

How Is Motivation Generated? Exploring The Truth About Motivation Generation from A Psychological Perspective

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Abstract: "As long as there is motivation, nothing is difficult." "There is no motivation today." - In life, we often hear the word "motivation." With motivation, we can start every day's activity. However, although motivation is important, it often makes people feel frustrated because it is not something that can happen casually. How can people make themselves full of motivation? Under what circumstances will one lose motivation? Let's take a look at what experts in motivational psychology say.

Keywords: Motivational psychology makes people motivated.

1. Introduction

Some motivations may seem simple: if you're hungry, you have to eat; if you are thirsty, you need to drink water. The most important behavior is triggered by internal drive. According to this viewpoint, drive is an internal state that responds to the physiological needs of animals. In terms of its own conditions, such as body temperature and energy supply, organisms seek to maintain a state of balance or dynamic equilibrium. Think about how our body maintains a temperature of around 37°C? If it's too hot, we start sweating; if it's too cold, we start trembling. It is these mechanisms that keep body temperature balanced[1]. What happens when an animal is deprived of food for several hours? This deprivation can cause imbalance or tension, thereby arousing drive. These driving forces, in turn, prompt organisms to take action to eliminate tension: when these driving forces are satisfied or eliminated - dynamic equilibrium is restored - the organism stops this behavior. Therefore, when an animal has not eaten for a long time, it will experience a sense of hunger. Thus inducing the behavior of searching for food and eating. At the same time, the response of animals to search for food will be strengthened, as this response is linked to the reduction of eating and tension.

All normal people with the ability to think, in order to engage in different activities, always have a certain purpose and motivation, strictly speaking: "Motivation is a person's psychological tendency to initiate and maintain activities." Human motives are many and varied, but they are all based on needs. A newborn who has just got rid of its innate unconditioned reflexes can cry for milk, which is a physiological need. This kind of motivation based on human physiological needs is called natural motivation. With age, people need to interact with each other, need to be educated, this according to the social needs of human motivation is called social motivation; some people take the overall situation into account, for the sake of the interests of the motherland and the people, at the expense of personal everything, this is the correct and noble motivation, there are people who are selfish, self-interest, the loss of others, the loss of public benefit for private gain, this is the wrong and lowly

motivation; there are people who, in order to achieve a certain goal, perseverance for decades, this is the long-term motivation. In order to reach a certain ambitious goal, some people persist for decades, which is a long-term motivation; some people, in order to engage in a specific action, constantly change the content of the activity, which is a short-term motivation Although there are various forms of motivation, there is a rule to follow in cultivating or correcting them[2]. According to the law of physical and mental development of adolescents, it is of great significance for our education to try to stimulate and cultivate students' correct motivation. Here on my teaching practice in the past few years, I would like to talk about a few points of superficial understanding from the perspective of psychology to stimulate and cultivate the correct motivation of junior high school students.

2. Grasping the Laws of Mind and Body Strengthening Purposeful Education

Middle school students are generally between the ages of 11, 12 and 14 or 15. From the point of view of the laws of physical and mental development, this is a very unstable period full of contradictions. They have the age characteristics of half childish, half mature, half child, half adult. In addition to the rapid changes in their physiology, their general characteristics during this period are also characterized by a marked increase in their ability to think abstractly. Their emotions are changeable, excited, and easily agitated, and their motivation is highly malleable. However, they have basically overcome the changeable, intuitive, and dependent characteristics of motivation in early childhood, and have developed from passivity and dependence of motivation to proactivity, from narrowness and intuition of motivation to broadness and far-reachingness, and from changeability to stability of motivation, but their goals are still not clear enough. I conducted a simple opinion poll among the newly enrolled junior high school first graders: "What is the purpose of your study in junior high school?" As a result, 50% of the students in the class had a clear purpose, 30% had

a biased understanding, and about 10% had a wrong understanding, and some students turned in blank papers[3]. From this, we can see that strengthening purpose education for middle school students is very necessary to stimulate their motivation and enhance their original motivation to learn and live.

Junior high school is a critical period for students to gradually form their worldviews, and it is also a time when their sense of self develops significantly. Whether or not they set ambitious goals and generate noble motives at this time has a direct impact on the formation of their moral character, the cultivation of their enterprising spirit, and even the activities they engage in throughout their lives. China's famous mathematician Chen Jingrun in junior high school in a math class, listening to the teacher said "Goldbach's Conjecture" proof in the world is still a gap in the motivation to aspire to break through this difficult barrier, after decades of hard work, and finally picked the mathematical "crown" on the "crown". After decades of hard work, he finally picked the "crown" of mathematics[4].

The Pearl of Mathematics. Song Shixiong, a sports announcer of the People's Central Broadcasting Station, who was loved by the audience, was also deeply infected by a ballgame commentary by the capable announcer Fang Zhi in his middle school years, and only then did he have a strong motivation to become an announcer. With tenacity and perseverance, he worked day in and day out for tens of years and finally realized his dream. How can we educate secondary school students about purpose? If we continue to give political education as we do to primary school students, and ask them to "do whatever they are told", this is obviously not enough for junior high school students who already have a sense of "adulthood". According to the laws of physical and mental development, teachers should actively induce them to put forward their own purposes of activity independently after careful consideration, and educate them on moral qualities in various colorful forms. For example, they should be taught about the situation, revolutionary traditions, and modern history in conjunction with teaching. Not only do we encourage them to learn from the heroes, but we also encourage them to find out what motivated the heroes to do what they did, and to think deeply about what they should do in order to be worthy of the martyrs of the revolution[5]. They should write their thoughts and experiences. At the same time, teachers should also be good at digging out the shining things around the students, so that students can compare and contrast, and promote the development of self-awareness. It has been proved that the effect of educating students about purpose and motivation from a psychological point of view is relatively obvious.

3. Enthusiastic Encouragement and Support Foster Boldness

Motivation produces action, and action produces the effect of transforming reality. But motivation and effectiveness are often at odds.

Good motivation produces good results and bad motivation produces bad results, but sometimes good motivation can produce bad results due to lack of knowledge and experience or hasty action. In this regard, the instructor must carefully investigate the facts, and must not be subjective and arbitrary.

It is important not to be subjective and arbitrary, thus frustrating the students' motivation. Once, someone reported

that a student stole welding rods from the school's physics laboratory during an experiment.

And this student usually grows now very good, or three good students. How to deal with this problem? ××The class teacher of x x did not make a decision to deal with the case lightly, but carefully and patiently made inquiries and investigations. It turned out that a slide projector in the school was broken and could not be used for teaching[6].

The father of the student was a technician in a motor factory, so he tried to fix the slide projector by himself based on his knowledge of physics and by seeking advice from his father, so he took a piece of used welding rod during the physics experiment. After the investigation, the homeroom teacher patiently worked on the student's ideology and encouraged and supported his collective concern. The class teacher encouraged and supported the student and bought a welding rod for him to continue the experiment. However, he was seriously criticized for the mistake of taking welding rods from the laboratory without going through the teacher and was educated in the whole class. Through this example, we can realize how important it is to grasp students' ideological motivation[7].

Junior high school students love to move but not to stay still, and they are especially energetic. Their will is strong and they dare to think and act, once they realize the significance of an activity, they will act immediately and overcome difficulties according to a certain purpose, which is precious. However, their will is still fragile and their thinking is still one-sided. Teachers should encourage them enthusiastically, cultivate their courageous spirit, make them have a strong perseverance from childhood, and try to help them overcome difficulties, so that correct motives and good results will be consistent. Once their correct motives due to mishandling of the opposite result, but not to blame, stifle their enthusiasm and creativity, but to patiently guide them to analyze the reasons, so that the students' wisdom and talent to play is very beneficial.

4. Correcting Praseodymium Mis-motivation through Careful Observation

Purpose is the effect that a person expects to achieve in an activity, while motivation is the subjective reason that inspires a person to achieve that purpose. Motivation and purpose are both different and related. Some motives are the same and the results are not the same, while some results are the same, but the motives are very different. For example, some people study hard in the issue of further education, the motive is to be able to master more skills in the future to contribute to the four, some people study hard, the motive is to have a comfortable comfortable nest in the future, in the discipline, some people are on their own strict requirements, and some people are just deterred by the authority of the class teacher. Although motivation is hidden by superficial effects, there is a pattern to them, and there is always some frequent and essential connection between motivation and effect. With careful observation and analysis, . . by gradually removing the contingencies, it is possible to understand the true nature of motivation. Therefore, as educators, good at careful observation, timely grasp the weak links in students' thinking, correcting the wrong motivation is very necessary.

The worldview of middle school students is not yet fully formed, and the plasticity of their thoughts is large. As long

as they are good at catching the key, the wrong motivation can be corrected very quickly. For example, in a civilized and polite activity, a class received fifteen applications to join the league at the same time, and did thirty-one good deeds within two days. In the face of this very pleasant scene, the class teacher was not complacent, but seriously thought about whether the motivation of the students who asked to join the League was the same, and how to grasp the key of the ideological activities to educate the students. As a result, after the end of the Civilized Manners Month, due to the limitations, it was not possible for everyone to join the League. As a result, some students' enthusiasm for joining the League immediately subsided, and some students who had already joined the League lost their motivation for joining the League as a goal to be achieved. In response to this situation, the class teacher organized a class discussion on "Why do we join the League?" and "Joining the League is a starting point and a refueling station", and had heart-to-heart talks with the students concerned, which resulted in the class being recognized as an advanced group in the whole school.

5. Pouring A Passion to Ignite The "Flash" Fire

There are still a lot of underachievers in the school, treating them, teachers tend to frown, classmates tend to glance at the eyelids, they are also very low self-esteem. How to do a good job of transforming these poor students, from a psychological point of view to stimulate their correct motivation, ignite the sparkling embers, is also the responsibility of educators.

There is always a process in the evolution of a person's thinking, and there is often a struggle for motivation in their activities. In the struggle of motives, they repeatedly consider the rights and wrongs, the good and the bad of these conflicting motives, and they are very nervous and hesitant in their actions. This struggle of motives is sometimes very intense, and it is not until one motive completely overcomes the other that a certain action is taken. In order to do a good job of transforming the latecomers, we must be good at grasping the key of their thinking activities and devote ourselves to helping them overcome the wrong motives with the right ones. This is an arduous, meticulous and complex task. We should adopt the attitude pointed out by Comrade Mao Zedong, "Don't despise them, don't look down on them, but get close to them, unite them, and encourage them to move forward." We should be good at exploring the inner world of the students, figuring out their ideological motives, so as to make them eliminate their suspicion and antagonism, and to make them sure that the teacher's sincerity is true. To them to understand reasoning, emotion, they will be willing to treat you as a family member[8].

They are willing to treat you as a relative and tell you the truth. A student who stole money from his classmates once told me in tears about the process of this incident: this is a rural child, the family life is very poor. His father had cancer, his mother had undergone a major operation, and he was the eldest son and had no money. In order to pay for his meals, he stole ten dollars and was immediately caught. When he stole the money, he was very ambivalent, his face was red, his heart was pounding, and he had a sense of fear and shame. After he was caught stealing the money, his classmates isolated him and looked down on him, and over time, he developed the idea of "breaking the pot". In response to this case, I first to the class to review their ideological work on the dereliction of

duty, students not only understand the students, but also collectively pay for his meals, so that he felt the warmth of the collective, and then the students progress very quickly, honored to join the regimental organization.

Do a good job of the ideological work of the students, but also must stimulate their "self-esteem", to cultivate their sense of collective honor. To be good at finding their positive factors. Latecomers are not everything late, some students have poor grades, but they have musical talent, sports talent; some students have poor moral character, but they often dare to say and dare to do. Teachers should care about them, help them, educate them, and be good at finding and lighting the fire in their hearts in time to illuminate their way forward. This is an honorable and arduous task for each and every one of our people's teachers.

6. Conclusion

Contemporary psychologists use cognitive analysis to explore the forces that motivate a wide variety of personal and social behaviors. That is, important human motivations derive not from objective entities in the external world, but from subjective interpretations of those entities. If a person does not realize that his or her actions will be rewarded, then the reinforcement of that reward does not exist. What you do now is often controlled by the factors that you perceive as contributing to past successes and failures, by beliefs about what you think you can do, or by expectations about the possible outcomes of this behavior. Cognitive orientation explains the problem of why humans are often driven by expectations of future events.

The likelihood that an individual will engage in a particular behavior (studying for a test rather than having fun) is determined by the expectation that he will achieve a goal (getting good test scores) and the personal value of that goal. The gap between expectation and reality can drive an individual to the right behavior. Suppose that when you find that your behavior is not consistent with the standards and values of the group to which you belong, you are motivated to change your behavior to better fit the group. For example, you may be motivated to change your style of dress or the music you listen to in order to reduce the inconsistency between expectations and reality.

Finally, the outcome of the behavior (e.g., a poor grade) can be attributed to intrinsic traits, such as lack of effort or lack of intelligence, or to situational factors, such as an unfair test or a biased teacher. These factors influence how you behave. If you believe that a lack of effort caused a poor score on a test, you might redouble your efforts next time; however, if you believe that a low score is due to an unfair test or your own lack of ability, you might give up trying. Thus, viewing the source of motivation as internal or external depends to some extent on your subjective perception of the objective entity.

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