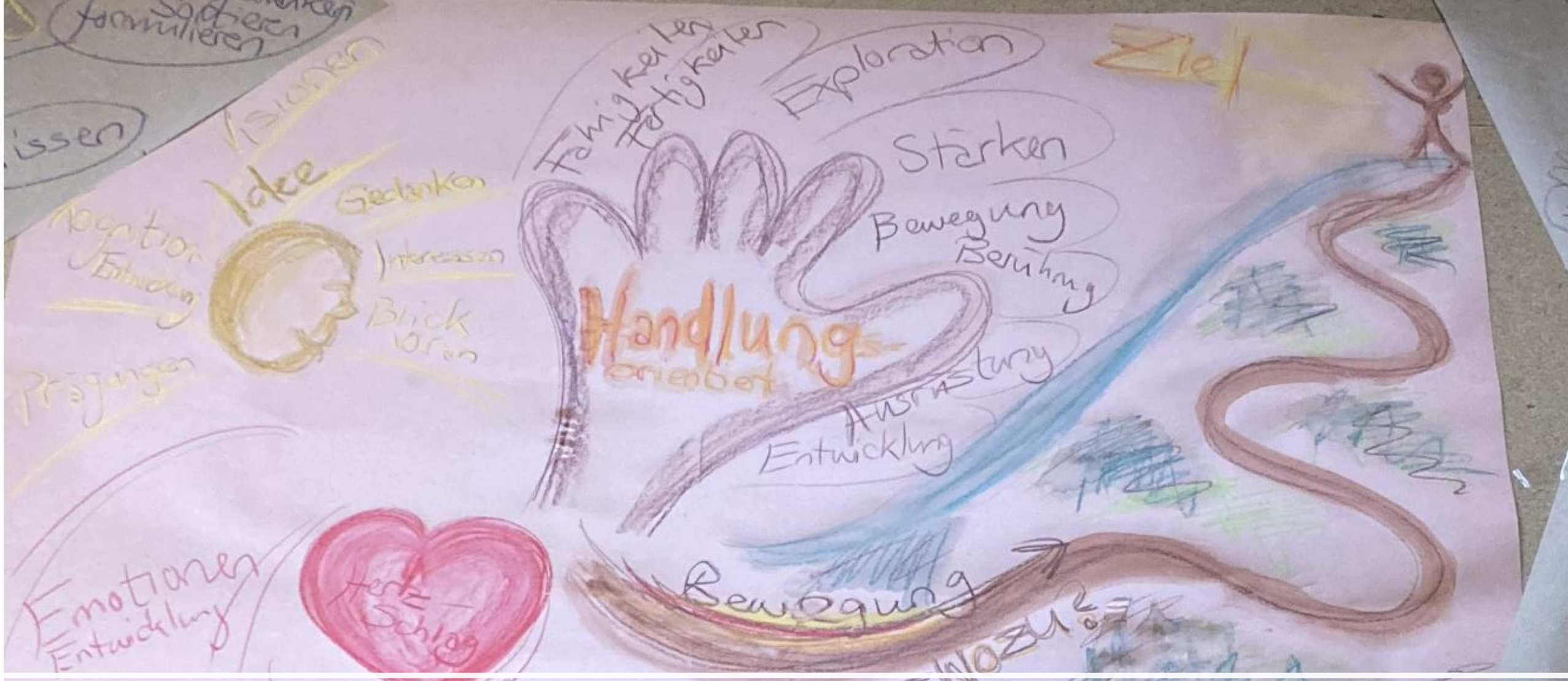


Introduction to Emotional Development

Brain research on motivation
– Gerald Hüther



Path of learning

Head – Heart - Hand

- «Humans are designed to explore the world with curiosity. This drive is innate, i.e. all children bring it with them, all children want to learn, know, help, create, change.»(Montessori 1987a, S. 59 zitiert nach (Schumacher, 2020, S. 39)
- «People are motivated by nature, they can't help it because they have an extremely effective system built into their brain for this» (Spitzer 2002, S. 192 zitiert nach (Steenberg, 2012, S. 81).
- «We have the responsibility to create developmental spaces that are beneficial and to create relationships in which a personality can develop.» (Sappok & Zepperitz, 2022, S. 73)
- → *Looking at the child development will help us to recognise abilities and needs and to create our tasks und support accordingly!*



Emotional Development as the core of learning – How to integrate in our school system

- Understanding the development of the heart, the core of a child where the motivation stems from will help us to create a learning environment beneficial to the child's development.
- «By knowing the level of emotional development, caregivers can more easily change their perspective, understand a person's behaviour, and address their needs» (Sappok & Zepperitz & Hudson, 2022, S. 2).

Brain Research on motivation for learning

- Prof. Dr. Gerald Hüther –Neurobiologist: Potential development – What we are and what we could be
- Nicer than knowledge is when we realize something
 - Learner has acquired something, it's anchored and will stay with him
- If we want to change something we also must have understood it.
- Why are there so many people who do something they don't like?
- Why are there so many people who have lost their innate joy of discovery and their desire to create?
 - The place where the joy of learning is lost most is where we work as a teacher!!!

Basic requirement: Start talking about how to ensure that not a single child loses their innate joy of learning.

- If we could succeed in ensuring that when children leave school, they still have that joy that they once had when they weren't at school yet.
 - Then we can be sure that these children will enjoy their tremendous joy in learning and will acquire everything they need.
 - But if we create situations where children have lost their joy in learning, it becomes a very strenuous effort that we have to make to teach them what we believe could be important for their lives
 - How can it happen that the joy of learning is lost?
- It's not a law of nature and it's not the brain either (Gerald Hüther, brain researcher)

My own experience: Do I still enjoy learning and discovering?

- If not, investigate why.
- Most people can identify where they lost joy in learning, usually even in one person. Someone stepped in during the development period and spoiled their joy.
- Germany: Children were asked why they go to school.
→ Answer: Because I have to.
- greatest indictment and declaration of bankruptcy of a society when they are forced to go to what prepares them for life.

New insights of brain research show...

- ***Genetic programs are not responsible for how the brain develops.***
- Genetic program: excess, far too many nerve cells; We are equipped with much more than what is needed, including networks.
- Then the brain waits for something to happen.
- Even during pregnancy, the brain already learns movements, such as with the arm.
- The first structuring forces in the brain come from our own body.
- Every brain fits the body perfectly.

- The brain then learns which networks it needs to build so that it fits optimally into the environment.
- All of us, wherever we live as humans, are seekers and have no genetic programs to become human. We can also be wrong.

3 areas for the future of the school

- 1. Love of learning
- 2. Students experience: developing dignity
- 3. Feeling connected to what matters to us

1. Love of learning

- under the supervision of the teacher, do not lose the joy of learning.
- A child only loses joy if...
 - he is forced; It learns that the joy of learning is something that cannot prevail in this world.
 - is no longer allowed to be the designer of his own learning process.
 - After birth, a child learns extremely quickly (walking in 1 year, learning language)
 - work if the child does it alone and wants to
 - Child as subject: designer of his learning process; it learns like crazy

From subject to object

- Using others as objects for your own purposes or making yourself an object (“I’m stupid”)
- Instructions, Measures
- Painful experience when you are no longer the subject of your own learning, but become an object, with demands and judgment placed on you.
 - same pain region in the brain as with physical pain
 - solution must be found, if I am made into an object, I also make others into objects (“stupid teacher, stupid mom”)
 - in the bond in the womb, a baby grew more and more out of itself and became more autonomous.
 - Connectedness and autonomy satisfied: the joy of discovery and creativity remains well into old age!!!
 - Recall objects as subjects

2. Students experience: developing dignity

- *When someone has developed their own dignity, they no longer allow themselves to be objectified and no longer objectify others*
- It's important to be recognized
- Seeing each other with dignity; there is no need for a hierarchical ordering structure

3. Feeling connected to what matters to us

- A child who has never experienced nature, culture, human closeness cannot feel connected to it.
- ***You can't protect what you don't feel connected to.***
- When people do not connect the living world to their hearts, they won't be connected to it.

Wish/requests

How do we manage to develop a kind of pedagogy that never again makes any child an object - not the object of their evaluations, not the object of their instructions, not the object of their expectations and their intentions and actions.

- This would mean that *children would not have to lose their innate joy in learning* and would be able to maintain their openness.
- Then learning processes could emerge in a self-organized way, whereby we as adults are not the ones who tell the children what they have to learn, but who help the children not to lose themselves in their search.
- This is a wonderful educational task, helping children to recognize what is really important to them.

→ Give the process of education back to the child by leading them into their own responsibility and moving them from object to subject in order to make decisions for themselves.

Learning processes can only be sustainable if they are emotionally charged

- The emotional centers in the brain have to be activated, otherwise nothing will stick.
- Simplest form: When the child is the designer of his own learning process.
- Interest-driven: As educators, we have the opportunity to guide interest, since the child doesn't yet know what there is to discover.
- Individualized communities: emotionally charging learning

Focus Emotional Development

- Abraham Maslow (American psychologist) designed a model to describe human needs and motivations based on a humanistic model (Maslow, 1987)
- Anton Došen (Dutch child and adolescent psychiatrist) created a phase model of emotional development on basis of a psychosocial and neurobiological understanding of child development (Došen, 1997; Došen, Hennicke & Seidel, 2018 quoted from Sappok & Zepperitz & Hudson, 2022)

Table 1: Comparison between the models by Došen and Maslow

Došen: Developmental phase	Maslow: Primary need	What is important?	What is unpleasant?
Phase 1: Adaptation	Physiological	Health, sleep, clothing, food, comfort	Intense stimuli, pain, in Phase 1 more of an uncontrolled shock reaction rather than a conscious fear
Phase 2: Socialisation	Safety	Stability, security, order, protection	Being abandoned
Phase 3: First individuation	N/A*	Independence, autonomy, self-determination	Loss of autonomy
Phase 4: Identification	Belongingness and love	Community, affection, friendship	Exclusion from the community, fear of failure (caregiver)
Phase 5: Reality awareness	Esteem	Recognition, self-esteem, achievement, praise	Devaluation, fear of failure (group, self)
Phase 6: Social Individuation	Self- actualisation	Finding identity; living out potentials and goals in life	Regulations, constraints, limitation, failure

*The phase of autonomy is not described in Maslow's model.

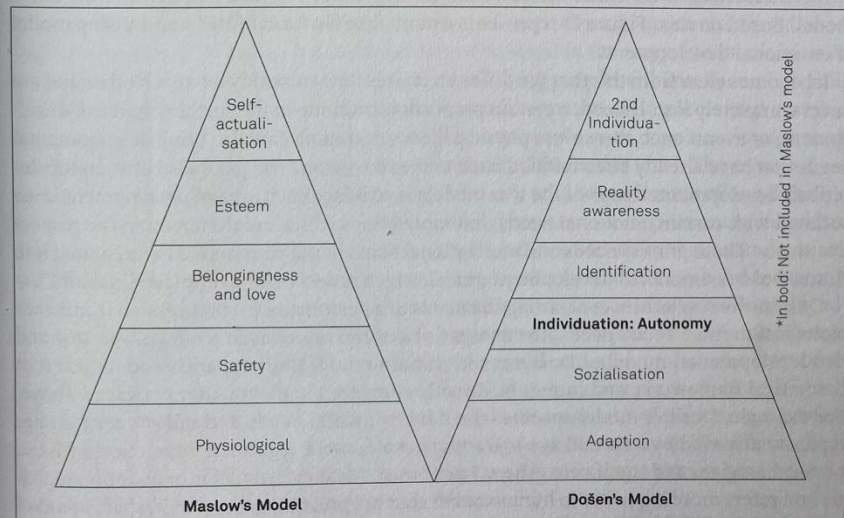


Figure 10: Comparison of Maslow's hierarchy of needs and Anton Došen's phase model of emotional development.

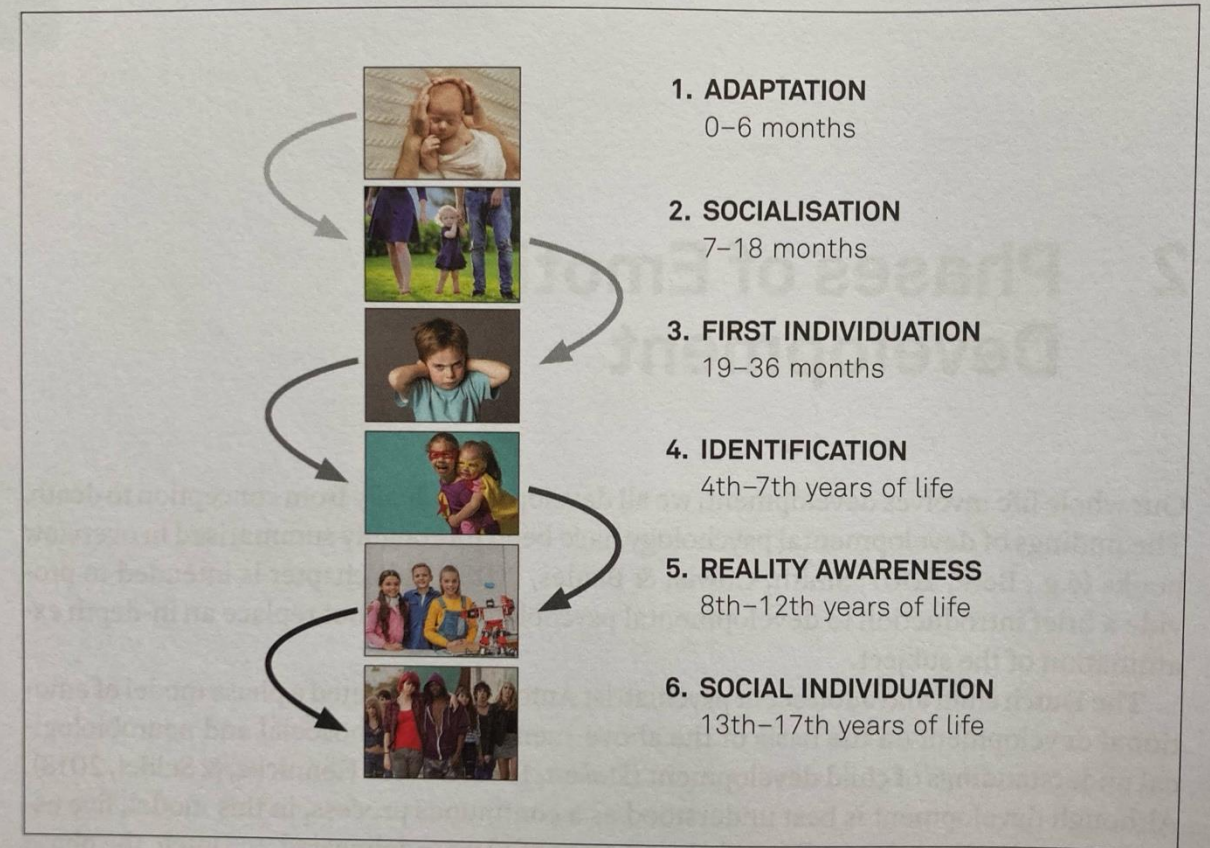


Figure 12: Phase model of emotional development.

Bibliography

- Sappok, T., Zepperitz, S. & Hudson, M. (2022). *Meeting emotional needs in intellectual disability: the developmental approach*. Ashland: Hogrefe.
- Schumacher, E. (2020). *Montessori-Pädagogik verstehen, anwenden und erleben: eine Einführung (Pädagogik)* (2. aktualisierte und neu ausgestattete Auflage.). Weinheim Basel: Beltz.
- Steenberg, U. (2012). *Montessori-Pädagogik im Kindergarten* (Profile für Kitas und Kindergärten) (2. Aufl. d. vollständig überarb. u. erw. Neuausg., (5. Gesamtaufl.)). Freiburg im Breisgau Basel Wien: Herder.
- <https://www.youtube.com/watch?v=3Bn6RzBZIJ4>