, by which he distinguishes between good and evil, beautiful and ugly, authentic and false, between what seems appropriate and inappropriate in the development of his life. Ideas-value that circumscribe the individual's beliefs merge with his needs and desires, his aspirations and his personality traits.

As complex and decisive motivational structures for the life of the individual, for his relations with the world and himself, for his spiritual and spiritual growth, for the edification of a certain type of personality, *beliefs* have their roots in the affectivity of the individual, in his emotions, feelings and passions; moreover, they are forced into behavior, guiding and delimiting it permanently. Therefore, they are not only constantly promoted, but also resolutely defended whenever challenged, attacked, submitted to doubt.

Beliefs act implicitly throughout the life of the individual; they explicitly enter into operation as a fundamental option or a conflict of value.

Persuasion is a motive of behaviors consisting in the fact that the need is expressed in such conditions of existence and manifestation that are not directly represented in the given situation, but which can be created as a result of a person's activity special organization [23, p. 140].

Aspiration is "a desire aimed at a model whose accomplishment is a process, a development in a certain direction", argues A. Cosmovici [13]. It is not - according to P.H. Chombart de Lauwe (1982) - "only an inner impulse that flows from the need and from the symbolic transposition into imaginary objects, but it is, at the same time, the attraction to perceived, represented or imagined objects, not only of necessity" [apud, p. 147].

As far as they are concerned, beyond the interests of everyday life and social obligations, the aspirations - the French sociologist argues - "unite for the imaginary building of a future that can remain a myth or a utopia, as, by its attraction effect, determines the subject to prepare methodically the approach that allows him to achieve in stages the goal that aspiration made visible.

Aspiration, therefore, involves mobilizing the person in the direction of reaching a goal / stimulus that is not currently acting but which is anticipated in the mental plan, is realized as an element (or purpose) of a future activity or conduct. It is closely related to persuation, purposes, dreams, ideals [65].

Not every desire is an aspiration, but one that implies a certain level and a certain (longer) duration between the moment of awareness and that of attainment.

There are, therefore, different levels of aspiration. The term of *Aspiration Level* (introduced by the German E. Hoppe in 1930) designates "a person's expectations, goals, or claims about his future realization in a given task."

The efforts made by each individual are based on their aspirations / aspiration. It attracts satisfaction or dissatisfaction experienced after obtaining a certain result.

Subsequent research has led to the modification of the definition given by E. Hoppe to the *Aspiration Level*. Thus, it can be characterized as "the standard that a person hopes to achieve in a given performance" (E. Hurlock, p. 214).

Psychological experiments have led to the conclusion that success increases the level of expectations, aspirations, while failures reduce their level. In very few cases the effect is inconsistent with the one in the majority.

People have different aspiration levels (most of them are mediocre, but they do not require spectacular efforts and actions). Variations in aspiration have multiple causes. Among them, one might enumerate:

- energy resources;
- family environment and education; the material and spiritual conditions in which the child develops.

In his work, Fundamentals of Psychology [23], M. Golu correlates the level of aspiration with the expectation level and the level of achievement. The author delimits a general (latent or basic) aspiration level, as a dynamic dimension of the personality as a whole, and a current (or situational) aspiration level, which is a result of filtering a concrete task through the level of general aspiration, on the other hand. In principle, there is a concordance between the two

aspects of the aspiration level: a general high aspiration level favors the structuring of a similar current (and vice versa) aspiration level.

The expectation level expresses "the concrete result the subject awaits for after solving a particular task" [ibidem, p. 90].

The relationship between the three levels has a dynamic and variable character, both individually, at different tasks and individually, at the same task.

The most appropriate / optimal formula between the three concepts (and states of the motivational complex) is:

- first: aspiration level;
- second: expectation level;
- third: achievement level.

Dream is the image of what the individual wants (become, to be) created by fantasy [43, p. 78].

The image refers to self, as well as to the outside world, to mankind in general or to individuals in the circle of life and / or activity of the individual.

In a sense, the dream consists in the mental design of one's own development / growth path in accordance with his / her possibilities / capacities and the opportunities offered by the (social) environment. It has an important role in supporting and orienting (ie motivating) current activities, professional options, self-training, self-education. It depends heavily on the images that others make about the subject (especially those in his circle of life and activity) and the image he has created about himself.

The purpose is the mental anticipation of an action outcome; it is the result of the ideally represented individual's activity. The purpose triggers and directs the subject's energy to reach it.

As a factor triggering the activity of the subject, motivation guides it towards the purpose, allows the activity to be prolonged if the goal has not been reached or, on the contrary, it ceases it with the achievement of the proposed goal; it has both quantitative and qualitative effects.

Quantitative effects can be explained through the fact that motivation determines the body to proceed, more easily or heavily, to action under the influence of internal or external stimuli (of course, more or less intense). It also supports the body's activity for a shorter or longer time, despite obstacles (with varying degrees of difficulty) to be overcome.

The qualitative effects of motivation can be explained through the fact that it allows the body / individual / subject to move from one end to the other. At the same time, it facilitates the hierarchy of various possible purposes [64, p.46]

Ideal is an essential component of the projective and anticipative function of consciousness. It consists of a system of values to which an individual aspires, strives consciously, a system of values from which he makes a sense of life, a guiding element, the fundamental reference of his life [42, p 84].

The ideal is that "state" or "situation" the subject tends to in his upward movement of becoming and self-achievement.

Its structure, according to M. Golu [24], is less articulated and defined than that of necessities and interests, and the awareness of the content it carries is more vague.

There are very many cases of individuals who fail to develop clear, constructive ideas in life, the dynamics of their lives and their behavior take place in a more or less random field, with no benchmarks of a certain anticipative orientation.

The ideal engages an existential project, a selection of events and interactions that the individual establishes, engages to a high degree self-sustaining, will, and discourse. Ideal is not just a simple cognitive formula of life, taken over (and readily) uncritically from the outside, by imitation, it is interiorization, processing and inner construction compatible with the peculiarities of our own personality and with the image that we want about us.

In the psychological structure of the ideal there are 3 fundamental elements:

• *the meaning and meaning of life*: the direction towards which a person is heading;

• *the purpose of life:* the ideal understood as the goal of life, of supreme personal value for which it is worth to bid our own life; the intellectual, but also the voluntary and axiological component of the ideal.

• *life model*: the ideal is the proposed guide and chosen to be followed and touched; an ideal *I* who guides our lives.

The ideal is the central motive of the individual's existence, the fundamental axis of his life, a value and programmatic option of life.

In psychology, there have been several attempts to group the main needs, motives, interests, tendencies of human behavior into several fundamental directions (or categories).

The Moldovan researchers I. Lupu, A. Cioban-Pileţcaia, underline the multilateral and complex aspect of motivation determined by the interconnections between motivation and needs, the relationships between needs, the process of developing the needs that allow the structure of the motif and the components of motivation in the school environment [108, p. 161] .

In our opinion, motivation for learning refers to all the factors that mobilize the learner to an activity meant to lead to assimilation of knowledge, to the formation of skills. It is a process

that designates a set of motives, needs, tendencies, affections, interests, intentions, ideals - which support the realization of certain actions, deeds, attitudes.

1.2. The peculiarities of motivation for learning in elementary school

One of the explanations of differences in the historical performance of various societies relates to *learning motivation.*

Learning motivation subsumes the general sense of the concept of motivation and refers to all the factors that mobilize the pupil to an activity meant to lead to assimilation of knowledge, formation of skills and habits [30].

The pupil's motivation is and remains an important problem for both *the teacher who experiences positive situations* when the learner is motivated to learn, has clear energy resources and goals, as he is asked to find the means and contexts for its maintenance and maximal valorization, and transformation in a permanent resource of movement and development, and *for the teacher facing difficult situations*, when the pupil has other centers of interest (than the school ones), gets bored, rejects, defies, has no clear purposes or goals.

The main motivation theories were divided into three categories, depending on the answer to the key questions:

• "Can I solve this task?" (Where the problem of ability / ability countess);

• "Do I want to solve this task?" (Where count the value that pupils assign to the learning task and the interest they show for their work);

• "What do I have to do to solve this task?" (How pupils get to monitor and adjust their learning experiences).

The theory of attribution B. Weiner argues that individuals engage in analyzing the reasons that led to certain results. Taking into account antecedents (such as test scores and teacher feedback, pupils tend to attribute success or failure to their effort or lack, their ability or lack thereof or external factors (chance, luck, difficulty of the task, teacher's attitude, etc.).

These assignments vary over three dimensions:

• internal / external of the case;

• the stability of the case (the perception of the cause changes over time or by passing from one task to another or not);

• controllability (whether or not the pupil can control the obtained result obtained?

Theory of Purposes. The researchers: C. Dweck [76], M. Covington,J. Nicholls, based on the goals / objectives pursued by individuals in situations of achievement / success. Orientation towards an objective rather than another is the motivational basis for achieving a

certain goal (eg, to learn to get good marks for the exam or to improve knowledge). J. Nicholls and c. Dweck argue that the first motivator of the achievement / success behavior is the desire to demonstrate a high ability or to avoid negative ratings of skill. M. Convington, on the other hand, states that individuals are motivated to assert that individuals are motivated by the desire to maintain their self-worth.

The key to understanding motivation lies in children's conception of skill. He found that 5-6-year-olds regard the ability as being undifferentiated by immediate, so that children later adopt a differentiated perspective, taking the performance of others as a marker.

Pupils - but also classes - are primarily focused on engaging in task (where pupils focus on demonstrating themselves that they have a high ability, focusing on learning, personal learning), or focusing on the involvement of the ego (the pupils aim to demonstrate to others that they have a special ability, learning being a means to a goal.) Each of these two orientations to the goal permits this dual perspective: confrontation or avoidance. Avoidance targets indicate a tense, negative relationship between motivation and learning act.

Value-expectation theory (J. Eccles, A Wigfield). This theory argues that both the person's expectations and the value given by pupils to the learning task are determined by pupils' beliefs and behaviors. It is one of the most complex theories about the mechanisms of learning motivation.

Four theories of values are differentiated:

1. intrinsic value (motivation);

2. utility (which refers to intrinsic motivation);

3. the cost (anticipated adverse performance factors such as anxiety, commitment required for the expected benefits);

4. the importance or value of obtaining a result (which refers to the person's desire, the ideal self-schema, how it wants to be, what traits to possess, and in what circumstances to arrive).

Self-efficacy Theory. According to A.Bandura, self-efficacy is the person's assumption that he/she has the power to produce desired results. It distinguishes from other motivational constructs (such as self-esteem) by specificity: the perception of effectiveness refers to a certain task in a given situation. Unlike attributions, post-factum, perceived self-efficacy manifests itself before approaching the learning task.

Self-efficacy refers to three elements (beliefs):

• the perception of the skill level in relation to the task

• expectations of success

• The importance or value attributed to the task or situation.

Epistemic curiosity is the need for knowledge and learning. Epistemic curiosity theory emphasizes the characteristics of stimuli that can generate curiosity, rather than the attitudes and goals of the person. Features may relate to novelty, variety, complexity or contradiction with old knowledge. They generate a conflict and create a motivation for the learner. This motivation responds to the need to obtain new information to overcome uncertainty. It is important to have an average level of stimulation. A too low level leads to monotony, and a too high one leads to inhibition.

The theory of self-determination. The model of self-determined behavior is the action of the motivating person, involving spontaneity, curiosity and interest. Engagement is directed to achieving the task, separate from external incentives or possible outcomes, and depends only on the desire to carry out an activity for characteristics inherent in it. The theory of self-determination therefore tells us that the subject is in a situation of free choice, he maintains or increases his learning motivation.

The social environment can promote self-determination when it allows to satisfy three psychological needs:

- the need for autonomy (the ability to decide personally what to do and how to do it);
- the need for competence (the person's desire to do something good, his need to feel able to act on the environment, experiencing personal control situations);

Negligence of relationship (the need to establish and maintain relationships, securing and satisfactory links in the social environment).

The theory of self-regulated learning. Self-regulated learning includes motivation (self-motivation). What they propose is that pupils have motivational strategies: learning self-regulation strategies used by pupils to maintain or increase motivation during a learning activity. For example, the pupil sets out immediate goals (to be able to evaluate his / her work), imagines the outcome of the activity, etc. The model of self-regulation of learning is investigated by P. Pintrich [80], who clearly indicates the place of motivation in the self-regulation process. Its model includes four areas of regulation that are not hierarchically or linearly structured: cognition - motivation - behavior - context.

Each learning regulation area comprises four phases: planning, automation, control, evaluation / reflection.

Motivational self-regulation occurs along the four phases as follows:

-planning: activating motivational beliefs (self-efficacy, goals, pregnancy value, personal interest);

-monitoring: awareness of the motivational pattern (if the pupil feels competent to solve the task, if it gives it value, the goals that guide its learning behavior);

-control: selection and use of motivational strategies;

-evaluation: causal attributions to the person or failure.

D. Ausubel's theory develops a theory of learning around the concept of "conscious / meaningful learning" and the concepts of "cognitive structure," "personal organizers," and "preparedness." The term "motivation" - "is the second basic factor" for school performance, its influence on learning rivaling with that exercised by skills [4, p.59].

There are three types of impulses of motivation / achievements in the school environment:

• the impulse of knowledge, oriented towards the task itself; the need to know and to understand, to master knowledge, to formulate and solve the person.

• the impetus of strong self-assertion - the search for self-esteem by pursuing high prestige, results / performance (learning for great grades, to be the first to obtain "prizes" in competitions), to gain the appreciation of the teachers. Anxiety - as fear of a potential failure - is the pendant of such a form of motivation.

• the need for affiliation - the interest for school success as a means of ensuring the approval / acceptance of a person or a supervised group with whom the pupil identifies himself in the sense of dependence.

In the school context, motivation is nothing more than the process that leads, guides and maintains a certain desirable behavior to pupil status: participation in classes, involvement in classroom and home learning activities, successful solving of tasks, etc. [25].

Motivation strengthens and facilitates the learning process by intensifying the effort and focusing the pupil's attention by creating a state of learning for learning. Motivated pupils are more persistent and learn more effectively. Motivation is one of the reasons the pupil learns or does not learn. At the same time, however, motivation can be the effect of learning. Knowing the learning outcomes (especially when they are positive) supports the pupil's later efforts.

From the initial satisfaction of being taught, the pupil will develop his / her motivation to learn more. Therefore, the causal relationship between motivation and learning is mutual. Motivation energizes learning, and successful learning enhances motivation.

Without *motivation*, of any kind, a person does not engage (or does not get involved) in conducting an action. This simple phrase contains one of the most important - and often underestimated - aspects of learning and school success: in order to be successful in school,

especially to ensure the efficiency of learning, there is a need for an optimal level of motivation for engaging in that type of activity.

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 a goal is considered a motivated pupil. It is important for the pupil to show interest in school, to accomplish the school tasks and to fulfill the established goals [26, p.225]

But, as we know, motivation cannot be solved singularly. Pupils show different degrees of motivation, intensity and sensitivity to different types of motivation. For example, a pupil may be motivated to make a particular homework because he is pushed by curiosity or interest in knowledge, another wants to gain appreciation from the teacher, colleagues or parents. A pupil may feel an acute resentment for school obligations he performs, but with great effort, while another sees in the same school task challenge, pleasure, delight.

Although the call to *intrinsic motivation* is the most effective form of pupil mobilization, however, because of the responsibilities and the didactic objectives, the curriculum and the specificity of some school disciplines, the teachers cannot provide pupils with only interesting or pleasant school tasks that activate intrinsic forms motivation.

In most cases, school tasks are formulated in terms of extrinsic obligations, and pupils have to make them either pleased or not.

In a modern perspective on *motivation*, all those behaviors that are accompanied by a sense of control or pressure exerted outside the subject are considered extrinsically motivated, while *intrinsically motivated behaviors* are those driven by individual will, generated by personal needs and aspirations and accompanied by the feeling of autonomy and freedom.

In order to succeed, it is necessary to form a learning teaching style that could motivate pupils, centered on the argumentation of utility, stimulation of existing skills and competences, ensuring the transition to action.

In the process of increasing pupils' motivation for learning, setting goals is an important step. It is good for teachers to encourage pupils and assume ambitious goals or persuade them to accept the goals they propose, depending on the interests and skills identified.

Self-confidence has a profoundly positive or profound negative impact on school motivation and performance. Providing positive feedback, optimistic attitude towards pupils, fair treatment of all pupils, open and warm communication (how to address the results of the evaluation, finding a good word for each pupil, even when it creates difficulties in the classroom), patience, tact are important skills for a teacher that motivates pupils to learn.

Ausubel D.P., Robinson F.G. Believe that there are three components of the concept of motivation within school [4, p.57].

The first component, centered around the need to know and understand, to master knowledge, to formulate and solve problems, gives rise to what is called the cognitive impulse. The cognitive impulse is directed entirely towards the didactic task in the sense that the need to be involved in accomplishing that task is intrinsic to the task itself, that is, it is simply the need to know.

The second component of motivation is that of ego strong affirmation, and high school efficiency can satisfy this need because such achievements lead to the primary or acquired social situation which generates in the pupil's consciousness feelings of acceptability and self-esteem.

An important element of this type of motivation is anxiety - the fear that results from the mental anticipation of the loss of self-esteem, which would follow the failure of learning. Approval, praise and encouragement on teacher's side can satisfy the ego affirmation as a component of school activity motivation and constitutes a confirmation of pupil's achievements.

The third component of motivation for school activity is based on the need for affiliation. It is not aimed at learning, but rather on achievements that provide the individual with approval on the side of a person or group of people with whom he identifies himself in the sense of dependence on them, and from which, in the case of consent, he / she acquires a social, indirect or derived social situation.

This latter category of social situation is not directly determined by the individual's own efficiency, but by his/her permanent acceptance by the person with whom he/she is identified. School performance occurs when it is strongly motivated and supported by a reward.

Forms of rewards that are practiced in school (notes, praises, distinctions, awards, excursions, etc.) aim to strengthen, to create strong motives to better and faster assimilate the material.

According to J. Brophy [66, p.128] in learning, development, training, motivation can be analyzed on two dimensions:

a) *General motivation for learning-development.* This dimension represents/ designates a permanent and powerful provision for the acquisition of knowledge, abilities, skills, values, problems in a learning-training situation. Therefore, we retain the permanent aspect of motivation as very important, because this dimension, once provoked and "moved", persists through school years (primary, secondary, superior) and further in life (as a general attitude, constant, relative to work, to life, to others and to oneself).

We understand that teachers will not overlook this aspect of motivation, participating in its triggering, manifestation and consolidation. Of course, through hostile, indifferent, rigid,

authoritarian, self-sufficient behaviors and attitudes, through flat, annoying, outdated courses, they can compromise it.

B) *Specific motivation for learning-development.* This dimension represents/ designates the motivational state of the pupil that determines him/her to study a lesson, a chapter, to prepare for a certain discipline of education (and in a certain period).

General motivation for learning-development activates inside and within the person, is related to the intimate spring of knowing, understanding and revealing more things; is the result of systematic (relatively) constant learning, cognition, (self) training. *Specific motivation,* on the other hand, depends to a great extent on the spirit of engaging the teacher, the content of the activity.

Even if we are not warned, we perceive behind the two dimensions of motivation for learning-development, a dynamic relationship, a living interaction. First, we can appreciate that as specific motivation is activated, stimulated in the positive (affective-positive) register, it tends to create the premises favorable to the emergence/activation of general motivation, tending to support and participate in its consolidation. If, on the contrary, specific motivation is activated in the negative register, it can compromise the achievement of general motivation for learning-development.

The pupil will seek to avoid, reject, in substance, any contact with any learning-(self) training experience, as long as it depends on his will (not only during his school period but also later in his later life). Then we can say that a general motivation, if any, can be deactivated, canceled if there are no premises of specific motivation emergence.

For instance, the pupil has specific learning experiences inappropriate to his / her interests and expectations, can express himself / herself authentically, does not feel good in himself/herself, does not feel any joy/pleasure, does not feel that he is growing inside or that he has better abilities to do in life etc.

The activity of learning in elementary school pupils is regulated and maintained through a complicated and multi-level system of motives [8], [99].

Al. Roșca [55, p.62] asserts that in the concrete existence of the pupil, there can be activated different forms of motivation, classified by two in opposing pairs.

Positive and negative motivation.

Positive motivation - motivation caused by premature stimulation (praise, encouragement, reward); it has a beneficial effect: preference for people, activities, employment, etc.

Negative motivation - caused by the use of aversive stimuli (threat, punishment, blame); has negative effects: abstention, avoidance, response. The most inefficient is ignorance.

Intrinsic / extrinsic motivation

In the case of *intrinsic motivation* the source is in the subject, in his personal needs and necessities, and the motivation is solidary with the activity of the subject. This form of motivation can be satisfied by carrying out the respective activity (not by the final reward), which is rarely met in pupils.

In *extrinsic (indirect) motivation* - the source is outside the subject, being suggested or even imposed by another person (not stemming from the specificity of the subject's activity), characteristic in primary classes.

Cognitive / affective motivation

Cognitive motivation - originates in exploratory activity, in the need to know. Her typical form - curiosity for the new. It is called cognitive because it acts from within cognitive processes, stimulating intellectual activity from near to close.

Affective motivation - is determined by the pupil's need to get approval from others, to feel good in the company of others.

Therefore, we consider that the dynamics of motivation is determined by a number of factors:

- the status of pupil classroom relationships: each pupil considers the needs from the perspective of individual experience. In a class of pupils with a poor "history" of motivational relationships, any motivational tactic is viewed / accepted with suspicion;
- the attitude of the teacher 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;
- clarity with which problems are diagnosed will help motivate pupils to assimilate the new language.
- the way the tactic of pupil motivation is applied: an imposed practice will be more resilient than the one in which there is prior consultation / counseling;
- the style of educational management: 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 [65, p. 14].

The classification of motives for learning and the type of competitive motives (author A.K. Markova) is presented as follows [109]:

1. external motives, including:

a) broad social reasons;

b) positional reasons;

c) reasons for social collaboration;

2. internal motives, including:

a) broad cognitive motives;

b) instructive cognitive motives;

c) motives for self-training.

In their turn, internal and external motives lead to the formation of competitive motives[59, p. 77].

According to M. Matiuhina, the Complex System of learning motivation includes the following motives (M. Matiuhina, 1984):

1) Motives related to the content of learning (learning always awakens the tendency to know something new, to have knowledge, ways to act, to penetrate essence of phenomena).

2) Reasons related to the learning process (learning encourages the tendency to affirm intellectual activity, the need to think, to judge at lessons, to face the difficulties in the decision-making process).

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

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

5) Personal reasons:

a) Welfare reasons (tendency to receive approval from teachers, parents, classmates, willingness to receive good grades);

b) Reasons for prestige (the desire to be among the first students to be the best).

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

Here are some behaviors indicating on a deficit of motivation within elementary schools [49]:

- high academic performance when receiving attention from the teacher, but loses focus and efficiency when working independently.
- difficulty in starting and finishing a task.
- distraction or loss of attention when parents or teachers make observations or where they are not the focus of attention.
- difficulty to relate positively to family members or colleagues; low trust in them and often avoids their company.

- uncontrolled or long periods of apathy; frequent mood change.
- asks a lot from others but doesn't offer much.
- never happy with something for a longer period of time.
- in need of support from others, to perform even simple activities, but rarely calls for help in solving a school task.
- often negligent with homework and hardly accepts being controlled;
- lack of interest in assessments or grades received but very sensitive to them; constantly challenges both the criteria and the manner in which the teacher appreciates him/her and considers himself , often considers himself wronged
- hardly organizes a school bag, does not have a regular learning program outside school hours, and does not easily get involved in extracurricular activities initiated by the school.

After examining the most important components of the Canadian author's model, we will briefly review other concepts of motivation. In this way, we can observe both the convergent points and the aspects that are still very controversial between these theories.

As we have already indicated, R. Viau [93, p.27] considers the context as a benchmark to start with when analyzing any motivational process, along with the pupil's perceptions of oneself and the environment in which learning activities are conducted.

Three areas are considered to be particularly important, as we will see in the following:

• those related to the value of the activity in which a pupil is engaged;

• the competence required to carry out such activity;

• the sense of control it has over that learning situation.

We observe in this model the possibility for the actors involved in the learning activity to stimulate a positive dynamics or, on the contrary, to inhibit it.

Thus, to the extent that the pupil's perceptions will or may not lead to a specific state, which we recognize as motivation, a pupil will choose to dedicate himself to the activity or, on the contrary, try to avoid it. Motivation is a spring that causes us to do something, and in the school context we can say that it is the spring that causes a pupil to choose to engage in a particular learning activity. Fundamentally, school motivation depends on how the pupil sees this activity as relevant, the extent to which he / she feels competent to accomplish it, and his / her perception of the degree of freedom he / she has in choosing the ways and means of fulfilling it. Explained more simply, motivation depends on how a pupil responds to three categories of questions:

a) Why do I have to do this?

b) Can I do this?

c) Can I also have a say on how the learning activities will take place, and implicitly on the results I will get?

Thus, the decision to perform the activities specific to a task is indicated in Viau's model [93, p.87] equally by the actual (cognitive) engagement and the perseverance with which these activities are being pursued to achieve a goal. In other words, we know that a pupil who accepts to solve a learning task and who persists in completing it is a pupil who is motivated for that task

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

Context	**Pupil's perceptions**	**Motivation indicators**	**Results**
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 the success in achieving the goal. As already indicated, this is an indirect indicator, being a result of both engagement, perseverance, and competence, capacitities or personal abilities. Motivation works on components that in turn can lead to school success. Of course, the question of the weight of science, inspiration, and perspiration in school success remains open.

But R.Viau's model highlights some fundamental conditions for stimulating the emergence and exploitation of this almost magical ingredient in any motivational learning activity that we want to point out below:

The contextual component is equally represented by the learning activities in which a pupil is involved as well as by the school subjects / content within which these activities are organized. Thus, we can 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. It is also possible to confront situations in which a pupil is less motivated to carry out a team-based mini-research project with a colleague, even if he is motivated to learn the subject.

The analysis of *motivation level* 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 [93, p.77] shows numerous examples that support this idea: tense relationships with a teacher, conflicts with some colleagues, responsibilities and relationship with family, etc. All these cause pupils to perceive in a specific way both the value, the relevance of an activity and to form a certain level of confidence in their own capacities.

School results are a result of motivation, so the more a learner is motivated, the better his school performance. 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 personal abilities and an incentive to engage in similar learning activities in future.

Also, failure to solve a school task can negatively influence perceptions of an individual's capacities and diminish openness to engaging in similar learning activities in future. Other models of motivation for learning attach great importance to motivational "components" (values, expectations), adding and exploring another dimension, the affective one.

Thus, authors such as P.R. Pintrich [79, pp. 33-50] analyze in detail the effect of anxiety on the level of motivation, highlighting the different effect it may have on how pupils engage in learning activities. For most pupils, a certain degree of anxiety can have a positive effect, stimulating concentration and performance in solving a task while for others the effect may be opposite, significantly diminishing the level of motivation. Thus, if systematically analyzed, the level of stress of pupils in our education system can provide a plausible response to one of the causes of motivation deficiency for formal education raised by both parents and educators.

• *Viau's model* is convergent with that developed by A. Weiner (1992), one of the most well-known theoreticians of school motivation. For A. Weiner, motivational dynamics originates in the subjective way in which pupils explain success or failure in solving a school task. Pupils mostly invoke causes that are specific to them more or less in their sphere of influence (eg, their own abilities or capacities, effort, etc.) or external causes, more or less controllable (the difficulty of tasks, support *from others, opportunity, etc.).*

A.Weiner considers (Weiner, B. (Ed.) (1975). Cognitive views of human motivation. New York: Academic] the greatest challenge for a teacher those pupils who consider that the lack of success in solving a task is caused by a thing that belongs to their own characteristics but is beyond their own control and can not be changed . For example, the case of the pupil who solves during a mathematical test, within the allocated time, just a small part of the given problems and ascribes his failure to the lack of aptitude for this discipline (internal cause, perceived as outside own control and impossible to change).

Thus, the pupil will be discouraged in future from making more effort in this discipline, nor will he expect a teacher to change this situation. Self-labeling as a non-math pupil will

function as a self-fulfilling prophecy, affecting self-confidence and generating negative feelings such as discouragement, renunciation, sadness, anger, or shame. Repeated failures will diminish the intensity of these feelings but will certainly have a profound negative impact on the level of motivation to participate in math learning.

The motivational circle may also be a virtuous one: success and celebration, constant encouragement of success by the parent or teacher can lead to positive emotions such as pride, joy, tranquility and can change the perceptions of learners about the controllability or irreversibility of a certain factor.

The child can thus be aware of the ability to control or change one thing, so he can expect to make an extra effort to achieve even better results in a certain discipline. In our example, a positive result in a future test achieved both by an additional effort on the part of the pupil and by a better interaction with the teacher can replace the old beliefs about the nature of the factors that ensure success in this discipline. Performance may be understood as a team effort in which external aid is equally important, where personal effort can truly compensate the lack of a natural endowment for this discipline.

Viau also recognizes the role of emotions in understanding motivational dynamics, but considers that they play a less important role in understanding motivational mechanisms. The main argument invoked is that situations where a pupil has to undertake a learning activity immediately after being successful or failing are less frequent while their effect is considerably reduced when activities are performed a few days after that. We believe, however, that this idea can not be sustained in all learning situations, as R. Viau ignored the importance of the intensity with which emotions are felt.

Especially in cases where the child is experiencing deep negative emotions (for example, math test failure is discussed and ironied by the parent to the whole family or to the teacher in front of the whole class), this effect is unlikely to fade away before receiving a new learning task.

We know that the interval between two classes in some disciplines can be seven days, period where fears or anguish do not diminish, on the contrary they can intensify. Additionally, in the affective memory of each of us, there seems to be at least one example of such experience and its effects in the motivational plane. Motivation understanding proposed by W. Rathvon (1996) recognizes the importance of emotions and places it at the heart of his model.

The starting point in this case is the discrepancy between capacities and performance that persists over time, a situation identified by the sub-optimal result concept. The author points out

that all pupils may experience weak learning outcomes, irrespective of their intellectual skills, talent, or skills they possess.

Often the first signs of demotivation are unaware or minimized by parents or teachers, and the pupil himself has moments when he refuses to recognize or confront this problem.

Mc. Combs [apud 67] points to another aspect of this process, highlighting the role of social support that a pupil needs to receive in the school environment from all actors involved. Mc. Combs identifies three main categories of actors who have to assume this role:

• *Parents* are the first category, and they also have a role in identifying the first signs of demotivation; unfortunately, parents sometimes ignore the fact that the motivational deficit of their children can not be improved solely through school interventions and the need for concerted intervention of several actors;

• *Teachers* represent the category with the most developed skills both in the early identification of signs of demotivation and the causes that lead to it; unfortunately, subjective factors (eg lack of readiness, availability or understanding) or objective (eg the loaded school program, the relatively high number of pupils in a class, the lack of opportunities for non-formal communication, etc.) some of the teachers are rarely concerned about this problem, noting in particular pupils who have a sudden drop in school performance.

Finally, the model of Deci, R.Vallerand, D.Pelletier and J.Ryan [85], is considered to be the most developed theory that opposes extrinsic motivation to intrinsic motivation, is built on the generally recognized need for each person to feel competent , to do well what he does and to have relationships with others. Both dimensions indicate a need for self-determination that must be recognized for each actor in the school space. Thus, self-empowerment becomes a continuum that starts with an external influence and reaches intrinsic motivation, through successive stages of integration.

We will present a short example illustrating the motivational dynamics explained by this model. Suppose we plot a particular learning task for a pupil, such as translating a literary Arabic text into English. Being an external task, the pupil can only have an extrinsic motivation to accomplish this task (if any).

We may be tempted to say that this is a classic example of external motivation, the intrinsic motivation being the opposite of it: Engage in a learning activity mainly for the pleasure and satisfaction that it offers you. There are pupils who can discover this pleasure, even in the case of mandatory activities! Thus, imposing the learning task is only a first step, with some of the pupils engaged in a process of acquiring the objectives imposed from the outside.

For some external reasons, the pupil decides to achieve the translation (for example, not to get a bad mark or to not be complained by the teacher to the parents). In the next step, he begins to internalize the goals for which he translates this translation, even if he is not totally convergent with his own wishes. A specific indicator of this stage is the realization of translation due to the sense of guilt that would be felt if it was not realized.

At the identification stage, the pupil performs the translation because he is aware of the importance of such an exercise (for example, to obtain appreciation from the teacher or parents). He is motivated by the consequences of an activity and not by the activity itself, so we are talking about an extrinsic motivation.

However, in integration stages, *Deci al. (1992)* indicate that the activity itself is valued. Thus, in our example, the pupil achieves the translation to improve language skills in English and especially for the pleasure / satisfaction of making an appropriate and inspired translation. Thus, we obtain a good example of intrinsic motivation, because the imposed task has become in perfect agreement with our own purposes, aspirations and preferences.

The model also includes the state of affection, in which a person does not perceive the relationship between his actions and the results he obtains. For R.Viau[93], the absence of any kind of motivation indicated by this state is particularly relevant in school space, where it existed, and there is still a strong constraint dimension, especially in compulsory education (pupils are forced to go to school, watch and participate in lessons, do their homework, etc.). This context exerts an important influence since the entrance to the education system, the motivation / demotivation process being a complex problem in the school space, as we will see in the next chapter.

Factors influencing motivation. Motivation is firstly analyzed as a psycho-pedagogical variable, the main interest being obviously focused on the motivation that influences learning. As can be seen in Fig. 1.1, generic motivation has a view of how to respond to any requirement, regardless of nature, context or goals pursued.

Motivation in the school context refers to how pupils can respond to specific learning tasks, pursuing specific goals (typically acquiring knowledge or skills) defined within these tasks. In view of this distinction, we will try to select from the multitude of factors influencing motivation the most relevant in the case of motivation for learning. This is, as we will see below, and in some capacities, not just a specific attitude (curiosity, availability, interest in knowledge, perseverance in achieving the objectives pursued, etc.).

So we have tried to answer the question "who has influence and can contribute directly to the development of these capacities?"

Table 1.2. Characteristics of motivation in a generic sense and within the school context

MODALITY OF RESPONDING TO A TASK	MODALITY OF RESPONDING TO A LEARNING TASK
• availability to achieve specific task requirements; • interest in achieving specific objectives; • curiosity to find effective ways to meet the requirement; • interest in assessing / evaluating results; • willingness to initiate corrective activities when they are needed.	• availability to achieve the activities specified by the learning task; • interest in acquiring the knowledge / skills pursued by the learning task; • curiosity to identify alternative activities to achieve the objectives pursued; • interest in assessing / evaluating the achieved results; • openings in achieving new learning orientated tasks that are specific to the task of learning.

Traditionally, there are three main categories of factors or sources: individual (for example, a pupil's ability to self motivate), family (for example, family members' ability to influence a child's motivation) and school children, the ability of the actors in the school space to influence a pupil's motivation level - teachers, leadership team, psychologist, school counselor or mediator, etc.).

In general, the main things parents expect is that the school could[26, p.62]:

-provide support and practical ways to achieve educational goals (short-term, desirable, or long-term behaviors: successful test, exams, and career development);

-contribute to increased self-esteem of the child, self-confidence;

- fix high but realistic standards for the child;

-manifest respect for parents, give them the opportunity to influence the educational process and to clarify the issues of interest to the family;

-provide safety in the classroom and on the school ground, both physically and emotionally;

-communicate honestly and directly with parents;

-ensure a friendly climate in school, in which the child feels valued and protected;

- provide a variety of teaching styles tailored to different learning modes, class and pupil specifics;

- manifest respect and interest in the opinion of parents, the information they provide about the pupil's specific needs, strengths and weaknesses that should be taken into account in his / her education;

In general, the main things a teacher is expecting is that parents could:

- actively support the efforts of the school (through attitude, involvement in the child's education at home, in a family context).
- show respect and consideration to the difficult teaching and work environment that he / she submits.
- •be models to follow for the child; to value education.
- not to leave school or entirely the education task
- act preventively: communicate with the teacher when problems or concerns are at an early stage, not only in moments of crisis.
- inform the school when special family situations might interfere with pupils' performance or behavior.
- actively cooperate with the school to establish and observe rules and discipline in work and behavior.
- support the child, encourage and contribute to building self-confidence.
- provide the child with the material and moral support necessary for his / her education.

Considering the above mentioned facts, we have revealed the following peculiarities of learning motivation development in primary school pupils:

- *Establish class rules together with pupils*. The rules must be clearly communicated from the beginning of the school year, which will lead to pupil empowerment. This is how we can encourage them to adopt dignified attitudes and prevent deviant behaviors.
- *Class personalization.* Various drawings or other activities can be used to mark class pupils. The way the class looks like is a form of self-image enhancing.
- *Pupil knowing is an important element in motivating him to learn*. The teacher's attention to the pupil demonstrates respect for the pupil. The simple fact that the teacher memorizes the name of the pupil, knows his preferences, develops his / her self-confidence, reinforces his / her sense of personal safety and appreciation.
- *Active involvement of pupils in instructive-educational activities.* We can attract pupils' attention by controlling voice, visual contact, organizing work tasks in a productive way. The teacher should think of an instructive - lifelong learning process that enhances this natural availability of pupils.

- *Teacher's expectations become a motivation factor.* It has been shown that pupils have a tendency to rise to the expectations of teachers. If they expect and ask for as much as possible from pupils, they will often get this.
- *The teacher can become an example of behavior for his pupils.* Following the teacher's example, pupils can change their own behavior.
- *Establishing a positive atmosphere of empathy towards each pupil.*
- *Solving problem-situations in the shortest possible time.* If the teacher is physically and mentally close to the pupil who has a deviant behavior, it makes it possible to stop the behavior.
- *Positive rewarding and reinforcement* to any pupil's behavior or activity increases self-esteem and motivates him to act the same way in future.

The structural contents of motivation for learning can be summarized as follows:

• the need to know and understand, formulate and solve problems → cognitive impulse;

• the need for personal affirmation → high school performance leads to feelings of acceptance, self-esteem;

- the need for affiliation → approval within a group

Within the framework of the systemic approach to creative learning at this age, S. Chirilenco based on the systemic approach of creative learning in elementary school. The author highlights the essential features of the developmental education, being supplemented with elements for the formation of creativity in pupils of low school age. Thus, the pupil becomes the subject of the instructive process. The predominant role in this technology lies with creative learning based on theoretical and methodological knowledge. There is an alternative based on the activation, optimization of the students' activity, a didactic and methodical reorganization of the subject matter according to the orientation towards modeling the pupil's personality. The connection of the components of the learning activities system has allowed the formation of skills, creative learning skills. In this context, the author presents the structure of the creative learning activity, types of educational relations, ways of systemic approach to creative learning. Thus, students must be able to concretize the corpus of the object studied in the particular sciences system. Pupils will be able to carry out activities both theoretically and practically in literary-artistic disciplines with the application of technological modules and interdisciplinarity.

1.3.Psycho-pedagogic aspects of young school age

Mental development of the child is accomplished in stages, each stage characterized by its own configuration of psychological processes and attributes. The transition from one stage to

another marks a leap not only within the various psychic components but also within the relationships between them and the personality as a whole.

According to the Education Code of the Republic of Moldova (Chapter III. Primary education. 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 in gymnasium education".

Researchers in Israel have tried to identify the levers that motivate learning, but also those techniques and strategies by which adults in school - mainly teachers and executives - can increase student motivation

As A.R. Luria claims, with the transition to higher stages, "their more complex psychic components begin to exert a regulatory influence on elementary psychic components."

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. Once with this community, he begins to familiarize with the requirements of social life. Within this socio-emotional dimension, two tendencies emerge: one of expansion, of attachment to others, and of another concern for oneself. Through the latter we see the germs of the future self-consciousness, of the Self that regards oneself. It is the so-called tendency of interiority, of focusing on oneself.

The inner world and the experiential world are no longer at the same level.

As he constructs his moral consciousness by internalizing the objective rules of the group and the family, he learns not to make out everything he thinks and everything he feels [24, p. 87].

*Adaptation t*o school requirements requires changes in all of the personality components. Expansion of the affective field means creating new social connections, observing rules, accepting certain duties, increasing the capacity of effort, etc.

The intellectual development of the pupil is permanently involved in school activity and is felt in a significant way after the age of six. The first aspect of intellectual changes is expressed in changes in the investigative character of *perception and observatio*n as tools of knowledge.

Developing perceptions. Perceptual and interpretive sensory capacities become more efficient. Vision and hearing reach performance till 9-10 years of age. 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 discriminative 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, the perception of the magnitude and the proportions of the letters.

During this period, the curriculum involves the development of perception, especially in terms of size, proportions, scale, identification of horizontal, vertical and oblique lines (which is the basis for identifying conventional signs used in maps).

There are identified the main units of measurement (m, cm, kg) starting from child-friendly units: finger, elbow, leg. It aims to perceivethe structure of materials: stone, wood, glass, plastic, as well as space relations between objects: closer, further, above, in, etc. In this sense, the value of sizes remains deficient, the children of 6-7 years overestimate the sizes and distances, while the 8-9 years underestimate them [48, p.186].

The process of literacy is gradual, involving both visual and auditory and kinesthetic perceptions. These processes are carried out in 3 stages:

- First step: identifying sounds or letters as part of words. This is done by separating words into syllables and by reading and writing syllables. At the same time, the writing skills are done, by making sticks, hooks, circles, etc.
- Second stage: differentiation of sounds and their graphic correspondence. This actually starts with active literacy, when the child differentiates between large print and hand letters, and small print and hand letters.
- Third stage: the longest. There is a strengthening of writing and reading. The stage is extended in the second and third year of school and has as a characteristic the increase of the expectation in reading, which gradually becomes fluent and expressive.

From the point of view of reading and writing, four categories of children are distinguished:

- children who read with great difficulty and mistakes and retain little of what they read;
- children who are slow to read, but remember the meaning of the information read. Perhaps the perception of letters is still difficult and there is a gap between it and reading comprehension [ibidem, p.187];
- children who read slightly but do not retain what they read. It is the case where the stereotypical component of letter identification is beyond the consciousness plan, not allowing the simultaneous recording of meanings;
- children who read easily and fully remember what they read. In them the ability to identify graphic signs is in agreement with the ability to understand meaning, which generates a very good reading ability.

There are also several types of writing that are different to this age:

- the sloping type used by the children holding the pen steadily by pressing a large finger, which gives the writing a slightly sharp character;
- the bent, crisp type, with spasmodic writing, which leads much later to the completion of personal writing;
- the flexible type in which the index is active, which gives the pen a more uniform sprint and rounds the writing in a pleasant and uniform way;
- the mixed type in which the three types above are combined, resulting in an uneven, impersonal writing that is hard to recognize.

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 reproducing the text learned by repeated reading in class. Mechanical, involuntary and short-term memory predominates.

The memory is conditioned by the affectionate load (mostly retains what impressed it most). Forgetfulness often occurs around the age of seven (he often forgets the homework, the pen, the notebook, etc.). At 9 years old, the pupil makes voluntary efforts to cultivate memory (rehearsals). The ratio between recognition and reproduction capacity is changing.

At the age of 6-7, the recognition process is easier to achieve, and as it advances aging, reproduction increases. The deficiency in this plan is due to the difficulty of translating the inner language (which was the basis of understanding) into external language.

The little school pupil is a great amateur of fairy tales and stories, living with great intensity. On the instrumental plane of intelligence, the concept of content is conceived, and in this sense there are 3 attributes of concepts that change with age: validity, status and accessibility. Validity of concepts refers to the extent to which the meaning given to a concept by the child is accepted as true, that is to say, by the social statute accepted at one time.

The meaning given to different words is very little similar from one child to another. It is only at the age of 8-10 that the meaning of words becomes relatively similar to all children and is socially acceptable. Towards the end of the small school age, the child has more than 300 relatively valid concepts that he can work with in the thinking plane.

The range of "known" motifs in grades 3-4students is rather broad and includes both social and knowledge reasons. Among the top three came: "I want to know more", "It's interesting and you know something new", "I want and get good grades". The latter were: "all learn," "I do not want to be scolded". School motivation strengthens and facilitates the learning process by intensifying the student's effort and concentration by creating a learning state for learning.

The status of concepts is the most important and refers to the clarity, accuracy and stability of using the concept in the thinking plane. An empirical network of concepts is created to help organize the so-called pyramid of knowledge.

For example, if the apple initially has a sense of food for the child, that is, it is an appealing means of satisfying a need, the apple will be later in a context such as: fruit-tree garden, taking plant species value, product with commercial or aesthetic value.

*Accessibility of the concep*t - an attribute independent of the concept learning process. Accessibility refers to the ability to understand concepts and to communicate them. For this, it is necessary to develop the capacities to relate the concepts to the given context. This requirement to relate concept attributes develops only to the age of 10 years.

Thinking also develops with an operativeness that advances in a figurative, symbolic and actional plane. The operative thinking is guided by certain rules, which are real algorithms of intellectual activity. Algorithms can be grouped into 3 categories:

• work, application or resolving algorithms, used in operations such as assembly, subtraction, multiplication, division;

• algorithms for identifying or recognizing structures, relationships, types of phenomena: identifying known and unknown data from a problem, identifying geographic, geometric, and appropriate units of measurement;

• control algorithms that are used in arithmetic calculations, as well as in some intellectual activities that are subject to implicit rules and whose results cause controllable relationships.

There are children who have very well-established work algorithms, but poorly developed identification algorithms. These children show very good results at exercises, but they fail to cope with problems because it is difficult to identify the required operational structures. There are also children with developed identification algorithms and less developed work algorithms.

The latter correctly determine the problem calculating stages, but they make calculation mistakes that alter the results, which are often attributed to the child's inattention. These ways of thinking can perpetuate to high school age or even further, impressing and even influencing the personality of the child, depending on how he/she is appreciated from this point of view at school.

The specificity of thinking of a child of young school age is manifested by an essential property, namely to be concrete-intuitive. As Jean Piaget shows, we find ourselves in the stage of concrete operations.

The child thinks more by working with concrete multitudes, despite the fact that the logical principles demand a concrete basic gradual detachment (denial of intuition) and the operations require an internalization, i.e. a mental function [21, p. 23, 24]

Thinking is dominated by concrete - being specific to the ages between 6/7 years and 10/11 years. During this period, the perception of things still remains global, their vision stops on the whole still nondecomposed, the double rapid dissociation-recomposition movement (H. Wallon) missing;

-competition succeeds on large contrasts, intermediate states are not known;

- concrete operations related to actions with objects dominate (eg transitive inference is made on concrete material, but we do not find it on a pure verbal material with the same content);

- emergence of the ideas of invariant and conserving (quantity, volume, mass, etc.);

-it appears reversibility in the form of inversion and compensation;

- immediate deduction; can make certain judgments such as: if ... then, provided they rely on concrete objects or examples;

- it does not exceed the concrete momentum than from near to close, limited expansions, local associations;

-the intellect has a single track (J.S. Bruner), does not foresee possible alternatives, the catalog of possible overlaps with concrete, unbiased data;

- the presence of progressive reasoning, from cause to effect, from conditions to consequences. Towards the 4th grade (10-11 years) we can meet, clearly differentiated and individualized, manifestations of the preformal stage, simultaneously with the maintenance of some intellectual manifestations at the level of concrete operations [20, p. 23]

Logical thinking in small classes can not be dispensed from intuition, concrete operations with lots of objects. Before applying to sentences, verbal statements, notional logic are organized in terms of object actions and concrete operations. That is why the process of teaching-learning mathematics in grades I-IV must first mean concrete actions, i.e. operations with objects that structure and internalize, becoming progressive, abstract, logical operations.[ibidem, p. 24]

The main operations of thought are: analysis and synthesis, comparison, abstraction and generalization, materialization.

Analysis and synthesis are basic operations closely related to each other, characterizing any thinking process. By analysis is meant the process of dividing or decomposing the object or phenomenon into its component parts, the mental separation of various attributes of the whole.

The elementary form of analysis we encounter especially in the child is the actual dissolution of the object in its component parts.

Synthesis is the opposite of the analysis and consists in the mental union, in a unitary way, of the parts of the object or phenomenon.

Analysis and synthesis are two sides of a unique thinking process. A condition of this unique process is the comparison because it involves both analysis and synthesis.

Generalization and abstraction are processes of thought, inextricably linked, as well as analysis and synthesis. Generalization can not be separated from abstraction, which allows us to detach, separate the essential attributes of objects and phenomena from nonessential ones. The reverse way, from general and abstract, to particular and concrete, is called concretization.

Concretization prevents the thinking activity from breaking off from perceptual activity and representations. The mathematical learning process develops the qualities of thinking (widening thinking-the rich and active bag of knowledge and algorithms):

-activism of thinking that means learning to use the ones learned and studied;

-elasticity of thinking that involves the ability to find and use various means to solve problems;

- the rationality of thinking, i.e. the speed of the current solution;

-mobility of thinking-easily switch from one type of problem to another;

- flexibility of thinking is a quality that involves the quick replacement of one way of solving with another.

For thinking to become productive and creative it is necessary to be properly educated. True education is the one that gains the adhesion and collaboration of the subject, which causes a creative and fertile activity in which the pupil is the starting point [Mahler, Fred, Educaţie şi învăţământ în focarul sociologiei (vol. Sociologia educaţiei şi învăţământului), E.D.P., Bucureşti, 1977, p.100.]

Thinking of pupils develops with the development of mental operations, and in the thinking activity these operations are closely intertwined and subordinated to each other depending on the given task.

The first characteristic of mental operations is that they come from internalizing practical actions. The second feature is that these operations are never isolated, but are part of dynamic assemblies and structures. These characteristics of mental operations result in consequences of the greatest importance for the didactic process. First of all, the pupil should be put in a position to act, to do something practical. Then he has to learn to grasp the meaning, the overall structure of the facts he learns.

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 experience.

Creativity at 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.

This is enhanced by drawing, which becomes more loaded with the atmosphere and practical activities in which the child learns to build small craft, basket, cottage, animal, etc. Additionally, creativity manifests itself in games, which acquire new values and bear, as well as thinking, the imprint of children's personality.

As elements characteristic of this period, we note that:

• language develops very well;

• writing improves, getting personal notes, drawings and written works also bear their personal characteristics and improve a lot;

• children become more sensitive to social information, classroom views, environmental and world issues;

• hemispheric dominance is developed and accentuated, i.e. the ambidextrous character, but also the extremes: left-handed or right-handed;

• there is still strong interest in games, especially for collective games, but there are times when the child prefers a singular activity such as reading, playing on the computer or playing alone;

• it appears the interest of collecting and playing and winning;

• at 6, the child is absolved from the problems of adapting to social life.

Immediately after the age of 7 there is some psychological detachment from both the family and the school environment, the child becoming expansive, extraverted, even exalted, a sign that school adaptation has exceeded the tensional phase. This phase coincides with increasing curiosity about extra-curricular environment, neighborhood and street environment. There is a slight increase in the speed of reactions, as if there is no time for everything he has put in mind, which is why the child is eating, brushing or dressing carelessly, walking with the open bag, everything in favor of the time spent with other children, and the detriment of stabilizing self-service skills.

The child gets quickly upset, but he quickly forgets and engages in fierce disputes about the rules of games, all of which make little lessons about his duties and rights. About 8 years of age, adaptation is in a phase of balance, the child becomes more reflexive, more peaceful and concerned about serious problems, such as children's background, ethnicity, social affiliation. These are part of the moment of social identification and the formation of social feelings.

Episodic games with prolonged subject matter that last for weeks, resume every time they are left. It is the time when children like to build their own place: cottages, huts, etc., a sign of the desire for personal space.

Later, at the age of 9 and over, there is a new element, the organization of the game by gender. Boys play separately from little girls, although they are curious about each other and watch each other. Children also tend to self-refine, become more orderly, more persistent, more valuable in planning their time and activities.

By almost finalizing the idea of socialization, they become distraction ally concerned, express friendship and feel vulnerable to friends, to family relationships, which is why the attraction for the collective can pose a danger of association with delinquent tendencies.

As for school learning, it is characterized by the following elements:

- it is carried out in an institutionalized setting by educational 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;
- it is formative and informative;
- it depends on motivation;
- it has resources, content, ways of organizing (through strategies, methods, procedures, techniques);
- it requires time (allocated, necessary, planned, consumed);
- complies with psycho-pedagogical norms;
- uses assessment criteria and feedback possibilities

Conclusions to Chapter 1.

As a result of studying psychological and pedagogical literature related to the dynamics of learning motivation in elementary school pupils and to the social conditions of education we point out the following:

- needs arise as a result of informational and cognitive contacts of individuals, starting with elementary sensations and ending with the highest abstractions and reasoning. Secondary needs develop from primary, but after training they work independently of them;
- motivation is a process that designates a set of motives, needs, tendencies, affections, interests, intentions, ideals - which support the realization of certain actions, facts, attitudes.
- "motivation" and "reason" are used in modern psychology and have a dual interpretation: as a set of factors that trigger human activity and as a characteristic of the process that stimulates and maintains behavioral activity at a certain level as a driving force of the whole development of human motivation through different sensitization to external influences, through factors that stimulate activity, while motives and motivational factors represent the motivational sphere of personality that leads to motivation for learning.
- the notions of the elementary school pupil have a concrete and empirical character, the essential and non-essential features are not differentiated, their sphere is not precisely outlined and can not be organized in hierarchical systems.

2. METHODOLOGICAL BENCHMARKS AIMED AT FORMING LEARNING MOTIVATION IN ELEMENTARY SCHOOL PUPILS

2.1. Conceptualization of forming learning motivation in elementary school pupils

Motivation is the key to success in learning. From J Piaget to H.Gardner, the theoreticians of learning mechanisms have emphasized that motivation is the foundation on which educational success is built. By implication, it can be argued that lack of motivation for learning can lead not only to low school performances but also to other negative accumulations that may lead to deviations or behavioral deviations[41, p.49].

Motivation is a too complex task to be solved by only one group. There are various internal and external factors that influence the pupil's motivation. Some pupils tend to attribute the possible success / failure to accomplish a task to internal causes (eg, skills, competencies, natural endowment or talent, effort, stress level, concentration, etc.) while others see success / failure as depending on causes independent of them (eg didactic talent, luck, failure, support of colleagues, task difficulty / discipline, etc.).

• *Temporary or permanent character.* Some pupils consider that success / failure has a cause that fluctuates over time, so it can change (such as personal effort or time spent on an activity) or stay stable (such as natural endowment or difficulty of discipline).

• *Controllable or uncontrollable character*. In this case, we can differentiate between pupils who think they have a certain degree of control in doing an activity (for example, if they wanted to have made a bigger personal effort), while others believe that the success or failure of an activity is outside the sphere of personal influence (for example, the chance or talent of the teacher).

Learning in school is viewed according to Ausubel's theory, with its three components:

• the need to know and understand, formulate and solve problems → cognitive impulse;

• the need for personal affirmation → high school performance leads to feelings of acceptance, self-esteem;

• need for affiliation → approval within a group;

Theories of motivation for learning are those conceptual models that combine the level of hypotheses with the principles aimed at systematic knowledge of the learning activity through a set of scientific statements of informative, explanatory, predictive, summarizing, normative

functional value, realized / achievable in different variants. Learning has two important concepts, of which [50]:

• explanation based on deductive reasoning;

• explanation based on non-deductive reasoning.

The analysis of learning theories allows us to highlight two complementary trends: the connectionist tendency and the functional trend. The valorization of the two tendencies is involved in the most important theories of learning, developed as "systems of scientific statements", of which:

- theory of operative conditioning;
- the theory of genetic structuralism;
- the theory of mental actions that includes: the stage of material action formation; the stage of external action formation; the stage of internal action formation;
- the theory of intellectual education based on several models, including the active model, the iconic model, the symbolic model, etc.
- the theory of learning conditions, of which: signal learning, stimulus-response learning, verbal learning, learning verbal associations, learning by discrimination, learning by notions, learning by rules, problem-solving learning;
- holodynamic theory of learning;
- the theory of full learning.

Theories on learning motivation are complementary, as each is the result of deepening a certain category of factors that can influence pupils' interest in daily activity. Each theory approaches a different aspect of a reality with a high degree of complexity and diversity, so it can not be said that one of them could be considered less credible than the others, as the phenomena that they bring to attention are objective.

The motivation for learning has two dimensions: conceptual and procedural.

The conceptual dimension includes the following psycho-pedagogical principles of learning motivation:

• the knowledge and valorization of pupil’s psycho-social characteristics is characterized by the use of the most diverse forms of learning, research, political, cultural or social activities, etc.

• the pupil-centered approach involves developing personality, harnessing the potential of each pupil, and taking a high degree of responsibility in the context of learning, and actively choosing goals to manage their learning.

• the principle of active learning is based on learning through experience and self-dialogue and dialogue with others;

• the principle of interactive instruction focuses on the idea of each pupil's participation in the group to solve a common task;

• the principle of motivation influence on learning, which depends on a number of factors.

Factors Influencing Learning Motivation in elementary school pupils [51]*:*

• individual (for example, the child's ability to live the satisfaction of doing an activity and to develop an interest in it)

• family (capacity and concern of family members to stimulate interest in certain activities and to motivate the child); and

• school factors (the ability of teachers in the school environment to influence thepupil's level of motivation - teachers, colleagues, psychologist).

The first category of factors, the individual is barely aware of this age, but the period of small schooling is a period favorable to the creation of conditions for their subsequent manifestation. We emphasize that, as R. Viau stated, the child's perception of one's own person, his or her ability to appreciate himself to the right value, to discover and capitalize on their own strengths and limits are very important. In other words, it is necessary to lay the foundations of pupils' self-esteem since their early childhood, so that they could later be able to engage themselves in learning actions and serve the achievement of high performances by exploring all their strengths, living with satisfactions that will be motivation for future actions.

Forming self-esteem in elementary school pupils is an important issue. At this age, especially at the onset of schooling, the child has not yet formed a clear picture of his or her own. It has been shown that self-esteem is the basis of a person's motivation.

Motivation is defined as a dynamic form that has its source in the perceptions the child has about himself, and which asks him to engage in an activity and to persevere in his realization. By encouraging self-esteem in children, it means investing in preventing learning difficulties, but also in the beauty of life.

A person who loves oneself will easily overpass all obstacles. Just by the confidence he gives, he will adopt an optimistic attitude most of the time.

By preventing learning difficulties, we contribute to achievements that will implicitly influence self-esteem. The child becomes aware of his value as a person. G. Duclos (Germaine, Duclos, L'estime de soi, un passport pour la vie, Editions du CHU Sainte- Justine, 2010)

G. Duclos defines self-esteem as a state of awareness of the individual's own value, which can be recognized in various fields. It is a set of attitudes and beliefs that allow us to cope with the world. Self-esteem presupposes awareness and personal difficulties and limitations. The influence of the family is overwhelming on the child's interest in learning in general and in assimilating knowledge and training skills and abilities in the various activities taking place in the school context. Under this influence, a child can be stimulated to achieve superior performance through permanent stimulation, or to recover backsliding in a particular field of activity, as appropriate.

Parents or other family members can be a very motivating factor, but they can also negatively influence the opening of a child to study. The modest socio-economic situation of the family can be an important barrier to maintaining the child's motivation for learning, negatively affecting all the important motivational elements: from valorizing the usefulness of education to focusing attention on the study.

Here we soul reminded the vicious circle of precarious economic situation, of self-blame, in which the lack of financial resources prevents the attainment of other important resources from satisfying needs, enhancing discouragement and lack of initiative. In these cases parents' attitude is very important. If it is often repeated to the child how much the parent works and how little he earns, or how much he has learned and what he has done with this, then the child will lower his motivation, taking as a model the situation of the parent.

Sometimes, energy is consumed by a negative attitude. That is why it is important that the teacher had a good relationship with pupils' family, in order to advise and encourage the members to see the beautiful side of things, thus highlighting the importance of education for personal development. It is not to be neglected that demotivated children often come from families that are not in a socio-economic disadvantage and that give children all the necessary conditions.

The third category of factors, as important as the above, includes *school factors.* There are still early and long-standing teachers who, for various reasons (lack of time, insufficient material resources, large number of children in the group, too many tasks to be done by them) draw similar tasks to the whole group, without considering individual peculiarities, personal developmental rhythm and, why not, the very different interests and needs of children.

By tracing the same tasks to all children, just because certain objectives are set for that level of development, we only place slower learners in difficulty, cause them dissatisfaction because of the impossibility of solving them.

Living unsatisfied, pupils can become frustrated, they can lower their confidence in the ability to carry out their tasks, and from here it is just a step away from the field of activity. For example, a preparatory class pupil who does not master the number within 0-10 has to solve a mathematical file, where one of the requirements would be to draw in the diagram next to each figure as many elements as this indicates. If he does not have the correct representation of the numbers and quantities they represent, he will draw objects at random without making proper correspondence. He will probably be rebuked that he has not done his task and will experience the feeling that he can not and does not have any sense to try anymore, that he will be wrong anyway. As a result, the child may refuse the next date to resolve similar tasks.

At the other pole there are pupils who have a fast rhythm of learning, they may consider tasks too easy and thus, boredom can occur. That type of pupils mau look for something to play, can distract other colleagues' attention, attracting his teacher's scolding, and hence a bitter taste of the activity, which can turn into a disinterest in this kind of activity.

The psycho-pedagogical conditions of motivation formation in the process of learning at school are a determinant element of the pedagogical means system. These means are: the pupil's independent activity and participatory active methods.

Elementary school pupils need more than anyone to be stimulated the desire to make efforts to learn. In this way, the pupil will be deeply involved in learning tasks, will be oriented towards the finite, to a great conscious extent, will transfer the whole cognitive potential into learning. Lack of motivation is characterized by passivity, inactivity, very slow concentration in a learning task, lack of spontaneity and even anxiety.

In the literature, school motivation is described as a mental construction resulting from long observations on pupils, a variable that continuously ensures the inner organization of behavior, the essential vector of personality.

The motives for learning are some basic needs (self-realization and affirmation through school success): the impetus of curiosity being an extension of the orientation reflex, the desire to be performing, the fear of failure, certain interests, professional choices [58, p. 22].

Depending on the goals that classroom teachers propose, the learning balance in personality structures, the 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 the child is making in his own future.

Also, motivation is essential in mental activity and personality development, as:

- it is the first chronological element of any activity;
- it signals physiological and psychological deficits;

- it selects and initiates activities of their own satisfaction and supports them energetically;
- it contributes, by repeating some activities and avoiding others, to the formation and consolidation of personality traits.
- Modern psychology recognizes two types of learning motivation characteristic to small pupils:
- intrinsic - in which the person pursues an activity (or even more) strictly cognitive, when the actions undertaken are for himself;
- extrinsic - in which the person follows, through his activities, certain moral rewards: prestige, notoriety, fame, status, position, etc.

There are a number of strategies and tools for motivation in school. Among them:

• educating hope (building from basic knowledge, progress over time, accentuating the practical benefits of learning, encouraging the child to set its own goals, encouraging self-discipline and organization, the child needs encouragement from others) ;

• communication (involves mutual respect);

• engaging imagination;

• encouraging self-motivation and involving the child in decision-making;

• cultivating effort;

At school, the enthusiasm and motivation of the teacher are directly influenced by the pupil's motivation.

The conditions for enhancing learning motivation are related to changes in the character of intellectual activity of pupils in the structural components of this activity.

Conditions for a learning activity that could stimulate pupil motivation [93, p. 42]:

• matching interests, concerns and alignment with pupils' personal projects;

• diversifying and integrating other activities;

• challenging pupils for the activity;

• the authenticity of the product / result;

• requesting the pupil's cognitive commitment;

• empowering the pupil by allowing them to make choices;

• interacting and collaborating with others. Cooperation generally raises pupils' motivation because it favors the perception of their own skills and their ability to control learning.

• promoting interdisciplinarity (connection with other fields of study);

• formulating the requirements and conditions in which the pupil's activity will take place;

• timing **.**

Conditions for promoting school motivation of a family nature. Among the most common are[88]**:**

• active presence of a family group;

• family relationships based on mentoring and instructional-educational needs, on cooperation, understanding, respect and mutual help;

• constant parental concern for elevated pupil education, for dignified, civilized behavior in and out of the family;

• to train pupils to perform certain activities of a different nature, but not to diminish their preoccupations for learning;

• favorable living conditions, food, clothing, footwear, hygiene, health;

• favorable conditions for education and culture - place of study, sources of information - manuals, guidance, collection of problems, including necessary requisites;

• conditions for active and profitable use of leisure time;

• stimulating the spirit of independence and initiative, removing guardianship or authoritarianism towards pupils;

• support in solving difficulties in teaching, including through meditation, without overloading;

• guidance in choosing the pupils' entourage to avoid negative influences and deviations from dignified, civilized behavior and school neglect;

• immediate relationships and contacts of parents with school, teachers, teachers, in particular, to know their needs and to contribute to their fulfillment, especially those related to education, leisure time, school and professional orientation.

Conditions for promoting psychological psychological motivation. Among the most important we highlight [85]**:**

• ensuring a well-developed, healthy, strong and balanced body. If circumstances call for it, proper medical treatment of possible sensor deficiencies, motor, etc. and possible diseases of the body's systems, with the provision of hygiene conditions;

• ensuring a normal, balanced psychic, able to develop an intellectual, affective, volitive activity, etc., conducive to an elevated and efficient learning activity; if appropriate, appropriate medical treatment and psychotherapy in order to eliminate nerve and mental disorders such as possible impulsivity, school and social inadequacy, loneliness or potential behavioral disorders;

• ensuring valuable interpersonal and social relationships.

Conditions for the promotion of pedagogical motivation. Among the most important are [79]**:**

• quality of school organization at all levels (pupils class, furniture, etc.);

• the quality and the modernity of curriculum content and of school documents in which it is presented (framework plan, school curriculum, school textbooks);

• the quality of teachers in the sense of having high and effective specialized, general, pedagogical, methodical, moral and civic training, etc., on the basis of which a special pedagogical mastery and an elevated and dynamic pedagogical tact are manifested;

• a modern and complete technical and material basis necessary for the instructive - educational activity, in which the means of information can be found;

• use of modern didactic strategies to determine the active - participative and heuristic character of pupils in the learning process in order to ensure the connection of theory with practice, the accessibility of knowledge, without lowering the scientific level provided by documents;

• parallel with the formal treatment of pupils, there should be actively and permanently present the individual and differential treatment of pupils, aiming to highly valorize the individual possibilities of young people (intellectual capacities, skills, interests, aspirations, etc.), at the same time paying more attention to gifted pupils;

• treating as much as possible the pupils as subjects of education, transforming them into their own educators, capable of self-training, self-evaluation and display of feed-back;

• systematic co-operation between the teachers of different interdisciplinary educational disciplines, assurance of scoring unity, avoidance of annoying parallelism and overloading pupils;

- democratic relations between pupils, between teachers and the pupils of the class, between the leadership of the educational unit and the pupils, while developing co-ordinating and normal and exacting correction parallel with mutual understanding, respect and help;
- developing strong school groups capable of acting as educational factors;

• ensuring a valuable and real orientation, eventually school and professional reorientation of pupils;

• forming beliefs to achieve high-performance training for self-efficacy, eliminating coercive measures to the fullest and most extent;

•achieving objectivity and consistent assessment of school outcomes and internalizing this assessment to educate self-assessment capacity;

• organizing domestic and international school competitions, involving as many pupils as possible;

• training the necessary capacities for effective and creative socio-professional integration during school-time;

• the contribution of media and other educational factors in supporting the role of education, the need to increase efforts to achieve quality education by all school subjects**;**

A motivated pupil is a pupil who engages in learning tasks (cognitive engagement), devoting them the necessary time (perseverance) [93, p 43].

• The cognitive commitment corresponds to the degree of mental effort put into the activity by the pupil. This effort can be appreciated by observing the type of learning strategy he is using. If he is limited, for example, to memory strategies, obviously he is a little cognitively engaged.

• Perseverance translates into the time the pupil gives to the activity: the more motivated, the more time they spend and thus increase their chances of success. On the

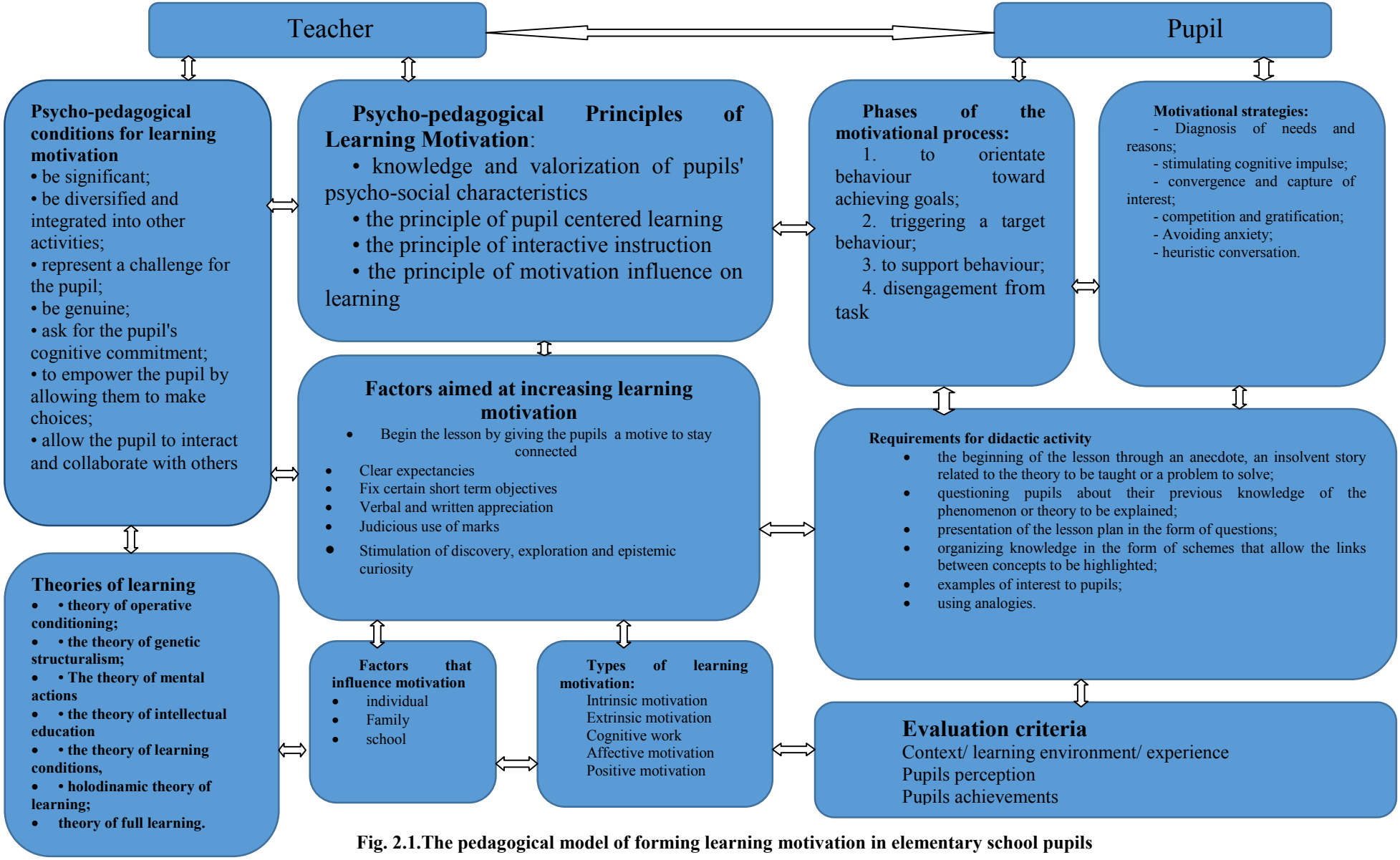

Fig. 2.1.The pedagogical model of forming learning motivation in elementary school pupils

On the contrary, lack of motivation leads to the tendency to quickly abandon the task or not to make the minimum necessary.

• Success or performance is, at the same time, a consequence and a source of motivation because it positively influences the underlying perceptions. Research shows that a motivated pupil engages in activity, using effective learning strategies based on comprehension and establishing logical connections (cognitive engagement) and devoting time to it (perseverance); this results in an amplification of the three types of perceptions (functional motivational dynamics).

Analyzing the components of the proposed model, we can say that dynamics of motivation for learning is enured by the following components:

- Requirements for increasing learning dynamics;
- Factors for enhancing motivation for learning;
- Criteria that increase motivation.

In contrast, the demotivated pupil often resorts to avoidance strategies that allow them to postpone or elude work, which further lowers the level of the three determinant motivational factors: the perception of activity value, its own competencies and the controllability of the action dynamic motivational dysfunction).

So, we can conclude that any child may be motivated to learn and dismantle the affirmation that we face more and more often, that today's pupils are becoming more demotivated, that they are no longer interested in anything.

On the contrary, their only fault is that they were born in other times than teachers. The mission of school and teachers is to create conditions and training situations that could attract the pupils, the contents being selected and presented so as to meet their training needs and interests. Rather, educators need to make permanent updates according to the generations that come, thus enabling them to develop and act during the time they are born, and not at the time when their educators were formed.

2.2. Strategies of forming learning motivation in elementary school pupils

Motivation for learning can prove very volatile. R. Viau offers a number of suggestions for teaching activities to be motivating and interested in learners, but he proceeds in an analytical way, considering that teachers should think about the teaching strategies according to the knowledge they need to provide to pupils, declarative knowledge and procedural knowledge [93].

Motivational strategies are expressed in the first place through certain motivation methods, among the best known being those emphasizing critical thinking, such as: diagnosis of needs and reasons; stimulating cognitive impulse; convergence and interest capture; competition and gratification; avoiding anxiety; heuristic conversation.

In this context the researcher D. Patraşcu [47] mentions that the educational technology of learning based on critical thinking strategies facilitates and at the same time participates in the optimization of the instructive-educational process.

This is characterized by the following findings:

- they give priority to personality development, exercise and skills and skills training;

- they focus on student activity;

- they shift the emphasis on learning, while raising the requirements for teaching;

- the pupil becomes both subject and subject of the training and education act, of his own training;

- they subordinate to the principle of permanent education, pursuing the acquisition of independent self-training techniques;

- they focused on action, research; a communicated science or a livestock science, and science is preferred

-they concentrate onto the process: towards personal development;

- they focus on direct contact with the problems of life, practical work, concrete, cultivates the practical, practical and experimental spirit;

- they encourage independent work, initiative, inventiveness, creativity;

- stimulate the students self-control, self-evaluation self-regulation;

- stipulate mutual cooperation and assistance;

- seek to harmoniously combine individual learning with social learning, individual work with teamwork and collectively;

- develop an inner (intrinsic) motivation that springs from the act of learning, the satisfaction of overcoming difficulties and the joy of common successes;

- teacher-student relationships are approaching the conditions of the social life and the psychological requirements of the student who is in continuous development;

- promote democratic relations, enhancing integration, cooperation;

-reserve the teacher the role of organizer of learning that catalyzes the energies of learners.

The method of diagnosis of needs and motives consists in finding out and stimulating the necessary needs and motivations, appropriate to the didactic activity, especially the stenical

ones, in order to ascend in the social hierarchy according to the ideal of life and education of each pupil. A special role in this method is the ability to evaluate these motivational supports, to appreciate their link with the learning activity.

The method of cognitive impulse stimulation is carried out in correlation with founding motivational elements, with a higher emphasis on cognitive needs, correlated with the level of aptitudes and learning abilities of each individual. It is necessary to overcome empirical practices such as common sense-empiricism, easy descriptivism, redundancy and, of course, overcoming the insignificant - banal in what is transmitted. In this sense, we recommend teaching techniques: novelty in information - novelty, surprise, contrast and conflict of ideas, contradiction and logical paradox.

The method of convergence and interest capture necessarily implies persuasive and empathetic capacity on the part of the teacher, as well as other didactic skills on the part of the teacher in order to stimulate interest in learning and self-assertion.

The competition and gratification method relies heavily on stimulating pupils' self-affirmation, especially by resorting to a number of means that can stimulate activity, such as appreciations, prizes, rewards. This method is mainly found in stimulating creation and creativity, as well as in other types of stimulation.

Avoiding the feeling of anxiety - fear, fear of teaching, correlated with the personality of the teacher teaching the discipline, is a particularly stressful factor (teachers who adopt and promote authoritarian styles and tactics without psycho-pedagogical support) with a negative impact on the learning activity.

Such styles and tactics create reactions of rejection of that discipline, discrimination in terms of assessing its importance and role, in the context of psychological obstruction and low affective communication between the teacher and the pupils. In the relational and educational field, it is found that in those situations where the teacher's style is predominantly authoritarian, the results are lower and the motivation for learning and performance almost inexistent. In these circumstances, motivation to avoid failure is prevalent, a motivation frequently found among pupils, in relation to success and performance.

Other specific methods are:

Heuristic conversation - regarded as a specific way of investigation, activation and participation of pupils in the process of education and training, heuristic conversation is a specific method of stimulating learning motivation, and is concretized in an exchange of ideas between the teacher and the pupils, through which the latter are helped*: to analyze; to*

comment; discover new issues; to express opinions - attitudes; to make contributions to the dialogue.

This didactic method involves changing the relationship between instruction and learning, developing pupil autonomy, predisposing them to the learning method focused on discovery and research. From subject of education, the pupil becomes subject of the educational action, from a passive receptor, becomes an active participant in training and education. The teacher, as the main source of information, becomes the mentor and organizer of the pupils' knowledge activity, helping in a more methodical way [31, p.115].

The heuristic method is an interrogative method (derived from the Greek euriskein - find out, discovering) that demands pupils' personal effort in the process of knowledge assimilation, clarification and self-clarification of the problems and the contents to be learned.

As M. Ionescu shows [28, p.35], heuristics is not reduced in the learning process to the heuristic conversation, but constitute a guiding principle throughout didactic methodology. It is a method involving cognitive transfer and logical inference. Through questions and answers, it is enhanced the relationship and interaction between teachers and pupils, a certain feedback that involves adjusting learning content and didactic strategy.

Through the processed information, pupils discover new truths, being stimulated in this context by cognitive knowledge and self-sufficiency. The alternative use of different types of questions, from a heuristic perspective, ensures an increased degree of activation and participation, being an interactive method involving debate and problem-solving, as well as a minimal bibliography.

It consists in debating different issues; creating an optimal framework and psychological protection for pupils (avoiding barriers and psychological obstruction); conducting - moderating discussions; motivating participants by eliminating emotions - inhibitions, inferiority complexes; conclusion of issues discussed through the evaluation of obtained performances; reaching the goal and highlighting the established limits that negatively impact the learning activity.

Case study - just like other interactive methods, case study actively involves pupils in analyzing and evaluating a situation. It motivates the participants in expressing opinions, valorizes the taught knowledge, thus allowing the cognitive transfer.

Debating a Problem - Problematization, in general, heuristic conversation actively involve participants in presenting ideas and analyzing information. In addition to valorizing information in combination with group experience, this interactive approach involves identifying and clarifying less explicit, nuanced and less understood lessons. It also implies a greater

intellectual effort on the part of learners, as the debates are carried out on the basis of a mandatory minimum bibliography to be attended by pupils.

Role Playing - This method is a combination of case study and demonstration that requires pupils to play a role assigned by the teacher, a role that anticipates the future role of the graduate, appealing in this respect, to the anticipative socialization functions. This method has advantages in that it prepares pupils for real life situations and develops the skills needed to strengthen their capacities and skills.

Stimulation - School environment necessarily involves this method, both in the training process itself and in education and learning in general. It is a method that is less used in civil education, being more found in the military, so we will not insist on it. *Simulation* ensures the active and responsible involvement of participants while at the same time stimulating-motivating the participant - pupils in solving the created situations, valorizing the knowledge in the field of preparing each pupil and pupil.

Cooperation and Interactivity - Other useful and effective methods of learning and teaching are, in general, those aimed at learning through cooperation and interactivity, and which combine a set of instructional strategies that employ small pupil teams to promote peer interaction and collaboration in addressing some study topics. Collaborative learning occurs when pupils work together, sometimes in pairs, sometimes in small groups, to solve a problem, explore a new theme or create new ideas, so as to achieve a common goal .

Within the didactic strategies, among the effective methods of the didactic act itself, the interactive ones also have an important role. An interesting model for approaching and valorizing the interactive and heuristic didactic strategies is proposed by A. Pare and subsequently adapted by us in the context of analysis of the relationship between education, affectivity and motivation.

Such a model allows the development of some combinative methods and aims at a new type of pedagogy, the "implicitly confirmative", which is achieved through a so-called didactic process of a personalized type where the emphasis is placed on pupil rather than pupil.

In order to teach declarative knowledge, generally regarded by pupils as a set of theoretical and abstract information to be learned by hand, R. Viau formulates the following requirements[93, p. 128-133]:

- *start teaching by an anecdote, an insidious story about the theory to be taught or a problem to solve; ask pupils about their previous knowledge of the phenomenon or theory to be explained; present the lesson plan in the form of questions (this way of*

presenting the subject obliges the pupils to focus their attention on the important issues and to seek answers to the questions asked);

- *organize knowledge in the form of schemes that make it possible to highlight links between concepts; give examples to interest the pupils; use analogies (so we get pupils to establish relationships between a domain they know well and another).*

As far as procedural knowledge is concerned, Viau recommends teachers to get pupils accustomed to awareness of the steps to be taken in solving a problem, regardless of the field. If the pupil's motivation problems are found in his perceptions of his / her competence to carry out an activity and the degree of control he / she believes exerts on that activity, R. Viau recommends the following intervention strategies [93, p. 175- 179):

- teacher has to teach pupils to think positively when facing a difficult task ("it's hard, but I'm capable of succeeding");
- the teacher has to get pupils accustomed to a realistic set standards of success, to relate to their previous achievements, and not always to compare with other colleagues;
- whenever possible, the teacher should let pupils define their learning objectives by themselves;
- these goals should be precise and take into account the pupils' capacities; in certain situations, when performing a task, the teacher can ask the pupil to verbalize the operations they perform;
- in this way, he will be able to get acquainted with the procedures that are well executed, but also with those that require further exercises; the teacher must get the pupil accustomed to not judge too severely and not to be guilty when he / she is wrong; the teacher should strive to pay equal attention to all pupils, no matter what their abilities are.

Against pupils considered weak and unmotivated, the teacher should adopt the following behaviors:

- to express their confidence in their ability to succeed;
- give them the same attention as good pupils;
- avoid creating competitive situations in which they can only lose;
- not to make comments to their colleagues;
- avoid expressing their contempt when they fail;
- to show interest in their achievements.

All these suggestions show, once more, that pupil motivation issues are extremely diverse, and the teacher's intervention cannot be based on prescriptions, but must be tailored to

each individual situation. Learning strategies are techniques or processes associated with the acquisition, handling, and use of academic or technical material[22, p. 138-139].

D. Dansereau [67, p. 138-139] distinguishes between primary and learning-training support strategies.

Primary strategies are used to work on the material; they act directly to acquire and process information so that it can be understood, retained, updated, and transformed better, and can lead to the transformation of cognitive structures and processes.

Support strategies are used to operate on their own: indoors in order to maintain the internal climate conducive to learning. They indirectly influence the process of information processing, directing it, keeping it and leading it, making primary strategies more efficient. As *primary strategies* of learning, D. Dansereau lists: *identification, understanding, restraint, recovery*. Learning-development *support strategies* include: techniques for learning attitudes that are *conducive to learning*, *ways to cope with diminishing focus due to fun, fatigue, or frustration*; *strategies of self-stimulation, voluntary blurring of competing actions during a dominant action, attention control, time planning, meth cognitive control specific to the individual* [apud 38, p. 138].

Some researchers / authors identify learning strategies with adaptation strategies. Both types of strategies are based on learning self-coaching, self-direction, self-coaching of cognitive processes to produce a behavioral outcome.

A group of Finnish researchers [apud, p. 138-139) identified the following types of adaptation strategies, all depending on the learner's attitude towards the learning task: complete orientation towards the requirements of the task; self-orientation; orientation towards group requirements.

The Finnish authors observed the following:

(a)pupils strongly-oriented to task do better with all the sub-strategies of discourse understanding;

(b) pupils with strong ego-defensive orientation (to themselves) do the hardest in all situations because of the adjustment effort they have to make;

(c) group-oriented pupils (social addiction) are very sensitive to teachers 'expectations and indications, they anticipate teachers' needs very well and direct their attention to the superficial aspects of discourse, which helps them to adapt to the social situation (created / but they are not effective in activating prior knowledge, nor in building macro-structures and modeling.

In the process of assimilation, processing, operation, development, there are learning strategies, as well as cognitive styles and learning styles, that determine and require different approaches of the teacher, either in the project act or in the relation act, all for proper motivation of pupil's effectiveness.

The content of the cognitive style concept does not cover "strategists; individual's life, montage, motives, interests and moral values[87, p. 140]; they are frequently approached in the learning style. If cognitive style refers to the organization of cognitive process control, the learning style refers to organizing the control of learning and acquiring knowledge strategies.

The learning style consists of "individual preferences for specific learning environment (where, when, with whom the learner prefers to learn / study), the preferred ways of learning and studying, such as preference for illustrated texts, work in team versus independent work, preference for structured versus unstructured situations, pause or sustained learning rhythm "[90, p. 140].

The most common learning style is defined as "a combination of cognitive, affective and other mental factors that serve as relatively stable indicators of how the learner perceives, interacts with the learning environment" [ibidem].

Under these conditions, it seems that if the pupil is to get the stage of learning independently, becoming strong and authentically self-motivated, the question of respecting the learning style can (can) be neglected [46]

N. Entwistle et al. [78]delimit tatted and formulated 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.

D.C. McClelland is the one who will develop a theory of motivation (human) where the *need for achievement, success* / performance is considered together with the *need for affiliation and power of authority*, one of the three fundamental motives of human behavior. In his conception, we are all mobilized by these essential needs, but in varying degrees and with different dominances, which explains the interindividual differences [Apud V.H.Vroom, pp. 72-73].

The need for power expresses our tendency to lead, to be authoritarian, to impose our will and desire for the attention of others to locate upon us. People dominated by power needs tend to do everything that depends on them to occupy the highest and most authoritative position in an

organization, in a collective. There are two dimensions of power: negative size (when power is used for personal purposes); positive dimension: when power is used for social purposes.

The need for achievement / success expresses "the aspiration to achieve, in a competition, a goal according to norms of excellence" [83, p. 444].

In people where the *need for achievement* predominates, it matters the attainment of success and performance in a socially appreciated action. McClelland, and Atkinson, found that the need for success intensifies when the person concerned knows that his actions will be evaluated by a standard of achievement, and the outcome of the action is subject to appreciation.

The two psychologists have shown that the intensity of this fundamental type of motivation depends on: motive power / intensity; the probability of success; the expectation of success; attractiveness of performance, which depends on eventual recompense (incentive value), but also on probability of success.

The people in which the *need for achievement* predominates have the following characteristics: are realistic; especially looking for medium difficulty tasks to ensure success; clearly distinguish the situations they can control and those they cannot control; have the ability to postpone reward; need to know the results of their actions and how they have been appreciated.

On the edge of this theory, we can remember (for the school context): to take care of the need for achievement / performance of all our pupils (wherever they feel attracted); in essence, satisfying the realization of needs fuels self-realization; by their achievements they are self-reliant; where there isn't any, we, the teachers should offer our pupils points and desirable professional, social, and humanistic ideas / fields of work to make them set life goals;to constantly give our pupils our assessments and appreciations so that they can compare their own standards with those formulated and required by us; as well as to have the clearest perception of their level and what they have to do; to help them formulate their own standards, and the exigency to become self-exacerbated; to take care of meeting the teachers' need for success / performance; we can thus achieve a double effect; we can expect spectacular, important achievements.

The need for achievement and performance has an equally important role in the dynamics of motivation; the more motivated a pupil, the better his performance, the better his performance, the more his motivation will grow. The achieved performance decisively influences the pupil's perception of his / her own competence (in a field, in a certain type of tasks).

N Rathvon notes: "The effect of performance on the pupil's self perceptions may be positive or negative. If a pupil succeeds in a learning task that he has cognitively engaged in and persevered in solving it, he will estimate that performance has been worth it. This will improve the learner's view of his or her own activity and make it more profitable for that type of activity. At the same time, a failure can have a negative effect on the learner's perceptions of his / her own competence, doubting his / her possibilities of success in the activities the teacher proposes "[81, p. 89].

As we have seen, if failure is repeated, there are prerequisites to the phenomenon of learned helplessness. Therefore, performance is not only a simple moment in our life in general and in the pupil's life, in particular, but an event by which we judge, self-analyze, value ourselves as a person (just as a pupil is judging himself, self-analyzing and valorizing his performance, more or less sparkling).

Adjusting the relationship between motivation and performance is achieved through the aspiration level. "When a subject, according to M. Reuchlin (1999), performs a task, whatever it may be, it may have a sense of success or failure, and its subsequent conduct is affected by this. This feeling can result from comparing current information, the result obtained in the task, with reference information called "aspiration level". This level is within limits "[Apud J.M. Keller, p. 445].

According to P.H. Chombart de Lauwe, aspiration expresses the personality of an individual; it represents "a desire stimulated by images, representations, models, which are also the fruit of culture and at the same time contribute to its continuous change; also by his aspirations, the individual brings an intimate part of himself into a social action "[apud R.M.Ryan, p. 24].

The French sociologist argues that aspirations can be located in three successive plans, following "the distance and nature of the objects to which they tend" [ibidem, pp. 33-34]:

a) *Desires* are "a movement of a being to an object that he does not possess or to the preservation and development of a possessed asset";

b) *Expectations* express "the requirement of a more important change, and the maintenance of a state of great value, of achieving a new situation for ourselves or for a more or less wide group to which we belong"; the expectation is related to "the care, the constraint of the concern we want to escape, the fear of losing what we possess, and, at the same time, the desire for a new order, the new conditions in which greater freedom will be achieved "

c) *Hope* corresponds to "a global attitude of the being, beyond the disillusionment and deception, keeps reason to live in the face of any failures."

All our aspirations have and will have a certain level. Theoreticians (psychologists, sociologists, ethics, etc.) have tried to specify the position of this level of aspiration for a person in a given situation, and also what factors are able to make it change. Several concepts of aspiration level concept have been proposed. In one of them, it refers to "a person's expectations, goals, or claims regarding the future realization of a given task" [78, p. 81].

In another, it is noted that "the level of aspiration is the level that a subject wants to explicitly address when faced with a task he has already done and is susceptible to learning" [76, p. 446].

In short, it is the way in which a person sets his value or level of goals in general or as related with different categories of tasks, in particular. In fact, it depends on the person's prediction about his / her possibilities of success in a specific activity.

Aspiration level is not fixed; it is usually variable. Specialists have found "that it generally rises as a result of success, and that it falls as a result of failure. Effects are felt not only within the same set of tests but also from one task to the next. If M. Reuchlin (1999) illustrates that several subjects work together, the results of each of them being known by all others, it is found that obtaining a lower score than the average of the group increases the aspiration level of the subject in question, and vice versa.

If we tell a subject that the result obtained by him is weaker than the average result of a group considered inferior to this subject, his aspiration level tends to rise; vice versa, if we tell him that his result is better than that of a group he considers superior "[77, p. 446];

Aspiration level has two components*: a motivational component; a cognitive-evaluative component;* more precisely, it establishes "according to the image of an individual about his own person and about the performances made in advance to certain categories of tasks", writes M.H. Dembo [75, p. 82].

However, the research related to the sublevel dynamics shows that, primarily, his fluctuations are related to the balance between successes and failures recorded by the subject during his experience. As there are people who hardly bear frustrations, there are also very delightful people. They do not fit into the success-unsuccessful balance; they do not give up their aspirations even if they have failed; but, on the contrary, they are reinforced in their choice.

There is a significant number of *environmental factors* that teachers can use to increase pupil motivation, of which:

Start the lesson by giving pupils a reason to be motivated. From primary school research, it is found that there was no teacher to explicitly tell pupils that they can get personal

satisfaction from fulfilling a school assignment. When new tasks were presented, only a third of teachers' comments were motivating. ("I think you will like it and it will be useful to you").

Most new tasks were introduced by neutral or even negative comments. ("I know this will not please you, but ..."). Generally speaking, even effective teachers do not make any statements that motivate pupils to learn the different content they teach. That is why it is important to raise awareness among pupils: 1) the purpose of the tasks he / she resolves; 2) how these tasks prepare them to do other things; 3) why these important and interesting tasks are significant motivational factors.

Clear expectations. Frequently, teachers do not provide clear enough data on the tasks that pupils have to accomplish. They are addressing a new task without giving them a reason to accomplish the task and no reason to complete it. Pupils need to know in exact terms [88]:

1) what the teacher is expecting to do from them;

2) how they will be evaluated;

3) what will be the consequences of the different actions taken by them.

Pupils often fail to solve a concrete task because of their confusion about what teachers expect from them. For example, in the case of a work, it is necessary for the teacher to be clear about what the pupils are expected to write, how much to write, how the work will be evaluated, and how relevant it will be to the final grade. Clarity assures pupils that efforts directed to writing a good work will be rewarded in terms of grades, ratings, awards, etc. Studies on pupils who have not been sufficiently informed about their teachers' expectations have shown lower performance than pupils whose teachers have provided this information. It does not matter as much as you are motivated to do a task if you do not know the expectations about it. Frequently the result is that they will begin to perform tasks with a certain latency, feel insecure, anxious, and often commit mistakes.

Fixing short-term goals. We need to help pupils set up short-term tasks, enjoy the activities they once considered reluctant.

Verbal and written appreciation. In many cases tangible reinforcement is not as effective as the teacher's verbal appreciation. Praise is the most natural and easiest to administer among the motivational techniques available to a teacher. We emphasize that, more important than the amount of praise the teacher can use is its quality, that is, the way it is offered. In this case, we refer to the degree of relationship of praise with a definite desirable behavior, its specificity and its credibility. Specificity refers to the fact that the teacher values a pupil for a specific behavior and not a general "good".

Praise is credible if it is honestly offered for a real good thing done. A study has been conducted on how teachers teach poor learners as well as those with non-adaptive behaviors. Its finding was that these teachers frequently have a clear discrepancy between verbal language, praise and non-verbal language, which is materialized in: tone, accent, posture, inflections of voice and other nonverbal primers. Written comments by the teacher on pupil papers also have a significant positive impact on subsequent test performance. At the same time, there is an effect on the pupil's later effort, attentions and attitudes towards learning. However, not all pupils react uniformly to praise. For example, extroverts (people mostly interested in external things and social life) may be motivated by reproof rather than praise; while in the case of introverts (people centered more about their own thoughts and feelings) praise is more effective.

Judicious use of scoring. The scoring system used in most schools simultaneously presents three different functions: *evaluation, feedback and mobilization*.

Stimulating discovery, exploration, epistemic curiosity, new, surprising, complex or ambiguous stimuli create a kind of "cognitive awakening" called epistemic curiosity. This creates the premises of motivation to seek new ways of understanding and solving problems.Here are several ways that epistemic curiosity can be stimulated: *surprise*. A simple experiment that can be used: a ball is squeezed through a metal ring. By warming the ball and trying again the ball will not work. *Unusual.*

A commonplace and commonplace fact can be used, as a launch pad for something unusual. For example, if pupils talk about their own learning-related issues, the teacher may in turn begin to expose his own dilemmas related to this subject. Through this approach, he presents his human side, which will bring him closer to the pupils. If the teacher is usually the one who tests pupils, they can also be challenged to run a teacher's test.

Taking a provisional distance from what pupils expect to naturally take place in class can have the following implications: capturing pupils' attention and engaging them in a higher degree in learning.

Perplexity or insecurity. It occurs when there are a number of possible solutions to solve a problem, but none of them seem right.

Doubt or the conflict between two opposing beliefs. For example, "I smoke" and "smoking causes cancer"

Contradiction. It is possible to invoke a discovery that seems to contradict some universally valid principles and laws. For example, in a non-Euclidean space, two parallel lines are intersecting.

The presentation of incomplete elements *(figures, bodies) facilitates generative capacity.*

Stimulating appetite. Providing a sample of reward before the subject that has made any effort has incentive effects on motivation. Showing pupils what a gesture of social significance means to them will be aware of what will happen if they work well. Or, a learning sequence can be conceived in which pupils have an initial success. It turned out that pupils were much more motivated when the teacher first spoke their name, then asked questions, rather than waiting for voluntary answers. By this initial appointment, teachers were able to control pupils' participation in the lesson.

Using familiar materials for examples. Instead of boring variables X and Y, it is possible to resort to the name of a teacher, or of a pupil. In order to teach them how the booklets are literate, they can use book titles that they have read. When using figures for different calculations, for example, the price of tickets from a rock concert can be used.

Minimizing the attractiveness of competitive motivation. A pupil sometimes to get the acceptance and approval of others attempts to undermine the teacher's authority. What can the pupil perceive in a negative way this behavior? For example, he may be involved in auxiliary school activities (a representative of the class at various sports, scientific competitions). In order to minimize competitive attractiveness, it is sometimes necessary to use punishment for inappropriate behavior while at the same time stimulating appropriate behavior.

Minimizing the unpleasant consequences of pupils' involvement in school. *Here are* some of these possible unpleasant consequences: Physical discomfort (caused by: no pauses, a screen far away, a non-resonant room); diminishing self-esteem (due to the failure to solve certain problems that overcome them, the use of dishonorable calls by the teacher at the pupil's address); the situation where pupils are asked to participate in a competition where only a small part has the chance to succeed; have to listen to a boring, redundant presentation that does not train them; be tested in a lesson that has not been taught.

A motivated child wishes to learn, rejoices when doing activities related to learning and believes that school and learning are important activities for his or her life. Using these strategies will allow children to develop their desire to have good results in school and the belief that learning is important and enriches their lives.

Evaluation in turn can also have effects on pupil motivation; its success being when the educator focuses more on pupil progress, on recognizing the effort each pupil makes to improve his/her own performance and not just to establish the level of knowledge. The pupil's evolution

should be appreciated in positive terms, because disapproval is less effective in stimulating the motivation of learning.

The educator can develop a pupil's motivational profile by assessing his / her interests, attractions and rejections of one or another discipline, the future perspectives he / she has outlined, and the value he/she attaches to school activity.

2.3. Conclusions to Chapter 2

Motivation is an important psychic process because it stimulates, triggers action, and acts through the inverse connection influences the very motivational basis and its dynamics.

Motivation plays a particularly important role in the pupil's learning activity and consequently in the formation of the personality. There can be no real educational process if the motives for learning are not identified beforehand and their field of action are not determined and if the didactic staff did not know how to use the force of these reasons in the practice of instruction. Knowing the reasons that motivate the pupil to develop an act of learning is important to the teacher, as they give him the exact path to follow in order to successfully complete education.

Motives and motivational factors are the motivational spheres of a personality that lead to learning motivation, while learning is a planned activity, a dynamic action model, a plan of action that systematically rebuilds and develops knowledge, ideas and ways through which we can substantiate, examine and validate truths, through the work of the personality of the pupil, of forming and becoming one's own individuality;

An important place in the learning process belongs to motivation strategies used to motivate pupils, based on the teacher's motivation and the way he/she performs the teaching-learning-evaluation activities through motivated didactic approaches that actively involve the pupil and capture his / her interest, taking account:

- be conceived as a mental construction;
- be perceived as an essential vector of the personality that directs the pupil's behavior;
- be evaluated as a variable that has continuously ensured the internal organization of behavior in most of its actions;

The motivation problems of pupils are extremely diverse, the teacher's intervention can not be based on prescriptions, but must be adapted to each individual situation. It is up to us, teachers, to find a motivational learning strategy for each pupil, even when it creates difficulties in the class. It is not easy, but it is up to us to find the optimal motivation strategy for a particular situation, depending on the motivational stage on which the pupil is today, the motivational style he is sensitive to, the way he / she assesses his or her own capacity effort and experience.

3.VALIDATING THE SYSTEM OF CONDITIONS AND MEANS OF FORMINGLEARNING MOTIVATION IN ELEMENTARY SCHOOL PUPILS

3.1. Ascertaining the level of learning motivation in elementary school pupils

The research took place in the elementary school of Arabba village, an Arab school in a village in the northern part of the country. The school has 20 classes, from the 1st to the 6th grades, made up of Muslim pupils. Most pupils have average learning abilities, but there also a group of pupils with learning difficulties. The experiment involved 106 third and fourth gradepupils, divided into two groups: the experimental group and the control group. Each group contained approximately the same number of participants.

After applying the questionnaire, we wanted to get a generic perspective on some dimensions specific to motivational strategies involved in the didactic act. Thus, we focused on:

• identifying the level of intrinsic motivation involved in the learning process;

• establishing the level of extrinsic motivation involved in the teaching process;

• highlighting learning strategies held by pupils;

• finding the level of expectation and its relationship with the cognitive performances recorded in the instructional field;

• identifying the cognitive and metacognitive structures responsible for the good course of learning, with all the subcomponents involved;

• the role of the process of elaboration in achieving a motivated learning attitude; the organizational structures present in the didactic activity;

• the level of self-regulation present in the motivational process, in relation to learning;

• finding out the management structures of knowledge and learning activity;

Purpose of the experiment: to determine the reasons for pupils' involvement in learning. The sphere of stimuli that dynamize the learning activity has been established, 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;

• pointing out the sources motivating pupils to learn;

The questionnaire includes an interview-discussion of 8 appropriate questions. The purpose of applying the questionnaire stipulated as well to mark other factors that increase the

scope of motivation. The demarche of applying the questionnaire results from the emphasis on the motivational function, which stimulates willingness to learn and pupils' positive attitude.

At first, the informants were informed about the purpose of the questionnaire, which was to increase the veracity of the collected data. Instructions have been provided on completing the questionnaires (emphasize the answer he considers right, add other suggestions if necessary). The applied questionnaire indicates an objective presence of the need to educate pupils about a motivational environment in the process of learning within elementary school.

Questionnaire addressed to pupils

1.*The reasons 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 pupilsis: *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 thatto 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. Pupils are the recipients of the new interaction with the newly decoded content.

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.

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.

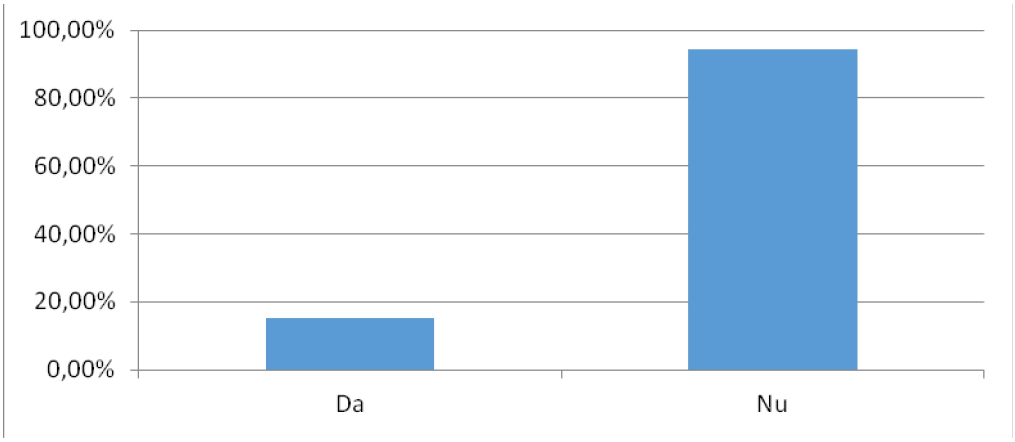

Fig.3.1. Affirmative and negative answers

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 confirm 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. A simple desire to achieve some goals will not be enough if there is no hope of getting closer to them.

The questionnaire foot 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

1. Pupils' family... *Tick the variants you consider important*	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%. They leave all attributions to teachers, saying they are responsible for all school activities.

Table 3.10. The reasons the pupil learns

2.The motives the pupils learn are.. *Tick **5** variantsthat fit the pupils*	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.

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

The pupils' learning environment has the same underpinning as their native skills in developing their skills, competencies and personality. On the other hand, the education environment is very strong since the very young age. That is why teachers should have to try to teach pupils in class, while he/she explains, and is careful.

Only 15 teachers have listed that pupils use additional sources in learning. Twenty teachers have listed that much of the information they have 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

4.Tick the main extracurricular activities the pupils are involved in:	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%

When it comes to pupils' motivation for extra-curricular activities, we need to take into account the factors that contribute to increasing schoolchildren's motivation and interest or, on the contrary, demotivating them. Thus, we can identify three categories of key factors or sources: individual (for example, the pupil's ability to live the satisfaction of an activity and develop an interest in it), family (capacity and concern of family members to stimulate interest in certain activities and to motivate the pupil) and school factors (ability of school actors to influence pupil-teacher motivation, colleagues, psychologist.

Cognitive interest directs mental or physical activity in a certain direction while forming the energy required for this activity - the pupil learns without external pressure. At the first stage

of cognitive interest, the emotions of astonishment have a decisive role. If the teacher does not astonish the pupils through various ways, it's hard to get them into work.

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 reason, as a rule it is under the influence of a hierarchy of reasons, 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
2	**48**

48 teachers mentioned that therea aren't other ways to succeed in life, and only 2 gave positive answers.

7. **If yes, what are they?**

The two teachers mentioned money and luck in life.

Table 3.15. Answers to item 8

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	43	86%

personal points of view		
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%

In order to raise interest in the subject, it is advisable for the teacher to determine each learner's learning style, to begin their work with predictive assessments to determine the level of training, to find out the pupils' mental faculties, so that during the lessons he/she could find optimal learning pathways for each learner to awaken interest in learning / the subject.

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%

The term efficacy in relation to learning activity encompasses several elements, such as: *acquiring new knowledge, the presence of differentiated work, the existence of effective communication, the attention paid to the correct dosing of time, and the focus on the work done in the group.*

The strongest reasons for increasing the attractiveness of a discipline are considered to be those in the intrinsic category, multiple valences motives such as increased time persistence, constant energizing level, independence from external elements, or increased consistency in sustaining the long-term effort deployed by the pupil in the didactic process.

A positive attitude towards the didactic process and towards the educational activity carried out is based on both internal aspects, specific to the didactic environment, as well as complementary elements, with the role of supporting the didactic activity.

There are many situations where pupils who do not understand certain aspects of the lessons previously taught, do nothing in this regard, preferring not to resort to any kind of support and refusing to get involved.

The mission of the school and teachers is to create conditions and training situations that attract the pupils and content to be selected and presented in such a way as to meet their training needs and interests.

9. To what extent is a successful career important in pupils' life?

Responses are recorded in the table below.

Table 3.16. Answers concerning the successful career

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

42 teachers mentioned that a a successful career is very important in pupils' life and 7 confirmed it is important.

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;

• taking responsibility for personal actions;

• demonstrating the ability to work independently and to cooperate with others;

• developing a wide range of interests and abilities;

School success in primary classes is materialized in the results obtained by pupils and represents a complex school reality, including: the acquired knowledge, the formed intellectual abilities, the skills of applying the knowledge in solving some theoretical problems and in practical actions, non-cognitive personality traits .

Table 3.17 . Indicating and ranking the learning environment

11. Rank from 1 to 6 (where 1 indicates the first place and 6 the last place) the environment that determines success in life.	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, then extracurricular activities.

That is why both the assessments present at the lessons and the final moment of a didactic approach have to highlight aspects in shaping the term stimulating environment. Here are some of the conditions insufficiently capitalized by teachers, such as the existence of optimal teacher-pupil relationships, the existence of pupil-pupil optimal relationships, the use of interactive methods in teaching, the existence of adequate furniture in the classroom, the presence of a relaxed attitude, the presence of individualized tasks.

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.

12. Do you consider that you involve yourself in developing pupils' learning motivation?

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 investigations carried out at this stage, with the help of the questionnaire, highlighted the components of motivation, pointing out, at the same time, the main categories of factors considered by pupils and teachers as being important in the motivated approach of the educational phenomenon.

Identifying such a motivational profile in relation to the act of learning and learning can cause both the researcher and the teacher to resort to motivational measures as appropriate as possible to the profile of the pupil group or pupils as stand-alone entities.

A right decision taken by the teacher at the right time can make a significant contribution to building a learning situation consistent with pupils' personal expectations, as well as the curricular performance standards formulated for each discipline.

Such a decision can be taken into account only if this action is preceded by the identification of the initial motivational level, knowing how to report pupils to the motivational strategies used in the classroom and beyond, as well as highlighting the reality established between the contents conveyed in the didactic act and the level of interest the pupil gives him.

The data recorded also refers to the identification of possible ways of improvement proposed by the teachers, pupils, regarding the motivational level.

The results we have obtained so far allows us to affirm the following:

• the underpinning of the knowledge of pupils' motivational profile is reflected in the concrete identification of the way the reasons are polarized, depending on the performance level of the pupil;

• In the didactic process, the way of delivering the feedback, the regulatory component present in the whole didactic activity plays a decisive role in the efficiency of pupils' learning.

the extrinsic motivation of pupils;

• Teachers' motivation for motivating school education is insufficient;

• Pedagogical skills of teachers are more important than the amount of technical means available.That is why both the assessments carried out during classes and the final moment of a didactic approach have to highlight aspects in shaping the term stimulating environment. Conditions insufficiently capitalized by teachers, such as the existence of optimal teacher-pupil relationships, the existence of pupil-pupil optimal relationships, the use of interactive methods in teaching, the existence of adequate furniture in the classroom, the presence of a relaxed attitude, the presence of individualized tasks;

- Valuing the products of pupils' activity is mentioned as an essential characteristic that can successfully intervene in didactic activity, supporting it from a motivational point of view;
- The term efficiency in relation to the learning activity circumscribes several elements, such as: *acquiring new knowledge, the presence of differentiated work, the existence of effective communication, the attention paid to the correct dosing of time, as well as the focus on the work done in the group*;

The strongest reasons for increasing the attractiveness of a discipline are considered to be those in the intrinsic category, multiple valences motives such as increased time persistence, constant energizing, independence from external elements, or increased consistency in sustaining the long-term effort pupil dislocated in the teaching process;

• the attitude of the teaching staff relative to the subject matter they teach, the pupils in the classroom or the types of didactic tasks proposed, may lead to a sense of fear or rejection of one discipline or another;

• a positive attitude towards the didactic process and towards the instructive-educational activity carried out, is based on both internal aspects, specific to the didactic environment, as well as complementary elements, with the role of supporting the didactic activity;

• The majority perception of those questioned is reduced to the strict fulfillment of the requirements that teachers draw, the self-made preparatory activities being significantly low;

• there are many situations in which pupils who do not understand certain aspects of the lessons previously taught do nothing, preferring not to resort to any kind of support and refusing to get involved;

• the need for knowledge, characteristic of the pupils of the age of those involved in the research, will be successfully exploited in didactic activity, in the conditions in which the didactic framework can introduce the directions of action and the specific manifestations;

• the intentionality of actions with an educational specific is not always well-defined in motivationally desirable directions;

• linking pupils to each other in order to make purchases specific to school activities is carried out in a precarious manner;

• staging the need for pupils to call additional information sources should be constantly encouraged so that it becomes a habit.

The aforementioned aspects outline an overview of the process of substantiation of the content domains that will underpin the incentive stimulation program, but also the outline of the main directions of action undertaken in the experimental stage. Thus, the program will be designed to optimize the level of action of the motivational factors exerted on the direct educational actors.

The motivation for learning is generated by certain affective conditions, which determine the cognitive-communicative need, the educational value of didactic content and the pupil's personal activity. The social context, pupil personality, entourage and study circumstances influence the motivation of learning.

The conclusions drawn from the analysis of the obtained data will contribute to the outline of a set of concrete activities that will be implemented in the didactic process by the teachers teaching in the experimental classes.

3.2. Experimental valorization of the strategy of forming learning motivation in elementary school pupils

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.

Pupil motivational profiles

1. *At the "negative" pole of Demotivation* we talk about the pupil who perceives the school or extra-curricular task as meaningless, irrelevant, without any connection to the school activity or to his / her personal needs. Furthermore, he believes that he does not have any skills or competences to carry out such a task, and therefore has no intention of acting, to achieve that behavior, to get involved in the proposed task.

2. *The second step - External regulation* - is that under the threat of punishment or the attraction of reward, the pupil decides to obey and accomplish the prescribed school assignment (eg "homework"). This is the first level of motivation, extrinsically based, in which the pupil's behavior is strictly conditioned externally, with no internal support. Moreover, with this kind of motivation, the pupil has no satisfaction in accomplishing the task (perhaps "relieving" that he has escaped the "burden" of his / her achievement), and also a negative feeling (respiration or resentment) towards that type of task or discipline as a consequence of dissatisfaction and perception of task constraining nature.

3. At the third level of extrinsic motivation - *Integration* - the pupil discovers that accomplishing a task or achieving a school behavior valorizes it, assures him the appreciation of others (colleagues, professor). Therefore, the pupil tends to integrate in that behavior, to repeat it, because it generates the appreciation of others and the feeling of personal competence, of self-confidence. The motivation remains external, the activity itself is done "because it should", but the emphasis moves from direct and immediate external feedback (reward or punishment) to indirect external and long-term external feedback (social appreciation).

4. At the fourth level - *Identifying* - the school behavior itself becomes important, the systematic realization of certain tasks (school or extracurricular) becoming part of the pupil's life, of the way he is perceived and appreciated by the family members, colleagues, teachers as "silly pupil," or as "environmentalist". Although, the pupil continues to perceive it as an effort, behavior is much more valued, the pupil begins to self-propel the achievement of certain goals prescribed by the teacher or by parents, but this time accepted by him (eg, the 9th degree in mathematics) .

5. At the fifth level *Interiorization* - the new behavior is fully assumed. Not only does the pupil accept the proposed goals, he also internalizes them, he proposes new objectives, sometimes more ambitious than those prescribed by others, the new behavior becoming a component part of their own personality. Moreover, the perceived workload is minimal, and the task is no longer in conflict with other needs of the pupil (playing football with friends, watching a television show). Practically this is the stage that leads to the formation of an intrinsic motivation.

6.At the sixth level we speak of a profoundly *Intrinsic Motivation*, the pupil treating with interest any subject related to a certain school or extra-curricular task (a task which at the beginning was extrinsic), working with pleasure, without perceiving the work as an effort, finding satisfaction in everything he does about that activity. It is obvious that this kind of motivation for school activity appears very rarely, only some pupils and only for some narrow domains develop such a "passion" and mobilize such internal resources. Higher chances to reach this level appear when it comes to pupils' extracurricular or optional activities. In this case, the pupil often starts with a high level of motivation, sometimes profoundly intrinsic but oscillates during the course of activities, often motivating extrinsic stimuli (occasionally offered for special achievements and not as a form of "payment" of the activity) in order to ensure the persistence of task and the "fixation" of the motivation for the extra-school task (O. Gavrilovici, T. Constantin, 2003.

The experimental group consisted of third grade pupils, starting from the premise of the necessity to build a positive attitude towards learning supported by the motivational approach, but without neglecting any extremely important factors: the level of intellectual, physical and emotional development of the trainee. We also consider that we should justify our choice because this class is the first year of the curriculum development cycle (3rd to 6th grades), which has as main objective the formation of the basic capacities necessary for the continuation of the studies.

We had as a main objective the implementation at the level of experimental classes the intervention program aimed at increasing the motivational level in relation to learning.

Jigsaw Puzzle.(Elliot Aronson). The method allows conceptual understanding to a greater extent than passive involvement (ie learning to be tested / marked on the material learned) and facilitates mutual cooperation, communication and support among pupils. They are divided into groups of 4-6 people and each group learns the lesson as follows: each pupil in the group chooses a part (1/4, 1/5, 1/6) and teaches it to group colleagues.

In this way, each child feels responsible not only for his / her own learning but also for that of his / her colleagues. Also, pupils who share the same lesson can group together with colleagues from other groups so they can collaborate in learning, exchanging impressions, ideas, personal understanding.

Using pupils' personal portfolios as a means/medium for recording pupils' school progress to facilitate self-monitoring, self-assessment as related to learning objectives assumed / proposed by the pupil. The use of this tool both for monitoring and modifying emotional states. Providing optimal learning challenges - new tasks / exercises that are more difficult to solve than the current skill level (only after the teacher has the certainty that the pupil has already reached the previous level of understanding in terms of knowledge and skills), but which can be solved; thus, the pupil comes out of the comfort zone, assumes risks, adaptively addresses uncertainty.

Ensuring a learning environment that admits failure, facilitating adaptive co-operation through learning by mistake; here, informative, constructive feedback plays a substantial role and the use of learning resources available online, free of charge.

The theory of Hovard Gardner about *multiple intelligences* is considered the deepest from Piaget till nowadays. It's about a new way of approaching children, considering the differences between them. H.Gardner was intrigued by the fact that some children, considered intelligent, didn't show good school results. Many times we come to the conclusion that some children are clever and some others not.

Generally, it is admitted as being clever that who takes good marks or a high score at tests of intelligence. This type of person is considered to be born intelligent. In under this criterion we expect the following situations:

- if a child is intelligent- good results;
-if he has an average intelligence-his results can be satisfactory;
-if he has a low intelligence- weak hopes...

The children have been proposed the following learning task: *Imagine that you participate in a national youth forum, and you have the task of characterizing the place you*

represent. Reflect and decide how you will present your city, based on the options proposed below:

1. Writing a text, a poem.
2. Develop a scheme.
3. Interpreting a song about your native village.
4. Role Playing.
5. Creating a poster.
6. Photo exhibition with the most significant pictures representing the native town.
7. Drawing up a reflexive essay.
8. Propose a group project where you will be the coordinator.

Present the variant you selected and argue your choice.

Table 3.19. Types of intelligence

inte lligence type	**I think that best of all I am characterized by:**	**In performing my work tasks I reflect:**
Linguistic intelligence	I have a well-developed vocabulary; I retell to explain; I actively participate in group discussions / debates; I write easily (prose / poetry / articles); I like to read; I'm looking / borrowing books.	How can I use writing or verbal expression to accomplish the task?
Logical-mathematical intelligence	I can translate something into a mathematical formula; I draw / deduct patterns, symmetries and use the analogy to explain; I demonstrate something using schemes; I Rebuild causal relationships.	How can I use numbers, logical structures, and classifications to clarify the theme / idea?

Musical Intelligence	I prove sound sensitivity; I create melody and rhythm; I make a "musical instrument" and use it to explain something; I indicates rhythmic, humorous; patterns I react immediately to music	How can I use the sounds or express the idea on rhythm or song?
Spatial intelligence	I draw to explain / demonstrate; I have correct perception from several angles; I orient myself in space; I easily create mental images; I know / recognize the place of objects in space.	How can I visualize, draw or conceptualize the idea?
Kinesthetic intelligence	I easily control my movements; I enjoy playing games; I easily mime; • I dance; perform physical exercise; I have the need to move	How can I use the body or manipulate the objects in the task?
Natural intelligence	I notice and write; I describe changes in the environment; I like to grow / care for animals, plants; I draw / photograph objects in nature: I classify / operate with clearly defined categories.	How can I, through observation, identify / discover relationships in the environment?

Interpersonal Intelligence	I manifest sensitivity and attention to the ideas / behaviors of the people around; I I work well in the working group; I understand the problems of others and mediate conflicts; I like to explain / teach something; I communicate, I have many friends; I organize activities	How can I use cooperative learning and leadership to use intercourse capabilities?
Intrusive Intelligence	I establish my purpose and pursue it with perseverance; I keep a journal; I need my own space and time for me; I recognize my strengths and weaknesses (I know what I can and can not do); I can describe the personal characteristics that help me; I am reflexive and analytical.	How can I use my personal reflection as a way of raising awareness of the task?

Expected answers:

 I selected the first version because I like to write, compose poems. At school I was the best in Arabic, I wrote the literary commentary on 10, I obtained several times prizes in literary contests.

 I chose to draw a schema because I do not follow the voluminous texts, but some syntheses. I like to present the essence, to show the connections between different components, structures, and the scheme is best suited for this.

 I chose to play a song because it is an artistic one. Song is always my friend. I have participated and continue to participate in folklore competitions / festivals.

 I chose the poster because I have drawing skills. Class colleagues, teachers called me "school painter"

Method of Mutual learning

Mode of Deployment:

1. The teacher prepares as many cards as many pupils in the classroom.

2. Each pupil chooses a card. Each card must contain a statement (an idea, a definition, a conclusion etc. with reference to a subject).

3. Pupils individually study the information on the cards, then for 10 minutes they circulate through the classroom and "teach" what they have learned from the card to as many colleagues, at the same time learning from colleagues what they will teach them. The teacher walks among the pupils to help them if necessary.

4. Pupils expose ideas, statements, learned from colleagues.

5. The teacher asks if all is clear and, if necessary, he'll interfere with the necessary explanations.

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)

The SINELG method is a way of monitoring understanding and maintaining the active, cognitive involvement of pupils by facilitating the introduction of new information into the already assimilated knowledge schemes.

It is based on the reading activity and involves identifying in the content of a material, by marking with specific signs, information already known (□), new information (+), contradictory information with what pupils already know (-) and the information for which additional clarification is required (?). The categorization of information can be done using the SINELG table below:

Table 3.20. SINELG method

□	+	-	?

The SINELG method can be especially used in the stage of meaning realization

• A subject is to be elucidated by reading the text. Pupils remember what they know about the subject, the teacher is careful to monitor the process of updating knowledge. To do this, a table is drawn and it is filled, in appropriate terms, the field of **known information field, I knew, 3.**

• At the end of the first stage, pupils are given a text and given instructions on how to read it. The distributed text can be multiplied (an article - sources that pupils do not have access to), but the manual, manual annexes, dictionaries, etc. can also be used for the same purpose.

• The instructions are as follows:

- Read the text very carefully;

- Apply the already indicated signs on the field.

3 - the information is known;

+ - the information is new; I accept it;

- Information is inconsistent with what I knew / know;

? - information requires documentation from other sources; I'll be back.

• After reading is finished, the read text is analyzed from the perspective of the markings applied to the edges. Pupils will resume the new information they have learned from reading the text, analyze it, express their perplexity with some information in the text, discuss the documentation needs.

• For monitoring, please fill in the table described above.

Method: Role play

Mode of deployment:

According to the criterion *games aimed at psychological development*, intellectual games can also be included in this category. The latter should divided into:

• games aimed at clarifying, enriching knowledge (cognitive games);

• games to develop oral or written communication skills;

• games to practice correct pronunciation;

• attention and spatial attention games;

• memory development games;

• thought development games;

• perspicacity development games;

• games to develop imagination and creativity;

• games to stimulate voluntary inhibition and self-control capacity;

• affective expression games.

The phases of the didactic game structure are [16, p. 98]:

1. The problem of didactic play is a situation that has a cognitive purpose, divided into intermediate tasks of accomplishment throughout the whole instructional process. In these situations, the pupil is given the opportunity to acquire knowledge, to find methods to act and to take attitude towards the studied problem.

2. The rules of the didactic game are conditions that ensure the solving of the didactic task and determine the character of the cognitive activity.

3. Motivation refers to the pupil's cognitive motives.

4. Gaming processes involve ways of solving the didactic task through a group of actions that have common goals - organizational and cognitive.

5. The content of the didactic games is a knowledge system in the field of a study object.

6. Resolutive composition - which contains the solution of the cognitive problem.

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).

Memory Game

In language disciplines: fit the singular and the plural of a word / male and female / a word and its antonym / synonym / handwritten word and a typed word /

In arithmetic: match a number to its name / exercise and the result / geometric form and its name / number and its successor / number and its precedent / number and dozens of its whole

Ideas eventually exposed by pupils

 Because he is not reasonably motivated enough to learn, a pupil with high intellectual potential can achieve poor learning outcomes.

 Pupils may have an interest in school and achieve the didactic tasks satisfactorily or very well, even on the basis of an extrinsic motivation.

 Both internal (personality or intrinsic) and external (environmental or extrinsic) factors make pupils adopt a particular behavior.

 The motivated learner is the one who is activated or energized to act towards a goal, and the unmotivated pupil is the one who feels no impulse or no need to act.

Brainstorming(or assault of ideas) is the formulation of as many ideas - however fanciful as it may seem - in response to a stated situation, according to the principle of quantity generating quality. Such an activity involves a number of advantages:

- active involvement of all participants;
- expressing personality;
- freedom from prejudices;
- exercising creativity and open attitudes at group level;
- developing interpersonal relationships by valorizing each other's ideas.

Task: *List a range of ideas for a future school.*

Pupil Reflections: In the pupils' view, the "school of the future" has to meet several requirements, some of them are:

- three lessons per day of 15 minutes,
- breaks of 25 minutes.
- two grades per year.
- highest mark 20.
- the computer learns the poetry and automatically inserts it into our brains.

Discussion - consists of an organized exchange of information and ideas, impressions and opinions, criticisms and proposals around a certain problem. From this perspective, the discussion presents a number of advantages:

- Create an opening atmosphere;
- Facilitate inter-communication and acceptance of different points of view;
- Optimize teacher-pupil relationships;
- Achieve a democratic climate at class level;
- Practicing the skills of active listening and respecting the rules of dialogue

The Plan of Discussion The moral qualities of man:

1. What is human?
2. The way of acquiring moral qualities
3. The association of words and deeds.
4. What does it mean to be a man of humanity?
5. Who spoils the human being?
6. Characters that have shown humanity / greed.
7. Humanity - a fundamental feature of Romanian spirituality.

8. Honest work is highly prized.

9. Proverbs, maxims, sayings about humanity

10. The Proverb's Cross.

Pupil Reflections:

• Moral qualities are: responsibility, dignity, etc .;

• Humankind is a quality that is manifested by kindness;

• The good deed brings much.

Tour of the gallery - involves the interactive and formative evaluation of the products produced by the group of pupils. It is a collaborative learning method that stimulates thinking, creativity and effective learning and is based on the creation of a product.

1. In groups, 3 or 4pupils first work on a problem that can be finalized through a diagram, drawing, motto.
2. The products are exposed on the walls of the class.
3. At the teacher's signal, groups rotate through the classroom to examine and discuss each product.
4. After the gallery tour, groups re-examine their own products as compared to the others.

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 with a beautiful song and 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, we began to sing together, divided the class into five groups and each group was involved in different parts of the song.

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.

My purpose is to influence pupils to keep flowers and not to cut them, to make them protect nature from all considerations.

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 an 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.

This activity has increased pupils' ability to integrate and has given them the opportunity to try to play the role of characters aloud and without fear of others.

In addition, they have realized the importance of protecting nature in various ways, with beautiful images.

At the end of the lesson, they were able to present the appropriate image, and this helped them a lot to write phrases and implement transactions with joy and pleasure.

Character Relay

The game aims at practicing oral communication and enhancing knowledge about the characters of the literary text. On the board / on the tickets there were written titles of literary texts studied in class.

Pupils were asked to name the characters of the text, possibly in the order of importance they had in the course of events. The tickets on which the titles of the literary texts were written were placed on a billboard.

The pupil assigned to start the game chose a note and called the characters of that text. If he did not know, he could be helped by the teammates or could be asked to read a piece of the text and then answer. In the latter case he only received a part of the score. The pupil who correctly answered chooses a colleague from another team to continue the game.

Travel throughout the text

This game verified the understanding of the read text. The game was teamed. The teacher wrote the notes he placed on a panel containing a starting line and a line of arrival joined by a tumultuous road linking the most important institutions in the locality: schools, churches, town hall, hospital, the library, the cinema, the zoo, the hotel, the culture house, etc. The person in charge of the game communicates to pupils the information strictly necessary for them to find, in turn, the tickets placed in different places on the board.

The pupil who has undertaken to find the note fulfills the requirement written on the note, receiving the score. If he could not meet the requirement, he would give the ticket to a colleague from his team, losing half of the points. The team that has accumulated the most points wins.

Examples of requirements can be written on after studying the text "Granny".

Retelling in chain

In order for pupils to be motivated to tell the content of a studied literary text, transforming direct speech into indirect speech, they were urged to tell freely. A pupil narrated the first fragment, then appointed a colleague who continued to retell. The one who could not continue broke the chain, was removed from the game until he clarified by rereading the text.

Game of characters

A pupil chose a character from the studied literary texts. The others have the right to ask questions to find the character's name. The winner is that who, with a minimal number of questions, learned the name of the wanted character. In order for pupils to be motivated to tell the content of a studied literary text, transforming direct speech into indirect speech, they were urged to tell freely. A pupil narrated the first fragment, then appointed a colleague who continued retelling. The one who could not continue broke the chain and was removed from the game until he clarified by reading the text.

Usually, any learning process is multi-motivated. Learning efficiency decreases if there is a minimal level of motivation or over motivation and increases with an optimal level as an area between the minimum and the maximum, but there is no saturation in the case of internal motivation.

The efficiency of learning depends not only on internal conditions, ie on cognitive, affective and volatile processes, motivation, attention, knowledge, skills and attitudes, but also on certain external conditions that are almost as important.

Organizing learning is an external condition for school success, which must begin with each lesson in order to achieve a complete learning process. For this purpose, depending on the content of the lesson, after completing the teaching of an operational objective, it will be achieved knowledge fixing by questioning, practical applications, exercises or problems (discipline specific), then move to the next objective, and finally make a general fixing, followed by the homework. Knowing the pace of work of each one, they will organize the independent activity of pupils, receiving concrete tasks during the lesson, while for talented pupils recreational exercises will be used.

3.3.Qualitative and quantitative analysis of experimental results

Analysis and interpretation of experimental research data. The analysis focused on identifying the 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 at the level of pupils in the experimental group. Both experimental and control groups, have been complemented with the ***Questionnaire of Learning Motivation strategies***, the current tool in the initial testing phase.

The data recorded following the completion of this questionnaire were compared both in terms of establishing the differences between the initial and the final stage in the experimental

group and in establishing the existing motivational level difference in the final stage between the experimental and the control group.

The questionnaire includes an interview-discussion of 8 appropriate questions. The *purpose of control experiment* was 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 the most

Table 3.21. Motives for learningwithin 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 style	41	82%	45	80,1%
• 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 3.21. we highlight the idea that the motives for learning inin 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.)

It is very important to know why pupils are learning and what are the optimal didactic strategies to motivate them or to maintain and develop existing motivations. Our task is to provide pupils with optimal learning conditions, contributing, through the personal example offered, to awakening and maintaining the interest in learning.

The relationship between teacher and pupils is a permanent concern for teachers because it directly determines the efficiency of learning. One of the frequently mentioned teachers' needs is to have at hand activities to succeed in stimulating interest in learning.

3. **How long do you spend per 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. Thus the theoretical part will be understood and learned more easily and not mechanically.

This will be a real benefit to the future member of society, because he will retain the notions learned over a longer period of time and will be able to call upon them anytime he will need.

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 3.22. 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%

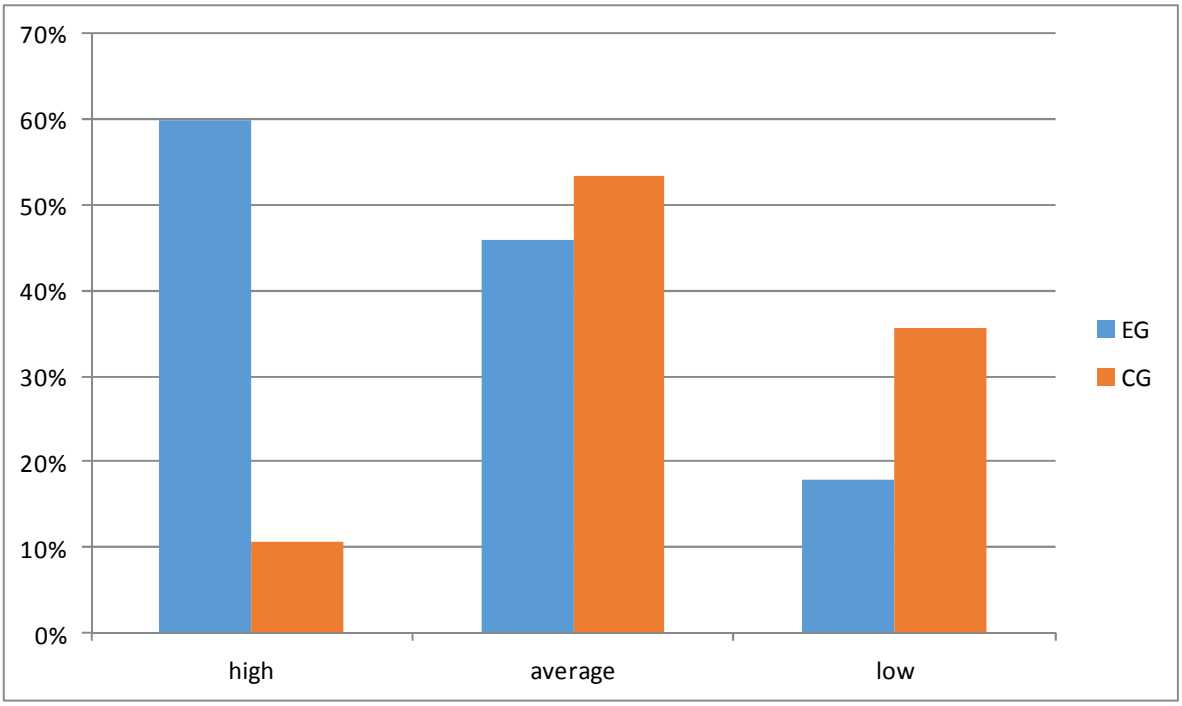

Fig.3.2. Levels of motivation

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

Analyzing pupils' 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 have 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 3.23. 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%

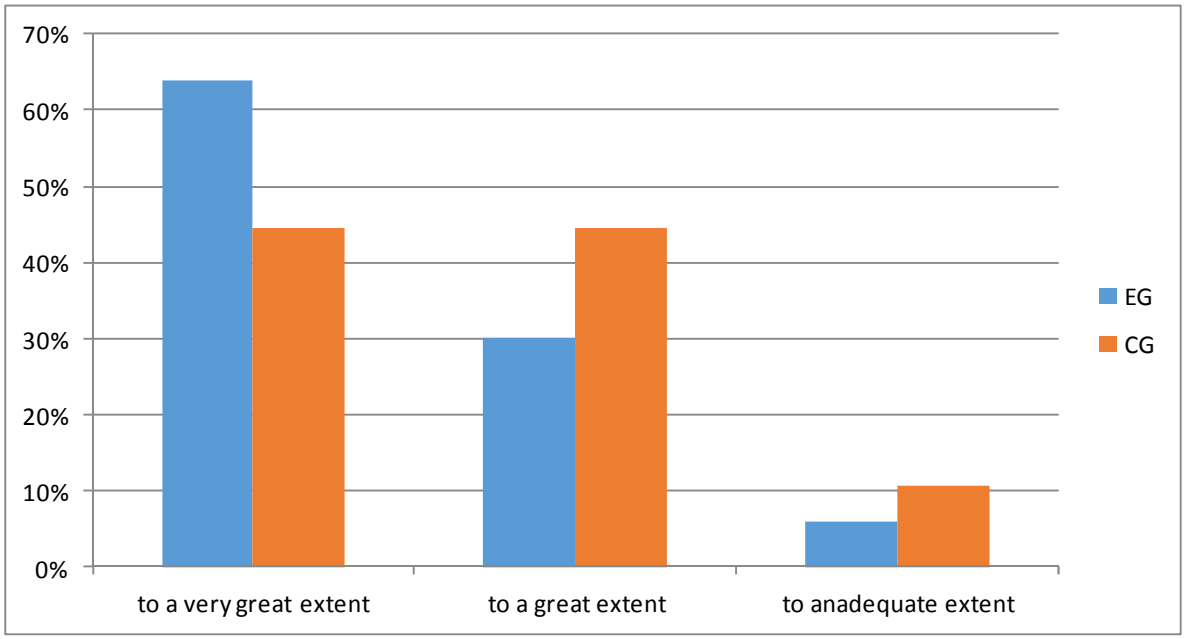

Fig.3.3. Pupils answers

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 for 3-rd graders.

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

We believe that the 6-month gap between the two tests, along with the large number of items, greatly reduce the risk of memorizing responses and subsequently results vitiation. We

also considered that the issues highlighted by the questionnaire can lead to a good opportunity to analyze the long-term effects of applied modalities.

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 the implementation of the incentive stimulation strategy 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 increase of learning motivation, by the presence of a way of referring to the positive educational-instructive activities different from ascertaining stage.

In other words, we assert that we have carried out a process of optimizing the motivational strategies used by the pupil in relation to learning.

The relationship between motivation for learning and the values of young school children in the Arab sector is conditioned by the following: helping each other, listening to one another, respecting each other's opinion, finding common solutions that are beneficial for most pupils.

3.4. Conclusions to Chapter 3

The diagnosis phase of learning motivation in elementary school pupils in the Arab sector demonstrated that learning motivation is conditioned by external factors, extrinsic motivation prevails. The low interest on the part of the pupils manifested in both groups. These diagnostic results at the initial ascertaining stage demonstrated a clear lack of learning motivation in the learning process in elementary school pupils.

During the training phase on a sample of 50 pupils from the experimental group, the psycho-pedagogical conditions were taken into account:

a) the psycho-pedagogical aspects of learning motivation;

b) interactive learning methods and techniques in elementary school pupils; involving a variety of teaching materials.

In the context of didactic activities carried out in the formal educational environments, there is a necessity of increased exigency in the use of teaching techniques that emphasize the formative aspect, in relation to explicitly expressed intentions of knowledge;

Mediated learning is, in our view, a highly efficient mobile in organizing and supporting motivated learning situations;

The implementation of a motivational stimulation strategy in the classroom proves later formative valences in terms of active and conscious involvement of pupils in the didactic process and in the knowledge-based approaches;

Within the didactic activities based on the principles of the learning motivation strategy, pupils can be much more involved in their own learning process as they provide the support they need in learning.

Based on a special check-up questionnaire, we established the learning motivation in elementary school pupils in the Arab sector, participating in the experiment. From the analysis we conclude that they are aware of the importance of raising the level of motivation in achieving school success, dynamics of motivation for learning being driven by the following components: needs, motives and interests **.**

GENERAL CONCLUSIONS AND PRACTICAL RECOMMENDATIONS

Theoretical, practical and experimental results confirm that this research provides new insights concerning the denomination 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, the research hypothesis, 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. [69].
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 [72].
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 [68, 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 [69].
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 [74, 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 forming 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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ANNEXES

ANNEXE 1. Questionnaire addressed to pupils

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

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					
b. When I learn I associate new knowledge with what is already known					
c. In order to learn better, I try to logically retain the information passed (in the form of schemes, tables, formulas, etc.)					
d. I use the information that my parents, siblings, grandparents, other people, other sources of information					
e. When I learn, I try to find the usefulness of information in everyday life					

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

Variants of answer	Never	Less than an	1- 2 hours	24 hours	More than 4 hours

		hour			
a. watch tv					
b. play on your computer					
c. family activities				7	
d. activities with friends					
e. organized courses: dance, musical instrument, foreign languages, sports, etc.					
f. recreational outdoor activities				5	
g. read				6	
h. learn				0	

4. **Do you think there are other ways to succeed in life than learning in school?**
5. **On a scale of 1-10, appreciate your motivation for learning, where 1 is the lowest, 10 is the most.**

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

Learning activities	
a. the information taught is useful to you	
b. atmosphere during class hours	
c. reward by praise, positive appreciation, encouragement, awards	
d. reward by gifts, money, other benefits received	
e. my opinion should be considered by the teacher	
f. practically apply what i have learned	

7. My school helps me:

Activities	
a. Practical activities are carried out in cabinets	
b. Competition is encouraged	
c. Collaboration, cooperation is encouraged	
d. In my class it is important to have good results	
e. In my class it is important to be good friends	

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

To a very great extent	To a great extent	To an adequate extent	To a small extent	To a very small extent	answers

ANNEXE 2. Appendices related to Learning Motivation

Questionnaire addressed to didactic staff

Dear teachers,

1.Pupil's family... Tick the variants that you consider important.

a. **i**s a model for him / her

b. engages in school life

c. helps him-her learn

d. encourages him / her in what he does at school

e. has to talk with the child about the problems he has at school

f. expects to learn new and useful things

g. expects him / her to achieve certain results that they want

h. rewards him for good school results

i. rewards him with praise and appreciation

j. dk / n

2. The motives determining the pupil to learn are... *Tick 5 variants that characterize best the pupil!*

a. to be the best

b. to be recognized and appreciated by colleagues

c. the teacher explains his meaning

d. the teacher has an attractive teaching style

e. the teacher is close to the pupils

f. likes the teacher's appearance

g. the teacher is calm, does not get angry

h. the teacher inspires fear

i. the teacher inspires respect, is a model

j. the subject is interesting and attractive

k. materials will be useful later

l. parents insist on learning

m. parents reward him if he learns

n . likes to study

o. the learning tasks given by the teacher are clear

p. the teacher makes a correct assessment

q. to take good grades

r. not to feel ashamed

s. to earn as much money as possible

t. to have a successful career

u. more ...

3. Read attentively the following affirmations and appreciate the extent to which they correspond to your pupils' way of learning. *Note with X the section that indicates best the frequency of this behavior.*

Variants of answer	**always**	**In most of the cases**	**someti mes**	**rarely**	**never**
when he / she learns to understand what the teacher teaches in the classroom					
b. when studying associates new knowledge with what is already known					
c. to learn better, trie to logically retain the taught information (in the form of schemes, tables, formulas, etc.)					
d. also uses additional sources					
e. Appeals to the information given by parents, siblings, grandparents, other persons					
f. When they learn, they try to find the usefulness of information in their everyday lives					
g. In the classroom they are attentive at teacher's explanations					
h. They learn to learn by heart					

4. Tick the main extracurricular activities the pupils are involved in:

a. Sport
b. Arts (painting, drawing, modelling, photo, etc.)
c. dance
d. Attending the theatre/movies/concertsVizionare de spectacole/ filme/ concerte
e. Visits to the museum
f. Excursions
g. Volunteering activities
h. Programs/ educational projects within school
i. Library, school radio and TV
j. Technical and applicative circles
k. DN/DA

5. To what extent do these extracurricular activities help them in learning?

Very much	much	adequately	little	at all

6. Do you think that there are other ways to succeed in life without learning at school?

Yes	No

7. If yes, what are they?

.....

.....

.....

.....

8. What could help the pupil to be more motivated for learning? Tick the variants that you consider important.

a. the information taught to be presented in a problematized way

b. atmosphere during class hours

c. systematic rewards and encouragements

d. hours should be attractive and engaging

e. the importance given to the original expression of personal opinions

f. practical approach to lessons

g. organizing learning activities in teams / groups of pupils

h. the transdisciplinary foundation of the learning process

9. To what exent is a successful career important in life?

Very great	great	adequate	small	Very samll

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

.....
.....
.....
.....
.....

11. Rank from 1 to 6, where 1 is on the 1-st, and 6 on the last place, the environment that determines success in life.

a. school
b. family
c. group of friends
d. mass media
e. extracurricular activities (sport, music, painting, dance, etc.)
f. programs/ educational projects (entrepreneurship, healthy life style, etc.)
g. NS/ NA

12. Do you consider yourself involved in motivating pupils to learn?

To a very great extent	To a great extent	To an adequate extent	To a small extent	To a very small extent	DK/ DA

STATEMENT

I, the undersigned, declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I confirm this fact; otherwise, I will bear the consequences in accordance with the law in force.

Sincerely,

Darawsha Ahlam

Date: 20 March 2019

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II. Educație

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2008 - Diplomă de magistru în Management educațional.

2003 - Diplomă de licență în filologie arabă și didactică

2000 - Diplomă de licență în Management Educaționalși Informatică,

III. Experiența profesională

2002-2015 - Învățător la clasele primare, director adjunct pentru activitățile extracurriculare

2013-2014 - Lector la colegiul pedagogic din Arabba

2007-2008 - Coordonatorul programului de formare continuă a profesorilor de limba arabă

2003-2005 - Coordonatorul programului de prevenire a abandonului școlar printre elevii de la treapta gimnazială.

IV. Limbi vorbite: limba ebraică, limba arabă și limba engleză