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THE ROLE OF CREATIVE-EXPRESSIVE TECHNIQUES IN UNLOCKING INTRINSIC MOTIVATION FOR LEARNING – GENERAL HUMAN NEED

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Although the decrease in motivation for study occupies an important place among the concerns of researchers in the field of education, who have revolutionized the methodology, didactic technologies, work strategies, this article draws attention to the importance of awareness of the causes of the decrease in intrinsic motivation for learning. The study puts above the treatment of the effects, the identification of the causes and the creation of didactic technologies based on expressive-creative techniques in order to unlock some installed resistance mechanisms, which can block the personal development of the adolescent student and implicitly of this general human need, learning.
Keywords*: learning motivation, personality, adolescent, Self, Gestalt.*

ROLUL TEHNICILOR EXPRESIV-CREATIVE ÎN DEBLOCAREA MOTIVAȚIEI INTRINSECI PENTRU ÎNVĂȚARE – NEVOIE GENERAL UMANĂ

Deși scăderea motivației pentru studiu ocupă un loc important în rândul preocupărilor cercetătorilor din domeniul educației care au revolutionat metodologia, tehnologiile didactice, strategiile de lucru, prezentul articol atrage atenția asupra importanței conștientizării cauzelor scăderii motivației intrinseci pentru învățare. Studiul pune mai presus decât tratarea efectelor, identificarea cauzelor și creionarea de tehnologii didactice bazate pe tehnici expresiv-creative în vederea deblocării unor mecanisme de rezistență instalate, care pot bloca dezvoltarea personală a elevului adoslescent și implicit a acestei nevoi general-umane, învățarea.
Cuvinte-cheie: *motivația pentru învățare, personalitate, adolescent, sine, Gestalt.*

Methods

The data collection included methods such as: using the database of online search engines to identify known works in terms of personality and how its development leaves its mark on the development and implicitly the motivation of learning in adolescent students, the identification of documents relevant as a result of searches based on publications included in the academic database, the analysis of references cited in certain publications encountered in the research process, as well as the consultation of specialized journals.

Introduction

By reference to the Gestalt theory regarding personality, resistance mechanisms are identified that block the development of the person in accordance with their own needs and also limit access to self-knowledge and implicitly block the activation of intrinsic motivation for learning, a need felt by each of us, representing the factor responsible for eliminating uncertainties from our life. Levels to be followed in the self-discovery action were also highlighted, such as self-knowledge, autonomy, anxiety as a state, the development of creativity, imperative needs at the age of adolescence.

The didactic technologies through which personal insight activities can be carried out are considered to be based on discrete activities, which activate the „child in us", thus allowing the adolescent student self-knowledge and the discovery of the desire for study.

We find the concept of motivation in psychology from the beginning, being considered a stimulation and an energetic discharge according to Freud (1900, Lorenz (1937) or Huli (1943); by other authors it is seen as a reaction learned by association with a stimulus, this being a behaviorist conception, or, according to Brown (1979), being seen as the psychological factor that has influence on behavior. Motivation is also seen as spontaneous action energizing the organism and explains the transition from rest to action according to Hebb's theory (1955) [Hebb, apud 6, p. 151].

As far as motivation is concerned, a particularly important aspect is the analysis of desires, because they are references to the discovery of the motivational basis of the individual. Desires are not ends in themselves, but they can be seen as ways to achieve them. It is important to take into account what a person wants and once the wishes are understood and satisfied, we can support and encourage the development of motivation on certain levels [1, p. 66-67].

We consider it an utopia to expect the student to want to learn the contents of all curricular areas, to show his desire to spend most of his time reading, especially at the age of adolescence when the limitation of personal freedom by imposing activities constitutes a threat to the level of personal autonomy. Although learning represents a general human need, it is imperative to understand that it is not produced only by transmitting and explaining contents by means, which have recently been given a great deal of interest, given the fact that there are a multitude of methods and learning aids designed to stimulate the student's intrinsic motivation for learning. However, we conclude that the adolescent student's intrinsic motivation to learn has not increased.

We will start from the idea that learning is a general human need [7], but why it did not develop harmoniously and why it does not manifest itself accordingly? We believe that the answers can be multiple and we do not believe that searching for all these answers can solve this problem. Regardless of what the causes might be, we assume that the objective is to unlock this need, which he possesses, at the level of the adolescent student's personality.

According to the humanist theory, the person has many means of healing, without accessing the factors that were the basis of the production of certain disorders, as long as he manages to update himself, to be present in the „present”.

Alfred Binet was the one who experienced the application of the principles of psychotherapy in the educational field, thus giving birth to the idea of educational counseling, which, although initially manifested only at the school level, was later extended to other actors involved – parents, support groups, permanent education [Rogers, apud 2]. In this context, we believe that there could be the possibility of expanding the counseling at the level of the student class, but we are not referring here to the counseling of the student by the head teacher, but we believe that it is necessary to create didactic technologies that allow discovery by favoring insight and thus to improve the unlocking of intrinsic motivation for learning.

We assume that the students have wrongly introjected the idea of learning given the fact that it is associated with the idea of rigorous evaluation, in Romania the idea of competence being strictly associated with grading, which is perceived as punishment.

We will review the gestalt approach to the human personality that we will extend to the school level. Holism, a concept emphasized by gestaltism, approaches the person as a system, within which any element can affect another and implicitly the entire personality system, but this system only develops in relation to the environment, practically through contact with reality. „Contact is made through all the senses – sight, hearing, smell, taste, touch, movement, etc. After experiencing the contact, it is necessary to integrate the information „gathered” from the environment. Contact means enrichment and, at the same time, change. A good contact, (unitary, healthy, holistic) means relating to the environment and others without losing the sense of one's own identity [2 p.107].

The problem we are taking into account is related to the resistances that actors involved in the learning process and implicitly in education can show, resistances that are related to the fact that the person avoids the real, authentic relationship with reality, with the actions carried out in the present. Thus we will address resistances that intervene in establishing an effective contact with the environment.

Introjection, which is actually the assimilation by people of values and norms taken from other people considered role models, without them being passed through the filter of the mind, distorting the self-image and implicitly the path of personal development in accordance with one's own needs. If we extend this concept to the level of the adolescent student's mental life, we can deduce that self-knowledge is one of the important elements of discovering one's own meaning and implicitly unlocking real needs, among which, as we mentioned, learning is also included. It is well known that through the gadgets that students in Romania have permanent access to there are models, which most of the time do not present a realistic image,

with which they associate and thus introject certain norms that can guide them on a route that they do not identify.

Projection is another resistance mechanism through which the person does not assume their own failures, projecting them onto other people.

We can consider that a certain level of personal autonomy can lead the adolescent to assume intra- and interpersonal control. A study carried out in Romania in 2022 highlights the importance of developing the autonomy of the adolescent student, demonstrating the fact that this has a direct link with the increase in school performance.[4]. We believe that next to autonomy, anxiety towards test situations, evaluation represents another problem that could lead to projection.

Retroflection „describes the general process of denying, restraining, restraining or balancing the impulsive tension with the opposite sensorial-notorious tension" [Mitrofan I, apud 2, p. 108], representing another means of resistance that leads to blocking expressiveness and implicitly spontaneity, thus leading to stiffening. This effect is also well known among teenage students in Romania, and in this sense, we believe that we can combat „rigidity" by developing the student's creativity. We believe that simple programs can be developed for the development of creativity, which can be carried out both in a formal and non-formal setting.

Research from other parts of the world demonstrates that creativity skills can be improved following deliberate training, with effect sizes ranging in magnitude from moderate to large [Bott, Quintin, Saggar, Kienitz, & Royalty, 2014; Byrge and Tang, 2015; Karpova, Marcetti, & Barker, 2011; Kienitz et al., 2014; May, 2006; Perry & Karpova, 2017 ; Scott, Leritz, & Mumford, 2004 apud 5]. These beneficial effects have been demonstrated for training programs in a number of modalities, settings, target populations, and durations, with some training regimens lasting only a few days [West, Tateishi, Wright, & Fonoimoana, 2012 apud 5] or, in some cases , only one session [Ding, Tang, Tang, & Posner, 2014 apud 5].

Another resistance factor, confluence, draws attention to the need to establish boundaries between self and others, thus preventing effective relationships with others. We believe that the adolescent student must be trained in order to learn assertive communication strategies and thus outline a social self that allows him to develop in accordance with his own needs. Thus, we can also combat another resistance factor mentioned by gestaltism - deflection. We believe that the idea of Self must be addressed multilaterally (physically, socially, emotionally, academically), in order to satisfy the need for self-knowledge and effective communication.

At a theoretical level, we believe that the resistance factors find a solution, but the problem is put into a concrete, practical plan. How can we awaken awareness and implicitly self-knowledge (Self), autonomy, awareness and amelioration of anxiety states in front of evaluation situations, presence in the present? By means of informing the adolescent student, we believe that we can awaken the idea of the problem, of stigmatization, therefore the means and technologies of intervention must reach the same level at which the resistances are, the subconscious and implicitly the unconscious. We believe that it is necessary to develop didactic technologies based on expressive-creative techniques through which the adolescent student can have access to his needs and thus develop mechanisms through which to create his desires in accordance with his own needs. Expressive-creative techniques have the role of reaching the „child in him" and thus unlocking the hidden potential and needs.

Conclusions

Expressive-creative techniques have a special role in shaping the Self of each of us because they encourage awareness, awaken the senses through immediate, authentic experiences, participate in self-discovery. In the adolescent, individuation as well as separation is identified as a major task. Violet Oaklander draws attention to the need for the experience itself, direct and does not underline the fact that it is not the discussion, or better said the explanations, that determine the change. The child experiences situations through play, or other techniques perceived as play, these constituting important sources of awareness of different parts of them, in a way that cannot be expressed in words most of the time [3]. We believe that it is necessary to identify methods from the spectrum of activities carried out with young children, to adapt them

to the contents corresponding to high school students and thus to awaken blocked needs and eliminate installed resistances, among which is the imperative need for learning, because we all we feel the need to eliminate uncertainties from our lives, and this fact can only be achieved through knowledge. In conclusion, we believe that we need to treat the cause, not the effects, and one of the causes of the decrease in intrinsic motivation for learning could be represented by the distance from one's own Self. By treating the Self through self-discovery, autonomy, anxiety as a state, the development of creativity, we can break unconscious barriers and awaken repressed needs such as the need for learning.

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