

MODERN EDUCATION AND MOTIVATION IN THE EDUCATIONAL PROCESS

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ABSTRACT

The article focuses on two ideas: first, there is the question of the lack of efficiency and pragmatism felt by all the beneficiaries of the educational system and, as a result, there is a depreciation of the expected social effect. Second, the modern means of education (mass media, the internet), which is becoming more solid, requires a change of educational convection involving the collaboration of several factors responsible for the success of training the younger generation and determining the conscious motivation of a continuous modern education.

KEYWORDS: *modernization, pragmatism, motivation, educational factors*

JEL CLASSIFICATION: *I21*

1. INTRODUCTION

In order to synthesize the current situation of the Romanian education and to indicate the optimal directions to be oriented, the article highlights the maintenance of an upwardly obstructed educational trend, notwithstanding the anchoring in some outdated structures and mentalities.

What we would like to suggest is the fact that the average educational system has outgrown the pattern of a well-defined structure and tends to become a manifestation form of a new type of culture, playing the role of a continuous binding agent of the past, present and future, with the purpose of destroying dynamic and pragmatic parameters which all social categories undertake, motivated by the necessity for the individual accomplishment of each citizen simultaneously with the prosperity of the entire society.

The importance of our subject is evidenced by the growing interest of cultural and political environments seeking new solutions or even uncertain alternatives to the development of our educational system (dual learning, e-learning, after-school etc) so as to avoid the eventual depreciation of the effectiveness of the Romanian educational approach to the situation in other European countries.

Modern education comes out of the patterns of classical school definitions and tends to become a "modus vivendi" conscious, motivated and continuous to which a series of social and environmental factors determined by the need to adapt to the standards of a new companies are interacting, along with the professional body. Many authors have analyzed the concept of modern education and its implications (Loyko, Dryga, Park and Palianov, 2015; Gegel, Lebedeva and Frolova, 2015; Fatkullina, Morozkina and Suleimanova, 2015).

The purpose of our article is to outline the parameters in which we consider it necessary to fit the main reforms envisaged in our education system.

2. CONDUCTING OF RESEARCH

Why should we study? This is the question that each generation repeats, although historically situated in a different era of societal development. That is why the answers are also different, and learning

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motivation has become in itself a study and research object, having two main protagonists: those who build the content and the teaching manners of the educational ensemble, and those who benefit from the results of this ensemble.

The first category includes, as we well know, the managers of the education system, teachers and auxiliary staff, but also parents, whose educational role, from the point of view of training and self-training with the help of the computer, tends to be increasingly important. Moreover, apart from them, learning motivation depends on all the other compartments of society that act simultaneously and sometimes unconsciously on the formation of the young generation, which mostly represents the category of those who benefit from education and the motivations that set them into action. Yet, this simple scheme does not correspond to a static-type pragmatic reality, because those who draw the lines of the educational system, starting chronologically from emotive and rather unconscious motivation and gradually advancing toward a more concrete motivation, from grades and other stimulation means, but increasingly practical from the point of view of being aware of future possibilities of social integration based on the gained knowledge, it receives positive or negative results from the young generation, depending on the socio-political level that determines it and therefore, even those who educate must undergo a continuous training process that makes them able to adapt the human values they are endowed with to the necessities of modern society. That is why emotive motivation must not be completely eliminated in the terminal stages of the training cycles, because the feeling of satisfaction and pride for the acquired skills constitute a guarantee of the attachment toward a specialty that many young people today unfortunately prefer to abandon in favor of a better momentary gain, that might lead them afterwards to a disqualification.

Therefore, let us return to the importance of parents, who are psychically closest to the souls of children, and who can influence them in a positive manner, if they are helped by an active guidance from the school, which is not only an occasional task, but a notable link of the continuous education system. Thus, in modern conditions, we must learn to be parents capable of enhanced educational functions, keeping in mind media self-education opportunities, a process which, in its initial stages, requires pertinent guidance, in order to avoid excesses that might lead, through the use of the computer and other information means, either to the de-validation of the educational act's motivation, or to an unhealthy addition to digital applications, which, in essence, are not harmful, if they rapidly transmit necessary information and, at some point, exempt the memory from less relevant information. (Popenici, 2009)

In this case, in learning motivation, a special role is played by the selection of the study matter, which must be permanently updated, keeping in mind the performances that are expected from students and which teenagers must be aware of, in order to not leave room for conception shortages, such as the ones of the type: why do I need to learn this? Here, an important role in the assimilation of intrinsic and extrinsic motivations is played by the interactive connections between teachers and students, which entail not only a unidirectional empathy from the teacher to the group of students, but also a similar affective model that young people must show when they perceive the honest satisfaction of those who train them when dealing with gaining a superior performance (Radu, 2013; Nartgün and Özen, 2015; Radu, 2015).

As one can understand from the *Figure 1*, the Canadian researcher Rolland Viau proposes to us a model of motivation in the education system. It starts from the context generating the learning case, but we must observe that such context is mobile nowadays and variable according to multiple interacting factors. Such context determines the perceptions of the pupil stimulated by the instructive act motivation. It leads to the perceptions of some indicators which, in our opinion, do not relate solely to the cognitive engagement and trained perseverance, but also to an emotional sentimental engagement that manifests strongly in the lower educational cycles, but which never disappears and it is transferred to the future profession of educable. The favorable results arise there from which at a certain time also influence mutually the educational context.

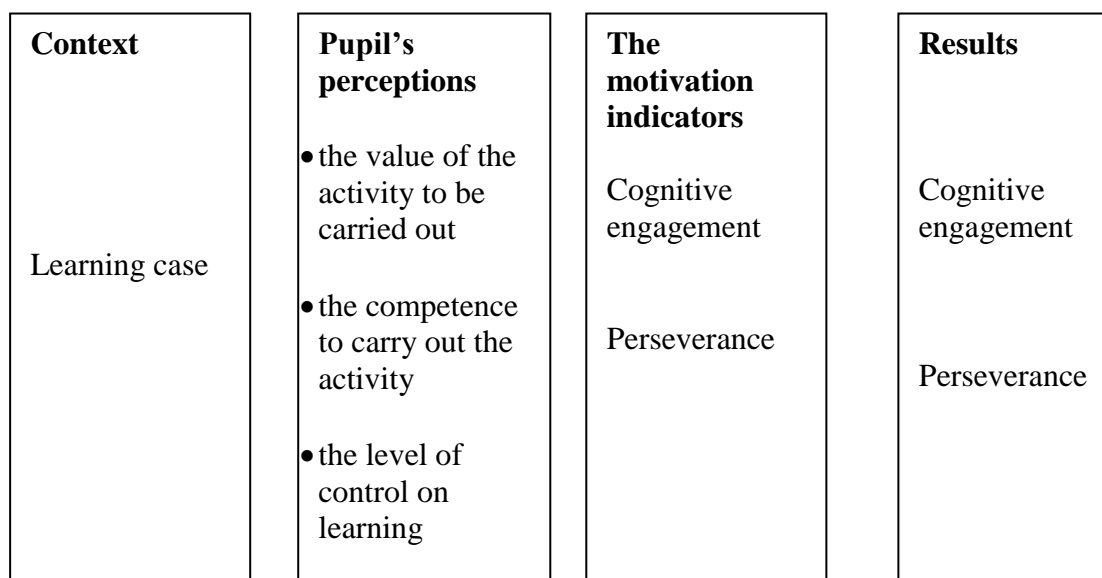


Figure1. Elements of Viau's model of motivation in school context

Source: Motivation for learning (Popenici and Fartusnic, 2009)

In conclusion, in our era, learning motivation, be it material or spiritual, requires a global approach, which as many educational factors as possible must take part in, without omitting any of the classical means of determining the interest of young people toward study, but concentrating on the efficient usage of new information sources and the maximum capitalization of teenagers' capacity to permanently self-instruct and model their competencies so as to satisfy the demands of society, which constitutes the culmination of their conscious motivation. Any action taken is justified by a set of factors that energize, activate and sustain the behavior (Porumb, 2006). Only through a global approach can the educational system successfully fulfill its mission, ensuring that the country has elite specialists, whose work must be compensated adequately.

The Romanian education system has proven to be one of the most conservative structures of the contemporary era. This fact is due to causes that pertain to a certain historical traditionalism inherited from the inter-war period and which, despite surface transformations, cosmetic ones we might say, have adapted fairly efficiently, until now, to new and contradictory conditions.

The successful adaptation in the modern era has been based on strict management and well-trained teaching staff that, despite inherent accidental deficiencies and insufficient pay, has managed to bring the level of training and qualification of the young generation to European demands. The result in itself is positive but, due to socio-political malfunctions and even educational organization concept malfunctions, a series of negative repercussions have arisen. They were and still are experienced in the form of two fundamental aspects: the graduates of terminal cycles are forced by the perspective of small wages to either re-orientate toward transient but higher-paying businesses, or migrate to Europe, and, on the other hand, a large number of students are overtaken by apathy and attend classes less and less, so that at the moment, our country has reached a level of school drop-out situated among the first places in

The main conception errors of the educational system that have generated this situation lie, on the one hand, in the neglect of the entrepreneurial training of the young generation, who must know not only how to execute what they have learned, but also how start their own business, and on the other hand, in the absence and diminishing of educational structures of the dual learning type or even vocational schools, which we are now attempting to revitalize, which have led to the increase of unqualified or poorly qualified labor force (Suciu, 2000).

The worst situation is in the rural environment, where some schools have done away with the old workshops, which could have offered students, beside skills, specialty certificates, thus avoiding as much as possible their transformation into Spanish strawberry-pickers.

By saying all these, we are not pleading for abandoning a solid and healthy educational nucleus, but we are referring to a reorientation of our educational system towards pragmatism and a flexible diversification of the educational offer, so that the dislocation of children from their native lands, accompanied by the separation from their families, will be reduced, since it has a negative effect in their formation and education. Education in the digital era is made on the go, and the more factors contribute to it, the greater the chances of success. That is why today, it is important for the school to also have a guidance function, which must not only be applied to terminal grades, but rather it must be a permanent task of form masters and all teachers, and where possible, they must create an office with a specialist in guidance and extracurricular relations, accessible to students and parents and third parties who are interested in capitalizing on a good school performance (Suciu, 2000). It is important to look at all the educational activities as part of a process during which the student can enhance his/her knowledge, but also develops his/her personality (Bazhenov, Bazhenova, Khilchenko and Romanova, 2015). Active and interactive teaching promote the development of competencies and innovative education (Vorontsov and Vorontsova, 2015).

Due to the development of information from the Internet and through various mass media, education must deal with new challenges, having to establish a firm balance between the capacity of the young generation to use the computer in a useful manner and the necessity to protect it from abuses that lead to sterile and dangerous addiction for the health of those who, out of play and fun, end up spending enormous amounts of time in front of the monitors, to the detriment of a creative and harmonious development of the intellect and, last but not least, of physical capacities, the retrieval of which should be made through more sports classes that unfold according to groups and the individual needs of the students, thus reducing the number of exempt students as much as possible. (Ceobanu, 2016)

Since education is no longer only an attribute of the school, but also an environment education, that the family, colleagues, friends, mass-media, the police, the Internet and many others take part in, the organized education system is increasingly responsible for the task that was formerly considered secondary, namely to form the young generation in the spirit of self-training and permanent training, in which a specific methodology must be created, according to study years and cycles, and which will concretely evaluate the self-educational capacities and performances of students. (Ceobanu, 2016). Technical education is increasingly important (Lenar, Artur, Leysan and Aliyaa, 2015). Also, students should be incentivized to read more, but rewards do not necessarily lead to increased educational investments of the less-motivated students, which is an additional challenge (Guryan, Kim and Park, 2016).

Finally, a problem that the modern Romanian education system is confronting and which we do not want to leave out is the organization of schools and especially high schools, which refers to the elitism that certain parents choose and others disapprove of. Of course we need elites, but first of all, we need an entire young generation that is well trained and capable of ensuring the development of the country. For this reason, we believe that the problem must be settled in a balanced manner, and it almost is. As we well know, except for localities where there is a single learning establishment, schools, high schools and faculties enroll their students according to their skills and capacities, proven through exams and/or the grades obtained in previous cycles, thus making a relatively homogenous distribution in schools and grades. This fact involves a good characterization of the respective establishment, in which students manifest different levels of training, but most importantly, many of them excel in certain subjects. This is the traditional classroom and it generates a challenging cohesion, avoiding envy and disdain among classes and colleagues. Elites must be encouraged through circles, contests, olympiads, special tutoring and the option of dual learning, patronized by specialized institutions, but they should remain in the traditional classroom, since they are a positive element and factor in their domain, which determine the pride of the entire class.

Such students and such classes will always bring honor to the emblem of each learning establishment.

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