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THE ROLE OF TEACHER IN THE CLASSROOM AND MOTIVATING THE LEARNERS

INTRODUCTION

Improving the quality of training and ensuring the quality according to the announced output standards is an essential task for universities in Vietnam in general and Thai Nguyen University of Education in particular. At the same time, it also meets the current educational innovation requirements.

There are many factors affecting the quality of training, in which learning motivation is a factor that directly affects students' activities and learning outcomes. Students learn actively, excitedly, and passionately when they create the right learning motivation. In contrast, their learning is often coping and reluctant when the learning motivation is inappropriate. Therefore, it is necessary to research to build the right learning motivation for students and, simultaneously, to improve the quality of teaching and learning and achieve the set goals.

Jean Piaget (1951) believes that motivation is all the factors that motivate an individual to act to meet the needs and orientation for that activity. Motivation exists in two forms: internal and external. The inner motivation of each person is formed from the interest in learning activities to satisfy the need for knowledge. Extrinsic motivation is created not by the self's interest in learning but by the excitement from the results of learning [5].

Sharing the same opinion, Willis J. Edmondson (1997) believes that internal learning motivation comes from passion, love, joy, and genuine need; external learning motivation is caused by external influences such as praise. Praise from teachers and parents, teaching environment, and learning materials [3].

Thus, it can be seen that the most important internal source of learning motivation is the needs of students. The conditioned need becomes the motive. The objects of learning activities are knowledge, skills, and techniques. This object exists outside the student's subjective consciousness, has meaning, and gives rise to the student's need to occupy. When the need to settle the thing of interest to students will become the motivation to motivate, orient and maintain learning activities. Thus, motivation is closely related to the needs and desires of the individual. They are critical internal factors that contribute to the formation of the subject's motivation. The factors of external origin of motivation can be understood as teachers, learning content, learning methods, a form of teaching organization, learning environment, family, and society...

When students' learning needs are not high, teachers need to exploit and promote the elements of the teaching process, arouse students' positivity, and gradually transform external motivations into internal motivations.

Conclusion

It can be seen that learning motivation is not available, nor can it be imposed, but it is formed gradually in the process of students going deep into the learning object. It is the student's learning needs and external factors that form the motivation to promote their learning activities.

References

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