



## **The (dis)interest of brazilian students in studying in the current educational context**

### **O (des)interesse dos estudantes brasileiros pelo estudo no contexto educacional atual**

DOI: 10.56238/isevmjv2n5-022

Receipt of originals: 10/10/2023

Publication Acceptance: 31/10/2023

**Luiz Gonzaga Lapa Junior**

University of Brasília - UnB

E-mail: lapalipe@gmail.com

**Kênia José da Rocha**

Catholic University of Brasília - UCB

E-mail: Keniaatham@gmail.com

**Lucineide Melo de Paulo Leão**

University of Fortaleza - UNIFOR

E-mail: lucineide\_melo@yahoo.com.br

**Karinne Soares Alves da Silva**

University Center for the Development of the Midwest - UNIDESC

E-mail: karinne.ss23@gmail.com

**Maria Aparecida Alves Oliveira**

Arcoverde Teacher Training College - FAFOPA

E-mail: mariaaparecidaal@gmail.com

**Ludmila Meneses da Silva**

Wenceslau Braz Faculty of Science - FWB

E-mail: ludmsfit@gmail.com

**Marinalva Maniçoba de Lira**

Michelangelo College

E-mail: nalvamanicoba@yahoo.com.br

**Kleine José da Rocha**

Higher Education Center of Brazil - CESB

E-mail: kleinerocha@yahoo.com.br

**Elga Santos Marinho**

Jesus Maria José College - FAJESU

E-mail: elga.s.marinho@gmail.com

**Karine Aragão da Silva**

Cruzeiro do Sul University

E-mail: karinearagao@outlook.com



## ABSTRACT

The issue of violence at school is as relevant as the lack of interest in study that motivates students during the learning process. Motivation is an essential factor for good academic performance. Among other factors, it is necessary to create a stimulating and challenging learning environment where students feel challenged. Motivating students is one of the daily activities of the teacher, however, parents and specialists must collaborate with affection and encouragement in this process of achievements and advances in studies. As a result, it is indicated that it is possible to bring the world into the classroom and enrich pedagogical activities through playful practices such as gamification or interactive crockery and digital platforms. These different tools, among others, can stimulate and motivate the student to be interested in schooled knowledge. This study used the qualitative method through bibliographic research in the Scielo and Google Scholar databases.

**Keywords:** Motivation, Interest in study, School, Pedagogical practices.

## 1 INTRODUCTION

In open-access web-based encyclopedias such as Wikipedia, the word 'interest' designates in psychology a disposition of judgment directed at an action or activity: thus people differentiate between which activities are considered attractive and which are not. Thus, this article seeks to understand the interest (or not) of students in studies through the qualitative approach of bibliographic research, with searches in books, articles, TCC, dissertations and theses in various databases such as Scielo and Google Scholar.

Teachers, pedagogues and scholars in education are looking for answers to students' enjoyment of studies: How to awaken it? What causes students to be demotivated to study? School education is the subject of debate in several areas of knowledge such as psychology, pedagogy, anthropology, among other areas. This is because schooling is a long and complex stage in the educational process of children and young people, or even in the adult stage.

From this perspective, promoting students' interest in the learning process developed in the classroom is one of the greatest challenges for teachers in Brazil, where education has been permeated by school failure throughout history. Although the reality of teachers in the country is harsh and arduous, they are assigned the great responsibility of instructing and solving the problems that impact the development of the educational process. It is common to hear reports of students who are uninterested in learning or who do not find motivation to study. However, it is also possible to find those who are truly passionate about knowledge. But after all, what makes some students interested in studying while others don't?



## 2 MOTIVATIONS FOR STUDYING

When at school, the relationships between teacher and student are not on the same wavelength, it is difficult to arouse curiosity and the desire to learn. Oliveira (2017) denounces that the school and the contents are far from promoting the interest of students due to the fragmentation of contexts that need to be reviewed and interrelated to promote better development of knowledge.

Motivation is an essential factor for good academic performance. When students are motivated, they are more likely to learn, to persist in the face of challenges, and to reach their potential. According to Paulo Freire: "Motivation is part of the action. It is a moment of action itself. That is, you motivate yourself as you're performing, not before you perform." (FREIRE, 1986, p.15).

Thus, creating a stimulating and challenging learning environment where students feel challenged but not overwhelmed, where they feel they are learning something new and interesting can facilitate the educational process and promote motivations to study.

Lev Vygotsky (1998) points out that cognition originates from motivation. Motivation consists of certain actions that lead people to achieve their goals. Therefore, more than transmitting content, the teacher's role is to instigate students' curiosity, open space for the dissemination of knowledge and stimulate students' motivation.

According to the studies of Fita (1999, p.09), "motivation is a set of variables that activate behavior and guide it in a certain direction to be able to achieve a goal". It should be noted that motivation is a particular feeling of the person, that is, it is a door that opens from within and the driving force that promotes the accomplishment of daily tasks.

According to Torre (1999, p.09), "school motivation is something complex, procedural and contextual, but something can be done for students to recover or maintain their interest in learning". Motivating students is one of the teacher's daily activities. However, motivation cannot be taught, nor trained as if it were knowledge. It is salutary to understand that motivation can be improved through teaching strategies, positive dialogue, and a meaningful educational environment. Creating this motivational culture at school is not only the essential pillar for the action of learning, but also that of promoting relevant learning outcomes.

It is understood that learning is built daily and the teacher is a fundamental articulator in the school. He is responsible for providing adequate conditions for its development. In view of this, pedagogical practice plays a crucial role in the lives of students.



For Moraes and Varela (2007), the most conducive way to motivate students is to strengthen intrinsic motivation. For the authors, "intrinsic motivation refers to the choice and performance of a certain activity for its own sake, because it is interesting, attractive or, in some way, generates satisfaction". Burochovitch and Bzuneck (2001, p.37) comment:

Extrinsic motivation has been defined as the motivation to work in response to something external to the task or activity, such as to obtain material or social rewards, recognition, to respond to the commands or pressures of other people or to demonstrate competencies or abilities [...] several authors consider the learning experiences provided by the school to be extrinsically motivated, leading some students who drop out or complete their courses to feel relieved to be free from the manipulation of teachers and books (Burochovitch; Bzuneck, 2001, p. 45-46).

Moraes and Varela (2007) also mention that it is important that people involved in this process of motivating students, such as parents, educators and specialists, understand that motivation is the impulse they need so that, in fact, learning occurs in the best possible way. In this way, always living with affection, with encouragement, always expressing pride in your achievements and advances, it is possible to reduce the need for extrinsic or external motivation as much as possible. Extrinsic motivation aims at rewards and control, in contrast to intrinsic motivation.

To provide motivation to study, Vygotsky (1998) argues that the teacher should create problem situations that are both accessible and difficult for the student, in order to arouse their interest and curiosity. The teacher must also relate the new knowledge to the emotion, so that the knowledge does not become dead. When students are engaged in challenging activities, their interest and motivation naturally increase, as they see a clear purpose for learning. In addition, the teacher should encourage social interaction between students and between students and the teacher, so that there is an exchange of experiences and ideas. That is, the teacher needs to motivate the students so that they are interested in the classes. It is intended that the activities in the classroom are practical and related to the daily life of the students. Their experiences should not be taken lightly by teachers. The examples used by teachers should be elaborated during the planning of the lessons, so that they are suitable for the students.

According to Zagury (2006), the learning environment is one of the key points for students' motivation for learning. An environment that pleases with the necessary arrangement of teaching materials that draws attention, a place that is always kept clean and ventilated, generates interest in the student to be present at school, to participate in school activities. Thus, he begins to have a positive vision of the future.



From the above, motivation can be effective for learning, but it is important that it is used in a balanced way, if used in an exaggerated way it can lead to insufficient learning and dependence on rewards.

Despite the element of 'motivation' being a complex process that can be influenced by a variety of factors, teachers and schools can play an important role in promoting student motivation. Among other actions, they can create a stimulating and challenging learning environment, and provide opportunities for students to engage in the teaching and learning process.

### 3 ASPECTS OF LACK OF INTEREST IN THE STUDY

As previously mentioned, the taste for studies has diminished due to students' lack of interest in learning.

According to Galvão (1996 apud REGO, 1996), the demotivated behavior of students due to study is directly related to aspects of teachers' pedagogical practices in the classroom.

Among other factors, the lack of interest in studying is caused by the "absence of stimuli in the moments of learning" (NOBRE; ROCHA, 2018, p. 8). In a survey conducted by Nobre and Rocha (2018, p. 8), students mentioned that the biggest problem of lack of interest in studies "comes from teaching methods, as well as from the school's evaluation processes".

As stated by Tapia (1999), the lack of interest has been a constant problem in schools, especially by young people, who are a clientele that every day needs more and more stimuli emanating from teachers and their respective disciplines. They attend classes out of obligation, without participating in basic activities. They are apathetic in the face of the initiatives of the teachers, who confess to being frustrated for not being able to fully achieve their goals. (PEZZINI; SZYMANSKI, 2008)

According to Libâneo, Oliveira and Toschi (2005), many students' disinterest comes from inter-relational problems, as well as from an outdated and decontextualized curriculum and methodology. For this reason, it is common to witness daily in Brazilian schools attitudes of students that clearly demonstrate their lack of interest in being in a school environment:

The reports that come from all the contexts in which the students intern portray scenes such as: students with their backs to the teacher during class, listening to music in circles or with headphones, disconnected from the content that is being given in class, many parallel conversations about subjects that do not refer to the subject, disrespect to classmates and teachers, taunts and messes, as well as reports from teachers who say they are invisible. (ANDRADA *et al.*, 2018)



These aspects add to the accumulation of students in the classroom, leading to difficulties in relationships. This creates certain obstacles for students to question their doubts, also causing parallel conversations that hinder performance (KNÜPPE, 2006). Knüppe (2006) comments that many children arrive tired at school because they preferred to play electronic games at home and did not do their homework, and are worried about the time they leave school to continue their play at home.

In this context, the student's lack of motivation leads to serious problems such as low performance, repetition, dropout and school dropout. These factors are often related to the family's lack of encouragement with the student's school life (SILVA FILHO, 2017). As we seek answers on how to motivate students, we must understand the causes that demotivate students to study.

#### **4 PEDAGOGICAL PRACTICES THAT MOTIVATE**

One of the main factors that arouse students' interest is the perception that the content has relevance to their lives. Teachers can contextualize study topics by showing how they apply to the real world. For example, by teaching mathematics, educators can demonstrate how math skills are needed in everyday professions such as engineering, economics, and medicine.

Promoting student autonomy is another effective strategy. To this end, teachers can offer relevant choices and feedback, recognizing and supporting students' individual interests and transforming the classroom into an informative environment, where learning is stimulated through debates, theatrical performances, and rehearsals, for example.

It is possible to bring the world into the classroom and enrich pedagogical practices through the practice of gamification (which is a playful way of learning using games), interactive whiteboards, digital platforms (enabling communication with other institutions in the world), the application of entrepreneurship (an approach focused on proactivity, protagonism and creativity), among others.

In this way, the teaching-learning process stimulates and motivates the student more to use and demonstrate knowledge as teachers offer differentiated methodologies and a positive teacher-student relationship. In this sense, the art of teaching is of paramount importance for student engagement.

A teacher who is affective with his students establishes a relationship of security, avoids affective and cognitive blocks, favors socialized work and helps the student to overcome mistakes and learn from them. (...) Thus, if the teacher is affective with his students, the child will learn to be so (CARNEIRO E SILVA; SCHNEIDER, 2007, p. 83).



One of the great motivations that holds the student's attention, making him feel pleasure in being in the classroom, effectively learning, is his active participation during the process.

Among all the difficulties that education in Brazil is going through, there is currently a great lack of interest on the part of many students in any school activity. They attend classes out of obligation, without, however, participating in basic activities. They are apathetic in the face of any initiative from the teachers, who confess to being frustrated for not being able to fully achieve their goals. (PEZZINI; SZYMANSKI, 2008, p.1)

One of the pedagogical practices that can motivate students is the use of more dynamic and interactive teaching methods. Traditional lectures can sometimes become monotonous and uninteresting for students. On the other hand, activities that encourage active participation, such as debates, educational games, and group projects, arouse curiosity and interest in the subject being addressed.

In addition, it is important that students feel valued and recognized for their efforts. Praise, incentives, and rewards can be used as a way to stimulate student interest and motivation. When they realize that their work is recognized, they feel more motivated to continue putting in the effort and dedicating themselves to their studies.

Social and emotional skills play a key role in engaging students in the school environment. In order to develop these skills, teachers can integrate activities that promote teamwork, empathy, and conflict resolution, creating a positive and safe learning environment.

Another aspect that can influence students' interest in studies is the relevance of the content covered. Often, students fail to realize the applicability of what they are learning in their everyday lives. Therefore, it is important to relate the content to real situations and show how it can be useful in students' daily lives. In this way, they are able to understand the importance of the knowledge acquired and feel more motivated to learn.

Teachers who facilitate their students' autonomy nurture their basic psychological needs for self-determination, competence and security. To make this happen, they provide opportunities for meaningful choice and feedback, recognize and support students' interests, strengthen their autonomous self-regulation, and seek alternatives to get them to value education, in short, they make the classroom environment primarily informative. (MORAES; VARELA, 2007, p. 10)

Thus, it is important that students acquire an interest in the curricular components and the necessary knowledge to make use of them inside and outside the school environment. Thus, learning strategies are suggested as a process of knowledge acquisition so that the interest and motivation of students are successfully developed. It is believed, according to Gonçalves, Chaves and Aleme (2021, p. 6), that the "process of building meaningful learning in the classroom should



involve practical ideas that are relevant to the reality of each classroom", where teachers and students can experience the different components together, making teaching and learning more effective.

In this scenario, it is essential that scholars and educators focus on "the discussion of motivation and interest so that possible solutions can be pointed out as a way to help the restructuring of teaching practice and, consequently, the formation of environments that are more conducive to learning" (GONÇALVES; BRACES; ALEME, 2021, p. 9).

We know that educators need to know various learning strategies and put into practice activities that are attractive and dynamic in order to rescue the motivational aspect in the educational process.

## **5 FINAL THOUGHTS**

It is essential that educators focus on the discussion of motivation and interest so that possible solutions can be pointed out as a way to help the restructuring of teaching practices and, consequently, the formation of environments that are more conducive to learning.

Thus, it is critical for educators to be attentive to the individual needs of students. Each student has different interests and abilities, and it is important to adapt pedagogical practices according to these characteristics. By acknowledging and respecting differences, educators are able to create a more welcoming and stimulating learning environment, which contributes to students' interest in studies.

Arousing students' interest in studies is a challenge that requires the use of pedagogical practices that motivate and engage students. Motivation, the relevance of the content and the appreciation of students are some of the aspects that can influence students' interest. Therefore, it is essential that educators constantly look for ways to make the learning process more attractive and stimulating, so that students feel motivated to seek knowledge and dedicate themselves to their studies.

We recommend that further research can be carried out in schools to verify which pedagogical practices are being applied to stimulate the pleasure of studying in students and what results have been collected from the school community.



## REFERENCES

- ANDRADA, P. C. et al. O Desinteresse dos Alunos de Ensino Médio pela Escola na Atualidade. UNIFAAT, 2018. Disponível em: <https://momentum.emnuvens.com.br/momentum/article/view/216/167> . Acesso em: 01 out. 2023.
- BORUCHOVITCH, E.; BZUNECK, J. A. (orgs.). A motivação do aluno: contribuições da psicologia contemporânea. 3. ed. Petrópolis: Vozes, 2001.
- CARNEIRO E SILVA, J. B.; SCHNEIDER, E. J. Aspectos sócioafetivos do processo de ensino e aprendizagem. Revista de Divulgação Técnico-Científica do ICPG, Vol. 3 n. 11 - jul.-dez./2007. Disponível em: <http://www.scribd.com/> Acesso em: 23 set. 2023.
- FITA, E. C. O professor e a motivação dos alunos. In: TAPIA, J. A.; FITA, E. C. A motivação em sala de aula: o que é, como se faz. 4. ed. São Paulo: Loyola, 1999. p. 65-135.
- FREIRE, P. Medo e Ousadia: o cotidiano do professor. Rio de Janeiro: Paz e Terra, 1986.
- GONÇALVES, R. S.; CHAVES, L. S.; ALEME, R. L. Aprendizagem de inglês & criatividade: em busca de práticas de ensino que motivem interesse e criatividade. Revista Espaço Crítico – NUSEC – IFG, Aparecida de Goiânia – v. 2, n. 1, março, 2021.
- KNÜPPE, L. Motivação e desmotivação: desafio para as professoras do Ensino Fundamental. Educar, Curitiba, n. 27, p. 277-290, 2006.
- LIBÂNEO, J. C.; OLIVEIRA, J. F.; TOSCHI, M. S. Educação escolar: políticas estrutura e organização. 2. ed. São Paulo: Cortez, 2005.
- MORAES, C. R. VARELA, S. Motivação do aluno durante o processo de ensino aprendizagem. Revista Eletrônica de Educação, ano I, n. 01, ago./dez., 2007.
- NOBRE, A. F. D.; ROCHA, M. A. C. Desinteresse em sala de aula: reflexões sobre causas e dificuldades. In: ENCONTRO NACIONAL DAS LICENCIATURAS. 8. Fortaleza, CE, 2018.
- OLIVEIRA, C. R. A indiferença de estudantes do ensino médio pelo conhecimento escolarizado: reflexões de um psicólogo a partir da perspectiva Histórico-Cultural. 2017. 90p. Dissertação (Mestrado em Psicologia) - Pontifícia Católica, São Paulo, 2017.
- PEZZINI, C. C.; SZYMANSKI, M. L. S. Falta de desejo de aprender: causas e consequências. Portal Dia-a-dia Educação, Paraná, 2008.
- REGO, T, C, R, A indisciplina e o processo educativo: uma análise na perspectiva Vygotskiana. In: AQUINO, J. P. Indisciplina na escola: Alternativas teóricas e práticas. 7 ed. São Paulo: Summus Editorial, p. 85, 1996.
- SILVA FILHO, R. B.; ARAÚJO, R. M. de L. Evasão e abandono escolar na educação básica no Brasil: fatores, causas e possíveis consequências. Educação Por Escrito, v. 8, n. 1, p. 35–48, 2017.
- TAPIA, J. A. A motivação em sala de aula: o que é, como se faz. Tradução Sandra Garcia. 2. ed., São Paulo: Loyola, 1999.



TORRE, J. C. Apresentação: a motivação para a aprendizagem. In: TAPIA, J. A.; FITA, E. C. A motivação em sala de aula: o que é, como se faz. 4. ed. São Paulo: Loyola, 1999. p. 7-10.

VYGOTSKY, L. S. A formação social da mente. 6. ed. Trad. José Cipolla Neto et al. São Paulo: Martins Fontes, 1998.

ZAGURY, T. O Professor refém: para pais e professores entenderem por que fracassa a educação no Brasil. Rio de Janeiro: Record, 2006.