

METHODICAL MOTIVATION IN TEACHING OF PHYSICAL EDUCATION

(Professional paper)

Sladjana Vidosavljević, Jelena Krulj - Drasković and Vuko Lakušić

*The University of Priština-Kosovska Mitrovica,
Teacher Training Faculty in Prizren-Leposavić, Serbia*

Abstract

One of the most important educational tasks of the teacher is to initiate successfully and direct the motives of their students toward achievement in learning and work, using primarily their pedagogical tact. In addition to the external motivation which is weaker in intensity, intrinsic motivation has more power because it runs several aspects, which is why the focus is directed toward its constant activation to the moment when it becomes the personal property of students. Motivation in physical education consists of a variety of needs such as the need for mobility, the need to fulfill the obligations of students, the need for sports and healthy lifestyles. It is important to emphasize that the core of motive expresses the desire of students to engage in a sport, not only toward pursuit of good results, but primarily because of the common need to communicate with their peers. The formation of different motives students undoubtedly will greatly affect the methodical style of the pedagogical work of teachers of physical education.

Keywords: *school, pedagogical tact, intrinsic motivation, external motives, learning activities results evaluation, teacher- student relation*

INTRODUCTION

It is a known fact that only a small number are congenital motives, a much larger number are acquired during the life. The socialization process ensures the complete and profound effect on the motivation. Dealing with a variety of sports activities it is difficult to imagine life without social motives in this regard and the school's role as institutional, educational institutions is obvious. Achievement of each student depends primarily on the needs arising from his/her aspiration that he or she sets out to do, and the role of teachers is reflected in the further upgrading of constructive motivation. Motivation in physical education comes into play, but when dealing with the determination of the different types of sporting activities and through perseverance, persistence and responsibility of students. Surely that the activated „motivation plays an important role in the later stages of sports, with this as it is probably more focused on moral and the voluntary sphere” (Tubić (Тубић), 2009). Toward the fact that the schools have become a motivating ground for sport, they increasingly recognizes the need to encourage the teachers with less formal ways of learning such as: systematic review, innovation, joint problem solving, networking with other teachers, exchange of expert advice and experience. It is necessary

therefore that they „have the skills and motivation to become active in the creation of professional knowledge and the integration of research and development in their work” (Education and training, 2010).

Motivation as a process

The word „motivation” was first used by A. Schopenhauer in his article „The four principles of good reason” (1900-1910), it would then be the term used in psychology to explain the causes of the behavior of animals and man. Today, the motivation is interpreted in many ways, in one case it is the totality of factors that support and guide, ie. determine the behavior, then as the totality of motives or reasons that causes the activity of the organism and determine its orientation (Пјин (Иљин), 2008).

Motivation is determined by the needs and goals of personality, levels of ambition, conditions, actions, worldview and beliefs. It is believed that motivation acts as a tool or mechanism of realization of the motive that already exist and that such interpretation is conditioned by the fact that the motive of satisfying the existing relevant needs. The motives are various ways combined with other personality traits depending on the actual assembly which are having different consequences toward

the behavior. Also, the state of motivation is a “condition to manifest personality traits that can be called the persistence and perseverance and that are important in solving problems which are requiring activation of the intellectual disposition” (Hrnjica Хрњица, 2005). Many authors have tried to explain the relationship between motivation and motives between whom Pilojan believes that the reasons related to the operation and the motivation of the activity, while in the book Guderian (1976) states that motives, as opposed to motivation, has a narrower meaning and that it is a „fixed personal psychological content, that is exactly the basis for the development process of motivation behavior as a whole” (taken from Iljin (Ильин), 2008). Looking at motivation as a dynamic process of creating the image, today emphasizes the importance of the two types of motives in a variety of activities ranging from intellectual work to sports activities :

- internal or intrinsic,
- external or extrinsic.

When talking about the intrinsic motivation, it is important to say that it is associated with a predisposition of personality, their needs, interests, desires, preferences of some person in which the actions and procedures occur depending on the willingness of subjects. External motives and motivation are conditioned by circumstances or by some external factors that influence the decision-making and the strength of motives, but also by those factors which a person is given an important role in achieving results and adoption decisions. Thus, motives and motivation are always conditioned by internal factors, but may also depend on the external factors, caused by external stimulations, suggesting that they began and developed within integrated organizational processes. Because of this constant need to „wake up, run and even provoke the internal motivation when it becomes the personal property of a particular individual” (Ratković (Ратковић), 2009).

The formation of curricular activities motives

The formation of the motives of those which are giving the meaning to education at the start of schooling and education when the child becomes a goal in life is the most important task of educational institutions. Therefore „as a key elements of teaching distinguished teachers and students who are characterized by motivation to create quality teaching” (Vidosavljević (Видосављевић), 2014). Argues that the educational-cognitive motives formed during the teaching / learning activities and that it is therefore essential to this activity to be realized.

The main factors that influence the acquisition of constant positive motivation (taken from (Iljin (Ильин), 2008: 12-13) for education are:

- the content of the teaching material;
- the organization of the teaching process;
- collective forms of learning activities;
- evaluation of learning activities;
- pedagogical style of the teacher.

The contents of the teaching materials. The content

of student’s education contained by information they receive from teachers, books, educational TV programs, internet etc. However, the information that it is needed by the child itself does not have a special significance for him and therefore it does not activate the educational activity. Therefore, providing the teaching materials, should take into account the needs of students of this age, who are also in accordance with existing social achievements. Given all this, in this regard should be striving to achieve a continuous activity that exercises are stimulating on several levels, among others, the mental (memory, thinking, imagination), the need for studying new contents, emotional integrity, reflection and self-assessment. Therefore, the teaching material should be in such a form that it causes an emotional reaction within the student, which touches on their self-esteem, i.e. should be complex enough to activate the cognitive mental processes. A poor contents and illustrative materials will not have outdated motivational force and will not cause the interest of learning. Teaching materials should be based on previous knowledge and at the same time should include the information that the student brings new insights and further clarifies the previous knowledge and experience to enable him to approve the old knowledge and to internalize the new ones.

The organization of the teaching activities. Markova and co-authors (according to Iljin, 2008) points out that a study of each chapter or topic of the curriculum shall consist of three basic stages: motivation, operational - cognitive and reflexive-appraising.

Motivational stage is the message of why it is important for students to know a given chapter, what is the main task of the given content or task. In *The operating – cognitive stage* the students acquire the subject, mastering learning activities and operations related to its content. Substantial impact on the appearance of a proper attitude towards education and any teaching activities at this stage can has positive emotions that arise due the process activities („loved it”) and the achieved results. Therefore, it is important not to judge on education, its importance and benefits, but is significant toward successful activation and motivation the students for of all this.

Reflexive-appraising stage is associated with the analysis of the traversed material, comparing achieved with set tasks and assessment work. The reconciliation of the results should be organized so that the students are satisfied for what they have mastered and learned, because it will lead to the formation of expectations of such emotional survival in the future. So, this stage serves as a kind of „consolidation” of the teaching motivation.

Collective (group) form of activity. It is an undeniable fact that in many cases form a group of learning activities which creates a greater motivation of the individual. The group form „draws” the active work even to passive and poorly motivated students because they can not refuse to do their part of the work because of critiques of their friends. In addition, the unwitting cre-

ating of a competitive atmosphere, the desire not to be inferior to the other, certainly indicates the great influence of peer motivation.

Evaluation of the results of learning activities. Motivational role of performance evaluation of learning activities is significant. However, the evaluation often leads toward getting good marks becomes a goal for students, arriving at the transfer of learning motivation and education on assessment, which many students get into smaller, more „unfair” manner. This leads to a weakening of the motives of personal learning activities and time to strain the development of students’ personality. It is therefore important to evaluate the qualitative, rather than to quantitative analysis of learning activities of students, to emphasize the positive moments, progress mastering the material causes some disadvantages not only indicates their presence. Only in this way will adequately assessing students’ knowledge always have a great motivational role.

Pedagogical style of the teacher. The formation of motives education affects the style of the pedagogical work of teachers, given that different styles make have different motives. Thus, authoritative style form „outside” (extrovert) motivation education, motivation which „avoids the failure”, retains the formation of „internal” (introvert) motivation. Democratic style of teachers, on the contrary, favors the activation of internal, stable motivation while liberal (permissive) style reduces the motivation. Therefore, the school as such, encourage them to become an organization and motivation of learning necessary to ensure that teachers’ motivation to create new, high-quality knowledge in the profession; opportunity to actively participate in innovation; skills to test the value of innovation and the mechanisms for the efficient transfer of eligible innovations both within their school and in other schools” (Education and training, *Политика образовања*, 2010).

Motivation in teaching of physical education and sports activities

In our teaching practice teaching of physical education provides a great opportunity to overcome the lack of traditional teaching because it can be organized in a much more flexible basis as any other request of today’s modern school. Given the fact that these classes should be a springboard for sports and physical activity throughout the life, it is essential that the content and activities that are covered by the program fit with the values and interests of the children. Physical education teachers also need to know more on the nature of the process of motivation in order to create a proper motivational climate and instructional strategies that promote the „active participation, satisfaction and a sense of competence of each student individually” (Đorđić & Tubić (Ђорђевић & Тубић), 2010). In connection with these principles, the conditionality of physical education special methods whose choice depends on the objective to be achieved in this exercise classes; content (that means physical education - primary, auxiliary and supplement-

tary); age and sex of the students; character of physical exercise; interrelationships (student-teacher) entity and the head of the process; number of students, the material conditions of school and etc. (Rodić (Родић), 2001).

Motivation in teaching physical education stems from a variety of needs, which Puni (Пуни) (1984) divided into three groups: the need for mobility, the need to fulfill the obligations of students and the need for sport. The need to develop health education of the students is needed to improve and preserve health

The need for mobility is a basic, innate need of the humans and animals. In different individuals that need is expressed differently, depending on how the genetic and the social factors are. Thus, the daily activity of students (Locomotion volume) can vary from two to three times in connection with the genetically predetermined requirements for activity in general and specifically for the movement. Great need for the activities of the movement occurs in people with a strong nervous system and emphasized stimulus “internal” balance. Such persons are more active in dealing with the physical training. Therefore it is observed a greater success in mastering the habits of movement and the development of motion quality because they are recoding the teacher’s work. However, increased activity of a student in comparison with other activities needs more activation in order to satisfy their needs in their body activities. Students with lower movement activities require additional external stimulation, attention from teachers and friends, encouragement, involvement in the group. Methodical, professional teachers are actually those „who work in interactive sports ground creating optimal conditions, monitor and obtain feedback from students, affect the student’s achievement by being involved in various sporting events, by encouraging them toward the tasks and goals and encourage them to get better results” (Vidosavljević, Krulj-Dražković (Видосављевић, Круљ-Драшковић), 2013). It is important to have constantly adjusted methods and strategies work, which would enable the gradual evolution of external toward internal motivation (Stojaković (Стојаковић), 2002).

The most common conditions of such changes are:

- to allow students to experience the success and the joy in the work, because it creates its own sources of corroboration;
- to create conditions in which the students can perform self-monitoring and evaluation of their work and their awareness of the targets;
- to allow them to choose the models and ways of working that suits them best;
- to equip students to independently solve mathematical problems, because in doing so, often found satisfaction, given that they were encouraged from the outside.

Only with high quality forms of motivation, students will have the expected benefits of physical education classes. Such programs could enable children to practice and to find out a pleasure, thus formed external motivation gradually to grow into the internal, which is

more stable and stronger. It does not mean rejection of external motivation, but „their synchronized, complementary action and transformation of internal motivation” (Ratković (Ратковић), 2009). Active teaching must be designed so that teaching is of better quality, i. e. active, two-way communication between the students and teachers, as the organizer offers a wide variety of sources and an original way of encouraging children to participate without fear that it will result in failure. So if someone could motivate, must, as such, have the driving force motivating the backbone, creating a learning environment that promotes engaged and persistent participation of students. Therefore, the perspective of lifelong learning of teachers means that „they must pay more attention to the provision of incentives and resources for continuous professional development so that they can more effectively acquire and enrich their fund of knowledge on the contemporary methodological skills and ideas” (Vidosavljević (Видосављевић), 2013).

CONCLUSION

Motivation is a complex, highly sensitive pedagogical-psychological task of teachers, but if properly channeled it is the most important and most powerful driving force of learning and getting excellent results in all areas as well as in the sport. To achieve the success, it should be known that they need not only the skills development „but also such important motivational features such as an interest in what they are doing, confidence in their abilities, know how to cope with difficulties, an adequate response to the failure and exercise endurance” (Gordeeva (Гордеева), 2006). While in the present school practice a low sporadic attention has been directed, there is no doubt that the modern educational organizations increasingly require the teacher to focus their interests toward realizing the motivation of their students and looking for various ways to solve this task primarily, shows as methodological very successful.

For motivational teaching in physical education, it is an environment in which physical and sporting activities carried out in the area that is used for the maximum use of the many sport devices, where the government is positive, supportive, stimulating micro-climate in which students are active, team - oriented, keeping the importance of sharing of freedom in designing the teaching process without fear that this will endanger the authority of teachers. It is necessary therefore to override the weakness of previous classes where the role of the teacher mainly applied to the training, toward the adoption by the students it should be transformed into a creative education in which students figure should be in center of education. These conditions and forms of work surely will have a supportive effect on the development of all areas of the student’s abilities and this is possible only if the student is an active and equal subject during the process of teaching. At the same time it is important to emphasize that the method(s) of operation, primarily by personality traits which participates in these activi-

ties and that any kind of content can be adapted to the style of teaching people to achieve better results. Therefore, students’ motivation is undoubtedly one of the key determinants of the actual range of physical education, which includes a thorough preparation of teachers in both regular education and in their continuing professional development in order to successfully transfer the knowledge.

REFERENCES

- Видосављевић, С. (2013). Како до успешног наставника. [How to make successful teachers. In Serbian.] У: С. Качапор (аутор), *Теме из педагозије. [Topics in pedagogy. In Serbian.]* (pp. 259-260). Kosovska Mitrovica: Филозофски факултет Универзитета у Приштини.
- Видосављевић, С., Круљ, Драшковић, Ј. (2013). Effect between family and schools in detecting gifted children in sport. *Activities in Physical Education and Sport*, 3(2), 224-228.
- Видосављевић, М. (2014). Мотивација наставника и ученика у интеркултуралној настави. [The motivation of teachers and students in intercultural teaching. In Serbian.] *Зборник радова са V научног скупа младих филолога Србије - Савремена проучавања језика и књижевности, Крагујевац, 2014*, година V, књига 1, (стр. 431-438). Крагујевац: Филолошко - уметнички факултет у Крагујевцу.
- Гордеева, О.Г. (2006). *Психологија мотивацији достижења.* [Psychology achievement motivation. In Russian.] Москва: Смысл, Академия.
- Ђорђевић, В., & Тубић, Т. (2010). Теорија самоодређења и разумевања мотивације ученика у настави физичког васпитања. [The theory of self-determination and understanding of students’ motivation in physical education. In Serbian.] *Зборник Института за педагошка истраживања*, 1, (стр.128-149). Београд: Институт за педагошка истраживања.
- Иљин, Е. П. (2008). *Мотивација и мотиви.* [Motivation and motives. In Russian.] Москва: Питер Пресс.
- Пуни, А. (1984). *Психологија.* [Psychology. In Russian.] Москва: Физкультура и спорт.
- Политика образовања и усавршавања, Наставници су битни* (2010). [Teachers are important, In Serbian.] Београд: ОЕЦД, Република Србија- Министарство просвете, Завод за уџбенике.
- Родић, Н. (2001). Методички проблеми физичког васпитања ученика нижих разреда основне школе. [Methodological problems of physical education students in lower grades of primary school. In Serbian.] *Норма*, 7(1-2), 119-136.
- Ратковић, М. (2009). *Синергија, ученика, наставника, родитеља.* [Synergy, students, teachers, parents. In Serbian.] Нови Сад: Прометеј.
- Стојаковић, П. (2002). *Педагошка психологија.* [Educational Psychology. In Bosnian.] Бања Лука: Филозофски факултет у Бања Луци.
- Тубић, Т. (2009). *Психологија спорта.* [Psychology of Sport. In Serbian.] Нови Сад: Ауторизоване белешке са семинара за инструкторе скијања.
- Хрњица, С. (2005). *Општа психологија са психологијом личности.* [General psychology of personality psychology. In Serbian.] Београд: Научна књига нова.

Correspondence:

Sladjana Vidosavljević

The University of Priština-Kosovska Mitrovica,

Teacher Training Faculty in Prizren-Leposavić

St. Nemanjina, n.n. 38218 Leposavić, Serbia

E-vidosladjja@hotmail.com