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# The Motives for Learning in Elementary Students: The Parents and Teachers Agency

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## ABSTRACT

According to conception of cultural and historical development, motives represent essential structural component of any kind of activity. Learning at school is a kind of collective joint activity according to activity theory. Motives might be conformed and evaluated during learning process as its essential element. Different motive might be acquired during interactions within learning process. Pupils might share their motives, but also might present differential variants of combinations of types motives: external and internal motives. The objective of this chapter is consideration of formation and assessment of motives of pupils. The authors propose the qualitative way of analysis of the sphere of motives by specifically organized interview with teachers and parents. The procedure of interactive drawings with pupils is proposed as a new and original way for analysis of motives. The study was accomplished in a private school in the Puebla city, Mexico, with the pupils of the third grade of primary school. The results show the presence of both external and internal motives in pupils. External motives can be divided into three groups: motives, which support the learning process, motives, which are indifferent to the learning process and motives, which become serious obstacles for cognition. Different strategies of analysis of the motives permit to understand better participation of different factors in conformation of the sphere of motives at school age. The data of the study have pointed out that the methods of qualitative assessment permitted to obtain important information about the sphere of motivation of pupils for learning activity as internal motives of learning activity. Other motives were external and were related to diverse external aspects of school live as friends, classroom, kindness of the teacher, playing games and so on. Positive external motivation is the predominant type of school motivation within included population of the third school grade of private primary school. Three initial years of education at primary school are not enough for formation of internal motives of study. At the same time, it is possible to observe that positive attitude of parents and teacher may influence on positive motives of the pupils. In all observed cases, we may conclude the presence of positive motivation of children. The motivation of the pupils was external and internal types. The motivation of the teacher was academic and internal. The motivation of the parents was positive of both external and internal types, exactly as the children. We might conclude that system of teaching based on activity theory is capable of introducing of initial positive motivation in pupils and teacher therefor it is possible to expect gradual changes of children's motivation into profound internal interest for future studies.

*Keywords: Motives; personality; educational psychology; learning activity; qualitative studies; teachers and pupils relations; primary school; social development.*

## 1. INTRODUCTION

Historical and cultural conception of human development consider that cultural activity is the source of psychological development. Each kind of child's development is characterized by specific kind of activity. On of such essential kinds of activity is learning process at school. This kind of activity represents the rector kind of activity at school age and involves all feature of personality of the child

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during this period. It is necessary to recognize that profound psychological study of this period of child's life has to include consideration of conformation of learning activity at school with its agents. This activity includes formation and dynamic changings in the sphere of motives of the pupils. Kolb [1] argued that defining learning in terms of the change in behavior is limiting and it poorly characterizes the learning process. Kolb defined learning as a human adaptation process. "It is a process whereby knowledge is created through the transformation of experience". It is also possible to say that the motives emerge and change during learning activity of children. It is very important to stress that children are not the only participants of learning activity and this activity is a complex social cultural process include other participants, such as teachers and parents.

Complete understanding of the process of learning at school is not possible without consideration of kinds and systems of motives, which exist in relation to this activity. Different studies were dedicated to the topic of motivation in relation to academic success in the system of education [2,3,4] to desertion of school [5,6,7] and to low school marks [8]. Nickolaus et al. [9] showed that there are no differences between a self-regulated learning environment and a structured and student-centered learning environment with regard to students' declarative and procedural knowledge development, ability to solve problems and motivation. Weaker students seem to take advantage of a structured and student-centered approach.

Starting from the year of 2000, the aspect of "motivation and dedication to studies" has been included into the process of assessment by PISA [10]. Both aspects were considered as "important motors of learning". It was stressed that motivation and dedication helps to predict possibilities to accomplish future studies at superior level by pupils of primary and secondary schools.

It is possible that one of important reasons for research dedicated to the topic of motives of learning process might be based on results obtained by PISA during last three years. The OECD [8] reported that one in four 15-year-old students, in sixty-four countries included in the OECD hasn't achieve the basic level of success at least in one of three assessed areas: reading, mathematics and science.

In some studies, motivation was named among the reasons of such low level of academic success in young people. The document published concerning *Students with low level of academic success* have expressed that there are a lot of students with low level of success and motivation who get always poor marks, which makes them even more disappointed and disinterested in their studies at school. It was recommended that early revisions and assessment including primary school should be considered [11,12,13,14,8]. Miettinen and Peisa [15] have found that direct contact with relevant others (e.g., representatives of organizations, specialized teams or directors) is epistemologically and motivationally essential for learning. They state that vocational schools should support and guide students in maintaining mutually beneficial relationships with relevant others in order to connect the content and methods of studying and learning.

Another important reason for detailed analysis of motives system in the process of learning is the lack of psychological and pedagogical concrete studies of school motivation. Saucedo [16] expressed that the studies related to real experience of children in primary school in Mexico are nearly absent. It is obvious that the reason of low interest for studies should be analyzed by specific research. Children with low motivation for studies don't finish homework, refuse to complete academic tasks, show negative attitude towards the whole social situation in schools and refuse to attend school or do it only as a formal obligation. A child's academic and social self-concepts develop incrementally with age [17], and the peer pressure influence begin to emerge during the early school years [18]. The school is never interesting as a social structure for children and their interests appear to be related to objects and activities far from the school doors. Such data might be obtained by empiric reports by parents, teachers and pupils themselves.

Psychological research, directed to identification of systems of motives at school age, might be one of appropriate possibilities. An objective study of motives, besides traditional questionnaires to participants, would be an important contribution to such studies. Vigotsky has written, "the motivation sphere of our conscience includes our inclinations and necessities, our interests and impulses, our affects and emotions" [19]. The interesting point of these words is related to recognition of conscious level of existence of emotions. This point represents an enormous difference with Vigotsky's position

and nearly all other psychologists of other psychological approaches, who have studied the topic of motivation. Starting from classic psychoanalysis coming up to systemic and humanist approach, motivation was understood as inner world of impulses and desires of a subject, which a human being may have or may not have from the beginning of his/ her development. This is the predominant version of all psychological approaches related to the topic of motivation. The psychoanalytic theories of motivation proposed a variety of fundamental influences. Freud [20] suggested that all action or behavior was a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). Many of Freud's students broke with him over this concept [21].

Psychological activity theory offers an opposite point of view with the possibility not only of studying, but also of formation of motives of activities at different psychological ages [22,23,24,25]. Leontiev [26], in his work on general psychology, has stressed that each human activity has own structure, content, forms of manifestation and lines of development. This author expressed that each activity includes parts of orientation and execution. The part of orientation includes necessities and motives [26,27,24]. Activity might be also defined globally as a process accomplished by a subject according to a concrete motive [28]. This definition implies that in a kind of activity, the motive determines the content of activity. It is possible to suppose that in learning activity the motives should be of cognitive nature. In other words, learning activity should be based on cognitive motives. Such cognitive motive might be formed in the subject in the process of external social interaction. Attribution theory implies that the energy that drives motivated behavior comes from two sources: (1) an inherited, biologically based drive to achieve success and avoid failure [29]; and (2) an emotional reaction to cognitive appraisal of past achievements and defeats. These emotional reactions affect subsequent behavior.

Activity theory applied to teaching process studies the process of teaching and learning, which conform a unity as according to Vigotsky "teaching leads to learning". Activity theory studies the structure of teaching and learning activity according to its structure, content, particular features and regularities [30]. Learning motivation process, from this point of view, is an important element of the process. School motivation might be understood as a system of different types of motives, which are included in the process of learning. The motives confirming this system might be positive or negative or of both nature. Cognitive engagement in the classroom can be characterized as a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying over a long period of time [31].

Leontiev [27], within general theory of psychological activity, has written that the motives of activity might be internal or external. External motives aren't related to a particular activity and represent other kinds of necessities. Internal motives represent necessities of the own activity [26,27,32]. For example, in the case of learning activity, internal motives are always cognitive interests, general curiosity and desires to learn more [32,33]. Internal motives of learning process might be called as intellectual or cognitive motives. Intellectual or cognitive interest at school might be of general nature, as something similar to general curiosity and opened mind attitude to life phenomenon. Only later, after spending considerable time in learning process, particular motives for school subjects might appear. Grave et al. [34] showed students videos of their own contributions to a tutorial discussion and asked them to recall what they were thinking. This stimulated recall procedure in combination with verbatim transcripts of the verbal interaction in the group suggested that indeed theory building, and to a lesser extent, data exploration and hypothesis evaluation were central to the thoughts and verbal utterances of the students.

Talizina [35,36,37] expresses that the relation between external and internal motives is important for understanding the organization of both teaching and learning at school. According to Talizina [36,33,37,38,30], effectiveness of teaching and learning at school depends on many factors, but an important one is a type of predominant motives in this process. Deci et al. [39,40] (1999, 2001) have verified the perception that when people are internally stimulated to learn they gain deeper understanding of new constructs. However, there is a debate whether or not external motives negatively affect intrinsic motivation to learn.

The authors hope that the research would help to identify systems of motives related to the learning process in primary school and to establish the role of teachers and parents in the process of formation of school motivation (motives systems). Consideration of the role of adults in conformation of motives

systems is essential for our study, which implies a necessity of using different participants and methods. The social nature of complex psychological process, introduced by Vigotsky into psychological science, makes it necessary to include all participants of the process. The study considers participation of school children of primary school, teachers and parents. The level of conscious internal representation of one's motives might be different in different participants. Even if participants aren't conscious of their influence on children's motivation, the authors hope that it would be possible to identify their role.

The data about the motives systems might help to create methods and strategies for gradual introduction and formation of positive motives in those cases, when predominate motivation is of negative nature and when intellectual motives are totally absent. Particular relations and organization of learning and teaching might improve, modify and even recreate the system of existent motives. In order to achieve this, social relations and communication with children and adults in school institutions might be taken into account.

Our study is of qualitative nature, which implies analyses of the data obtained from different participants [41,42,43]. The logic of analyses of obtained data requires consideration of verbal information from interviews with participants by the technique of semi-structured interviews. In order to realize analyses of children's activity, we have included a new method that involves to produce children drawing in the process of orientation with an adult. All obtained data was analyzed in order to be related to specific category of motives: external negative, external positive and internal motives of learning activity. The main objective of the study was to establish types of motives in the process of learning at school in pupils of the third grade of private primary school. The parents of the children were included for identification of kinds of personal relation and reflection of children's motives. The teacher of the school group was also included in the study as an important agent of motives formation of her pupils.

## **2. METHODS**

### **2.1 Context and Participants of the Study**

The study was carried out in a small private school located in the urban zone of the Puebla city (Mexico). The school was founded on the bases of principles of activity theory and the paradigm of historical and cultural development of psychological processes. The schoolteachers study new methods for introduction of scientific concepts by stages starting from materialized symbolic level. The style of communication with children is based on confidence, respect and constant mutual collaboration. All kinds of tasks and activities within classrooms are collective and imply participation of children in groups. No kinds of individual tasks are used in the school.

According of social demographic distribution, the school corresponds to middle class sector of the city. The school has a small quantity of children in classrooms. In the case of the third grade primary school, there were seven pupils in classroom. Authorities of the school, the teacher, the parents and children were informed about the research in general and agreed to take part in it. It is important to say that the school collaborates constantly with researchers from Master Program of Neuropsychological Diagnosis and Rehabilitation of Psychology Faculty of Autonomous University of Puebla, and research programs are frequently used in this context.

Participants of the research were seven pupils, seven parents of children and their school teacher. The Table 1 present the characteristics of the children and their parents included in the study. The Table 2 represents the main features of the schoolteacher of the third grade of primary school.

### **2.2 Instruments**

The following instruments were used in the study: semi structured interview with parents, semi structured interview with the school teacher, semi structured interview with children and the process of interaction in dialogue with orientation for realization drawings by children related to the topic of interests and necessities at school. All instruments were applied individually with each participant

during 1 hour inside the school in periods approved by school administration and possibilities of the parents. All instruments are original and were designed especially by the authors of the chapter for the study and are not published yet. All participants expressed positive interest and voluntary cooperation during research.

**2.2.1 Interview with the parents**

The semi-structured interview with the parents of pupils was divided in same topics. The parents were encouraged to speak openly and to express own opinion.

The Table 3 presents the structure of the interview with the parents.

**2.2.2 Interview with the teacher**

The semi-structured interview with the school teacher pupils was divided in same topics. The teacher was encouraged to speak openly and to express own opinion about the work in classroom and relations with the pupils.

The Table 4 presents the structure of the interview with the parents.

**2.2.3 Interview with the children**

The semi-structured interview with the children was divided in some essential topics in order to obtain information, which would permit to identify predominant motives of learning at school. The topics were: school in general, school subjects, teacher, knowledge, school tasks, school marks, interest and reflection about the goals of learning at school. The adult researcher tried to engage children in the procedure of the interview and encouraged them to answer affectively with all possible details. The adult could change the questions and expressions and explain them if it was necessary. An adult never pronounced the word motive during the interview.

The Table 5 presents the content of the interview whit the children.

**Table 1. Characteristics of pupils included in the study**

<b>Pupil</b>	<b>Age</b>	<b>School years of studying in the same school</b>	<b>Commentary</b>
Case 1	9	2	Regular pupil
Case 2	9	3	Regular pupil
Case 3	9	4	Regular pupil
Case 4	9	3	Neurological diagnosis of Syndrome of Williams/ neuropsychological diagnosis and rehabilitation during 3 months for the moment of research
Case 5	8	5	Regular pupil
Case 6	9	5	Regular pupil
Case 7	9	6	Regular pupil

**Table 2. Characteristics of schoolteacher of the pupils**

<b>Age</b>	41 years old	<b>School grades, where the teacher had experience</b>	2 and 3 grades of preschool education; all grades of primary school.
<b>Actual school grade</b>	3 <sup>o</sup> grade of primary school	<b>Academic grade and professional title</b>	Carrier of education of medium level in the area of pedagogy
<b>Experience of teaching</b>	13 years	<b>Last courses of actualization</b>	Formation of drawing, number concepts, reading process
<b>Number of schools</b>	2	<b>Type of schools</b>	Private schools

**Table 3. The structure and content of interview with the parents**

Topic "Paper of school"	1. Why do the children have to go to school? Why is it important? 2. How did you choose the school for your child? 3. Did you child take part in selection of school? How? 4. What were the reasons you mentioned to your child about the decision of selection of school?
Topic "School subjects"	5. Which school subject does your child like? Why? 6. Which school subject doesn't your child like? Why? 7. What do you say or do in order to study the subject the child doesn't like? 8. What do you do or say to interest the child in learning for some difficult subject?
Topic "Teacher"	9. What is the goal of teacher in school? 10. How can the teacher achieve this goal? 11. What is your opinion about the teacher of your child at the moment? 12. What would you recommend to the teacher to improve the work? 13. What is your child's opinion of the manner the teacher teaches in classroom?
Topic "Knowledge"	14. How do you know if your child learns something? 15. How do you think your child learns better? 16. What do you do when the child asks you about the topic of your interest?
Tasks	17. What do you think about home tasks? 18. What does your child think about home tasks? 19. What do you do if your child doesn't want to do homework?
Assessment and success	20. How is your child assessed at school? 21. What is your opinion about school marks? Are they necessary? 22. What is your opinion about exams? Are they necessary? 23. What do you think about school marks of your child?
Sense and reflection of activities	24. What is the opinion of your child about election of the school? 25. What is the attitude of your child about going to school? 26. What is the aspect of the interest at school for your child (friends, games, subjects)? 27. If your child would say that he/ she doesn't want to go to school, what would you say or do? 28. What would you say or do to interest your child in learning? 29. If your child shows an interest for some particular subject, what do you do? 30. What do you understand for "motivation"? 31. What do you understand for motivation of "learning process"? 32. What do you do to improve motivation for learning? 33. According to your opinion, which is the most effective way for improvement of motivation?

#### **2.2.4 The structure of interview with the teacher**

The semi-structured interview with the teacher was divided in topics in order to obtain information, which would permit to identify predominant motives of learning process at school. Such topics were: the paper of school in the learning process, materials, the role of the teacher, knowledge, home tasks, school subjects, school marks, sense and reflection about the goals and motivation of learning at school. The Table 4 presents the content of the interview with the teacher.

#### **2.2.5 Orientation for drawing activity**

In order to obtain objective information about motives of learning at school, the children were asked to produce some drawing during orientated conversation with psychologist. The child is asked to draw what he /she likes and dislikes of the school in general. After the drawing, the child is asked to explain, what was drawn and why.

**Table 4. The structure and content of interview with the teacher**

Topic "Paper of School"	1. Is it necessary for children to attend schools for learning? 2. What does a school need in order to accomplish established objectives?
Topic "School subjects"	3. Which topics or topics are especially difficult for children? Why? 4. Please, name the school subjects according to the order of importance. Why do you think so?
Topic "The role of the teacher"	5. What is the goal of your job as a schoolteacher? 6. What do you do to achieve this goal? 7. Which is the most difficult aspect of this job? 8. How do you try to overcome this difficulty?
Topic "Knowledge"	9. How do you think the children learn better at school? 10. Which is the most frequent reason why children don't learn well at school? 11. Do you have any children with specific difficulties in learning? What do you do to help them?
Topic "Home tasks"	12. Do you think that home tasks are useful? Why? 13. Do you give same kind and quantity of tasks to all pupils? 14. What do you do when the pupils don't complete the tasks in classroom or at home?
Topic "School marks"	15. How do you assess the children? 16. What is the effect of assessment /exams on the children? 17. What kind of activities for assessment is more useful to know if children have learned something or not? 18. What do you think of exams? Are they necessary? 19. What is the effect of exams on children? 20. What do you think about school marks? 21. Which is the reaction of children to these marks?
Topic "Sense and reflection"	22. What do you do to help your pupils to learn? Does it work? 23. Do you believe all children have same level of interest for all subjects? Why? 24. What do you do in order to guarantee the interest for activities, which are not so attractive for children? 25. What do you do if some task is especially difficult for children? 26. What do you do when a child has no interest at all? 27. What do you do if a child is particularly interest in some topic or task? 28. What do you do if a child is too quickly in the tasks and go much ahead in relation to your group? 29. What do you understand for motivation of learning? 30. What do you do in order to improve motivation of the children? 31. What is the most useful manner to improve motivation?

**Table 5. The structure of interview with children**

Topic	Questions
Topic "School"	1. Do you know why do you go to school? 2. Did you chose this school or do you know who and why your parents chose it? 3. What do you think about the school? 4. If someone asks you to choose the school, how would you like it to be?
Topic "School Subjects"	5. If someone asks you to chose only one school subject, which would you chose and why? 6. If someone asks you to choose a school subject to exclude it from school, which would you chose and why?
Topic "Teacher"	7. What for the teacher exists? 8. How could we learn at school without teachers? 9. How would you like your teacher to teach? 10. Is there a teacher, whom you like best of all? Why? How she/he teaches? 11. If you could change somehow magically your teachers, what would you change? 12. Do you remember a teacher for something special?

Topic	Questions
Topic "Knowledge"	13. How do we learn at school? 14. Do we learn just at school or in other places? 15. Which are these places? 16. Where do you learn more: at school or in other places? 17. Which objects or materials do you use to learn? 18. What would you like to learn? 19. What did you learn yesterday and today? 20. If you don't learn something in class, what do you do? 21. Do your friends help you to learn? How? Why?
Topic "School Tasks"	22. Do you do home tasks? 23. Do you do them alone? 24. What are the home tasks for? 25. Would it be better not to have home tasks at all? 26. What do you do when you don't know how to do a task?
Topic "School marks"	27. Do you get school marks? 28. What do you think of them? 29. Do you do exams at school? What for are the exams? 30. Would it be better if there were no exams ever? 31. Do you think that the marks are just? Why?
Topic "Interests"	32. Why do the children go to school? 33. Why is it necessary to go to school? 34. Why some children don't go to school? 35. Why do you think that some children don't go to school? 36. What would you tell a child who doesn't want to go to school? 37. If someone says that you don't have to go to school, would you go or not? Why? 38. Where would you go instead of school? 39. Do you like to learn something new or to repeat what you already know? 40. If there were only recreations at school, would you like the school? Why? 41. If you were someone's' mother/ father, what would you tell your child about the school? 42. If someone tells you that you can't go to school, what would you think / do? 43. What do you think about the parents who punish children who don't want to go to school? 44. What do you think about the parents who give presents to the children if they learn well? 45. What do you think about the parents who don't allow the children to go to school and teach them at home?

During the first task, the adult asks the child to draw what he /she likes at school best of all. Some help or orientation might be given for this task such as: "you may draw your friends, teachers, your tasks, the yard or furniture, everything you like at your school". Same questions would be presented during realization of the second task, in which the child has to draw what he /she dislikes at school.

The adult could always change the questions and expressions and explain the meaning of the topics mentioned in the conversation.

### 3. RESULTS

After realization of the whole procedure, the results of the three interviews and the drawings of the children were concentrated and analyzed in order to identify internal and external positive and negative motives. The Table 6 presents the concentration of the information recollected by interviews of parents and children according to identified predominant topics and new ideas in the answers of participants. The table contains essential information including aspects which children like and dislike at school, opinions of the parents according the role of the school and the teaching process and opinion of the teacher about the process of teaching and learning of children at school.



**Table 6. Concentration of the results obtained in the study by usage of interview with pupils and analysis of pupil's drawings, interview with parents and teachers**

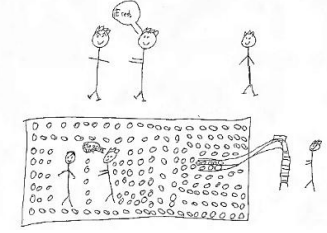
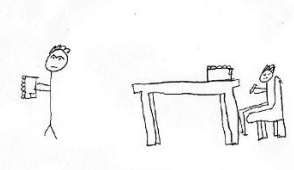
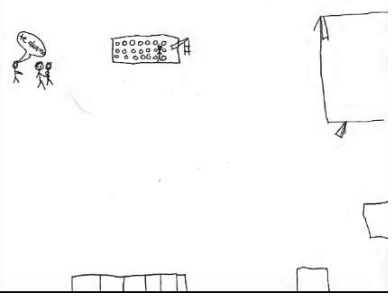


Interview with pupil	Pupils' drawings: 1. Things I like 2. Thing I don't like	Interview with parent	Interview with teacher
<b>Case 1</b>			
Making friends. Preparation for life in future "I don't like long tasks".	1. To play and to talk to friends. 2. To write a lot.	Acquire knowledge. Prepare for the future.	
<b>Case 2</b>			
To learn new things. To make friends. To have good marks.	1. To play with friends and the building of my school; my classes and my teacher. 2. There is nothing I don't like here.	Academic education. Prepare for life and have better future.	
<b>Case 3</b>			
To have friends. To study and to understand. Table games. I don't like science because some of them are dangerous.	1. Computer class to learn more and to be an expert. 2. Some children are not nice	Education and social experience. The child has to learn thing to be somebody in life.	The school is an institution for acquisition of formal knowledge; the process of teaching should be dynamic and flexible; I need to take children's interests into account; continuous assessment is more positive than strict exams; it is necessary to teach by formative stages according to the theory we use here; we have to work collectively in groups including all friends and parents.
<b>Case 4</b>			
The yard to play with friends You have to study, to work and to have money.	1. Play with friends and to draw. 2. don't like to write and I get tired.	Education and social experience. The child has to study. I show only people with success.	
<b>Case 5</b>			
Our building and plays. I learn to know things. I study to have good marks.	1. To play football. To learn in group. 2. I like everything.	To form knowledge for life. It is an obligation. I give presents for good marks.	
<b>Case 6</b>			
To share with friends. To learn more in all subjects. The building of my school.	1. The yard, the classroom; what I learn, the teachers; all are kind to everyone. 2. I don't like if someone do bad things.	To have social experience. To acquire knowledge without pressure. To find pleasure and sense in knowledge.	
<b>Case 7</b>			
To learn. To know new different subjects.	1. I like everything: classrooms, playing, the teacher, the tasks, the knowledge and the subjects. 2. I like my school.	To acquire knowledge without pressure. To have social experience. To know that knowledge is interesting.	



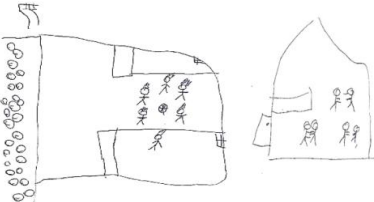
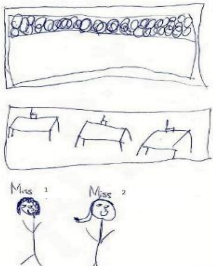


The Table 6 shows the concentration of the results obtained during the interview with pupils, parents and the teacher. In the interview with the teacher it is recognized that it is important for her to take into account the interests of children in order to develop interest in formal knowledge, through stages and collectively, including parents.

The data presented in the Table 6 shows that only three pupils present internal motives for learning at school together with external positive motives. These particular children are the cases 2, 3 and 7. The other four pupils show external motives for learning activity.

The positive external motives most often mentioned by children relate to the building, friends, friendly teachers, and play activities. The parents express necessity of learning process in general, but they don't express any concrete points about learning motivation. It is possible to notice that all parents expressed general necessity for positive external sense of school learning. Such kind of motivation was reflected in the answers of the children and in their drawings.

**Table 7. Drawings of children and the answers**

<b>Case 1</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
		The playing in the yard. The writing.
To play and talk with my friends	I don't like to write much	External positive and negative for writing
<b>Case 2</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
	Nothing	The playing in the yard
To play with mates. The building of the school. The classes and the teacher.	The child likes everything at school.	External positive motives
<b>Case 3</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
		Computers. Falling in the yard.
Computer class in the best. To learn and to become an expert.	He dislikes when during recreation some children show bad behavior.	External positive motives.

<b>Case 4</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
		<p>Playing football. The writing.</p>
<p>To play with friends and to draw.</p>	<p>To write a lot, because he gets tired.</p>	<p>External positive and external negative motives.</p>
<b>Case 5</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
	<p>Nothing</p>	<p>The yard and the basketball.</p>
<p>Installations of the school, to play basketball. To learn in teams.</p>	<p>He likes everything.</p>	<p>External positive motives.</p>
<b>Case 6</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
		<p>Learning in classroom.</p>
<p>The yard, the classroom, to study and the teacher: she teaches in a kind and nice manner.</p>	<p>He doesn't like when someone offends him. A girl has pushed water on him and it wasn't nice.</p>	<p>External positive motives</p>
<b>Case 7</b>		
Aspects the pupil likes	Aspects the pupil dislikes	Content of drawings Motives
	<p>Nothing</p>	<p>The building of the school.</p>
<p>Everything: classroom, to play, to learn, all school matters and additional classes of music, football and English.</p>	<p>He would change nothing at school.</p>	<p>Positive external and internal motives.</p>

The Table 7 presents examples of the pupils' drawings of the third grade of primary school obtained during orientated conversation. The comments of the children about aspects, which they like and dislike at school, are presented together with the drawings. The table includes conclusion about the kind of concrete motives (internal motives, external positive or external negative motives) in each particular case according to the drawings.

The presented results of the study show that children of the third grade of primary school in general may acquire positive motivation towards study. Only three children show both internal motives for study at school and also external motives of satisfaction in communication with friends, classrooms, playing and drawing at school. The other four children show predominant external positive motivation. The parents of children show predominance of importance of internal motive of acquisition of knowledge at school. We can also find that parents express the necessity of positive emotional relations and respect at school. In general, the results show accordance between expressions of parents, children and the content of the drawings. The parents of children show predominance of internal motive of acquisition of knowledge at school. We can also find that parents express the necessity of positive emotional relations and respect at school. As the teacher, she has expressed the preference of interactive way of teaching process based on collective tasks and orientation of an adult.

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#### **4. DISCUSSION**

Different studies recognize the importance of consideration of motivations at school, but few concrete proposals might be found today [44,45,46,47]. Fuentes et al. [48] mention that the interaction and positive atmosphere in classroom are important aspects of motivation. These components are purely of affective nature and have no apparent relation to the content of teaching process. In official document of OCDE [11,12] it is also stressed that academic practice at school should considered motivation of pupils in order to guarantee high level of acquisition of knowledge. However, there is no clear definition of the sphere of motivation and there are no ideas about the ways or strategies for consideration of motivation during teaching process.

The proper content of teaching process should be definitely considered. Some authors, for example Inger Enkvist [49], express that nowadays the teaching process has converted to attractive process of presentation of plays and positive interaction instead of consideration of the aspects of the work with knowledge and an active participation of children in the process of learning.

Such opinion is very close to activity theory applied to learning and teaching process used in our study. This theory stresses an active role of pupils and the necessity of proper organization of the whole joint activity of teaching and learning and impossibility of isolation of the complex process into two separate aspects: teaching and learning. On the basis of Vigotsky's ideas [50,19,51], we might say that there is no teaching without considering results on learning and there is no learning process without planned teaching.

According to this theory, motives of learning process might be considered as direct internal motives of this process as cognitive or intellectual motives. Formation of such motives might guarantee positive relation with learning process. Another kind of motives are external motives, which might accompany in a positive manner this process or, on the contrary, may convert into obstacles for positive learning at school.

According to activity theory, proper way for organization of teaching and learning according to the theory of orientation of gradual formation of mental actions by stages might help to change the system of motives and to develop from the very beginning positive personal relation with the process of knowledge acquisition at school [52,53,54]. Qualitative methodology permits to follow such theoretical background and to assess formation of motives for school learning during interaction between pupils and researcher. The method of drawings of the pupils with posterior analyses permits to complete and precise the data of interviews.

We consider that the paper and the place of motives in the process of teaching and learning hasn't been yet completely understood and valued by modern psychological and pedagogical research.

The methods used for the study permitted to obtain important information about the motivation sphere of pupils for school in general and for learning process. Inclusion of the directed drawings method permitted to obtain information not only on verbal level, but also on the level of concrete images produced by children. The data obtained in our research shows that the pupils of the third grade go to school predominantly for social communication with the friends. Children express positive emotions when conditions for this positive affective communication with the mates and the teacher are guaranteed. It is important to stress that the children are conscious of conditions of learning process and of manner of communication at the institution and express it verbally and by drawings in the plan of concrete images. They are aware that some pupils show inappropriate behavior during recreations. Children disapprove such negative behavior.

It is necessary to remember that the school included in our study is a special one. The teachers apply methodology based on activity theory and use collective form of work with constant orientation in classrooms. It is obvious that such kind of teaching is reflected in children's opinions and expressions. All of children at this school like to have friends and to spend time with them. Children attend school with pleasure and express positive relation of many of the aspects of school. Our results don't pretend to insist that same situation will be found in another social context. We are only showing a new proposal for qualitative interactive assessment of motivation for school learning. Our goal is the continuation of the research in different contexts of primary schools in Mexico with different social levels and different methods for teaching and interaction.

Nevertheless, we might suppose that three initial years of education at primary school are not enough for formation of internal motives of study. Children of the age of 8 and 9 years don't express preferences for topics or subjects, some of them show negative attitude towards writing at school saying that they "get tired". Even the usage of oriented and collective way of learning isn't enough for development of internal motivation. According to Davidov [55], motives for study at school don't appear spontaneously, but during the joint collaborative activity of teaching and learning. We might suppose that initial positive external motivation would be a base for gradual formation of internal motives for knowledge acquisition.

The next stage of our research would be directed analysis of the motives in sixth grade pupils of primary school and comparison with the types of motives of the third school grade pupils. We believe that future studies should discover essential features of the real possibilities of gradual formation of positive intellectual motives at school and that learning motivation mightn't be limited to some kind of non-specific social interaction on the basis of "animation, attraction and pleasant games" at school without consideration of the introduction process of conceptual knowledge in joint activity, especially in primary school. In our opinion, the attention of the present studies is attracted only for aspects of external motives of learning process instead of the work with changing of the whole conception of teaching and learning at primary school.

We believe that the real role of motive in the process of school teaching and learning isn't sufficiently understood in psychology neither in pedagogy [56,57]. A lack of such misunderstanding is the absence of relation between processes of teaching and learning at school from traditional point of view. Dialectic relation between the two processes might be understood only from the position of L.S. Vigotsky, who has written that teaching leads to development [19,51].

In other words, we may say that the content of teaching will always be reflected in the content of learning and development of children. If the teachers don't include positive cognitive motivation into the process of teaching, the motives for studying will never appear automatically in pupils, which are noticed correctly by international institutions, which assess the process of learning. The problem is that the process of learning is often assessed, as an isolated aspect separately from the process of teaching and this is a great mistake, which leads to the total misunderstanding of the origin of motives for studying and learning.

According to Activity theory, Gurevich [58] pointed out that in the preschool stage it is possible to favor the formation of the motives sphere since in this psychological age the children begin to consciously subordinate the motives of the different activities. Therefore, parents and teachers, as shaping motivation agents, can participate in the development of cognitive motives from the preschool stage, creating the concrete social situation through role play, organized for the representation of the different school learning situations, thus preparing the child for the future entry to the school stage.

## **5. CONCLUSIONS**

The data of the study have pointed out that the methods of qualitative assessment permitted to obtain important information about the sphere of motivation of pupils for learning activity as internal motives of learning activity. Other motives were external and were related to diverse external aspects of school life as friends, classroom, kindness of the teacher, playing games and so on. Positive external motivation is the predominant type of school motivation within included population of the third school grade of private primary school. Three initial years of education at primary school are not enough for formation of internal motives of study. At the same time, it is possible to observe that positive attitude of parents and teacher may influence on positive motives of the pupils. In all observed cases, we may conclude the presence of positive motivation of children.

The motivation of the pupils was of external and internal types. The motivation of the teacher was academic and internal. The motivation of the parents was positive of both external and internal types, exactly as the children. We might conclude that system of teaching based on activity theory is capable of introducing initial positive motivation in pupils and teacher therefor it is possible to expect gradual changes of children's motivation into profound internal interest for future studies.

## **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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