

THE MOTIVATION FOR EFFECTIVE STUDY OF TECHNICAL AND TECHNOLOGICAL INFORMATION ASSIMILATION

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ABSTRACT: THE DEVELOPMENT OF PEOPLES IN SOCIAL AND INDUSTRIAL ATTITUDE REQUIRES CREATIVE NEW TECHNIQUES AND TECHNOLOGIES. A STYLE OF LIVING NOWADAYS WE ARE SURROUNDING OF MANY TECHNICAL RECOURSES WHICH WE ARE USING EVERY DAY. THIS REQUIRES CHANGE IN CURRICULUMS AND INTRODUCE OF TECHNICAL AND TECHNOLOGICAL INFORMATION. BUT READY STUDENTS FOR ASSIMILATIONS THIS TECHNICAL AND TECHNOLOGICAL INFORMATION. THIS IS A QUESTION THAT HAS BEEN TRYED OF FINE ANSWER BY PRESENT RESEARCH.

THE AIM OF THIS RESEARCH IS TO BE HAS BEEN INVESTIGATING MOTIVATION OF STUDENTS FROM K-1 TO K-8 IN THE MIDDLE SCHOOL FOR EFFECTIVE STUDY OF TECHNICAL AND TECHNOLOGICAL INFORMATION. REALIZE OF THIS AIM HAS BEEN REQUIRING TO THE EXECUTION FOLLOWING TASKS: 1. IT HAS BEEN DESCRIBED BASIS CHARACTERIZES OF TERM "MOTIVATION" THAT HAS BEEN ANGLICIZED DIFFERENT BIBLIOGRAPHY. 2. IT HAS BEEN EXAMINED STUDENT'S MOTIVATION FROM K-1 TO K-8 IN THE MIDDLE SCHOOL FOR EFFECTIVE STUDY OF TECHNICAL AND TECHNOLOGICAL INFORMATION. 3. IT HAS BEEN OFFERED MODEL OF INCREASE THE STUDENT'S MOTIVATION FOR STUDY.

THE TERM "MOTIVATION" IN THIS RESEARCH HAS BEEN LOOKED AS SYSTEM OF MOTIVES THAT IS INSIDE INCENTIVE FOR ACTION AND IT COME INTO BEING ON BASIC NECESSITIES AND EXPERIENCES, PERCEIVES AND IDEAS, CONCEPTS AND CONVICTIONS.

KEY WORDS: MOTIVATION, EFFECTIVE STUDY, TECHNICAL AND TECHNOLOGICAL INFORMATION.

INTRODUCTION AND PURPOSE

THE problem of motivation of everyone in modern conditions becomes essential. It realized the relationship between the individual and the society in which education is a priority. This in turn determines human behaviour, because motivation is the general answer to the question "Why" of the behaviour of the individual. It describes the internal states of humans as instigate, selectivity, ambition, persistence, etc. Motivation is an internal process, which determines the behaviour of a human lead needs.

MOTIVATION is an element of "social relations in society, regardless of their scale (micro or macro), are a manifestation or result of communication between people, which takes place in their practical activity or activity independent satisfying their communication needs" (Kabakchieva, 2014, p 211).

THE research of motivation for effective learning especially in the utilization of technical and technological information on enables students to solve many problems in pedagogical activity. Special effects appear in their selection for training and career planning.

MOTIVATION is an internal attitude of the individual to perform a number of activities to achieve a particular purpose. It activates, directs and maintains behaviour of an individual over time. In carrying out an activity not only create relationships to it, learn different ways of action for acquiring knowledge and skills, having educated personal qualities.

MOTIVATION to learn is internal necessity, ensuring the realization of a particular behaviour and achievement of targets in advance in the learning process.

THE term motivation in this research is seen as a system of motives that are internal incentives for action occurring on the basis of needs and experiences, perceptions and ideas, concepts and beliefs, which is actually *the subject of research*.

Object of this research are the possibilities and the attitudes of students from K-1 to K-8 in middle school education for effective learning in the utilization of technical and technological information.

THE aim of this research is to be has been investigating motivation of students from K-1 to K-8 in the middle school for effective study of technical and technological information. Realize of this aim has been requiring to the execution following tasks: 1. It has been described basis characterizes of term "motivation" that has been anglicized different bibliography. 2. It has been examined student's motivation from K-1 to K-8 in the middle school for effective study of technical and technological information. 3. It has been offered model of increase the student's motivation for study.

BACKGROUND AND DISCUSSIONS

MOTIVATION for learning should be designed in the purpose of education, which direct or encourage students to achieve them. Proper and efficient organization of the learning process to helps build a positive motivation for learning. This in turn develops cognitive interests, which once formed become internal attitude of the individual.

MOTIVATION to learn is a trait of individuals, but may be a condition determined by the situation.

FACTORS affecting motivation to learn are two types - objective and subjective, as shown in Table 1.

Table 1. Factors influencing the motivation of learning

Objective factors are restricted to:	Subjective factors are restricted to:
Organization of educational process and equipment.	Needs of the individual.
Conditions in the family.	Internal (personal) reasons for learning (development, career development).
Peculiarities of the subjects (specific activity).	Attitudes to learning depending on the habits and interests.
Demographic.	Relationship to the studied area.
Social conditions of life.	Previous experience.
	Physical, mental and intellectual abilities.

MOTIVATION for effective learning in the utilization of technical and technological information is determined by different motives. The main guidelines related to: satisfaction of their own knowledge, a good preparation for the future, good performance in different situations and high competitiveness in the labour market. Based on this motivation can be defined as an internal process that activates, directs and maintains behaviour of each individual over time. It is a combination of internal and external conditions that determine the behaviour of every individual and characteristic shape, direction, intensity and duration of this behaviour.

CHARACTERISTICS OF MOTIVES

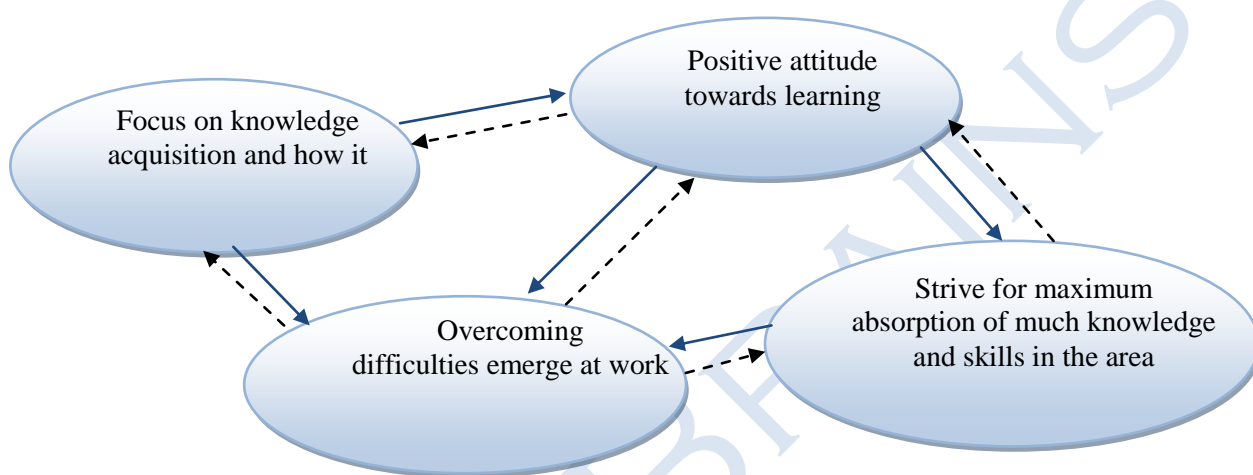


Fig. 1 Characteristics of the reasons for learning in the utilization of technical and technological information

MOTIVATION for learning is a system of internal motivation, causing learning activity. They are primarily realized through which efforts are made to absorb the knowledge, skills formation and implementation of quality educational activities. Reasons for learning are through determinate knowledge to focus their instigators to direct domestic activity and by level of personal satisfaction from participation in cognitive activities.

ACCORDING to A. N. Leontiev (Леонтьев, (1972), p 513) motives are divided into "thought" and "real active." Students understand that it is necessary to study a problem, but this is not provocation for their academic activities. Sometimes "consider" motives become "real acting." For its part, these two motives such other subdivision of awareness and not realized.

ACHIEVE high performance by students in school activities are the result not only from one type of reasoning and motives of a system that mixes and complement one another correlation between them. Not all motives are equally influence on school activities. Some of them are leaders and others - minor.

IN general all the grounds for effective learning can be grouped into two major groups: the first group come from the specifics of the training activities directly related to curricula, and the second group come from the outcome of training.

ACCORDING Dora Kabakchieva "The profile of one generation fixes the norms of social and cultural experience, as well as reaction types and symbols that outline its limits. Single representatives, however, have various demographic (race, gender, residence) and social (profession, education) characteristics. Moreover, their similar age is also a relative term. It is their common social behaviour that actually matters. It is that very behavior which distinguishes them from other generations" (Kabakchieva, International Scientific Online Journal, Issue 2, October 2014).

RESULTS

TO fulfil the aim of this research to study the motivation of students for effective learning is inquiry. Respondents were 600 students from K-1 to K-8 of different schools in Bulgaria.

THIS study sought to answer the question "Are students motivated to learn the technical and technological information or current conditions of life require?". Carried out a survey consists of 8 questions asked in a different way of students from K-1 to K-4 and K-5 to K-8. The aim of both surveys was the same.

THE results obtained by the survey show a general trend that the Bulgarian students interested in technical equipment and related technologies used in everyday life. The question to which they meet is "Do you like to do with technique and why?".

THE question "Is sufficient technical information that you receive in school?" 98 % are written answer "No". This means that the need to obtain technical information is great, which is surrounding issues of technical and technological world in which we live.

MODEL

MOTIVATION for effective learning in the utilization of technical and technological information is based on two main categories shown in Figure 2.

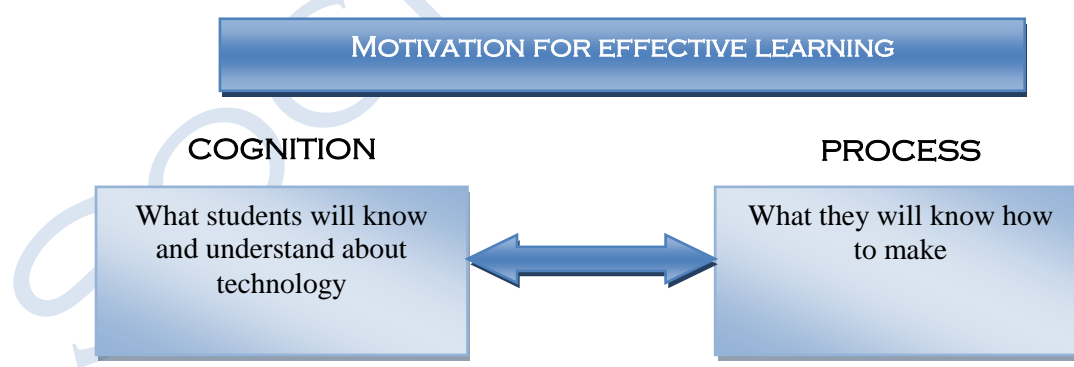


Fig. 2 Categories of motivation for effective learning

THE first category may be called "cognitive" because it forms the basis of knowledge about technology and their understanding of their use and their place in the world of various different technologies.

THE second category may be called "process" of implementing the knowledge into practice. It defines the skills, abilities that students should acquire. These two categories

complement each other. For example, students may be taught about the processes of design, but the skills for effective use of design as a process and its application as a means of solving the technological problems are acquired only by experimentation and practical experience.

MOTIVATION of students is to absorb the technical and technological information for the formation of technological literacy. Technological literacy is far more than the ability to use technological tools. A technologically literate person uses technology systems used for the interaction of the technological world with the society in which we live and the environment. Technological literacy is the ability to use, management, evaluation and understanding of technology. It includes knowledge, skills and application of knowledge and skills in real world situations.

ACCORDING to Keller motivational design model is a sequence of actions that characterize the learning process. Must first be won the attention of students and then provide educational content to achieve their personal goals and needs Driscoll (1994). Maintenance of attention is one of the essential principles of training. This in turn provokes the curiosity of students, leading to effective learning. This is achieved particularly difficult in the beginning of lessons.

FOR example, pupils may be set tasks from the previous hour, which are related to search and find the historical facts for the equipment or technology to be studied forthcoming. Presentation of educational content should be in narrative form. Knowledge is formed by the general (abstract) to the specific (private).

GOOD motivation for effective learning is achieved through the use of the media presentations; demonstrations; a division of the class into small groups realize the debates between them. Basic principles of motivation for effective learning can be reduced to the following: 1) Positive attitude 2) Pleasure; 3) Do you feel important, 4) Good luck, 5) Personal use, 6) Clarity of tasks.

CONCLUSIONS

MOTIVATION to learn is crucial for the success of students. It is influenced by personal or external factors.

THE results of this survey to study the motivation of students indicate that students are ready and set to acquire technical and technological information. This leads to the revision of curricula in general school and include such information.

GOOD reasons and strong guarantee for high performance - greater efficiency of the learning process, active, working in adverse conditions.

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SOCIOBRAINS