

TEACHING IN ART AND ITS EFFECT ON STUDENT MOTIVATION

Aya Alnashef

PHD Student

Varna Free University, Bulgaria

***Abstract:** The word motivation comes from the word 'motion'. Motivation is a concept that describes motives of behavior, and the theories of motivation presume to explain processes that motivate the person to behave in a certain way. During the development of psychology as a field of knowledge and research, many explanations of human behavior appeared. Some theoreticians maintained there is a balance of psychological energies that lead to behavior, when this balance is upset. Others maintained that the behavior is an outcome of planned learning that acts according to reinforcements and punishments. Some theoreticians focused on the person's innate needs, while others emphasized the goals that the person sets for himself and acts to achieve, while other theoreticians indicated the strong cultural and environmental influence that defines objectives and behaviors for the person.*

***Keywords:** art, craft, professions, teaching*

Motivation

Kaplan and Asor (2001) wonder how we know to say that one student has more motivation or less motivation or even different motivation from another student. We do not ascribe motivation to the growth of hair, but we do ascribe motivation to the cutting of hair. Physiological activities such as growth, digestion, and sleep are not considered to involve motivation, while in contrast exercise, reading, and talking are activities to which we attribute motives. It

would seem, therefore, that the behaviors to which we attribute motivation are those that we assume can be controlled and directed to some goal. In a more defined manner, we ascribe motivation to behavior that involves the choice between alternatives of goals and means.

Kaplan and Asor (2001) mention that in the past three dimensions were defined for motivational behavior: direction, power, and quality. Direction addresses the choice the person makes when he adopts one activity and not another, when he perseveres in a certain activity even when difficulties arise or other alternatives appear, or in the continuation of a certain activity when he is not required to do so. Power is the level of investment that the person invests in activity, considerable or slight. Last, the quality of the activity differentiates also between behaviors with different motivational character – solving problems in innovative ways versus hard work and use of unsuccessful strategies' critical and in-depth thinking that awakens sharp questions that may anger the teacher versus the safe progress towards the desired grade. Earlier theories of motivation focused on the two first dimensions.

Kaplan and Asor (2001) add that contemporary theories put considerable emphasis also on the third dimension – the quality of the person's involvement in the task. Thus, for instance, when the focus of the activity is in-depth learning, it is important to know whether the student performs the learning task well out of significant cognitive involvement or works in a superficial manner so as to finish it as quickly as possible. Recently the researchers of motivation began to add to the dimension of quality also emphasis on the student's psychological experience: the student's emotions in connection with the activities he performs, his feelings towards the learning and towards the school in general, and his self-esteem. The theories of motivation propose explanations of the processes that lead to the fact that the students choose, persevere, and invest in their studies, as well as in their

social involvement and their help of others. In addition, they attempt to explain the factors that lead to a high quality of academic investment and social involvement, both in terms of the student's feeling and in terms of the academic product.

According to Stein (2010), every teacher has a reasonable degree of autonomy in her classroom, and therefore she can create an atmosphere of internal motivation or an atmosphere of external motivation, according to her behavior in the classroom. This depends on the message conveyed by the teacher and on things that will be addressed, reinforced, and encouraged by her. Will the teacher emphasize intrinsic motivation and connect to the children's values, desires, and strengths? Will she see the importance of their enjoyment and interest and invest effort in this? Or will the teacher emphasize the achievements and competition in an orientation of ego and task?

Stein (2010) adds that there is a relationship between the goals of achievement and the perception of the class climate. An environment that promotes competition may cultivate learning from an orientation of ego and desire to perform better than others, while in contrast a class environment that promotes learning for the purpose of mastery and display of interest in the material cultivates among the students learning from intrinsic motivation to improve and to develop in the learned field.

Stein (2010) maintains that the teaching procedures that the teacher uses will influence the atmosphere, whether the teaching cultivates in-depth thinking or whether it is satisfied with achievements, or in other words, with the knowledge of the material without internal intervention. The teacher needs to act in ways that will encourage cognitive involvement.

Moreover, Stein (2010) holds that in-depth thinking can be achieved through the opening of discussions on the responses given and the inviting of the

students to respond and to evaluate different opinions. When the teacher needs explanations of the answers, this proves that she is not satisfied with the correct answer but requires of the student involvement in the knowledge. The teacher also can encourage the linkage between different ideas (this is a more advanced strategy of the organization of the material and the connection of the material to previous knowledge).

According to Stein (2010), even the perception how the students perceive the teacher influence the motivation. The students' attitudes and achievements change if they perceive the teacher as enthusiastic, cultivating, providing respect, and deserving of trust. The teacher herself illustrates motivation if she exhibits enthusiasm and interest and invests in the lessons.

Stein (2010) defines an effective and creative method in teaching, since it exists also with the absence of internal interest. It is possible to increase the motivation through diversification and innovation in the material and different organization of the work. For instance, cooperative groups or integration of possibilities of choice increase the motivation. The correct organization of the material, the integration of the means of thinking and multimedia can help also the children's experience of success, and hence boost their motivation. The linkage of the learned material to the students' life can increase the relevance of the material and thus increase the motivation. For this purpose, the teacher herself needs to think about the relevance of things – for instance, how a chapter from the Biblical book of *Genesis*, the song of Rachel, and the story of a war in the previous century are relevant to the life of the modern Israeli child. The search for relevance is, in my opinion, a fascinating and enriching process that can increase the motivation of both the teacher and the student.

Achievements and Assessment

Achievements

The concept of academic achievements includes concomitant concepts, such as personal knowledge, learning ability, learning skills, etc. Academic achievements were found to be related to a number of personality variables, such as self-image, level of aspirations, and socioeconomic situation (Weiss, 2010).

The education system in Israel acts to promote the students' achievements both in the academic field and in the social and value-oriented field. The "Pedagogy Leading Schools" program is focused on the advancement of quality processes of teaching and learning and on the improvement of the students' achievements (The Education, 2018).

According to Sherf (2015), the learning environment is a topic that stands at the top of the public's priorities in the field of education. Although the students spend most of their time in the classes and despite the assumption that problems of discipline lessen the time of learning and harm the students' achievements, only a few research studies have addressed the relationship between the atmosphere in the class and the students' achievements.

The main finding in research is that the discipline violations in the classroom have a significant negative influence on the students' achievements, regardless of the behavior of the student himself or his achievements in the past. The influence of the discipline infractions of the student and of the class are rather similar, as well as the gap in the achievements between the student who learns in a very well disciplined class and a student in a class that is not disciplined at all (in the neutralization of the previous achievements and level of personal meaning). In contrast, in research gaps were not found in the achievements between students who learn in the schools with different levels of discipline or schools where the

enforcement of discipline was different. Therefore, in my opinion, we can say that teaching as an art can be in an environment of meaningful learning.

Internal motivation, self-discipline, responsibility, and industriousness are among the main factors that in my opinion influence the achievements. These derive from the student's nature and help the parents, the friends, and society, as well as the Ministry of Education. An environment that aspires to achievement and competitiveness, that sees the achievements in the studies to be an objective of aspiration, is less forgiving and more demanding, a policy that sees there to be obligations alongside rights – all these influence the student's motivation to succeed and attain achievements.

Assessment of Achievements

The assessment of achievements is an integral part of the teaching work in regular education and in higher education, and it is supposed to reflect and evaluate the learning and teaching process that occurs in the education institutions (Asaf, 2006). The assessment of the achievements is one of three main components of the whole teaching and learning process: design, teaching and learning, and assessment (Sheffler, 2019).

The assessment of the learner's achievements has the following four primary roles:

1. To conduct a preliminary assessment of the learner's abilities. This is done through the collection of information formally and informally about the learners before the start of the teaching.
2. Summative assessment of the learning. Report on the learning that has already happened, reflecting meeting personal criteria that the teacher determined or external criteria set for the teacher.
3. Formative assessment of the learning. This is performed through the collection of information about learners throughout the teaching process. The

main goal is to improve the learning through the creation of the motivation for learning. Competition between the learners is encouraged.

4. Assessment of the teaching. Through the collection of formal and informal information on the students' achievements, the teacher can follow up after the manner of teaching and adjust it and the curricula to the situation of the learners (Asaf, 2006).

Types of Assessment

In the field of the assessment of the achievements in the classroom, it is accepted to differentiate between two different types of assessment: formative assessment and summative assessment. According to Irisan, summative assessment and formative assessment occur in the classroom, and therefore are called classroom assessment. Research studies indicate that both summative assessment and formative assessment have direct impact on the students' learning and achievements (Amasha, 2014).

Formative assessment is assessment in the framework of which there is constant feedback and a learning process takes place. It is anchored in objectives and in established learning theories of the learned domain. It integrates learning processes during the performance of tasks and is performed as an integral part of the learning process and during it. It encourages and incorporates processes of reflection in the learner. Formative assessment is accompanied by friendly and detailed feedback that is clear to the student, including recommendations for correction and improvement. It does not require unambiguous judgment (a grade).

Summative assessment is assessment for the purpose of the summary of a learning stage or for the purpose of accreditation. It is anchored in the curriculum, the learning material, and performance standards. It puts emphasis on objective, standard, reliable, and valid judgment. It is based primarily on tests, in part closed ones. Summative assessment produces an unambiguous judgment, the grade. For

the most part it is not accompanied by feedback for the student aside from the final grade (Shachor, 2010).

Instruments for the Assessment of Achievements

Assessment instruments include the test and its affiliated parts (model of answers, mapping of the questionnaire, form to sum up the points to the grade), reflections – reflection of the test, reflection of the chapter or unit of study), tailored performance task, portfolio (Sheffler, 2019).

Factors Influencing Assessment of Achievements

According to the article in The Education (2012), the research data presented previously and the conclusions that derived from them indicate that the main success of the students does not depend on the external resources but on the learning-educational process that occurs in the classroom. Hence, there is the need to focus on the in-depth examination of what is done in the class.

A number of research studies showed a significant influence of the class size on the achievements. A meta-analytical study that examined a large number of research studies found that the class size had a positive impact on the student's achievements. This influence was especially prominent among students from ethnic minorities or low socioeconomic groups (Teclehaimanot, 2011).

References

1. Amasha Marcel. (2014). Classroom Evaluation: Application Characteristics and Influencing Factors Among Teachers Teaching in Arab Schools. Pp. 21-237.
2. Black Neria. (2010). Formative Assessment? What is, and how to perform? Survived Education. Pp. 3-17.
3. Kaplan, A., & Asor, A. (2001). The Motivation to Learn in the School – Theory and Practice, *Education of Thought*, 20, 7-30. (Hebrew)
4. Meirav Assaf Miri Monk, Aviva Cohen, Orly Keren (2006). Evaluation of Achievements at the Kay Beer Sheva College of Education: A Brief Evaluation Report, pp. 2-13.
5. Ministry of Education. (2018) School Program Leading Quality Pedagogy. Pp. 1-9.
- Scheffler Israel. (2019). Achievement evaluation is adapted to the "Lev Lada" program - alternatives in achievement evaluation. Pp. 3-24.
6. Seref ravit. (2015). Classroom discipline affects student achievement. Pp. 23-113.
- Stein, H. B. (2010). *Motivation – To Strengthen the Desire and to Achieve the Goals*. (Hebrew)
7. Teclehaimanot, B., & Hickman, T. (2011). Student-Teacher Interaction on Facebook: What Students Find Appropriate. *Tech Trends*. 55(3), 19-30.
8. Weiss Dr. Isaac. (2010) The extent of the impact of classroom climate on student achievement.