



## Motivation and its Importance in the Classroom Learning Process and Teaching



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### Abstract

This article aims to analyze the motivation and importance in the teaching-learning process for students and teachers, as well as how the interrelation of meaningful learning between the educational that imparts knowledge-generating to stimulate their classes and students who can explore, investigate, learn, and new skills through the motivation provided by the educational setting. The research is qualitative and describes theoretical content, guided by the deductive-inductive method, using references from journals, bibliographies. The result is motivation as a power in students, managing techniques, and methodological strategies to achieve their goals. Motivational techniques should be increased educationally and with the benefit of learning for students, so that they generate values and demands in their knowledge, interest in the skills that they manage to develop during education. Teachers must positively provide greater motivation in the students inside and outside the learning context giving productivity to the educational environment and at the same time strengthening the values in their teaching.

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## 1 Introduction

Currently, educational institution's environment is changing, and they are called to be part of a new model, in which students become future professionals capable of being learners, with an optimal capacity to learn throughout life, in a globalized environment (Alemán et al., 2018). In different institutions they are turning around the new models of educational centers, which are being updated every year to improve the teaching and learning process for students so that they are professionals capable of undertaking for life; Teachers as a primary element are facilitators of new study strategies, motivating and showing interest to students, the importance of developing skills, aspirations, interests, and ideals in education (Soler et al., 2018).

School motivation is a topic of growing interest in the educational area and at the research level it is recognized as a key variable in learning (Robbins et al., 2004) Do psychosocial factors and study skills predict university results? A meta-analysis. For its part, school motivation has been recognized as an important dimension in teaching by Public Policy in education (Villalobos & Quaresma, 2015). Motivation is part of the behavior of the human being, it also maintains complex emotional processes that determine the activity of man in front of society. According to (Rodríguez, 2012) understanding the different emotions of the man to be motivated drives him to raise his self-esteem and the ability he must highlight his previous and acquired knowledge.

Within the research, motivation has as a particular objective to show the intellectual and personal capacity of the students, depending on the stimulation since it is necessary for the teachings of these because it allows opportunities to reach success or leave failure, be this emotional or student. In compliance with the research, the use of motivating techniques is increased educationally and profitably so that the student generates values and demands in their knowledge, teachers must provide greater motivation in students inside and outside the learning context, giving productivity to the field educational (Spörer & Brunstein, 2009; Pintrich, 1999). It is considered that there are dimensions to consider motivation, first, it will be to differentiate between internal and external ones; second differentiate between positive and negative. By combining these two dimensions we obtain the four types of motivations. Negative motivations that try to avoid punishment, damage, or harm; externally stimulated motivations for rewards do not persist. Intrinsic motivation obeys internal motives, is sustainable (Carrillo, Rosero, & Villagómez, 2009). There is a cycle of motivation due to the different aptitudes and attitudes of each person in their intellectual capacity that they develop, for this reason, the objective of this research deals with the importance of motivation in learning, a topic that arouses interest in the role that A teacher plays in motivating and encouraging his students to strengthen integral development.

## 2 Materials and Methods

This article was implemented qualitative research where the theoretical particularities of motivation and the teaching-learning process were described, in addition, the development of the work was evidenced from an extensive bibliographic search in books, internet magazines, and other materials that were analyzed. The deductive-inductive and analytical-descriptive methods were used. The bibliographic method was implemented since thematic contents are supported with citations extracted from texts and electronic sections, which served as references to demonstrate the perspective of the research; deductive that is used to describe the themes that started from the general to the particular; inductive because the content of events that started from the particular to the general was analyzed; analytical-descriptive, because a detailed narration of various contents was made with relevant critical and purposeful contributions to explain reality (Ferreira et al., 2011; Zhao, 2010).

## 3 Results and Discussions

### *Motivation*

It is an internal force of each human being (Ospina, 2006) that is defined as an internal connection that energizes and directs behavior in a positive, creative way for the student, as well as mentally activated the knowledge that is expressed to create good learning; It also awakens the logical part of their attitudes to learn more every day for their daily lives. Also (Chandi, 2015) states that motivation is a process that is driven by self-interest with two

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fundamental internal and external factors that benefit within the instruction with students in behavior that allows creating a habit, storing new things, and sustain a productive activity in each effort made, as this positively or negatively satisfies your motivation.

### *Types of motivation*

The types of motivation in learning according to (Llanga et al., 2019), a comment that different people propose objectives and goals that they have to meet, the extrinsic motivation that refers to that they will not always be motivated to carry out some activity sometimes the interest is diminished, that is, they need another person to encourage them to continue, on the other hand, intrinsic motivation, this to perform agility for pleasure and allows them to do activities and be an autonomous and competent person; positive motivation, is the one that is always with the desire to be rewarding is driven by itself, negative motivation is born from the failure of the person who appears if they do not achieve their achievement; The basic motivation is the one that focuses on commitment, the daily motivation is the one that is presented and short-term goals are met. In figure 1, the types of motivation in learning are represented.

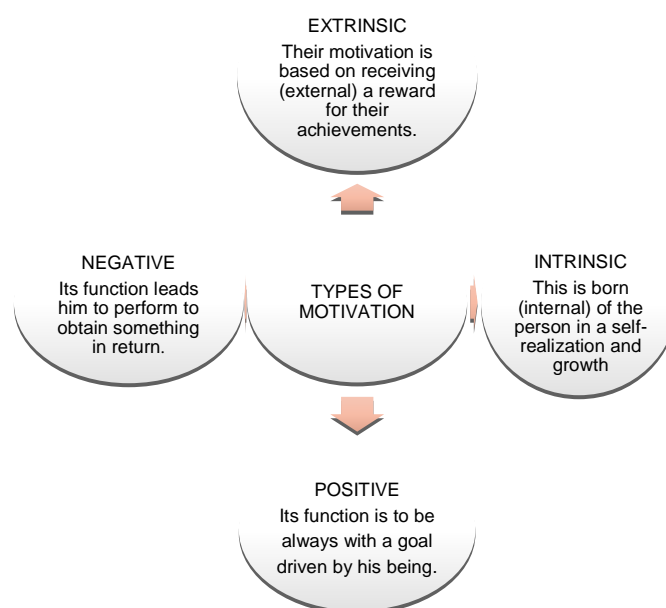


Figure 1. Types of motivation

The types of motivation most frequently used in learning are intrinsic and extrinsic motivation, where there are functions of being positive or negative when motivating (Yunus et al., 2011; Berger & Karabenick, 2011). They should be motivated whenever they have interests in imparting in activities that develop progress in attitude in the human being.

### *Motivation*

The cycle that maintains motivation is necessary and it is considered that it can help the human being in aspects such as, the balance of measuring his self-esteem, his ego that sometimes it is inevitable to express it towards others, the stimulus or incentive is the one that encourages you to continue with the proposed goal, the need is to look good with yourself and other people showing the effort, the tension is the insecurity that you feel even when you receive motivation, the behavior reflects the humility and values that you provide while you obtain a goal and satisfaction is being persistent, constant in the face of any adversity (Alcivar et al., 2020; Herianto, 2017). In figure 2, the motivation cycle is observed.

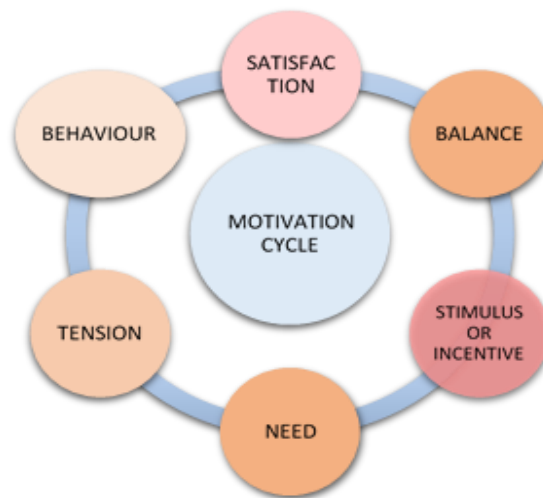


Figure 2. Motivation cycle motivation

### *Motivation and learning*

According to (Chandi, 2015), motivation in learning is the foundation of starting previous experiences or knowledge, academically oriented to deal with processes that develop abilities, skills, maturity, logic and its sensitive part in these processes that are complex factors such as biological, personal and social, but they allow to cope with any situation. Motivation must go hand in hand with education and the teaching-learning process since the teacher must be the one who encourages students to be dependent on actions and responsible for the future of tomorrow (Guilloteaux, 2013; Kiemer et al., 2015).

### *Social motivations*

According to (Robbins & Timothy, 2009) define motivation as a process that promotes the intensity, direction, and persistence of an individual's effort to achieve a goal. This definition includes three fundamental elements. Intensity consists of how much a person tries, which should be channeled into a journey that generates benefits, so it is necessary to reflect on both the quality of the effort and its intensity. The effort to use is the one that is directed towards the foreseen goals and is congruent with them. In addition, motivation is inclined to persistence, which is the measure of how long a person sustains their effort. Motivated individuals stick with a task to achieve the goal. According to (Morris & Maisto, 2005) motivation consists of a specific need or desire that activates the organism and directs behavior towards a goal. (Santrock, 2002) refers that motivation moves people to behave, think and feel the way they do, being the behavior motivated, activated, directed, and sustained.

(David & Newstrom, 2007) points out that people tend to develop certain motivational impulses as a product of the cultural environment in which they live, which affect how individuals approach their life. Part of the interest in these motivational models grew out of McClelland's research at Harvard University. This author developed a classification that outlines three of the most dominant drives and noted their significance for motivation. Their studies revealed that people's motivational drives reflected elements of the culture in which they had grown up: their family, school, church, and books. In most nations, one or two of the motivational patterns tended to be deeply ingrained among people, because they had grown up in similar environments (McCombs, 1988; Oroujlou & Vahedi, 2011).

### *Importance of motivation*

The importance of motivation (Ospina, 2006) mentions that the teacher is a character who plays an important role in establishing a relationship of trust, to motivate in the construction of knowledge and learning, an example is to be aware in guiding in the methodological and didactic processes awakening the level of development that they can

expose. The brain causes the human being to generate a behavior of changes in behavior (Mero & Moya, 2020), explains that the brain creates processes that start from previous knowledge, therefore it receives a motivational stimulus through external information that indirectly, makes them produce involuntary self-esteem by developing some skill in their learning and makes it an elementary part of life. At present, it is sometimes difficult to apply motivational theories in the classroom since they are forgotten by those involved in education (Valenzuela et al., 2015) affirm that school learning has its knowledge and depends on mathematics subjects, sciences to be contextually motivated.

### *Learning*

Learning is considered an experience that flows within the classroom, referring to motivation with emotional self-regulation (Moreno et al., 2018), in such a way that emotions are spontaneous, as well as the ability to improve intrinsic motivation in the student, the teacher is incorporated in leveling the methodological proposals to improve enrichment for meaningful learning. Currently, worldwide the famous digital age has been formed those students are updated every day more, where students do not motivate classes if they do not perform with some type of technology or technological programs, (Maggiolini, 2013) in his research he analyzes that A way to motivate classroom classes requires that, using digital tools such as mobile phones, laptop or programs as an instrument of work material.

In the new digital era, paradigms give a turn of the change to conceive meaningful learning, therefore (Álvarez et al., 2008) where the processes do not limit the teacher that the students activate basic cognitive processes and conservation of information for new learning situations, the teacher being a mediator of motivation for the student. A teacher who knows motivation and learning must have various theories of motivation, its research and application is wide for students and thus improve the learning they acquire during the educational process that this increases attention and interest in their career. According to (Alemán et al., 2018) states that when investigating teachers, the different theories of motivation do not precisely imply nurturing the cases but rather of sustaining the academic rhythm of an institution in learning.

## **4 Conclusion**

Motivational techniques should be increased educationally and with the benefit of learning for students, so that they generate values and demands in their knowledge, interest in the skills that they manage to develop during education. Teachers must positively provide greater motivation in the students inside and outside the learning context giving productivity to the educational environment and at the same time strengthening the values in their teaching.

### *Conflict of interest statement*

The authors declared that's they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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