

STIMULUS AND ITS ROLE IN YOUNG CHILDREN

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Abstract

The inborn temperament of every child makes the people different and this pre-defines the different ways for a constant learning of new things. It is necessary the child's interest to education to be kept which will contribute to get to know of the surrounding world and reality. If there is a strong resistance from the part of the child and a refusal expressed by a crying then it should not be forced to make something but to be stimulated and encouraged to believe in himself that he will succeed.

The stimulus is a method that has a special meaning in life from the youngest age. That is why it is necessary to be socially directed – by gestures, stimulating of the grownups (by encouragement, praise, hug, sharing of the result achieved). The children can be prized with a small present (sweets, biscuits, fruits and vegetables) that will help them to accept spontaneously the love of the teacher and older person.

The ways of stimulating in young children's age are different:

- Walks and open-air games in which the children's teacher plays together with the children, stimulates purposefully their imitativeness and predispose them to positive experiences;
- For the assessment of the effectiveness of daily situations can be used symbolic prizes for a well done job in the group – stickers, pictures, accessories for the games, reading of a favorite fairytale with an amusing (not boring!) voice;
- The listening of favorite songs and melodies in the kindergarten and at home stimulates the brain and its sensitivity. The adding of a children's instrument to the amusement is a beginning for the child to start loving the musical activities and games and the rotation of an improvised "drum" of an empty coffee box is an amusing way that will make the child to love the real drum;
- The drawing of pictures in the nature –about it, predispose and raise the child's emotionality and sensitiveness to the colors and shades develops the imagination and creativity in the grownups from the youngest age;
- The physical exercises, games, dances and the folklore hero helps for the strengthening of the locomotors system, stimulating the rhythm in the movements and the coordination of the children in the group (on the sport playground, children stadium, close to nature);
- The educational toys (puzzles, strings of different by colors and form beads, cubes with pictures, drawing-boards and papers) predispose the cultivation of patience and logical conception in the children brain;
- The creation of diverse educational environment and field work stimulates a need in the children from young age to study and make elementary experiments developing multiple intellects through entertaining-amusing games and classes.

On the basis of the pointed out ways for stimulation of the child are made researches and the results are summarized statistical methods and correlative subjection.

Keywords: interest for learning, stimulation, positive experiences, creativity.

1. Introduction

The best way to convince people to behave in a desired way is to rewarded them - or, to provide them with incentives. This is so obvious that it can be said that it's useless to discuss it. But actually it's necessary and worthwhile.

You could say that people should not be rewarded (bribed) in order to do something desired. Even when we acknowledge that incentives are necessary it's not easy to identify those that motivate a desired action.

*In my work as a teacher I stumbled upon that emotional resistance which some people have against the use of incentives to achieve good. While telling students about the growth of elephant populations in South Africa due to the policy there, which allows people to **benefit** from the protection and the multiplying herds of elephants, there was one student, who had already expressed sensitivity to environmental issues, who said that he'd rather have the elephants not saved than doing this by **relying on people's greed**. His principle was shared by others in the class who also thought that good deeds should be motivated by compassion and concern, not by selfishness and greed. I couldn't allow myself to tell him that I would be impressed by his moral position if his mother needs a delicate operation to save her lives and he refuses to pay the surgeon the extra amount that wants.*

Convincing people that incentives are appropriate is not as difficult as determining the appropriate incentives. Of course, we talk about incentives that motivate people to behave the way we desire, but what is the desired? Sometimes the answer is obvious. But not always.

Every time when someone is doing something good, his ability to do some other good is diminished. This is an inevitable consequence from the scarcity and is included in the concept of opportunity cost. There is always an exchange, a "victim", (trade-off) and often a person needs the information from many sources to know which is the best course of action. This way we can formulate the two important functions of the incentives:

The first: to give information about the best course of action;

The second: to motivate people to do good.

One of the main factors for harmony in life and happiness is the *stimulus*. It motivates for positive attitude and aiming to specific targets. But how to keep the stimulus after we've suffered a failure? Precisely there lies the huge exclamation mark, which shows the direction to the right path. While we walk along the difficult path that leads to success, we must constantly work on maintaining a positive attitude at a high level, regardless of the obstacles ahead. Because only through persistency and "work" on ourselves we will succeed! Often the so-called obstacles appear on the path of a child or adult to give directions on what to work on. It is important for them to stand up and approach the obstacles and difficulties with adamant determination. Only when a person is persistent and knows exactly where he is going, their goal we get closer and later when they reach it they'll be confident enough to experience joy from it. This is why a person has to work on their own confidence to make sure that "winds" of low self-esteem will not dissuade the ideas that inspire their incentives for life.

The so coveted harmony in its basis goes as follows: - Positive attitude, incentive and motivation... to everything ... and to all this must be added a great deal of persistence. Only this way, with concentration and desire we can achieve all that brings harmony and happiness!

Learning of the way to train for a short time the attention of the children from young age to different things from the outside world in a way that it should happen quickly and with easiness can be guaranteed through stimulating their interest for a lifelong learning.

The inborn temperament of every child makes the people different and this pre-defines the different ways for a constant learning of new things. It is necessary the child's interest to education to be kept which will contribute to get to know of the surrounding world and reality. If there is a strong resistance from the part of the child and a refusal expressed by a crying then it should not be forced to make something but to be stimulated and encouraged to believe in himself that he will succeed.

2. HOW TO CREATE INCENTIVES

The desired incentives can sometimes be created directly. You know what you want to be done, so you create the right incentive (reward) for doing it. Unfortunately, in most cases, the type of behavior which is desired requires deft balancing between competing goals. In such cases, the establishment of a direct incentive to do something can be quite effective because it stimulates a person to ignore other things.

There are organizations that are full of perversions caused by the direct application of incentives. At school directors respond to incentives to increase the number of students in classes without caring if the teacher can pay enough attention to each child. Such incentives affect the quality of schooling, of educating the students, and they fail, we need a proper educational policy.

When the goal is to motivate people to cooperate, the desired results can rarely be achieved by establishing incentives directly. Instead, incentives should be established indirectly through a set of general rules that allow them to arise from social interaction. An example for motivation is the cooperation during traffic.

*It demonstrates the importance of general rules to motivate cooperation. Traffic flows¹ show surprising spontaneous social cooperation. Without this cooperation the traffic in the big city is impossible. The basic rules that allow such an effective cooperation are simple: * drive at the right side of the road; * go when green, or prepare to stop on yellow, and stop on red; * do not exceed the speed limit; * keep distance.*

Such rules turn the stimulus into an useful one in order that the goal is achieved safely and smoothly, which serves the interests of all. The organization in education is a good example of how a system of rules can create an environment in which the private incentives can motivate social cooperation between the students' parents. The educational organs do not create incentives directly.

In a literal sense, the school does not create incentives at all. The most important incentives come from the subjective desires of the individuals: the incentive to learn, to gain respect, to make the school a better place for the children, to provide parents with accurate information about the personal development of their children. Educators set the rules of behavior which harmonize these various incentives by enabling the student to accept their desires and achieve the set target.

The assessment of knowledge, the achievements during practices and the losses, often called educational incentives, are created by the pedagogical interaction of each individual with the others. Incentives that can be transmitted only through the schooling process contain information that promotes social cooperation between learners.

3. STIMULATING CHILDREN'S INTEREST IN THE LEARNING PROCESS

The "preferences" belong to the person (in this case the teacher) who is familiar with the necessary emotional performance. Some students are familiar with the rules in the process of learning and education. There are some things at which the child seems ready to take a deeper, more meaningful view and to get acquainted with this thing. Children have a controversial performance, there is development in some personal preferences and some are more limited, but children are always ready to do things according to their own judgment and when they lack motivation they easily reject them. Therefore, in order to make sense for children to learn a certain subject, a main priority has the content, as well as the ease of training. It is necessary to use a variety of strategies, a variety of teaching and learning methods to create a strong preference.

In fact, how to create desire for the children to learn a certain academic subject as we want them to? We need to seize the best from the early childhood development, encouraging children to experience their original abilities and the preferences to know a lot of things, the child's natural curiosity. Good dynamic, fun, aggressive learning games performed with the help of various situations, such as telling amusing stories, listening and watching computer animations, role-playing games, having fun, all that attracts the children's attention to the strength of wishes.

First, to start a game according to the preferences of the children

In games for young children is very important the content of the abnormalities in their lively imagination, so to them the "games of life" are always very interesting. They can do almost anything, they can imagine situations with symbolic movements, for example, a leaf from the tree can be used as food for the whole family, with it they can buy everything like it was money. Each game has a child's feelings; all children have an enough imagination to hide the door key. In order to teach a particular course, it is necessary for the teacher to be immersed in the game itself, to weave into the teaching process the children's point of view, using it as a main pedagogical method. For example: In the study of the names of some animals in English - cat, dog, duck, chicken, the teacher can use four children who wear their characteristic features, such as masks of the animals, playing as the animals and all of them can repeat certain sentences. Through this game can be consolidated not only the learning of the words, but also the enthusiasm of a child can be mobilized. Each child is able to actively participate in the game and at the same time to stress their preference for learning. Creating immersion environment [Koleva, 2014.] is a milestone in the education and the upbringing of children.

¹ The example about the traffic flow is from Paul Heyne, *The Economic Way of Thinking*, 8th ed. (Upper Saddle River, N.J.: Prentice-Hall, Inc.), chapter 1.

"The success of the different types of immersion' experiment is stimulated by the innovations in the electronic education and interactive teaching through media technologies. The results from the studies and the assessments show that the development of the immersive teaching is highly appreciated." [Koleva, 2014.]. N.Koleva develops in theory the education in immersion environment, and underlines that: "in *immersive environment and academic programmes, the achievements are considerably higher in comparison with other methods for the foreign-language education.* The children - "divers", (we call them like that because they grow up in an immersive environment), have strong cultural sensitivity, they have a strong positive adjustment and comprehension of the language and the culture of their relatives, they are capable of assisting to the exchange between the countries, show mutual comprehension and respect to both of the nationalities" [Koleva, 2014.]. Learners in immersion environment think aptly, their understanding and assessment of problematic situations are significantly better than those of students in traditional programs.

Second, complete development of the talents of children

Exercises may encourage children to find their strengths during the education process. The situation can be used to consolidate the use of new knowledge in practice. For example, the teacher makes a proposal and allows the children to guess what is the animal shown in a free game on a scene. Children show a lot: putting their hands on their head with two fingers stretched, hopping around they imitate a rabbit; with wide-eyed expressions and fingers splayed like claws, they are a ferocious tiger; and many other various playful activities, which give them opportunity not only to practice oral expression but their abilities of expression. Winning the imagination of the child reveals its strength and its talent to use body language.

Third, singing and dancing

The nature of a playful child - functioning in the teaching of children, they love to sing and dance, we can fully mobilize the enthusiasm of the children and the children can learn in a relaxed and comfortable atmosphere. If in the training methodology is used singing and dancing, such as: clapping hands, nodding, lifting hands, lifting shoulders, moving legs, rotation on heels, etc., the children express the movement orally and the atmosphere in the classroom becomes lush, lively, as a consequence of young children's thinking and meets their nature. Thus, children learn not only to speak, but also remember information easily through the influence of music.

Fourth, the contact as a stimulus and the preferences for learning

Most children learn through the curiously existing in them. New knowledge show very strong preferences, or just "three hot minutes," we get closer to their thinking. Teaching based on life situations in order to mobilize the enthusiasm of small children gets good results. An example for the letter "O" is when the teacher asks the children like what do they it and children say - as a bracelet, a life preserver, as the sun. Another example is the walk in the park so that they can see autumn leaves, sunrise, blooming flowers and tell it as a fairy tale. Thus children gain preferences in the process of the study of nature.

Fifth, creating situations to stimulate the studying preferences

Good mood is essential to the effectiveness of education. By the use of toys is created an atmosphere of learning, which should attract the personal mission of the child, its thoughts and dreams, thus enabling it to deal with various situations, created in accordance with the psychological needs of the children, and to improve the effects from the training.

Creating an environment predisposing the children to take care (for instance: let's put the bear to bed) expressed in English, the training gets the children to repeat the sentence there is action, they take the initiative to talk with the toys so that the educational content leaves strong impressions deep in the mind of the young children stimulating their speaking abilities.

Sixth, appropriate and encouraging praises in the right time

There is a proverb, "A good boy gets praised" - yes! a person craves recognition and awards, and so do animals, everyone is keen to have progress, to be recognized by others and is eager to hear praises from the others.

The heart of a child is pure, it is sensitive, while studying both the praises and the recognition of the teacher promote the child's enthusiasm for learning and inevitably increases its preferences. In the process of teaching new skills, the infants should receive recognition, encouragement, both orally as well as inclusion in championship games and distribution of symbolic marks of distinction.

To summarize we can conclude that in order for the children to have progress, different practical strategies give teachers the opportunity to enhance the temporal incentives in the learning process, the attention during self-training and to make the children thoughtful people.

Using simple logic to establish the link between the students, their attitude towards their rights and obligations as well as the use of tools such as "rewards and punishments" are "natural consequences". Rewards and punishments in accordance with the logic of the "natural consequences" require the use of these tools in order to facilitate the student's actions. This is the simplest method in teaching. These are the teachers' incentives in those rare cases when the relationship between the child's behavior and its attitude to its obligations needs taking measures - to encourage or to punish is only natural and justice as a measure is obvious, these measures may result in the desired effect.

The characteristics of the traditional measures, the "rewards and punishments" are often expressed in accordance with the logic of the "natural consequences" and the use of different forms of moral sanctions. For example, tools such as announcement of gratitude, awarding prizes or gifts, or the opposite – reprimanding, they all are traditional rewards and punishments. When using traditional rewards and punishments the teachers and the children choose particular moments that will be applied to support the used tools in the way that they'd have the greatest positive impact. In a spontaneous moment the making of sudden sharp solutions may cause the use of rewards and punishments in accordance with the logic of the "natural relations" and to cause the use of traditional measures.

Improvisation is a separate form, and not a special case of the above two forms of rewards and punishments, because the rewards and punishments in the form of improvisation are always unique and highly individual. They are used only once and contribute to a certain effect, they can't be a tradition. The use of rewards and punishments in the form of improvisation is provoked by specific circumstances, it is necessary to use a type of impact on the public opinion of the student's team, where the educational consciousness is embedded, a seemingly minor factor which has nevertheless principally crucial significance.

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An interesting conclusion of an Australian psychologist strikes from studies on children.

The attention of the boys is shorter and they have highlighted a strong ambition. The girls are better at communication, but more easily fall into agitation. Educators and researchers suggest that parents may wish to note these subtle personality differences between boys and girls and to apply different stimulus for the education of the children.

A professor of educational psychology at the University of New South Wales, Australia, Andrea Martin (Andrew Martin), in his report, "The Straits Times" at an educational forum, explains the method which he invented to motivate parents to share their child's motivation to learn.

These methods are included in the sequence of the educational content, in order to improve the confidence of the children, to avoid comparison with others, to encourage children to struggle for their best performance, when they are expressed more clearly, for example, a sign of recognition about their homework assignments. And not only just a praise, they are "good boys" and show consideration for the girls, even listen to their opinions.

On the other hand, in preschoolers are present subtle differences from the psychological and personal traits between boys and girls. Cai WeiHong, a teacher in primary school says that the attention of a little boy is only seven minutes. Or else, only for these minutes we can teach him – and that's less than 10 minutes (an educational situation), after that this kid will be restless.

Cai WeiHong says that when parents find their son restless, distracted, that does not mean that the child has special educational needs. It's a good move to push boys to do their homework, in addition to learning the lesson's content; that will give them a little extra time to rest before continuing to learn.

Cai WeiHong says that boys tend to be more aggressive, and parents may learn to inspire them through rewards, and they usually do not need material rewards. It is enough to give them a positive point, if only a praise, but also to encourage them to play their role.

Professor Martin said that girls usually learn more actively. Even if the evaluation of knowledge is already done they still often worry about their inadequate training, have doubts and feel a lack of ability. Or girls need parents who give them security. If we compare the girls with the boys, the first group has better communication skills, and therefore they speak more calmly, they can alleviate the concerns of schooling.

Combining the two groups - girls and boys, is a method comprising a block of training and educational measures in order to enhance self-esteem of girls and to prolong the attention of boys. To avoid incentives and sanctions, educator leaves the children to establish understanding between themselves, to promote themselves, to struggle for their best performance, taking inspiration from their friends. (source: David Keys).

4. EXPERIMENTAL RESULTS

The experiment was conducted with parents of children, training them new practical skills in applied arts. In this experiment we try to understand how people learn new things. It does not check their personal abilities and talents.

To the participants are shown pictures with simple objects made by various applied arts. Each object belongs to one of two possible groups (categories). Each category contains the same element which makes it different from the other category. Or else each object from the same category has something in common with the others in the same category. The task is to learn the correct way to determine in which category falls each object. The study is carried out with the help of computer software and with the use of two buttons "1" and "2". After each choice is given feedback if it was right or wrong. Between the pictures there are crosses on the screen displayed until the time of appearance of the image. Each participant in the experiment must learn for themselves what the common element is in a given category and to begin to distinguish the two categories. To move forward, you need at least 80% correct answers in 20 tries (or you are allowed 2 to 4 errors). The classification rule throughout the whole experiment is the same.

The second round is performed while the pictures are rotated at 90°. The third – with rotation of the pictures at 180°. The fourth – with rotation at 270°. The results are shown on figure 1.

**Average percentage of correct answers
at 20 readings for a stimulus**

■ Difference between the control position and three rotational positions ($p < 0.01$)

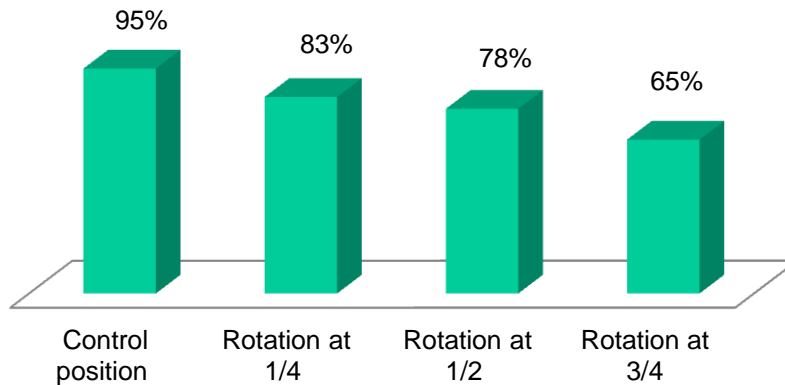


Fig.1. Average percentage of correct answers at 20 readings for a stimulus

“Rotational invariance in perceptual learning”[®] is used – or said otherwise, this is the process of learning, when the incentives are shown at a new position in the field of view, but rotationally displaced. When there is no transfer of knowledge or the transfer is partial, it is assumed that what is learned is specific for the position.

The perceptual learning is to improve the performance during sensory tasks through training, coaching or simply by exposure to stimuli. The small (but significant) difference between the control position and the rotated ones shows that even with explicit learning where there are didactic strategies, is observed learning of perceptual structures at a lower level.

If the number of images is increased, there is a sharp drop in the correct answers, or partial lack of learning. (Fig.2.)

**Average percentage of correct answers
at 80 readings for a stimulus**

■ Difference between the control position and three rotational positions

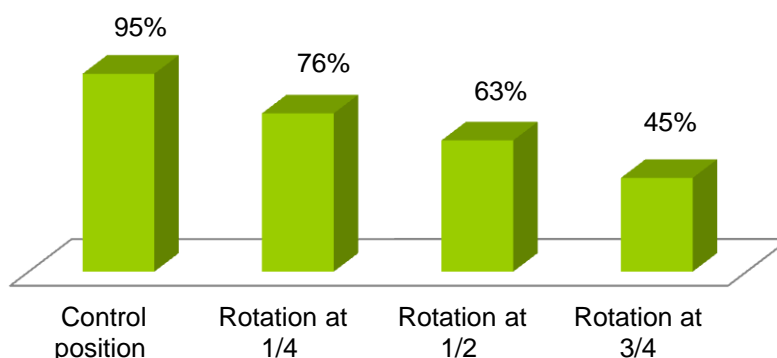


Fig.2. Average percentage of correct answers at 80 readings for a stimulus

5. Conclusion

Just like mirror images the children tend to copy everything about their parents or the people who they are entrusted to: words and actions. It is therefore wise to be careful what you say and do in their presence, to include positive words and messages in the speech and the actions. The communication should be respectful, with the husband/ wife as well as with the other children and scandals must be avoided.

Sharing and commenting on the own learning methods, the benefits of learning some practical skills, all the actions in front of the child should always be focused on training and education. It is our goal in the experimental training of parents. If the communication between the parents and children is not enough, in order for the child to learn to observe certain rules are not necessary only incentives. The parent must constantly ask questions about what the child wants and thinks, and if the child is bigger they should be trying to lead dialogues. Thus it will absorb the positive style of communication and the behavior of the parent.

The effective teacher must not forget the driving force of the negative feelings and turn to it when the positive attitude doesn't have an effect. With the use of the negative feelings the learning process is not ergonomic, but the permanence of knowledge acquiring remains. Neutral feelings do not increase the motivation for learning.

The professional task of the ergonomic teacher is to determine which emotions are more productive for the students - pleasant, unpleasant or neutral, which ones would mobilize them at their maximum and combine them and use them individually or in groups. The effective teacher uses the feelings of the students to raise their motivation for learning, teacher while the intuitive teacher only reacts to the absence of such.

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