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“EDUCATIONAL RESEARCH AND SCHOOL PRACTICE”

# Motivacija u obrazovanju

IZMEĐU TEORIJE I PRAKSE

KNJIGA REZIMEA

# Motivation in Education

BETWEEN THEORY AND PRACTICE

BOOK OF ABSTRACTS

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## ULOGA MOTIVACIJE U RAZVOJU KREATIVNOSTI

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Motivacija se pojavljuje kao bitan uslov za razvoj kreativnosti u naučnim teorijama kreativnosti, ali rezultati ispitivanja o njenim efektima nisu jednoznačni. Kako bi se bolje razumeli uslovi za podsticanje kreativnosti u školskom okruženju, proučavana su implicitna uverenja učenika o kreativnosti u okviru sociokulturne teorije. U ispitivanju su učestvovali srednjoškolci koji su pohađali vanškolske naučne programe u Istraživačkoj stanici Petnica (N=337). Ispitanici su popunili upitnik. U ovom radu se analiziraju odgovori na otvoreno pitanje o tome kako obrazovanje može doprineti razvoju kreativnosti, oslanjajući se na koncept potpore koji je razvio Bruner sa saradnicima. Sprovedena je tematska analiza deduktivnog tipa koja je potvrdila prisustvo potpora učenju poznatih iz ranijih studija: kognitivne, motivacione, socijalne i kulturne. Motivaciona potpora je definisana kao podsticanje učenika da se aktivno uključe u proces učenja, a ovu potporu kao preduslov za razvoj kreativnosti navelo je 75 učesnika. Usledila je tematska analiza induktivnog tipa u kojoj je tragano za dubljim značenjima motivacione potpore, na osnovu koje je identifikovano 80 jedinica za analizu. Definisane su tri podteme: podsticanje interesovanja, sloboda izražavanja i vrednovanje kreativnosti. U celini, podaci ukazuju da motivaciona potpora kreativnosti obuhvata stimulisanje interesovanja u sredini koja pruža slobodu izražavanja, nagrađuje i vrednuje kreativnost. Više od polovine ispitanika (58,7%) izrazilo je uverenje da motivacija podržava kreativnost tako što inspiriše učenike zanimljivim predavanjima koja ih podstiču na razmišljanje, tako što odgovara na njihova interesovanja ili ih upoznaju sa nepoznatim oblastima u kojima oni razvijaju nova interesovanja. Motivaciona moć slobode izražavanja uključivala je, prema uverenju trećine ispitanika (32,0%), pružanje prilika za razmišljanje, prevazilaženje prepreka i izgrađivanje samopouzdanja, prihvatanje različitosti i minimiziranje svih vrsta pritiska i osude u školskom radu. Manje od petine ispitanika (16,0%) je izjavilo da nagrađivanje i vrednovanje kreativnosti predstavlja najdirektniji motivator koji podstiče učenike da budu kreativni u budućnosti. Nalazi istraživanja interpretirani su u svetlu diskusije o motivaciji kao dinamičkoj komponenti kreativnog procesa i potrebe za većim podsticanjem kreativnosti u školi.

*Ključne reči:* motivacija, kreativnost, implicitne teorije, srednja škola, učenici.

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## ROLE OF MOTIVATION IN DEVELOPMENT OF CREATIVITY

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In scientific theories of creativity, motivation is presented as an important precondition for development of creativity, but results of the research on its effects are not clear-cut. In order to achieve better understanding of the preconditions for encouraging creativity in the school environment, the implicit beliefs of students about creativity within socio-cultural theory were studied. The questionnaire was completed by the secondary school students who attended out-of-school programs in the Petnica Science Center (N=337). This paper analyzes answers to the open question of how education can contribute to development of creativity, relying on the concept of scaffolding developed by Bruner and associates. A thematic analysis of the deductive type was conducted which confirmed the presence of scaffolding, recognized in previous studies: *cognitive, motivational, social and cultural*. Motivational support was defined as encouraging students to be actively involved in the learning process, and this support was mentioned as a precondition for the development of creativity by 75 participants. The thematic analysis of the inductive type followed, in which deeper meanings of motivational support were searched for, on the basis of which 80 units for analysis were identified. Three sub-themes were defined: stimulating interest, freedom of expression and valuing creativity. In general, the data indicate that motivational support for creativity includes stimulating interests in the environment that provides freedom of expression, rewards, and values creativity. More than a half of the participants (58.7%) expressed belief that motivation supports creativity by inspiring students with interesting lectures that encourage them to think by responding to their interests or introducing them to unknown areas in which they develop new interests. The motivating power of freedom of expression includes, according to one third of participants (32.0%), opportunities for reflection, overcoming obstacles and building self-confidence, accepting diversity and minimizing all types of pressure and condemnation in school work. Less than a fifth of participants (16.0%) stated that rewarding and valuing creativity is the most direct motivator that encourages students to be creative in the future. The research findings were interpreted in the light of discussion on motivation as a dynamic component of the creative process and need for greater encouragement of creativity in school.

*Keywords:* motivation, creativity, implicit theories, secondary school, students.

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KNJIGA REZIMEA

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