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THE DEVELOPING OF MOTIVATION FOR A HEALTHY LIFESTYLE FOR PUPILS

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The article addresses the dimension of motivation for developing healthy lifestyles in students. Motivation is formed by a combination of different factors, including: needs and desires, goals, rewards and punishments, emotions, personal values, social influence. Intrinsic motivation is the basis for the formation and development of a healthy lifestyle and the achievement of desired, long-term results. Thus, motivation plays a key role in maintaining interest in learning and exploration by managing and regulating effort, even when obstacles arise. This requires strong awareness, willpower and perseverance. Therefore an important aspect in the context of adopting a health-focused lifestyle is the formation and development of motivation, as an essential foundation for achieving goals.

Keywords: *healthy lifestyle, motivation, motivational adjustment, automotivation, intrinsic motivation, extrinsic motivation.*

FORMAREA MOTIVAȚIEI PENTRU UN MOD DE VIAȚĂ SĂNĂTOS LA ELEVI

În articol este abordată dimensiunea motivației pentru dezvoltarea modului de viață sănătos la elevi. Motivația se formează printr-o combinație de diverși factori, printre care: nevoile și dorințele, obiectivele, recompensele și pedepsele, emoțiile, valorile personale, influența socială. La baza formării, dezvoltării unui stil de viață sănătos și dobândirea rezultatelor dorite și pe termen lung stă motivația intrinsecă. Astfel, motivația joacă un rol esențial în menținerea interesului învățării și explorării prin gestionarea și reglarea efortului depus, chiar și atunci când apar obstacole. Acest lucru necesită o puternică conștientizare, voință și perseverență. De aceea un aspect important în contextul adoptării unui stil de viață axat pe sănătate este formarea și dezvoltarea motivației, fiind un fundament esențial la atingerea scopurilor.

Cuvinte-cheie: *mod de viață sănătos, motivație, reglarea motivațională, automotivare, motivație intrinsecă, motivație extrinsecă.*

Introduction

In today's society, there has been a qualitative change in the awareness of the value of life and health of every child. The task of maintaining the mental, physical and moral health of the younger generation falls to education as an integral structure that ensures the development of the personality. In the last decade, there have been persistent negative trends in children's health, an increase in the prevalence of risk factors for health and developmental disorders, an increase in morbidity and disability. The current situation of deteriorating health among children has led all actors involved in the education process to develop new strategies to raise a new generation that is convinced of the need for and adoption of a healthy lifestyle. At the same time, it is crucial what students perceive about healthy lifestyles and their necessity for personal and professional development.

At the same time, the formation of a positive motivation for a healthy lifestyle among pupils depends on the involvement of family and teachers.

One of the characteristics of pupils is the high sensitivity of the growing organism to unfavourable factors: social and environmental conditions, poor hygienic conditions of upbringing and growth and negative stereotypes of behaviour, being an aspect in which the risk of hereditary predisposition to disease is higher. For the development of a healthy way of life, it is motivation that is responsible for maintaining the direction of learning and experimentation by managing and controlling the effort invested when obstacles arise, as this requires awareness, willpower and perseverance. The motivational sphere of learners begins to be

characterised by a certain introversion, orientation towards one's own ideal, a hierarchical structure and argumentativeness of motives. However, learning, especially for a healthy way of life, often involves distant, long-term goals, which may compete with immediate desires, in which case there is a need to postpone them, control impulses and inhibit certain tendencies.

Conceptual framework

The term „motivation” serves as a generic term for the totality of factors, mechanisms and processes that ensure the emergence, at the level of mental reflection, of impulses towards vital goals, i.e. that orient behaviour towards the satisfaction of needs. From a physiological point of view, motivation is seen as a state of the central nervous system during behaviour, as a signal for goal-directed behaviour.

Behaviour as a result of motivation is justified in the doctrine of A. A. Ukhtomsky, where the first step in the development of motivation is the specific behavioral act, being a „definite temporal sequence”, the process of emergence and development of motivation.

Today, motivation as a mental phenomenon is interpreted in different ways: as a set of factors that support and direct, determine behaviour; as a set of reasons; as a stimulus that determines the organism's activity and sets its direction; as a process of mental regulation of specific activity.

In this context, motivation itself is distinguished from the regulation of motivation. The regulation of motivation is achieved through activities that intentionally intervene to activate, maintain or supplement the will to start, continue or complete certain tasks. Motivation regulation is differentiated from motivation itself by the awareness and intentionality of thoughts and actions. An example would be, removing disruptive factors in the performance of a task, thus making it possible to maintain commitment to the successful completion of the task. Motivational regulation involves various strategies for using intention to control and regulate cognitive and personal motivational factors, such as: known/recognised goals; outcome expectations; causal attributions/locality of control; personal beliefs about one's own efficacy; beliefs about the value of the task; epistemic beliefs (intrinsic/extrinsic motivation), including attitudes and desire to achieve the goal [9].

Motivation strategies, self-motivation are conscious initiation, maintenance and supplementation activities to maintain the will to perform certain tasks [7]. Their purpose is to influence beliefs, attitudes, interest, skills, strategies that facilitate health education by sustaining the necessary effort and attention; promoting valued motivational preferences (interests, intrinsic motivation); promoting self-confidence and epistemic beliefs, adjusting personal standards; controlling willpower; monitoring personal beliefs about one's own effectiveness; controlling causal attributions to personal expectations.

The relationship between motivation and volition is explained by the fact that motivation is concerned with the formation of intention and volitional control with the protection of that intention through the use of various strategies. Motivational and volitional control pertain to the „wish” component of the strategic learning model proposed by Weinstein [apud., 7]. Willpower points to the capacity of the „wish”, manifested through sustained actions carried out consciously. Volitional competence refers to the need-based tendency to increase the intensity of effort invested in learning and the ability to resist obstacles or constraints. Volitional strategies involve aspects of self-management and persistence, and ensure and maintain depth in action. These may include simple strategies, such as creating a supportive environment, or assigning new meaning to the task, making it attractive, enjoyable or interesting.

C.A. Wolters identifies the following types of motivational strategies: (a) self-reinforcement, intrinsic stimulation; (b) self-talk about the purpose of the action; (c) increasing interest, pleasure experienced while performing the task; (d) environmental organization - reducing the impact of distracting factors; (e) self-obfuscation - raising the level of difficulty of the task; (f) controlling the mode of attribution in order to maintain or increase interest; (g) managing effectiveness - monitoring, evaluating and controlling one's own expectations and perceptions of self-efficacy and personal competence; (h) monologuing about task accomplishment - using voice supported sentences about clear reasons for continuing to work on the task; (i) monologuing about performance achieved - statements about what can be achieved by developing healthy lifestyle: healthy body, good image, strong immunity, etc.; (j) increasing interest in the personal relevance of the task - subordination to satisfy higher-order interests [Apud, 2].

Knowledge, cognitive and metacognitive strategies at the individual level are insufficient to achieve

performance in the context of a healthy lifestyle, because it is necessary to be motivated to apply and use this knowledge, teachers and parents having the task of forming this motivation and then supporting its transformation from extrinsic motivation to intrinsic self-motivation.

The personal capacity for self-motivation is a crucial skill and is recognised as the best form of motivation. However, a learner's true motivation comes from self-motivation. According to R. Homer, extrinsic motivation has only a temporary effect, whereas self-motivation is truly lifelong. Self-motivation involves using one's own thoughts and actions to increase the level of motivation towards the accomplishment of a particular task, without outside influence. Self-motivation is internal in nature and, at its core, is attitude, mood, emotion; it is a drive, a stimulus. Self-motivation is the source of inspiration that sustains learning-oriented personal behaviour and actions, strengthens self-confidence and improves self-esteem, energetically and volitionally supports the subject's actions, directing them and keeping them on the path to achieving set goals. Self-motivation originates from several sources, both cognitive and emotional. The emotions that direct individuals are strictly individual [5].

In this vein, researcher A.A. Faizullaev has implemented a model for training motivation for a healthy lifestyle. Motivation of students takes place in five stages:

- At the first stage of motivation, which is aimed at creating or raising awareness of the need for a healthy lifestyle, the teacher influences students by giving them the opportunity to become aware of the need to maintain and promote health, to observe the basic principles of a healthy lifestyle and to take responsibility for their own lifestyle. using various factors and modalities in the educational environment.

- The second stage is acceptance of the reason, with students considering the place of health and healthy lifestyles in their hierarchy of values, and the teacher encouraging them to prepare and initiate healthy lifestyle compliance.

- In the third stage, students realise their motivation according to their degree of independence in fulfilling the basic principles of a healthy lifestyle.

- The fourth stage of the motivational process is the reinforcement of motivations, whereby they become character traits.

- The fifth and final stage is the actualization of potential drive, which is characterized by the absence of the teacher as the organizer of the motivational process. This stage is related to all future activities of the students [Apud, 7].

When motivation becomes intrinsic, students choose a future career and create a long-term life plan, taking into account health and healthy personal lifestyle. Thus, motivation for a healthy lifestyle is a complex process, from the emergence of the desire to organise one's lifestyle to changing behaviour in the direction of health promotion.

Conclusions

Harmonious development and maintenance of optimal health starts at an early age, and a start is to instil a strong motivation in acquiring a health-focused lifestyle.

Encouraging students to set achievable goals for their health and well-being contributes to the process of transforming extrinsic motivation into intrinsic motivation, and the fact that students see their progress and achieve their goals can give them a sense of accomplishment, boosting performance. Teachers and parents are the first role models for students, introducing them to the benefits of healthy living, and students will be more motivated to adopt these habits for themselves. However, turning healthy habits into fun ones gives students the opportunity to understand that a healthy way of life includes first of all harmony between daily behaviour and doing things with pleasure and success, not just changing and limiting pleasures. Incorporating physical activity into games, cooking healthy meals together, replacing unhealthy foods with healthy ones that will bring just as much pleasure, or a taste test for healthy snacks can make healthy choices enjoyable for students. Collaboration between school and family promotes greater confidence in the choices made and increases motivation to achieve goals.

Thus, building motivation for a healthy lifestyle in students is crucial for their overall well-being and success in life. Through goal setting, own example, fun, education and collaboration, students can be encouraged correctly and ecologically to adopt health-focused habits.

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