

2. THE MOTIVATION OF LEARNING AND THE SYNERGY OF MULTIPLE INTELLIGENCE

George NICULESCU⁹

***ABSTRACT:** TO RESPOND IN AN OPTIMAL FORM TO EVER-INCREASING DEMANDS, THE HUMAN BEING LEARNS TO LEARN AND DEVELOPS THE HABIT OF LEARNING EFFECTIVELY. BY LEARNING THOROUGHLY, WE WILL BE ABLE TO EASILY USE THE ACQUIRED KNOWLEDGE, BECOME MORE CURIOUS, WE WILL WANT TO KNOW MORE AND MORE. ONLY US DEPENDS ON HOW TO LEARN. IF WE LEARN THE EFFECTIVE LEARNING METHODS AND LEARN HOW TO APPLY THEM, WE WILL LEARN WHAT IT MEANS TO LEARN THOROUGHLY AND WITH USEFULNESS. THUS, WE WILL HAVE ENOUGH TIME FOR LEARNING, BUT ALSO FOR OTHER ACTIVITIES, INCLUDING LEISURE.*

THIS ARTICLE COMES FIRST, IN SUPPORT OF THOSE WHO ACCEPT THE IDEA THAT THERE ARE WAYS TO LEARN HOW TO LEARN MORE EASILY AND MORE SUSTAINABLY, THAT THERE ARE SPECIFIC METHODS AND TECHNIQUES THAT ARE VERY USEFUL IN THIS AREA.

***KEY WORDS:** MOTIVATION, LEARNING, INTELLIGENCE, CREATIVITY, SYNERGY.*

Effective learning requires a long time, starting right from the primary level. Only an intensive learning of learning can lead to success. The road is difficult, but it is certainly the best for efficient and efficient learning.

1. Motivational factors in student education

Student education is intimately linked to the management of stress and eustres¹⁰ during class hours. The big issues related to motivating students to learn are conditioned by a lot of demotivating factors. First, for effective and effective motivation, it is necessary to identify and then eliminate or diminish the effects of factors that prevent and distort motivation, namely demotivating factors such as: boredom, negative psychological tension, monotony of information, perceived uselessness or inapplicability of the information received, the artificial competition with a single winner in the end, the inappropriate learning environment, the lack of an identifiable career path, the lack of a system of attractors that harness the passion of student knowledge, the absence of

⁹ Professor, PhD. - "Constantin Brâncuși" University from Târgu-Jiu, Romania

¹⁰ Eustres are those states with positive effects on the body, triggered by pleasant activities or experiences, but which are a pathogenic risk in some cases. For example, a passionate (problem solver, artist, reader, etc.) works with much pleasure, but works a lot every day. It's a nice activity, but ... if it's not properly managed, it leads to exhaustion.

compensatory paths that can give the second chance, the absence of qualitative sensors on the mental dynamics of students in school, the lack of alternative directions for increasing students' skills, the lack of direct experimentation learning and mutual exchange of information among students, the inexistence of debates on problems, the inexistence the existence of high ideals and a complex system of values to be promoted by the school / university, the lack of working tools that give feedback on the issues of sensitivity or processing of an area to students that determine their mental abilities, the inexistence of some alternative programs that will break symmetry and bring other views on subjects, the absence of open issues, without perfect answers, where students can contribute, the inexistence of a set of thinking tools that transcribes different domains around curriculum organization, the absence of program alternatives to ensure learning breakthroughs and acceleration or deceleration depending on the importance of information, the lack of concerns about the content of the mental map of students and their enrichment, the lack of concerns d the students "learning style and how teachers" teaching style can influence student performance and personality development.

It is necessary for the organizers of the learning process to get closer to these variables in order to better define the level of pedagogical knowledge necessary to motivate students to learn by allowing them to have concrete answers to the fundamental question: "Why Come to School"?

Of the above factors, only boredom and choosing the career horizon can be to a degree controlled by the student. Establishing a tangible career goal and according to your own personality, with your own learning style is the key factor. Also, the realism of the level of performance that can be attained at one time is also a controllable factor. Failures to travel lead to a bad mood, on which the motivation for learning decreases. Thus, by accumulation, there is a hostile attitude towards the process of instruction, avoidance or refusal to invest in intellectual effort and the required learning time. Only getting a success story can change such a state of mind.

Effective training can not be achieved without the personal participation of the educated, participation triggered by interests, attitudes, aspirations, as motivational forms¹¹.

The effort required to learn and perform actions is closely dependent on the intensity of motivation.

The optimum of motivation involves raising the motivation to the level that corresponds to the student's maximum possibilities.

Only in these conditions will the achievements reach the maximum point. Aspiration at this level activates the student, mobilizing him to a sustained effort and assuring (in case of an appropriate effort) the success.

¹¹ Ken, Robinson, *Out of Our Minds Learning to be Creative*, Capstone Publishing Ltd, Los Angeles, 2011

Successful recordings continue the learning process, acting in a mobilizing way on the student's subsequent activity.

The low level of aspirations, in relation to real possibilities, exert an unfavorable influence on learning. Poor motivation is the premise of weaker performance, and strong motivation usually contributes to greater achievement.

We usually say, because excessive motivation, overmobility, instead of contributing to improved results, on the contrary leads to weaker performances.

The intensification of the need, of motivational stimulation, ensures the performance improvement only up to the level of a critical area.

If motivation intensifies beyond this area, performance will begin to decline. The critical area or the optimum level of motivation varies depending on the degree of difficulty of the task. In the case of more demanding tasks, the critical area is at a lower level, and in the case of lighter, more stereotypical tasks, the critical area of motivation occurs at a higher level. Experimentally, it is concluded that it is better to learn if the value of the motivational impulse increases to a moderate level. The optimum level of motivation (or critical area), in addition to the difficulty of pregnancy, also depends on some temperamental, personality and character particularities of the person. Some people are able to withstand high psychic tensions, caused by more motivating states or more difficult tasks than others who have a more moody mentality. Experimentally, it was observed that in the first category of people the optimum level of motivation is slightly higher than in the other category.

Maximum performance can only be achieved if it is intended that the tasks to be performed are distributed to the capacity for resistance to the motivational stresses. Overshooting leads to disorganization of activity and demand under opportunities demobilizes and lowers the motivational level more and more¹².

Student activity can be followed as any successful or failed activity. The one who succeeds will find satisfaction in his work that will compensate for another failure, dissatisfaction or feeling of inferiority; self-confidence will increase, and the interest in school situations that have led to success will increase. Students who perform a series of successes generally raise their own level of aspirations, instead, after a series of failures, this level is decreasing. As a result of their success, they set goals that correspond more to their possibilities. When failure occurs frequently, it has a negative effect, as the student fails to cope with training requirements and consequently discourages, loses interest in school, and experiences a sense of inferiority that he will seek to escape by engaging in activities not always positive, or will become inappropriate. In order for the failure in any direction to be less painful, the student must also focus his interest on other disciplines or practical activities, through which he can offer the possibility of affirmation, to maintain

¹² Carol S. Dweck, *Mindset. The New Psychology of Success*, Random House Publishing Group, 2006

his / her self-confidence and to encourage him in his efforts. Failures are often a consequence of the fact that the goals imposed on the students or the ones formulated by them are inadequate to their own possibilities.

Emphasizing the generally unfavorable role of learning failures, we must also draw attention to the fact that it is not good even when successes become the norm. Learning with permanent successes, especially when they are easily obtained, demobilizes. Thus, this is obvious when the intensity of effort required by the learner increases sharply, such as when moving on to a high degree of novelty over which previously acquired routines are no longer applicable.

In connection with this, it is to be noticed that the small failures, sporadically occurring, play a positive role. These experiences give the student an opportunity to realize that success depends on effort, and that lowering the pace of work and diminishing the effort can lead to failures.

2. Awareness of the coexistence and synergy of multiple intelligences

The studies of recent years show that man manifests more types of intelligence and that in each of them we can identify brilliant persons. Also, it has been noticed that when they are cultivated and combined, they can generate synergies¹³ and offer the chance to achieve extraordinary things and performances.

In the past century, pedagogical practice and human resource selection have placed emphasis on measuring and ranking only on the basis of mathematical intelligence and verbal intelligence. The outcome? A large number of people have been demoted by lowering self-confidence by artificially altering their mood¹⁴.

Mathematical Intelligence

Basically, it is the second intelligence used to measure IQ. This is your ability to use numbers. In business this is the skill to read financial information and to develop financial projections. The more you know about spending, prices, financial rates, the better you make and you will become more valuable. There are many who think they do not have the skills of numbers. For this reason, they avoid any field or activity where financial fluency is needed to succeed. This is often wrong if your goal is to get financial independence. The good news is that you can learn to understand the important calculations in your business with little study, effort, but especially motivation. As you can guess, you will become more competent and able to make good decisions for the rest of your life in the business you will develop.

¹³ Eustres are those states with positive effects on the body, triggered by pleasant activities or experiences, but which are a pathogenic risk in some cases. For example, a passionate (problem solver, artist, reader, etc.) works with much pleasure, but works a lot every day. It's a nice activity, but ... if it's not properly managed, it leads to exhaustion.

¹⁴Ken, Robinson, *Out of Our Minds Learning to be Creative*, Capstone Publishing Ltd. Los Angeles, 2011

Physical Intelligence

This is the third area in which you can be a little genius. This intelligence is enjoyed by performance athletes with very good coordination and movement skills. In school, a student may drop verbal and math tests, but at the same time can be an extraordinary athlete. Many people are selling inexpensively because they have the impression that they do not show great skills in sports. There is of course good news; with the necessary sports training you can practice many sports (football, swimming, athletics or skating).

It's just about motivation and the desire to do it.

Musical Intelligence

Another form of your intelligence may be the musical one. Mozart or Beethoven may not have been good at sports or school, but they have proved at least capable of composing many of the finest and most beautiful classical music compositions of all kinds. There are many top musicians nowadays who have had poor results or even been expelled from school but have demonstrated that they have an exceptional ability to create extraordinary music.

Visual-space intelligence

A fifth area of your mental potential is visual-space intelligence. This is the affinity to see and create forms and patterns. An architect or a painter, or even a person who has developed his ability to visualize very clearly, possesses such intelligence. For example, an architect may be able to develop beautiful buildings first in his mind and then on paper, and then people with mathematical intelligence will be able to turn them into projects and exact plans for construction. It is the intelligence that you use to visualize the objectives of your mind before the goals in question materialize. This visual-space intelligence can be developed through practice.

Interpersonal Intelligence

Interpersonal intelligence and is the best paid form of intelligence in the United States of America. It is the ability to communicate, influence and negotiate with other people. Its most important features are: a high level of sensitivity to the thoughts, motivations and wishes of others. A person with a high level of interpersonal intelligence has the ability to interact effectively with people and calmly and effectively solve problematic situations. Managers, successful directors and leaders have a highly developed interpersonal intelligence. Therefore, they want to work and work together to meet the group's goals. People who work in sales are paid the best because they are very good at persuading others to buy their services or products. The most pragmatic people in sales, consultants and professionals have this kind of intelligence.

Intrusive Intelligence

The seventh form of intelligence is the ability to be aware of yourself. I mean, who are you and what do you want to do? This type of intelligence gives you the opportunity to set goals and draw plans for their realization. People who possess a high level of

intrapersonal intelligence are introspective. It shows how I think and feel. Because they understand better themselves, they are more effective in dealing with others. The higher your level of self-awareness, driven by reflections and introspections, the higher the level of self-understanding. There is a synergy of processes, and the better you understand, the higher your level of self-acceptance. This type of intelligence is important to have a happy life and surrounded by success. Intrusive intelligence can be developed through practice.

One way to greatly improve the state of mind is for the student to become aware of his / her predominant intelligences and to identify how he / she can use them in the field of activity or profession he / she is preparing for.

The ten types of intelligence that through synergic combinations can generate multiple learning styles are presented below¹⁵.

Verbal Intelligence

It is the first intelligence; this is the ability to speak through the utilizing of language. The ability to understand and use language well is associated with success in any field that involves communicating with others¹⁶. In any society, there is a direct link between fluency in native language and success or even income. You can really increase your chances and the promotion rate by learning and using the appropriate words. Successful sales people use an extensive vocabulary that virtually allows them to become more valuable or to conclude more sales contracts. In essence, every word is an instrument for expressing a thought. The more you understand and know more words, the more complex thoughts and ideas. And of course, do not forget what Robert Kiyosaki's wealthy father told her: "Money is an idea." The richer the vocabulary, the more respected and listening to the others. Verbal skills are considered a basic measure of intelligence.

Entrepreneurial Intelligence

It is the eighth form of intelligence and it is the ability to observe the opportunities existing on the market, but also to bring varied resources to produce innovative products that can be sold to generate profit. This type of intelligence is among the best paid types of intelligence in the society we live in. Many people who have grown wealthy over the years by their own forces have begun without having the necessary money or conditions, but have formed their wealth by using entrepreneurial intelligence. Bill Gates is one of many examples. He gave up studying at Harvard in order to build Microsoft, having the idea of developing software for the personal computer market in training. Michael Dell began assembling personal computers in his college room and the list can continue. The fact is that everyone had high levels of entrepreneurial intelligence.

Intuitive intelligence

¹⁵ I. Neacșu, *Training and Learning*, Scientific Publishing House, Bucharest, 2000

¹⁶ Carol S. Dweck, *Op. cit.*, p 65

It is the new form of intelligence and it is the ability to feel whether a situation is real or not, to come up with new ideas without any connection to your preparation, or to know people quickly and well. In everyday life we are evaluated, especially when we are to meet a new person. Of course, we are also judged by what we do, how we look, what we say and how we say it, as the famous motivational speaker Dale Carnegie said. The intuition of females is more respected than men. But when men and women are tested in terms of intuition, they have similar results. Then why do we respect so much the intuition of women? Because women listen and trust their intuition more than men have in their own intuition. Author Jane Ponder said: "Men and women are becoming great when they start listening to their inner voices." The more you trust your intuition and listen to your "inner voice", you will receive more and better answers from this form of intelligence.

Abstract intelligence

Finally, here is the tenth form of intelligence. It represents Einstein's intelligence genre when he imagined going on a ray of light and could thus formulate the theory of relativity, which revolutionized the field of physics.

Friedrich August Kekule, scientist, saw a snake twisting and moving his own tail. This was a clue to him in developing the ring-shaped structure of the benzene molecule, a very important breakthrough of the nineteenth century.

The degree and mode of involvement determines different types of learning.

BIBLIOGRAPHY

1. Albu, M. *Construction and use of psychological tests*, Cluj-Napoca, Clusium, 2008
2. Alexander, P.A., Murphy, P.K., Woods, B.S., Duhon, K.E. Parker, D. *College instruction and concomitant changes in student knowledge, interest, and strategy use: A study of domain learning*. Contemporary Educational Psychology, 2007
3. Bamps, H., Elen, J. and Buelens, H. *Professors' conceptions on the design of skill-oriented components of university curricula*. Paper presented at the EARLISIG "Higher Education" and 'Teacher and Teacher Education', August, Leiden, The Netherlands, 2008
4. Bîrle, D., *Psychological implications of career choice*. Proposed thesis for obtaining the title of Doctor in Psychology. Babeş-Bolyai University, Cluj-Napoca, 2016
5. Bonchiş, E., Sas, C., Drugaş M. and Roman, D., *Education / Student centered education*, University of Oradea Publishing House, Oradea, 2017
6. Bonchiş, E., Chapter Learning, in Bonchiş, E., *Child Psychology*, University of Oradea Publishing House, 2014
7. Dweck, C. S. *Mindset. The New Psychology of Success*, Random House Publishing Group, 2006
8. Mureşan, P. *Effective and Rapid Learning*, Ceres Publishing House, Bucharest, 2006

9. Neacșu, I. *Training and Learning*, Scientific Publishing House, Bucharest, 2000
10. Negovan, V. *Psychology of Learning*, University Publishing House, Bucharest, 2007
11. Negreț-Dobrișor, I., Pănișoară, I.O. *The Science of Learning From Theory to Practice*, Polirom Publishing House, Iași, 2005
12. Robinson Ken, *Out of Our Minds Learning to be Creative*, Capstone Publishing Ltd (and Wiley Company), Los Angeles, 2011