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STUDY ON ANALYZED THE RESEARCH REVIEW OF NATALIE ALTERMAN

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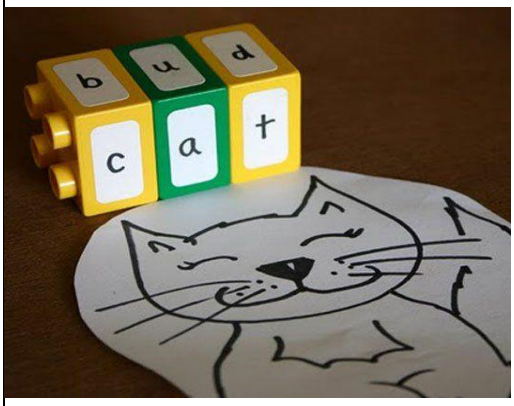
ABSTRACT:
In this article, we analyzed Natalie Alterman's research, which not only suggests classifying high school teachers as inspiring but also suggesting that teachers review the motivational style more versatilely. The concept of self-determination is applied to this study; More detailed analysis of the style of inspiration is proposed to further advance in this field of research and practice. As a result of this study, we concluded that a consistent view of the motivation and motivation of education is justified.

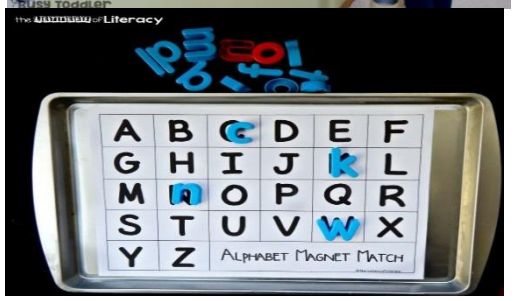
INTRODUCTION

Natalie Alterman was the school director of Reed Street Prep, a bilingual immersion pre-school in Lower Manhattan, for more than five years. She is currently pursuing an MA degree in Educational Leadership, Politics and Advocacy from Susan Newman's Literacy Coach at Words Words Research Program and NYU Steinhart's World. Natalie B.A. Degree in Italian literature from Cornell University and a dual MA degree in general and special childhood education from NYU Steinhart. He also reviewed applications from a well-known organization called Teach for America for admission. Teachers play an important role in involving children in the educational process of their learning and diversification. In this process, a teachers' motivated style is especially important, in other words, a practice which they are based to stimulate the children's motivation. Highly structured, motivating style that supports student autonomy, linked to a variety of positive and important for results for students education, such as motivation, involvement, learning and well-being, while a high-level style of student control is associated with a wide range of negative results of students. However, instead of classifying secondary school teachers

as motivating or demotivating, Natalie Alterman offers in her study to consider teachers' motivation styles in the classroom more multifaceted.

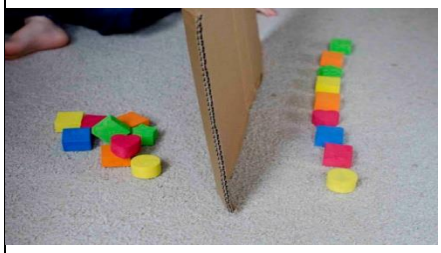
LITERATURE REVIEW OF NATALIE ALTERMAN

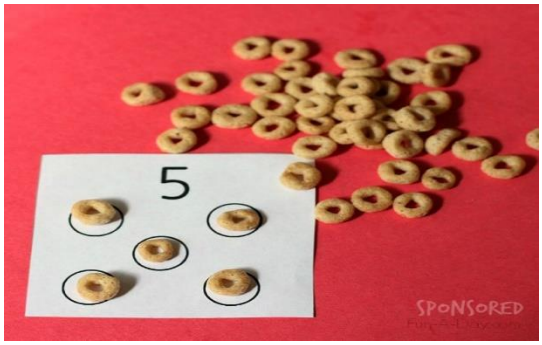
Alphabet Connect the Dots	*Source: Big Activities* 	Connect The Dot is a great way for kids to strengthen their alphabetic knowledge. Use one of the many templates available online, or draw letters scattered on paper, attach a wall, and create your own activity by allowing your child to publish the sequence..
Alphabet Dig	*Source: Growing Book by Book* 	Fill a storage container or large bowl with oats/cornmill/bali, alphabet magnets, and a shabble/colander. Model the Oats/Cornmill/Bali Scoping process and cut it off to reveal any magnets. Provide a magnetic cookie sheet on which your child can store the characters he or she has published.
Alphabet Fishing	*Source: Fun Learning for Kids* 	Take a life jacket, and practice letter recognition while at sea! A laundry basket, a blue Tablecloth or towels, labeled fish shapes, and a simple fishing rod (sticks and yarn) enable your child to pretend to play Respect their literacy skills. Expand this activity by seeing color names or sounds.
Alphabet Legos		Label each Lego brick with alphabetical letters using a printable sticker or a permanent marker. Keep your child in a coordination program: Depending on his age and skills, he can match up with Lowercase from Uppercase, Lowercase. Expand this activity to find him or his copy words in a favorite book.

Matching *Magnets / Post-its / Letters*	*Source: Busy Toddler* *Source: Busy Toddler* *Source: The Letters of Literacy*   	Description of match games makes it easy for young children to focus, focus, visual memory, and classification skills. Since your child dominates the alphabet, change the order of an additional character Challenge! *TIP: Instead of downloading and printing a template, use dry deleted markers to write the alphabet directly on a cookie sheett.*
Post-it Name *Letters and Words*	*Source: Busy Toddler* *Source: Busy Toddler*  	Children are proud and excited when children learn to read and spell their names; Soon after, their family members followed. Set this operation With paper on your wall, then spread the relevant post-it notes around the room. Once your child finds them, he or she can get letters or name matching!

Secret Letters		Anti-crion activities can reveal the magic of learning in the library! Use a white crayon Write a targeted letter on the white paper; Do not press too lightly (the characters will remain invisible) or too strongly (the characters will appear before the activity starts). Give your child water color, and Let him work!

MATH AND SCIENCE ACTIVITIES

Color Mixing	*Source: Learning 4 Kids* 	Pour milk on a shallow plate or plastic plate. Help your child press a few drops of different colors in the milk, dip into a cotton swab dishwashing liquid, and keep the tip Swab in milk. You won't trust your eyes! Check with different combinations of the primary color to find the cow color, or different types of milk or milk alternatives: Scheme? Cream? Soya?
Cooking	*Source: Shutterstock* 	Cooking with your children is not only a way to practice measurements, but also a way to increase responsibility, fine motor skills and collaboration. Enjoy the process, and then clean the dirt - forest hunger!
Number Weave	*Source: Toddler at Play* 	Label the strip of colored cardstock with the number you want to target. Hold each strip side together, then add each circle to the cardboard. Create a small circle On or below the board, a shoe string or long string knot, and encourage your child to thread thread numbers in a row. He can improve color detection, focus, and fine motor skills.
Pattern Matching	*Source: Busy Toddler* 	Create a pattern of your own on one side of the cardboard divider. To make sure your child doesn't see your work, Use oral instructions and sequence words to help him build a block similar to that. Pattern awareness, color detection, shape recognition, and serial skilsl are all targeted.
Shape Sort	*Source: Busy Toddler* 	Use artist tapes to describe the shapes you want to see on the floor. Collect some household items that can be well selected in the relevant category, and then review each shape's attributes with your child. A high level of math understanding to identify shapes in their surrounding environment.

Splish Splash Science	*Source: Buggy and Buddy* 	Fill a bin or bucket with water, and Take different household items. Will everyone drown or float? Why? How can we describe each item? Try while bathing!
Snack Math	*Source: Fun A Day* 	Snacks can be useful too! Guide children through the popularization steps of each card, and then follow the information about the calculation.This process is about number awareness, one-to-one correspondence, and fine motor skills. Feel free and out of the snack!

FINE MOTOR SKILL ACTIVITIES

Drop it!	*Source: Laughing Kids Learn* *Source: Busy Toddler* *Source: Chick Link*   	These ball and pom-pom drop activities facilitate the development of fine motor skills, cause and effect, and more. Use a cardboard tube and painter's tape, a clean and cut wipe container, or a tray and ice cream scoop – the opportunities are endless.
Hidden Toys *Gelatin / Grab Bag*	*Source: Learning 4 Kids* *Source: Busy Toddler*  	Tap into your child's curiosity by hiding their toys in anything from a tray of gelatin to an empty tissue box. They won't even realize that they're honing their fine motor skills as they dig through to reveal the toys!

Jewelry Making	*Source: Alibi* 	Place large beads or raw pasta on string strengthens fingers, enhances hand-eye coordination, and improves fine motor skills. Target color and pattern knowledge as children mature, too!
Open and Close Bin	*Source: Living Montessori Now* 	Toddlers often express curiosity about what is *inside* objects; they're prone to opening drawers, bags, and so on. This bin provides them with a safe outlet. Feel free to update the contents as time goes on.
Parade Time	*Source: Learners in Bloom* 	Place some butcher paper on the floor, and trace out a route for your child's parade of tiny animal toys, cars, and so on. Encourage your child to line up the objects along the different shapes of lines, either randomly or in a sequence that targets color or pattern awareness.
Tape Pull / Rescue	*Source: Mama Papa Bubba* *Source: Busy Toddler*  	A bin, cookie, sheet, or even a window piece of painter or pattern tape; Fold each piece aside to make it easier for your little one. Little children may be suitable for pulling pieces of tape; Older Children may be more motivated by the opportunity to "recover" their taped toys.

The Bin of Senses		Sensory play – and, accordingly, sensory bins - are helpful tools for engaging your child's five senses while enhancing tactile learning, pre-math skills, self-control, and fine motor skills. Adjust the contents as you see fit; almost anything will do!

GROSS MOTOR SKILL ACTIVITIES

Gigantic Building Blocks	*Source: Busy Toddler*  	Use the duct tape to seal the locked old box, and let your child be Imagination works. Research around buildings Activity is clear: they promote problem solving, math (balance, balance), creativity and more. Encourage your child to build buildings, cities and anything else that inspires them.
Letter Detective	*Source: Frugal Fun 4 Boys*  	Enter each character in the alphabet on the post or index card. Hide them around your house, give your child a magnifying glass, And let them go to work. If they are ready for an accelerated version of this activity, they can test the characters as they find them.
Soft Obstacle Course	*Source: Teach Me Mommy* 	Spread some soft items - sand, luxury toys, soft balls - into one The wall edited around your house. Cover the object with a towel or A blanket, and allow your child to walk through the explorer!
Spiderweb Doorway / Tic Tac Toe Toss	*Source: Hands On As We Grow* *Source: I Love My Kids Blog*  	Use artist tapes to create a spiderweb pattern The tick on the floor is a pattern of legs, doors or narrow hallways; Both programs will improve the ability of children to adjust hands and eyes, eyes, and gross motor skills. First, children can throw balls from broken newspapers on the web, try to get their stick. Later, they can toss the game board with a bag of beans - or with a sandwich bag full of colorful rice..

RESEARCH

As a rule, teachers stick to the opinion that a learning style that supports autonomy is useful for sustained motivation, involvement and student learning,

but they also fear that too much support for autonomy may undermine structure and lead to demotivation and chaos. At the same time, teachers sometimes express concern about providing too much structure, fearing that it could lead to demotivation control.

The concept of the theory of self-determination was applied in this research to study how various aspects of the motivation style or demotivation style of teacher's motivation, that is, support for autonomy, control, structure, and chaos are related to each other from a more integrative point of view. A more detailed analysis of the style of motivation is proposed to achieve further progress in this area of research and practice.

The researcher suggested that in each of these four learning styles there is some room for differentiation into more specific subsection. Some aspects of supporting autonomy are likely to be closely related and complement the structure (e.g. according to the students' preferences), while other aspects of supporting autonomy are approaching to chaos (for example, encourage participation so that students lead in their learning). Some aspects of the structure are likely to be closely related and complement the support of autonomy (e.g. managing student performance), while other aspects of the structure are closely related to monitoring (e.g. clarifying expectations).

Autonomous support and control are two separate aspects of learning, and not just opposites that fall along a single continuum. The concept of structure and chaos has historically appeared on the agenda of researchers quite recently.
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Scientists pay special attention to whether the teaching that supports autonomy compatible with the provision of the structure, or that contradicts it. Autonomous student support is potentially compatible with structuring student behavior and school tasks, but the way to do that may vary, as the structure can be introduced in support of autonomy (e.g. by providing rationales) or in control (e.g. by threatening students who do not follow teacher's instructions). In line with such theorizing, past studies have begun to suggest that support and the structure of autonomy can go hand in hand, which is confirmed by the positive correlations between both styles and interaction effects in which the advantages of the structure for self-regulating student learning are more noticeable when the structure is provided by autonomously supporting way.

The role of chaos in the literature on the TSD (Technology Service Data) has been largely ignored. Teachers, being chaotic, cannot successfully adapt their learning to the pace of development and growth potential of students, but also actively interfere with the development of competencies of their students. Chaos also consists of various components, although there is not enough knowledge about the characteristics of the chaotic learning style, as well as about the other three styles. Teachers face state of chaos when they take waiting approach, thereby making unclear or even contradictory in respect of the requirements and expectations of the students. As a result, students may perceive the learning

environment as confusing, and may feel incapable and unsure of what to do. Chaos can also take the form of permissiveness when teachers are not able to adhere to the introduced guidelines and rules, thereby creating connivance. As a result, teachers can leave students themselves and feeling helpless or unable to refuse to teach them.

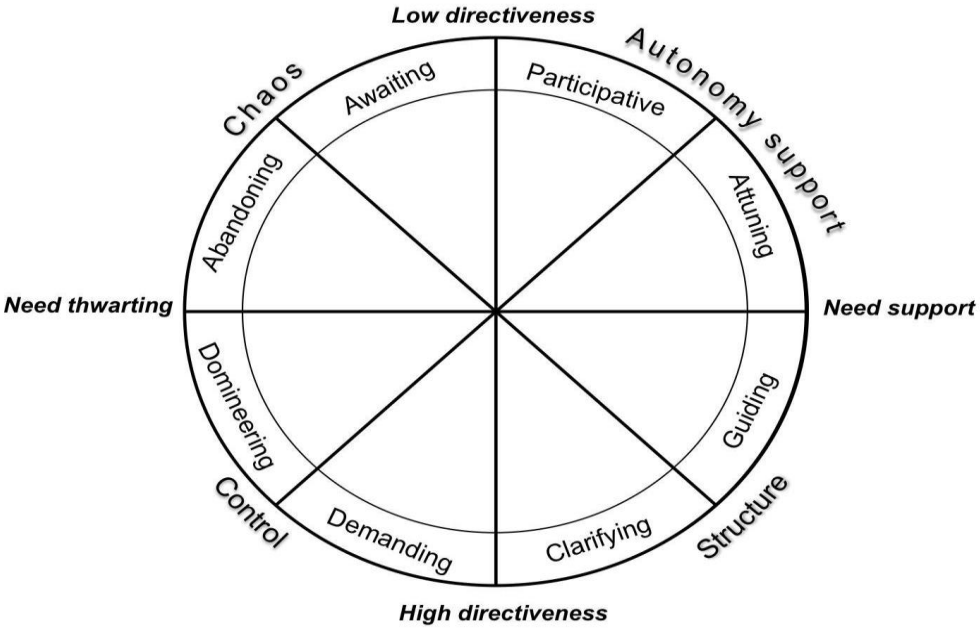

Figure 1 - Four learning styles: Autonomy support, Structure, Control, Chaos

Researchers additionally divided each of the presented styles into two subsections, depicting them in the form of a circle.

Autonomy support - participative, attuning;
Structure - guiding, clarifying;
Control - demanding, domineering,
Chaos - abandoning, awaiting.

As a result of the study, the main hypotheses were put forward and confirmed: Based on the theory of self-determination it was expected that support for autonomy and control, as well as the structure and chaos, is presented as opposite in a geometric representation.

In the light of several studies that indicated that support for autonomy, control, and structure can be divided into subsections. There is room for differentiation in each of the data.

Each subsection will correlate most with its two adjacent subsections and shows a negative correlation with more distant.
Correlations will become more positive or negative for the gradual movement of one subsection to another.

After examining the degree of convergence in the identified areas among both informants (i.e. teachers and students). In the light of past works indicating that the perceptions of teachers and students — even within the same class — are idiosyncratic, rather modest levels of rapprochement between teachers and students were expected.

A significant average level of differences between student and teacher responses was expected. Teachers 'answers were expected to demonstrate a higher level of support for needs and a lower level that was contrary to the needs rather than students' perceptions and answers.

The ultimate goal included exploring how four broader teaching styles and eight identified subsections correlated with a number of external variables, including teacher motivation, burnout and need-based experience among teachers, as well as motivation, disobedience, self-regulating teaching and student assessment.

RESULTS

We intended to streamline the correlation model in accordance with the proposed model. We expected that areas of support for needs would positively correlate with adaptive results and negatively with maladaptive results, while the opposite character of correlations is expected in subsections that impede needs.

As a result of the study, the following correlation of patterns was revealed. Support for autonomy and structure was positively correlated, as well as control with chaos, both among teachers and students.

Support for autonomy was negatively associated to a great extent with both control and chaos in the student’s data, but only negatively associated with chaos in the teacher’s data. As for the structure, it was negatively associated with chaos among students and teachers, but was not associated with control in the students 'data and positively associated with control in the teachers' data.

The picture of correlates became clearer after dividing the wider area into eight subsections. In fact, it was assumed that evidence was obtained for an ordered template, with each subheading correlating with neighboring subheading, the strongest and the template becomes more and more positive and more and more negative when moving in a circle.

Correlations located on the diagonal indicate the strength of the correlation between each pair of adjacent subsections. Although each of these correlations was positive, the correlation between the participating and pending subsections, as well as between the qualifying and demanding subsections, was slightly less pronounced compared to the correlations between each other pair of related subsections.

This suggests that there is a wider gap between the needs for support and the need for obstructive teaching practices. Moreover, the positive correlation between the two divisions of chaotic learning was somewhat less pronounced

compared with the correlation between the two divisions of the other three dimensions.

What exactly do motivating and demotivating teachers do in recent decades has become an area of intensive study of educational and motivational literature. Guided by the theory of self-determination, this study sheds light on the question of how these different learning styles fit together and whether they can be improved. In particular, a two-dimensional structure emerged, including eight subsections located along the circle, both among students and among teachers.

These eight subsections were systematically correlated with each other and with external variables, which suggests that a consistent approach to the motivation and demotivation of learning is justified. This study provides the basis for follow-up, which can help create a systematic program that allows teachers to gain a more accurate picture of their own teaching style so that they can adopt more supportive style that will benefit both students and teachers.

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