

**DIAGNOSTICS OF EDUCATIONAL MOTIVATION
OF STUDENTS BY COLOR WORD
ASSOCIATION TECHNIQUE**

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The effectiveness and quality of education largely depends of the strength and structure of the motivation for learning. Formation of educational motivation at school age is called one of the central problems of the modern learning process. Today it is not enough to provide the student with a stock of knowledge and skills, it is important in terms of psychology – to teach them to want to learn.

Research of motivation is one of the important tasks of psychology, the solution of which allows us to approach the understanding of the driving forces, causes and internal mechanisms of human behavior.

Educational motivation is defined as a particular type of motivation included in educational activity. As a rule, this activity is motivated not by one motive, but by a whole system of diverse motives that are directed at individual aspects of educational work and are related to the student's internal attitude toward it. Among the factors that have a significant impact on the educational motivation of schoolchildren can be identified such as:

- the relationship with the educational system, with the school where the child is studying;
- organization of the educational process;
- relationships with classmates;
- subjective features of the teacher and the relationship with the students;
- the specifics of the subject and the attitude of the student to it.

Diagnosis of the specific features of the educational motivation and the meaning of the teaching for the student in each specific case plays a

decisive role in determining the teacher's measures of pedagogical influence in the learning process and requires the use of objective, reliable and scientifically sound methods.

In psychological practice, questioning and projective methods, as well as psychosemantic methods, are used to study various aspects of human motivation, including educational motivation.

Questionnaires and standardized tests are based on self-report, reveal the perceived motives and attitudes and can not always provide objective information about the content of motivation. In addition, even adequately informed attitudes and motivation may be distorted during the survey due to their different social desirability.

Projective methods allow solving the problem of motivational distortions on the part of the person, since the true content of these methods remains hidden for him. However, the use of projective methods is often a laborious procedure, and their reliability largely depend of the skills and experience of the psychologist.

The psychosemantic group of methods measures the system of subjective meanings of various objects for a person.

To this type of methodology is the technique of Color-Words Associations (CWA) [1], developed by the Czech psychologist George Simonek (senior) and designed to diagnose the emotional and motivational sphere of the person in various areas of his life, including in educational activities.

This technique is based on the suggestion that the essential characteristics of non-verbal components of relationships (sensory) to significant others and to oneself are reflected in color associations. The color-associative experiment, according to this assumption, makes it possible to reveal sufficiently deep, partially unconscious components of the relationship, bypassing the distorting protective mechanisms of the verbal consciousness system.

The relationship of color sensorics to the emotional life of the individual is confirmed by many experimental psychological studies and is successfully used in a number of psycho-diagnostic methods (tests of Rorschach, Lusher, etc.). But in all these methods, the person's reaction to color stimuli was used as an indicator of the general affective state. CWA differs from these methods in a unique way of extracting reactions to color stimuli and another formulation of the task of diagnostic re-

search – the study of specific relationships and motivations of the personality, rather than its general properties.

The essence of this technique is that stimulus material from the calibrated set of words, which can be adjusted depending on the diagnostic problem is added to the palette of eight colors of the Lusher test used. The person denotes any concept by the three most attractive colors of the eight offered. In this case, the person activates the neural nodes and synapses, provoking an association, to which he can not consciously influence. An analysis of the answers makes it possible to assess the psychological characteristics of associations with a high degree of accuracy and reliability.

This technique has found wide application in education, in particular for the diagnosis of factors affecting the educational motivation of students. The BrightLight program (www.brightlighton.net), created for these purposes makes it possible to assess the nature of the student's relationship with the educational system that significantly influences his motivation for learning.

The program also provides an opportunity to assess the atmosphere and behavioral risks in the classroom.

The results obtained with the help of the BrightLight program characterizing the internal motives are protected from accidental and intentional distortions on the part of the student, allow teachers and parents to work effectively with students to improve the educational motivation and accordingly the effectiveness of the educational process in the classroom and school.

Reference list

1. Simonek, G. The technique of color word associations (CWA) [Electronic resource] / G. Simonek. – 2012. – Access mode: www.camethod.com. – Access date: 16.01.2013.