

151 - TEACHER MOTIVATION: REFLECTIONS ON THE IMPORTANCE OF YOUR TEACHING-LEARNING PROCESS

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1-INTRODUCTION

To develop a particular activity, and this condition represents a pleasant and interesting, it is necessary to find a reason to do it, or have an intention, a goal in its execution. All behavior is motivated because, without a reason, the individual is not positioned in a situation, not willing to evolve in a given context. Motivation becomes thus an indispensable element for that particular process and its results in any respect, are satisfactory.

The existence of motivation in the reality of teaching is reflected in a direct manner the behavior of individuals involved in the educational process. When motivated, teachers develop and administer an appropriate pedagogical work and students are awakened to the object of knowledge in a genuine way. In this context, motivation is responsible for the interaction of individuals with physical education, resulting in compliance with the various possibilities and amplitudes of the same object of study, ie, the different ways of expression within the body, causing significant changes in the school environment

The word motivation is derived from the Latin verb "move". The idea of motion appears in many settings and relates to the fact that the motivation to lead a person to do something, keeping it in action and helping to complete tasks (Pintrich & Schunk, 2002). The motivation is to give someone encouragement and incentives that will encourage a certain type of conduct. On the teaching, is to provide students with the encouragement and incentives to make learning more effective (Pilette, 2007).

The motivational orientations may be intrinsic (arising from mental processes and needs of the individual) and extrinsic (arising from the characteristics of the environment and its incentives). The guidelines are understood by the intrinsic self-interest in doing a certain activity, where it arouses curiosity, satisfaction and joy in performing it. Since extrinsic guidelines promote the realization of a task with goals that are not linked to the individual's inherent desire, but because they have some kind of reward (reward, praise, grades) in their implementation.

In the process of teaching, such an element will cause the student to interact with the object of knowledge and find meaning in it, which will result in their dedication and guidance of their behavior according to the educational needs presented. In the specific case of physical education, the need for continuous search for foundations with regard to motivation, it becomes even greater in public schools, where structurally and financially, are at a disadvantage because there is little or no investment condition. Within this context, the teacher represents the greatest possibility of changes in class through availability and responsibility in relation thereto.

It is common to hear that the physical education classes in public schools in the city of Cataguases not meet the expectations of students, resulting in lack of motivation and increasing dropout of these classes. There are numerous deficiencies that contribute to the formation of this framework, among which, the teacher's own motivation to teach classes, a factor that can make physical education a discipline of questionable importance to the educational institution and its students, since they do not is able to present reasons for the conduct of their practice.

Consider the importance of motivation in physical education classes is essential to support the pedagogical work and rescue the students' interest, this question should be in evidence throughout the teaching process, with the teacher, the perception of internal reasons that influence the behavior students to provide the right stimuli.

The motivated student will have a spontaneous involvement with the proposed activities, facilitating interaction in a pleasant way with the environment, appropriating the knowledge and developing their skills satisfactorily. Education is only meaningful if there is learning, and for that, the motivation is that the student's behavior will lead to this end.

Know how to work the motivational level of students in physical education classes not only involves the participation of activities, but also of their ability to apply knowledge beyond the physical performance. A positive experience in these classes promotes a permanent practice of physical activities to maintain health and builds a set of attitudes and values regarding the social environment in which it appears.

The aim of this study is, therefore, perceive how the teachers in the public schools of the city of MG-Cataguases understand this concept and its relationship to the planning of it, and their perception of their role and the motivating factors that influence in this context.

2-METHODOLOGICAL ASSUMPTIONS

The study site was a public school in the municipality of Cataguases-MG. The study population was composed of two physical education teachers who teach the 6th to 9th year of that institution.

Faced with the problem and the proposed research objectives outlined, this research has character, as to the purposes, according to Vergara (2005), descriptive characteristic, because aims to describe the characteristics of a phenomenon. According to the author, this research has no commitment to explain or make connections that describes the phenomena, though it serves to do so.

The interview aims to obtain information from respondents and their content presents six types of goals: finding the facts, determining opinions about the facts, determining feelings, discovery of plans of action, present or past behavior and conscious motives for opinions, feelings, behaviors or systems (Sellitz, 1965, quoted by Marconi and Lakatos, 2007).

To analyze the questionnaires, we used discourse analysis from the perspective of Orlandi (1999), quoted by Cappelle et al (2003), where it considers it as a practice, an action of the subject over the world. Therefore, its appearance must be contextualized as an event, for interpretation and a deep desire to build a truth. When pronouncing a speech act on the world, we mark a position - either by selecting senses, sometimes excluding them in the interlocutory process.

The unit of discourse is an effect of meaning, as Orlandi explains, "the word speech, etymology, has in itself the idea of progress, of course, run by, of movement" (1999: 15). The speeches are moving towards the other. Never alone, always crossed by voices that came before and who maintain constant duel with him, now the legitimating, now the confronting. The formation of a discourse is based on this constitutive principle - the dialogue. The speeches come into the world populated by other discourses

with which dialogue. These speeches may be scattered through time and space, but are united by that are traversed by the same rule of appearance: choose a same theme, same concepts, objects, methods, or an event. That's why the speech is a unit in the dispersion.

3-DISCUSSION AND ANALYSIS OF DATA

3.1-Perceptions about the reality of Education, Physical Education and Teacher Motivation

When teachers ask how the reality of the Education and Physical Education approached the same motivation as teachers, both stated that they feel put off by the increasing devaluation of the profession, as seen below:

With the current reality of education in public schools especially, it is inevitable not to get discouraged with the profession. I can not always do my job as I would in the absence of resources or even better to be discouraged by not giving the importance that our job deserves "(Teacher 1).

It's hard to keep myself motivated because more people realize the devaluation of our discipline. The devaluation of the teacher is great overall, but I think with the Physical Education is worse. As much as we like, get a little disgusted with the profession "(Teacher 2).

Remarkably, this fact significantly alters the motivation of teachers to teach, compromises the quality of teaching and student learning, because, according Piletti (2007), the motivation is to provide encouragement and incentives to someone you favor a certain type of conduct. On the teaching, the student is to provide encouragement and incentives to make learning more effective. If the teacher is unmotivated, it is likely that no longer fulfill its role as facilitator of learning.

With regard to the approaches of teaching, education and motivation, a sense of the teacher in relation to the articulation of these concepts is possible.

"Although difficult, I do believe that there are possibilities to relate these concepts, but have to be willing to try." For Professor 2, refers to feelings of limitations because "it's hard to keep students motivated as well, and this depends not only on the teacher, but I think the school and the family too."

Analyzing the response of a teacher, we can conclude that this possibility only exists if there is interest from the teacher to develop a work that would relate these concepts in practice, reinforcing the importance of teacher motivation. Since Professor 2 believes in this sense not only teaching the motivation, but the student, which must also be considered throughout the school and include the participation of the family.

According to Oliveira and Alves (2005), the stimulus is something external which also drives the person in a certain direction, causing him to act. They can be multivariate - of an economic, social, moral or political. This statement demonstrates that the involvement of all present in the educational activity reflects positively on the motivation of students and teachers.

In the teaching-learning in any environment, content or time, the motivation is as a central element for its successful implementation (Paim, 2000, quoted by MALAVASI and BOTH, 2001).

3.2-IMPORTANCE GIVEN TO PLANNING

For a better understanding of how planning is done in class and how teachers can use this tool to facilitate them and describe them, it was necessary to know the ideal model of planning for them, what factors influence and/or hinder the construction of this plan and how it interferes in the classroom.

In respect of what they consider an ideal model of planning, the teachers responded that it is one that facilitates classes, be flexible and that can really be applied to the school reality.

"Planning is one ideal that can really be given in class. No use to plan lessons wonderful if you can not develop them. The design must allow students to participate in it from beginning to end "(Teacher 1).

To Menegolla and Sant'Anna (2003), which decides the model of the plan are the goals of students, teachers and the possibilities of running it in a particular class, considering their reality.

It is important then to study and verify the possibilities of application of content and teaching methodologies in considering the characteristics of students so they can be included in planning and achieve it. The students' knowledge of reality and value of their previous experiences are factors that should be assessed during the planning activities to better adapt where they find meaning in their practice, and apply them through a methodology that awaken the pleasure of learning and allow students more easily. For an ideal planning Professor 2 "is one that makes it easy to teach, it has everything that should be given: activities, the time required to perform them, appear to be using some material ...".

The lesson plan is then the sequence of all that will be developed on a school day. It is the specification of the behavior expected of the student and the media - content, procedures and resources - that will be used to carry them out [...] (Pilette, 2007).

Plan is to organize the work and structure the classes, so that in them is facilitated the work of teachers and teaching, which will ensure a more effective learning. Working with the support of the planning is to use a particular space for authentic teaching standards and the introduction of meaningful content in the teaching-learning relationship (Pacca, 1992).

When asked about the factors that influence the construction of planning, a professor says that "the taste greatly influences the students, because I like everyone to participate. I also try to always vary the activities. " The Teacher 2 says, "is what I intend to teach, because then I can assemble the activities in accordance with the objective of the lesson."

For Rodrigues (2001: 5) there are elements that are basic to any form of planning. Are:

Objectives: we need to clarify them, with the basic questions "what" and "why" justification proposal is an all-source, a reason; Thematic presentation-axis integrator;-time strategies of the "how" to be explicit; Location-where it will be developed? For who? It is important to this characterization, making clear the context, resources, which the necessary support in terms of materials, means to be used;-evaluation as ongoing monitoring of the process, reveal the indicators, evaluation criteria.

Given the testimony and considering the above study, it is noted that the assessment is not part of teacher planning, which would identify students' difficulties and to check whether the proposed objectives were achieved and improve the planning row.

In addressing how planning interferes in the classroom, teachers recognize the importance from element to teach.

"It makes the class earn more. And having a sequence, students are more attentive to what is being given. And not always give to improvise something that works. Already knowing what will be done you give the class more secure and I think the students realize that "(Teacher 1).

"It is easier to conduct the class. You arrive knowing what to do and spend more time with students, teach in order to achieve something. When you do not plan anything (as sometimes happens) I just interfere with the students leaving school more than they should "(Teacher 2).

Planning is an activity that is within the education, since it has the basic features: avoid improvisation, predict the future, to establish ways that can more appropriately guide the implementation of educational activities, provide for monitoring

and evaluation of the action itself (PADILHA, 2001).

While acknowledging the validity of planning, not always this happens, the action being influenced by teaching students, which can modify the objectives of lessons and have a negative impact on quality and yield of the same. The teacher should see planning as a key part to organize and perform a good job and can not deny this step means that their commitment to the school and the role it plays in it.

3.3-SATISFACTION WITH THE PROFESSION

About the sensations in relation to work activity, Professor 1 shows that, despite the devaluation and difficulties, is pleased to practice.

"I think it could be more valued. I also think of fatigue, it is not easy to account for all classes. But difficult as it like to teach. I'm not just feeling bad ... not being in school makes me feel good yeah, have fun with students often. "

The Teacher 2 says: "I confess that I feel a little discouraged ... for us to have more hope for improvement in education, we know that's hard to change things. Do not depend on us teachers. And then, meanwhile, we become increasingly devalued. Of course, the profession has good moments, but the difficulties are speaking louder this time. "

It is noted a difference in the motivational level of the two teachers, where the first, while acknowledging the present difficulties, he still finds pleasure in living in the school environment. Since Professor 2, even claiming to have a good time provided by profession, believes that the difficulties overcome such moments, making you feel unhappy.

It is urgent to enhance the teacher profession. The government, schools and teachers themselves should consider that the primary objective. Otherwise, we will find more and more unmotivated teachers who are not psychologically able even to approach the problem of motivation of their students (TAPIA and TAPE, 2006).

To better understand the statements of the previous question on the excitement that comes up at the thought of their work, was asked what makes the teachers happy and what upset you in this profession. Professor 1 are satisfied in "to teach outside the classroom, in a different way. Sometimes students do not realize they are learning something, but they are. That's cool because we see just another lesson in a change in their behavior in play, talking with colleagues. What bothers me is sometimes the discipline and see that they do not take school as seriously anymore. The lack of importance given to our work of course also a bummer. " The Teacher 2 says that "when planning and some wanted to teach what is rewarding. What bothers me is the devaluation of work and wages, which is a consequence. "

It may be noted in the speech of two teachers that they feel happy when they can complete their classes and actually teach students. The learning content is proposed that teachers understand its importance to the school environment and the development of students. Regarding dissatisfaction, the devaluation of work by everyone involved in the educational process that influences well-being and the perception that teachers have their role to do a good job, not keeping them motivated and confident of the relevance of its role as an educator .

4-CONCLUSION

The teachers' motivation is not solely responsible for the quality of educational work, because the necessary changes to many of the factors that affect range are not the same because it depends on political actions whose primary objective is the improvement of education. However, it is extremely important to investigate what motivates teachers to those who believe that the work they develop is the main aspect to this change happen.

From the recognition of the value of teaching, greater efforts will create opportunities for training these professionals really prepared to use and build new skills that address the various peculiarities that arise in managing the given discipline and classroom. This means knowing how to put physical education on par with the other disciplines, instill its importance in all subjects of the school, setting and achieving goals and addressing the issue and work motivation in students, reported in the survey factors that contribute to the motivation of teachers interviewed in this study.

We must also recognize that the teacher as a motivator to rethink their attitudes as such and redeem your space and physical education, offering content and procedures that arouse students' interest for its voluntary practice, a prerequisite for them to evolve as students and find meaning in goals.

The development of the study allows us to consider that the teacher well prepared, updated, aware of its responsibility as an educator, and especially motivated, it is essential that physical education is more attractive to students and valued by the school and society. Although the motivation of the teacher is a complex area to be studied, is a challenge that can help in reflection on the part of the same, the school and the indispensability of this government in order to have a greater commitment to quality education.

Emphasized the importance of motivation in the teaching-learning, is a clear need for further research on this subject after the analysis of the survey. Such an investigation should consider all the elements present in the educational activity, but must examine carefully the issues surrounding the teaching, training, involvement with the educational institution, the perception of their social role, sources of satisfaction and dissatisfaction at work and among other factors that directly influence the profession and the personal lives of teachers

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TEACHER MOTIVATION: REFLECTIONS ON THE IMPORTANCE OF YOUR TEACHING-LEARNING PROCESS ABSTRACT

In the process of teaching and learning is believed that teacher motivation is as fundamental to the success of its implementation. It is for the teacher to build a favorable environment, able to arouse students' interest and knowledge in the discipline, as well as keep them motivated to succeed in the educational activity. This study aimed to investigate the motivation and teacher variables that affect satisfaction with the profession and in the interest of learning and learners. It was found that teachers need to motivate their students to teach, and therefore, must also be motivated to investigate the factors influencing this interest and act upon them, issues such as: satisfaction with the profession, training and teacher training and barriers in the teaching-learning were identified by teachers as factors for motivation.

KEYWORDS: motivation, teaching, learning.

LA MOTIVATION DES ENSEIGNANTS: REFLEXIONS SUR L'IMPORTANCE DE VOTRE ENSEIGNEMENT- APPRENTISSAGE RÉSUMÉ

Dans le processus d'enseignement et d'apprentissage est cru que la motivation des enseignants est aussi fondamentale pour la réussite de sa mise en œuvre. Il est pour l'enseignant de construire un environnement favorable, capable d'éveiller l'intérêt des étudiants et des connaissances dans la discipline, ainsi que les garder motivés pour réussir dans l'activité éducative. Cette étude visait à étudier les motivations et les variables qui affectent la satisfaction enseignante avec la profession et dans l'intérêt de l'apprentissage et les apprenants. On a constaté que les enseignants ont besoin de motiver leurs élèves à apprendre, et donc, doivent également être motivés pour étudier les facteurs influençant cet intérêt et d'agir sur eux, des questions telles que: la satisfaction de la formation professionnelle, la formation et l'enseignant et les obstacles dans l'enseignement-apprentissage ont été identifiés par les enseignants comme des facteurs de motivation.

MOTS-CLÉS: motivation, de l'enseignement, l'apprentissage.

MOTIVACIÓN DE LOS MAESTROS: REFLEXIONES SOBRE LA IMPORTANCIA DE SU ENSEÑANZA- APRENDIZAJE RESUMEN

En el proceso de enseñanza y aprendizaje se cree que la motivación de los maestros es fundamental para el éxito de su aplicación. Es por el maestro para crear un entorno favorable, capaz de despertar el interés de los estudiantes y el conocimiento en la disciplina, así como mantenerlos motivados para tener éxito en la actividad educativa. Este estudio tuvo como objetivo investigar la motivación y las variables que afectan la satisfacción docente con la profesión y en el interés de aprendizaje a los alumnos. Se encontró que los profesores tienen que motivar a sus estudiantes para enseñar, y por lo tanto, también deben estar motivados para investigar los factores que influyen en este interés y actuar sobre ellas, temas tales como: satisfacción con la formación profesional, la formación de los maestros y las barreras en la enseñanza-aprendizaje fueron identificados por los maestros como factores de motivación.

PALABRAS CLAVE: la motivación, la enseñanza, el aprendizaje.

MOTIVAÇÃO DOCENTE: REFLEXÕES ACERCA DE SUA IMPORTÂNCIA NO PROCESSO DE ENSINO- APRENDIZAGEM RESUMO

No processo de ensino-aprendizagem acredita-se que a motivação docente constitui-se como elemento fundamental para o sucesso de sua concretização. Cabe ao professor construir um ambiente favorável, capaz de despertar o interesse dos alunos pela disciplina e seus conhecimentos, bem como mantê-los motivados para obterem êxito na ação educativa. O presente estudo objetivou investigar a motivação docente e as variáveis que as interferem na satisfação com a profissão e na aprendizagem e interesse dos discentes. Constatou-se que os professores precisam motivar seus alunos para o ensino, e para isso, precisam também estar motivados para indagar os fatores que influem neste interesse e agir perante os mesmos, questões como: satisfação com a profissão, formação e capacitação docente e barreiras no processo de ensino-aprendizagem foram apontados pelos professores como fatores condicionantes da motivação.

PALAVRAS-CHAVE: motivação; ensino; aprendizagem.