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Factors generating of positive attitudes towards learning of the pupils

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Abstract

The present study emphasizes the fact that the success or lack of success, are the result of the attitude of the pupil towards learning. It also highlights the contribution of the diverse factors in forming the positive attitude of the pupil towards learning. The purpose of this study approach is the emphasizing of the school's role and contribution – one of the primordial factors that act permanently and constructively for the pupils and youth forming for life, as inventive and creative people. We sustain the truth that the value of the professor resides in his craftsmanship to make accessible the discipline taught and to create to his pupils an attitude characterized by the interest for that discipline.

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Keywords: Positive attitude; pupils; learning; professor; adolescents;

Comprehensive premises

”Many of the school failures – writes S. Larcabeau – can be explained not by the lack of skills, but by the absence of motivation and interest for certain forms of education (5, page 883). The explanation of the French author in regard to the school failures can extend to the school successes and performances, as are known cases when pupils, with modest skills, some of them obtain high grades and manage to be among the prize winners.

Nevertheless in the educators' world became quasi-unanimous the opinion – based on numerous facts – that the school success or lack of success is largely the result of the attitude the pupil in question has towards this activity.

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For which reason, not only once, the teachers highlight and praise the pupils having a positive attitude towards learning, offering him as a model to be followed by his colleagues.

School learning is a planned activity, a model of dynamic action, an actions plan by which we can substantiate, examine and validate the truths. It is an organizing and self organizing activity of the experience for the construction and reconstruction of own bio - psychic – social - cultural individuality.

One of the laws at the foundation of school learning is essentially motivated and oriented towards knowledge, sensitiveness, towards rational and communicativeness. The motivation makes learning to produce and self sustain itself; it is an energy generator and a stimulator for the new values' internalizing experiences (12).

In the present study I started from the following *hypothesis*:

The existence of human models leads to the increase of motivation in learning;

The attitude of the family regarding learning determines the increase of motivation;

The awareness of the personal needs and objectives of learning determines the increase of motivation;

The involvement in the extracurricular activities influences positively the motivation in learning;

The didactical style influences positively the motivation towards learning;

The organizational culture of the school influences the motivation towards learning;

The degree of informing the parents upon the educational phenomenon and the institutions in specialty, contributes to their involvement, more intensively, in the personal development and emphasizes the motivation of their own children.

Methodology:

The questionnaire, indirect observation methods, analysis of documents in specialty, of previous researching reports and of several statistical documents.

2. What is the attitude and how it manifests

The issue of the attitude can be understood from the perspective of the subject-object relationship. The subject enters in diverse relations with the object. In such relationships, the subject does not manifest uniformly, on the contrary, it manifests differentiated towards diverse objects: some he likes, other he dislikes, some attracts him, other repels him, some interests him, other are indifferent to him, some he wants, other he refuses etc.

This postural manifestation, verbal or behavioral - positive or negative - of the subject in the relationships he has with the object is called attitude. Some psychologists consider the attitude only as a body reaction. In what concerns us, we believe that it can not be reduced to this event, but it involves also the verbal system.

The attitude towards education is a matter of attitude towards work, for which reason it can be considered as part of the moral side of pupil's personality (8, page 48). In this case the subject may have a positive or negative attitude towards the object. It shows on his face or it is expressed by his behavior in school.

The attitude has a dynamic – propulsive character, when being positive, or is obstructing-inhibitor, when being negative. Therefore, it prefigures the conduct and behavior of human, being one of the conditions to stimulate the mental processes, an idea formulated by Measişcev (7, pages.435-436) and P. Fraisse (4).

In the structure of the attitudes come the affective and cognitive elements, which give meaning and significance to it. At an early age is strongly impregnated by the affective attitude, the child expressing his attitude pending on the affection echo which objects have in his mind. While getting into pre-adolescence, but mainly in adolescence, the emotional side is accompanied by cognitive-intellectual elements that give consistency and durability to the attitude.

A deeper analysis of attitude will lead to the conclusion that it is linked with other dormant psychological variables, for example, the needs, interests, attitudes, feelings, beliefs, intrinsic motives in general. Therefore, its expression, positive or negative, is pending on such physical variables that have for the attitude, the role of supports and triggers. The selectivity of the individual towards the surrounding world determined by the attitude (10) is largely influenced by these variables.

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