

# Why does the teacher want to cry in the middle of class

The question of motivation of pupils leitmotif runs through all the work of the teacher. This problem does not depend on the experience or knowledge of their subject. Educational standards vary from year to year, but to motivate students is becoming increasingly difficult. What is motivation and how different teachers approach this issue?

To begin with, what school I quit, not enough quarter to the end of the school year. Just spat and walked away. I really wanted to relax from notebooks and textbooks, at which sat every night for the past 18 years. And I wanted to stop blaming myself that I can't become a world-class expert. It's just not possible in the ordinary school.

There will always be those who, for various reasons, LD. The more in the class of such students, the more depressed waiting for the teacher. "Pay a dollar, but sing a thousand": a monologue of the teacher unvarnished

Of course, initially I had fun. With students you can talk and laugh, they liked that they had a young teacher with similar interests. I will not be controlled, and I taught them as taught me in high school — less homework, more useful information, threes those who go to College. But then came the control of the authorities, hours increased, and I began to understand what was effective in working with me, it is not effective in working with the majority of pupils of the school where I worked.

In my opinion, the most difficult for teachers not to focus on your preferences. To teach as you would like to learn is a dead end road, not working at all [college paper writing service](#). In the end I started to look for ways to motivate children. I realized that motivation is not an appraisal and does not even wish to enroll in a good University.

For two years worked as expected only one method of motivation — candy. And it works, alas, only in Junior high.

Once I worked for nearly two years at the school, complained to a colleague, a teacher with twenty years experience, that recently got on the lesson and barely suppressed the urge to cry. She said

— I cried last night when I sat down to prepare for lessons. I sit and think: that's what we need to do something to pass, but it will not do, will not listen...

Working in the school, I tried in each class to bring something fun and interesting, but because learning is not a game of catch-up and not reading jokes. Even if each lesson to read with kids jokes, once they get bored. And my subject was English language. Yes, jokes in English treteklaski just don't understand! Surely the reader will object to me that any lesson can be done fun. And I will answer you, but then training will need to spend 10 times more time than the lesson, but it's just impossible because you will have to work without sleep and food.

"Forest of hands" often remains just a dream teacher.(source: Colchester Gazette)

My limited experience has shown that the game works only on those children who have a predisposition to subject parents to convince them that this is necessary, or they really enjoyed learning. The rest skillfully fished out of a lesson a game component, and the material bypassed.

In the same way the dog from "the Adventures of Shurik" ate the sausage and left on the pavement, hid her sleeping pills.

Good motivation is the stern face of the teacher and the need to pass the exam on the subject. My first has not yet appeared, and the second (exam in English) in the school where I worked, it was extremely rare.

Withdrawing from school and going to exciting sailing on waves of finding a new job, I decided to ask his former classmates, as young professionals like me, working at school, what do they motivate their students. I heard from them an accurate reflection of my own thoughts. A former classmate said:

— I'm tired of trying, so teach those who want.

The other replied:

— I don't motivate. Motivate the parents, and I teach.

Classmate said that he had tried to motivate with parsing favorite songs and modern themes, but then I realized that everything is useless and quit.

(source: salon.com)

Things I've tried for two years.

## 1. Illustration techniques grammar on the example of famous songs.

In search of songs on the theme "various times, to Express future action", the subsequent cutting and writing tasks, I spent three hours, and listening to and performing the task on this subject took a five minute lesson. What's the point? Yes, folks glad that you know these songs, but none of them ever listened to the text and not read it. My further explanation no one listened, because it seemed to them difficult. And this is the tenth class.

## 2. Watching cartoons with the studied vocabulary.

Fourth graders look at a colorful picture, but the hearing as if turned off. Retell the content of the video.

**It might be interesting:**

Class rules

**3. Creative homework on the chosen topic..**

Seventh-graders together are used Google Translate, writing the lyrics in Russian and copying it into a translator.

**4. Using toys to explain prepositions of place.**

The second graders asked me to give them toys, not listening to an explanation at all.

This is only a small part of what I was trying to do to motivate students, just do not remember and do not describe. This just makes you want to cry in the middle of class. Of course, I'm not talking about all the children that have always been those who responded to my attempts to make a lesson original, there were those who digest information better through my efforts. But here's the problem: these children would be able to absorb information even in the most boring and traditional form, and those who were calculated techniques, perceived them as my next attempt to teach them such unteachable, English.

In this text I signed in his own impotence, but I sincerely hope that somewhere there are teachers who will not give up, continuing to persuade students that they can learn is not "under duress" and.