



Erasmus+

TEACHER&TRAINING

STUDENT MOTIVATION

ISTAMBUL 6-5-2019 TO 10-5-2019

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INTRODUCTION TO THE COURSE

There are numbers of factors and elements that determine the speed, intensity, and continuity of the many behaviors individuals experience in their daily lives. These factors are influenced by various factors, from the inside) or from the outside (environment). However, unlike ordinary behavior in everyday life, in education, it is taken into account that acquiring intentional behavior; the controlling and effective use of the factors that play an important role in gaining and maintaining the behavior of the individual gains importance.

While it is observed that some of the students in the educational institutions are willing to produce a lesson, a problem or a probing solution, some of the students seem reluctant to attend the lessons and prefer to escape rather than struggle to solve the problems they encounter. At the beginning of the factors affecting the formation of this difference between the students is the motivation. Since motivation is effective in giving energy to the individual and becoming willing to behave, it is antagonized as one of the most important factors that predominate the effectiveness of the learning-teaching slice.

Motivation is to act to do something. People are motivated at different levels and in different ways. Ahmet; a student, a family member or a teacher, may be interested and willing to do homework. Another student tries to get a better grade. Another student may want to learn to reach their goals.

The last searches that are made about this issue show that there are strong, positive relationship and cooperation between motivation and the achievement. The increase in motivation allows teachers and students to enjoy more pleasure from school. Some common behaviors observed in motivated organizations include:

- Having positive thoughts towards the school and finding the school satisfactory.
- Insist on power tasks and cause few management problems.
- Deep processing of information.

At the same time, the motivated student is a positive contributor to the functioning of the classroom as it is an important source of job satisfaction for the teacher.

WHAT IS MOTIVATION? WHY TEACHERS SHOULD MOTIVATE THEIR STUDENTD AND WHAT ARE THE OBJECTIVES?

- Motivation issue is an important issue in educational field for both teachers and students,because the more the students are motivated and focused on the course, the more they catch success in their lessons. However, a student may lose his/her motivation on the course, even during the lesson time. So, teacher should give him the necessary encouragement by means of fun and attract.

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- ⦿ This could be a difficult task for teachers, however, in any case, they should accomplish this. In order to do this motivate task, there are 5 effective ways which are used generally.

5 ways to motivate students:

ENCOURAGE YOUR STUDENTS

Students look to teachers for approval and they want to take a positive support from them, and are more likely to be attracted about learning when they feel their study is recognized and congratulated. You should encourage them to communicate and free thinking with your students to make them feel important. Be desirous. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A “good job”, ‘well done’ or “nice work” can go a long way.

PROVIDE THEIR PARTICIPATION TO LESSONS

One of the effective ways to encourage students and teach them responsibility is to get them involved in the classroom during the lessons. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you carry out a reading activity in class, ask students to take turns reading sections out loud. Provide students work in groups and assign each one of them a task or role. Give students a sense of ownership, that allows them to feel accomplished, and this encourages to make an activated participation in class.

ENCOURAGE THEM

Setting expectations and making reasonable and rational demands encourages students to participate, however, sometimes students need an extra push in their right direction. Offering students small incentives makes learning fun and motivates students to push themselves. These attempts to encourage can be differed from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

MAKE THEM CREATIVE

Please avoid monotony and sameness by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to discuss and enlarge the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively shows and explains a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create an ambiance which stimulates environment.

CONNECT TO REAL LIFE

“When will I ever need this topics?” This question is often heard in the classroom, this indicates that a student is not attracted to the lesson. If a student does not understand that what they’re learning is important, they won’t want to learn. Thus it’s important to demonstrate how the subject relates to them. If you’re teaching algebra, take some time to research how it is utilized practically for example, in engineering and share your findings with your students. You should really attract them by telling them that they may use it in their career. Showing them that a subject is used everyday by “real” people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

RECOGNISING THE STUDENT WHO NEEDS MOTIVATION

- It is an important factor to reach a success in our classroom as a teacher, we should recognize and identify the students who needs motivation. Sometimes, some of the students, even if they have intellect, have difficulties and they suffer from focusing on the lesson. So, teachers should recognize this situation of them and they should help them. In order to help them effectively, in the first stage, they should recognize who needs motivation.

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- In order to identify who has special needs about the motivation in lessons, teachers should show special attention on all of his students. So, all of the students should be important in the eyes of them. Namely, all of the students have a value on their teachers. So, teachers should always follow all of their students.

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- Then, teachers should provide these students' self identification. Firstly, a student should know himself and he should have the ability to identify his physical and psychological needs. In line with these needs, he can reach the success that he aims.



OKULUMUZUN TARİHÇESİ

Okulumuz binası Filozof Leon'un oğlu, Bizans İmparatoru Konstantin tarafından yaptırılmış olup bir süre akıl hastanesi olarak hizmet vermiştir. 1054 yılında imparator Monomak burayı demir işçiliğinin yapıldığı bir sanat atölyesi haline getirmiştir.

Fatih Sultan Mehmet 1453'de İstanbul'u fethettiğinde, Vizir Gedik Ahmet Paşa binayı kılıç üretim atölyesi olarak yeniden düzenlemiştir. Sonrasında, halk arasında ismi Kılıçhane olarak anılmıştır. Osmanlı Padişahlarından 1. Ahmet zamanında Kılıçhane binası tekstil atölyesi olarak kullanılmış ve Yeniçerilerin kıyafetleri burada dikilmiştir.

Padişah III. Ahmet zamanında aynı bina içinde büyük bir hastane yapılmıştır. Tasarımını Sultanahmet Camii'nin ünlü mimarı Sedefkâr Mehmet Ağa'nın yaptığı bina, XVII. Yüzyılda inşa edilen tek hastane olması bakımından büyük bir önem taşır.

XVIII. yüzyılda III. Selim zamanında bina yeniden kılıçhane olarak kullanılmış olup, 4 Eylül 1868'de Mithat Paşa tarafından İslah-ı Sanayi mektebi olarak düzenlenmiştir.

Okulun ismi 1909'dan sonra "Mıntıka Sanat Mektebi" olarak değiştirilmiştir. Birinci Dünya Savaşı ve Mütareke dönemlerinde okul verimli olarak çalışmamış, ancak Türkiye Cumhuriyeti'nin ilanından sonra okul yeniden inşa edilmiştir. Okulun ismi "Sultanahmet Erkek Sanat Enstitüsü" olarak değiştirilmiş olup, halen Sultanahmet Teknik ve Endüstri Meslek Lisesi adıyla mesleki ve teknik eğitim alanında hizmet vermektedir.

HISTORY OF OUR SCHOOL

The school building was established by Philosopher Leon's son, Byzantine Emperor Constantine and served as a mental hospital for a while. In 1054, Emperor Monomak transformed the building into an art house for iron labour workshop.

After Fatih Sultan Mehmet conquered İstanbul in 1453, Vizier Gedik Pasha reorganized the building as a sword production workshop. After that, this place started to be known as Kılıçhane (Smithy House) by the residents. During the reign of Ahmet I, Ottoman Sultan, Kılıçhane Building was used as a textile workshop, where janissary clothes were sewed.

In the reign of Sultan Ahmet III, a tremendous hospital was established in the same building, designed by Sedefkar Mehmet Ağa, who is the famous architect of the Blue Mosque, had a great importance on being the unique hospital in 17th century.

In the 18th century, in the reign of Sultan Selim III, the building used to be utilized as Kılıçhane again. On 4th September 1868, it was organised as "İslah-ı Sanayi Mektebi" (Industrial Reformatory School) by Mithat Pasha.

The name of the school was changed as "Mıntıka Sanat Mektebi" (Regional Craft School) after 1909. The school couldn't have its function efficiently during the World War The 1st and Cease-Fire periods. However, the school had been reorganised after the Proclamation of Turkish Republic. Subsequently, the name of the school changed as Sultanahmet Male Craft Institute and still dedicates to training in the field of vocational and technical education in the name of; Sultanahmet Technical and Industrial High School.





