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QUARANTINE AND PRIMARY SCHOOL: FEATURES OF MOTIVATION FOR LEARNING IN ONLINE CLASSES

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The coronavirus pandemic, which has affected most countries of the world, has caused significant changes in the activities of many institutions and organizations. The transition to work under quarantine had a rather painful effect on the activities of secondary schools. Educators, psychologists, teachers, parents and students themselves are just beginning to analyze a new and unexpected experience of learning online.

If we consider the very possibility of learning with the help of new information technologies, then it has been discussed for a long time, and more likely in a positive than negative way. For some reason, it was believed that the transition from schooling, when a teacher conducts a lesson, communicating face-to-face with students, represents outdated approaches compared to “advanced” computer-mediated learning. Sometimes it was even assumed that the traditional school should leave the field, giving every child the opportunity to learn using the Internet the way he or she likes and at the pace that suits him or her. And then came the coronavirus, which made it possible to test such theories in practice. But it turned out that the situation is not so unambiguous at all.

In these short abstracts, the author will try to present one of the fundamental problems of online learning faced by primary school teachers, namely, a sharp decline in learning motivation. It should be noted right away that the author does not know whether primary and secondary school teachers have encountered this problem, and the results obtained will need to be clarified in the fall, when (if) children return to normal schooling.

Before proceeding purely to the problems of motivation, it is necessary to dwell a little upon the terms that are ambiguously interpreted by different scientific schools.

Most Ukrainian psychologists believe that the education of children in primary school takes place mainly in the form of *navchanja*. This term is difficult to translate into English. *Navchanja* is not teaching, not instruction, not schooling, not tuition. *Navchanja* is an organized, mutual activity aimed at maximum assimilation and awareness of educational material and the further application of acquired knowledge, skills and abilities in practice.

Navchanja is a child + a teacher (anyone can be a teacher, even a special computer software that is able to maintain constant mutual communication and information exchange). *Navchanja* occurs only in the presence of mutual communication, when the teacher teaches, the student learns, that is, carries out learning activities. Of course, *navchanja* is not a prerequisite for gaining knowledge, the student can independently carry out learning activities, but for this, he or she must be aware of the goals and purposes of such work.

Unfortunately, for younger students, setting goals and purposes can be an overwhelming task. In online classes, introduced during quarantine, it turned out to be impossible to carry out *navchanja* as an interaction in full. The teacher conducted a lesson that students watched on the screens of their home computers. Feedback took place in the form of transferring to the teacher the results of the students' work and their counseling (if possible). Over time, teachers began to notice that children were doing worse and worse. It seemed that when learning online, information was only memorized, not appropriated (interiorized), when information is transformed into real knowledge.

The transformation of information into knowledge requires significant intellectual effort, the application of which requires motivation.

For a young child, learning is a natural process, he or she learns constantly, getting to know the world, knowing and realizing it. The motivation for learning in the early stages is an innate need to understand the world in which you live. Such an understanding has always been and is a prerequisite for survival. Older preschoolers and younger students deepen their knowledge of the world in two ways – by practically exploring and purposefully studying it. Now several particularly important components appear in the learning motivation – purpose, features of goals (performance, skill), and the locus of control.

The goal for most primary school students is mostly short-term – they want to enjoy the learning process here and now: this is a positive assessment by the teacher and classmates. With online learning, a positive assessment by the teacher is possible only after a certain time, when its relevance is lost, and obtaining approval of classmates is generally impossible.

Parents would have to maintain a high level of satisfaction with the learning process, but unfortunately, only a few were able and willing to do so. The motivating component of performance goals has also declined or completely disappeared. Mastery goals remain a strong motivating factor, but they are uncharacteristic of many primary school students.

As the practice of teachers shows, only a small part of junior schoolchildren has intrinsic motivation to take responsibility for their academic successes. Most of them focus on the incentives created by the social environment, which are either negative: fear of punishment, thirst for material rewards, fear of social exclusion, or positive: the desire to bring joy to parents, pride in their status, and the pleasure of being praised. Under conditions of strict quarantine, the social environment has narrowed to the scope of an individual family, whose members are far from always ready to further positively stimulate their child's education, provided that they watch online lessons together and good (poor) task performance is the result of joint efforts.

In this situation, many countries have survived quarantine. What knowledge the primary school students received can only be said when the education is fully restored. However, it is already clear that psychologists and educators need to develop new approaches to increase learning motivation. It should be remembered that the replacement of learning with a game (and this approach was practiced by many primary school teachers in Ukraine) gives a positive result only in the short term, forming a facilitated attitude of the child to learning.
