

THE DYNAMICS OF MOTIVATION AND SOCIAL ATMOSPHERE OF THE CLASSROOM IN THE PROCESS OF PEDAGOGICAL INTERVENTION OF READING COMPREHENSION

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ABSTRACT

Aim. The research aim is to investigate the dynamics of motivation, social atmosphere of the classroom and the perception of the selected texts and tasks under the influence of pedagogical intervention in the reading comprehension process.

Methods. Structured observation was used to find out the dynamics of the above mentioned factors in the process of pedagogical intervention. By the use of qualitative content analysis, we analysed how the observed phenomena in the educational process influenced pupils' comprehension. The pedagogical intervention was implemented using the experiment method.

Results. Uneven dynamics of motivation were found that was influenced by the difficulty and interest of texts and tasks. The researchers found an upsurge in pupils' intrinsic motivation to work with a German language text under the influence of pedagogical intervention which was also supported by the findings on the perception of texts and

tasks. The dynamics of the social atmosphere in the classroom was manifested by a positive and friendly atmosphere and the consequent stimulation of positive affectivity.

Conclusion. The research shows that pedagogical intervention stimulates the dynamics of motivation towards the usability of texts, the interest to increase the comprehension of texts despite the difficulty of the text and the lower interest in the literary text. Pupils are more interested in factual and usable texts, which they encounter more often in everyday life. The pedagogical intervention also stimulates the social atmosphere in the classroom towards positive affectivity, which helps to reduce the pupils' emotional filter and promotes the development of reading comprehension skills.

Keywords: pedagogical intervention, reading comprehension, motivation, social atmosphere, classroom

INTRODUCTION

Today, teachers are increasingly confronted with the problem of low pupil motivation not only to learn, but also to read texts and reflect on their content. Consequently, low motivation is associated with poorer academic performance and also with poorer discipline in the classroom. In order to maintain adequate motivation and discipline in the classroom, and a pleasant social atmosphere, the teacher has to expend a lot of energy. In the light of these approaches, the functions of teachers are also changing significantly. He is no longer an absolute guarantor of truth, but a facilitator, making it easier for pupils to construct new knowledge. Therefore, he should use in practice such approaches which will develop in his pupils the determinants of modern education. We are referring to experiential learning, the application of diverse methods of work, and the modelling of teaching situations so that pupils are active—becoming the designers of their own cognition. It is important for pupils to be able to structure their own knowledge, which can be helped by working with a variety of activating methods and motivating elements to engage them. In this sense, it is possible to talk about pedagogical intervention. Within the pedagogical intervention, the teacher uses various interactive as well as individual methods and techniques, adapting to the possibilities and needs of the pupils, facilitating them to a higher motivation to work on themselves, to a higher sociability and to a higher efficiency, in our case to a higher efficiency to the comprehension of the text in the German language.

In order for reading comprehension to become successful and effective, it is important for the teacher to use motivation appropriately, create a friendly and pleasant atmosphere in the classroom, select reading texts appropriately, and last but not least, provide regular feedback, approach teaching and pupils positively, perceive the need of each pupil, and stand out with humanity (Stančėková, 2021). When working with text, it is considered essential to engage not only cognitive and metacognitive processes, but also to support and use complex phenomena at the social and affective levels,

as engaging cognitive and metacognitive processes do not always lead to a complete and successful understanding of texts.

Pedagogical Intervention and the Reading Comprehension Process

Pedagogical intervention can be considered as one of the important measures in education because it provides stimulation and facilitation of cognitive and metacognitive processes and mechanisms of learning. Pedagogical or educational intervention does not correspond to theoretical models of interventions (Stranovská, 2014; Stranovská & Ficzer, 2020). According to Eva Stranovská and Anikó Ficzer (2020), pedagogical intervention uses a more pragmatic approach, based on an eclectic combination of intervention strategies deriving from theoretical models (psychoeducational, cognitive-behavioural, neuropsychological, psychodynamic, ecological, humanistic, behavioural and others). Intervention can have preventive and corrective character. The preventive character on one hand means that it consolidates the optimal state. Pupils who have developed cognitive processes at a higher level and are more linguistically proficient, it consolidates their processes and mechanisms necessary for working with the text and comprehension. Corrective character on the other hand means that the intervention seeks to optimise cognitive and metacognitive processes so that comprehension occurs. In other words, pupils whose comprehension and developed cognitive processes are at a lower level and are less linguistically proficient. The intervention focuses on one process at a time, which is reinforced or developed through the technique. Pedagogical intervention needs to take into account that the process of comprehension of foreign language texts is a complex process that is influenced by the interaction of many factors. Successful comprehension of foreign language texts requires not only the individual's ability to recognise words, assign meanings to them and read quickly, fluently and without errors, but most importantly the engagement of thought processes during reading as they comprehend phrases and sentences, to understand the meaning of the text, to relate their experiences to the information in the text they have read, to reflect, critically analyse, interpret and evaluate the intention of the author of the text to the best of their knowledge.

In addition, several experts (Clarke et al., 2014; Ehlers, 2006; Gadušová et al., 2021; Lalinská, 2020; León & Escudero, 2017; Lutjeharms, 2010) agree that the acquisition of reading comprehension skills in a foreign language is a process that, on the one hand, is related to the developed ability and competence to communicate in the mother tongue and, on the other hand, is also related to the gradual development of linguistic competence in the foreign language, to which it is necessary to add the individual's personal experience and knowledge of his or her sociocultural background. For this reason, it is necessary to deal with the psychological and pedagogical phenomena

of text comprehension, the stimulation of which greatly facilitates and makes more effective the development of reading comprehension in a foreign language.

An important factor in the process of pedagogical intervention is the pedagogical text, which is characterised by linguistic, cognitive and communicative components and is a means to achieve the educational goal.

Through isolated words and sentences, it is not possible to communicate. To communicate successfully, words and sentences need to form an organised whole that is connected in thought as well as in form. It follows that in reading comprehension, the pupil must pay attention to the preceding and following sentences in addition to the sentence he is reading, because the summary of their contents greatly influences the comprehension of the text. According to Peter Gavora (1992), an essential condition for comprehension is the use of so-called continuous language utterances, which is called pedagogical text.

The pedagogical text serves as an aid in the educational process, which provides and conveys valuable information in order to enrich pupils, influence their attitudes and shape their interests. Gavora (1986) also says that in creating a pedagogical text, authors keep in mind the specific needs of pupils by grade and school, take into account their receptive skill level, and choose the appropriate length, information density, and lexical-syntactic difficulty of the text.

However, pedagogical texts are only meaningful if they are handled appropriately, deliberately and consciously. The conditions for such meaningful work with the text are based on the interaction between the pupil and the text at the level of the so-called cognitive structure of the text and the cognitive competence of the pupil, which include his/her prior knowledge, linguistic competence, interest and motivational characteristics of the pupil, as well as the communicative characteristics of the text, i.e. the ability to convey the information from the text in an intelligible way (Průcha, 1987).

When working with the text itself, the pupil has to capture the important information in the text. Having mastered this basic activity, he or she can delve into the interrelationships of this information, determine its meaning, continuity and connectedness, and subsequently estimate larger groups of meaningfully similar information. This activity also involves the selection of different types of information according to their importance in terms of main information, secondary clarifying information, and accompanying extraneous information as well as the organisation of newly acquired information into memory structures (Brown & Day, 1983; Gavora, 1986; Gavora, 1992; Koutun, 1979).

However, for these activities, it is necessary for the teacher to select appropriate texts for developing reading comprehension. Selecting texts for pupils and setting tasks is a professional as well as a methodological and didactic challenge for the teacher if he/she wants to find age-appropriate literature and use it methodically in the classroom. The choice of both literary and factual texts should be based primarily on the target group, the interests of the pupils and their language level. Of course, when making

the selection, the teacher must also take into account the educational goals and the relevance of the topic of the text, so that the chosen work is familiar and close to the target group and that the content of the text appeals to them. It follows that the selected texts should arouse the pupils' interest and curiosity to know or learn something new and motivate them to expand their existing knowledge.

Motivation and Social Atmosphere in the Context of Reading Comprehension Intervention Work of the Teacher

Within developing reading comprehension, the teacher plays a crucial role as a professionally qualified worker, responsible not only for the preparation, management, organisation and implementation, but also for the results of the reading comprehension process (Průcha et al., 2001). However, to do all this, the teacher needs to act as a facilitator. The role of a facilitator requires a great deal of effort from the teacher, which manifests itself primarily on the motivational level. In order to maintain motivation in the classroom it is necessary for the teacher to know each pupil in terms of their age, endowments, interests, language, emotional and cognitive level of the pupils. In addition, the teacher should also motivate the pupils by his/her teaching approach and method, which should be used, in addition to textbooks, materials that arouse the pupil's interest in the text. These are inspiring and stimulating for them and support the development of their creativity and individual approach to reading (Kobylarek et al., 2022; Rodgers & Freiberg, 2020).

At the same time, it should also be noted that the teacher should activate and guide pupils on how to proceed in the reading comprehension process, monitor each pupil's progress, facilitate their self-discovery and respect or perceive the needs of each pupil (Stranovská, 2014). Jana Hanuliaková (2010) also talks about the requirement for the teacher, according to which he/she should create a positive and pleasant climate in reading comprehension classes, which is now becoming the duty of every teacher. The teacher should not cause anxiety, stress and negative feelings in the classroom by his/her approach, behaviour and teaching methods used and should prefer cooperation, tolerance and creativity. It is equally important that he/she perceives the world from the pupil's point of view.

In order to achieve good reading comprehension results, it is also essential that the teacher has a high level of proficiency in the foreign language he or she teaches, that he or she has adequate pedagogical skills to impart his or her knowledge and that he or she does not forget constructive criticism, which will help pupils to perceive critically not only themselves but others as well.

It is also interesting to note the opinion of Dagmar Koštrnová (2014), according to whom it is necessary to create a space in the reading comprehension lesson where the pupil has the opportunity to express his/her opinion, attitude or ideas about a par-

ticular topic. In doing so, it is important to underline that there is no wrong answer and the teacher should respect each pupil's opinion and should also encourage him/her to think critically and evaluate the text. At the same time, positive recognition and expressing gratitude to pupils for their active participation in the lesson by the teacher is necessary, which can contribute to the motivation of the pupils.

From the above it follows that the teacher as a facilitator influences a friendly and positive classroom climate not only by the activities he/she uses, but also by his/her personality, attitude and relationship to teaching and to the pupils. The teacher who has a positive attitude towards his/her profession, likes the subjects he/she teaches and is humane and sociable is well placed to create a positive climate.

The work of any teacher in the process of reading comprehension in a foreign language is extremely challenging. The teacher is responsible for the individual events in a group of pupils, such as their speech activity in different situations, the choice of strategies for learning a foreign language, the social behaviour of the pupils and, last but not least, the choice of appropriate texts or literature through which the pupils learn about the culture of the foreign language.

Pupils' motivation is an important factor in the reading process that influences pupils' comprehension performance. Motivation refers to the force by which pupils choose certain goals and select the means to achieve them. Motivation can also be defined as the activation of the organism, its internal state by which the pupil perceives certain stimuli from his environment. In addition, it is the willingness to exert considerable effort to achieve goals, during which the pupil simultaneously satisfies his/her needs (Králik, 2023; Robbins & Coulter, 2004; Tokárová et al., 2023).

Pupils' motivation is needed continuously throughout the lesson because pupils usually cannot maintain a high level of concentration and enthusiasm for the subject matter until the end of the whole lesson. It often happens that a lesson starts with a motivational activity to get pupils active and enthusiastic about the topic, but in most cases the motivation stops at this stage. It should be remembered that for successful performance in reading by pupils, it is necessary and appropriate for the teacher to infuse motivational elements throughout the lesson.

Above all, a motivated teacher is the most important motivating factor in motivating pupils. A teacher who loves his/her subject, possesses a positive attitude towards his/her subject and is passionate about it, is able to energise and enthuse his/her pupils and is able to maintain their interest in the subject matter (Stančeková, 2021).

Another motivational tool is praise. Proper and sincere praise pleases every pupil and also when he is praised for good work, it energises him to learn. However, it should be handled with care, only praising pupils at the right time and taking care that the teacher does not overdo it with praise. Eva Fryjaufová (2007) and Dušan Bajan et al. (2023) recommend that the teacher should praise pupils not only for the outcome of the work but also for the effort put in by the pupils. According to her, pupils should be praised clearly and it is motivating if the teacher also shows joy and sincerity

when doing so. She also points out that the teacher should praise every progress made by the pupil, even a small improvement, because experiencing even the smallest success gives the pupil a sense of learning and motivates him/her to work harder (Králik, 2023; Kusák & Dařílek, 2001; Tokárová et al., 2023).

In order to develop pupils' motivation, it is essential to distinguish between intrinsic and extrinsic motivation and to be able to use both types of motivation appropriately in the reading comprehension process.

Irena Lokšová and Jozef Lokša (1999) speak of intrinsic motivation when a pupil performs an activity for its own sake, without expecting any recognition, praise or reward. In this type of motivation, the pupil is intrinsically motivated to learn something, he likes to do this activity because he enjoys it and the result of this activity satisfies him. On the other hand, Ivan Turek's (2014) view is interesting, which states that a pupil who is dominated by extrinsic motivation performs a learning activity based on external stimuli, such as reward (good grade, praise, encouragement) and punishment (bad grade, reprimand). However, it needs to be handled with care, as punishment can induce fear, which can result in negative consequences (Tomášková, 2018).

Another factor that greatly influences the performance of pupils in the classroom is the social atmosphere, which is a variable and short-term phenomenon, reflecting the current situation in the classroom, which changes many times during the school day, even during a single lesson or break (Gavora et al., 2008; Mareš, 2013). The social atmosphere of the classroom consists of a number of factors such as social relations in the classroom, which are characterised by variability and are conditioned by different classroom situations, the mood of pupils and teachers or the social relations in the classroom (Boroš, 2001; Zelina, 1996). The social atmosphere can also be influenced by class members by expressing their emotions and attitudes towards other members, expecting feedback that can be positive, directive, supportive, as well as negative (Boroš, 2001).

EMPIRICAL RESEARCH

Research Aim

The conducted research had a qualitative character, the quality of pedagogical intervention of reading comprehension in the educational process and the quality of work with motivation and social atmosphere in the teaching of reading comprehension was investigated.

The research goal is to find out the dynamics of motivation and social atmosphere of the classroom under the influence of pedagogical intervention in the process of reading comprehension.

Considering these variables, the following sub-goals were defined:

- to find out to what extent motivation will increase in the process of developing comprehension of German texts,
- to find out in which direction a shift of motivation in reading comprehension will occur,
- to find out what is the perception of the social atmosphere in the process of developing German texts comprehension,
- to find out the perception of selected texts and tasks in the process of pedagogical intervention.

Research Questions

Considering the aim of the research, the following research questions were defined:

- Does motivation increase in the process of developing reading comprehension of German texts?
- What are the dynamics of motivation under the influence of the pedagogical intervention of reading comprehension?
- What is the perception of the social atmosphere in the process of developing reading comprehension of German texts?
- What are the dynamics of the social atmosphere under the influence of the pedagogical intervention of reading comprehension?
- What is the perception of the reading text, the matter of interest and difficulty of the texts and tasks?

Research Sample and Realisation of the Research

The research was realised with secondary school pupils in the Nitra region who were compulsorily learning German at the A2 proficiency level according to the CEFR for Languages. The average age of the pupils was 16.5 years. Percentage of female and male pupils in classes: 68% female and 32% male. The pupils were divided into two groups (experimental group 1—EG1, experimental group 2—EG2). The research sample was selected according to a purposeful and available sample, with German as a second foreign language and the type of secondary school as a grammar school as essential features of the selection. Initially, a random selection was planned, which was not allowed by the society-wide situation. The observations and the experiment were realised during the Corona pandemic, while the qualitative linguistic analysis was realised after the pandemic was over. The research was carried out in the period 2020/2021—2022/2023.

Research Methods

The research used a qualitative research method, structured observation with an observation sheet in which the observed phenomena were written and recorded. The observed phenomena were directly perceived and coded into the observation sheet. The researchers had direct contact and perceived the overall picture of what was happening.

The date (when the lesson took place), the group (in which class the phenomena were observed), the language (German), the name of the teacher, the type of the text, the title of the text and the predictor (which predictor the researchers focused on in the reading comprehension process) were recorded on the observation sheet. The observation sheet focused on observing general factors such as pupils' motivation when reading German texts, the social atmosphere in the classroom, the appropriateness and the interest of the topic of the texts and the difficulty of the tasks.

A qualitative content analysis was used to analyse how the selected factors influenced the pupils' comprehension process or the development of comprehension, how the pupils worked and reacted in each lesson, which texts and tasks were beneficial and stimulating or less interesting for them, and which activities motivated them the most.

Another research method is the pedagogical intervention experiment. This experiment consisted of ten intervention units. The effectiveness of pedagogical reading comprehension intervention in German language was experimented. At the beginning of the experiment, the first measurement of reading comprehension was carried out by means of a pre-test in the experimental and control groups. This was followed by the completion of the intervention programme in the experimental groups and teaching reading comprehension in a foreign language without intervention in the control groups. Finally, after the intervention, a second measure of reading comprehension was administered through a post-test.

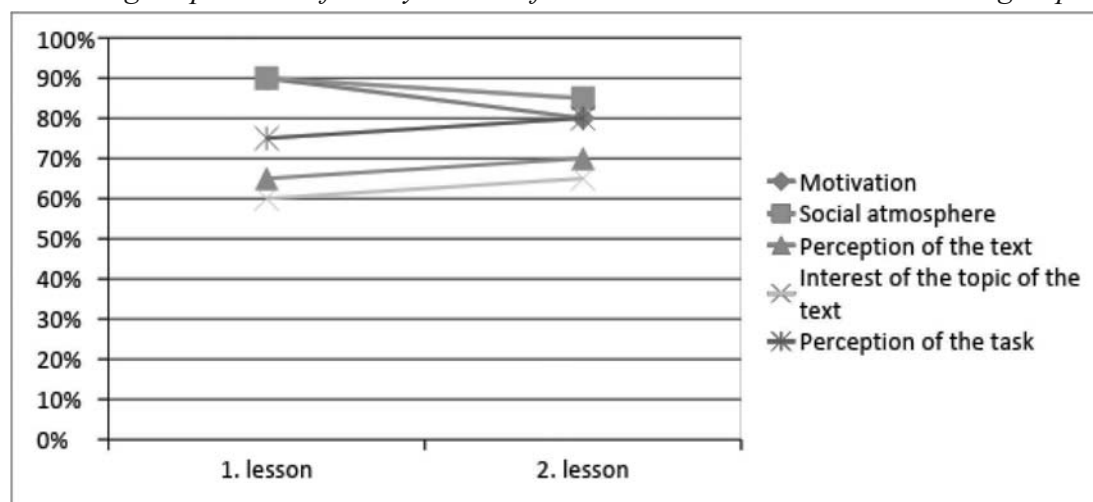
RESULTS

The reading comprehension in German language was observed in two groups (EG1 and EG2), with intervention units focused on promoting and developing attention, concentration and memory processes, perception and linguistic resources, cognitive structuring, divergent thinking, critical thinking, reflection and self-reflection. The observation focused on observing the dynamics of motivation and social atmosphere under the influence of the pedagogical intervention, while factors such as perception of the text, perception of the task and the interest of the topic of the text were also observed. In each group, the pedagogical intervention was carried out: 10 intervention units aimed at developing the comprehension of the text through the development of the predictor—cognitive and metacognitive process and through the support of working with different types of the text. In this article, the researchers analysed

selected intervention units: in the EG1 group, intervention units that focused on divergent thinking and on critical thinking, reflection and self-reflection; in the EG2 group, intervention units that focused on the development of attention, concentration and memory processes, perception and linguistic resources and cognitive structuring. The EG1 group worked with literary texts aimed at extensive reading, while the EG2 group worked mainly with informative and factual texts aimed at intensive reading. The dynamics of motivation and social atmosphere were recorded in bar graphs.

Figure 1

Percentage expression of the dynamics of the observed variables in the EG1 group



Source. Own research.

Figure 1 illustrates the uneven dynamics of motivation, i.e., the increase did not occur in a directly proportional way (higher motivation from lesson to lesson), but was influenced by other variables such as the difficulty, interest of the texts and tasks. Motivation in EG1 group showed a 90% intensity of motivation to work with the German extensive reading text when the penultimate intervention unit was realized, as confirmed by graph 1. After the last intervention unit was completed, pupils' motivation showed a decrease to 80%. The difficulty of the vocabulary in the text and the low interest in working with literary texts played a role in this decrease in motivation to work with the German text. Pupils rarely read literary texts in German and, above all, they lack sufficient vocabulary. Through observation an increase in pupils' intrinsic motivation was found to work with texts in German. The motivation shifted from extrinsic motivation to intrinsic motivation of the pupils.

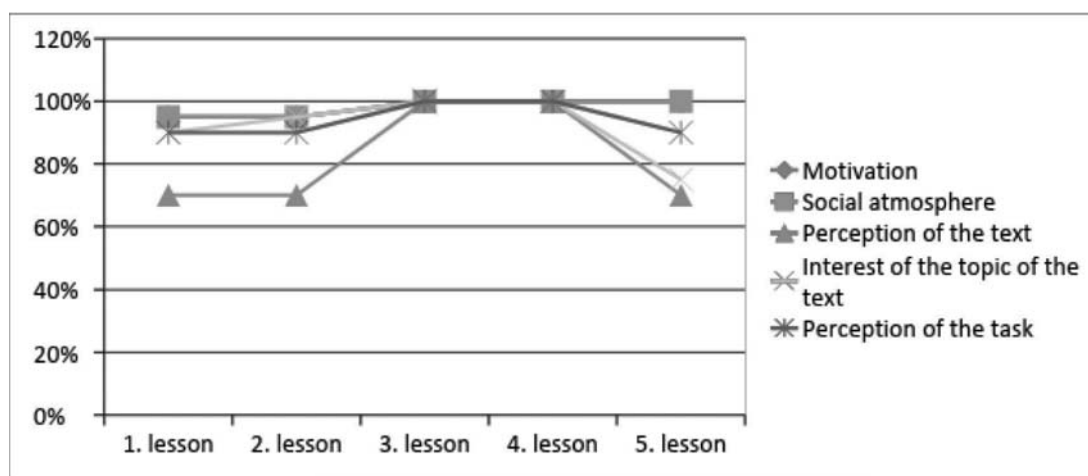
The second factor that was observed in this group is the social atmosphere in the classroom and its dynamics under the influence of the pedagogical intervention, which manifested itself in the friendliness, humanity and cohesiveness of the collective. In this progression, the approach and work of the teacher played an essential role, who tried to create a pleasant and friendly environment in the classroom through a positive

mood, in which the pupils felt safe during the lessons and were not afraid to express their opinions.

Other factors that were monitored during the observation in this group, and whose process was recorded in the observation sheet, were the perception of the text, the interest of the topic of the text and the perception of the tasks. Although researchers observed an increase in all three factors at a lower rate (5%), the pupils expressed low motivation for extensive reading, i.e., literary text (*Papierhelden* §1, §2, §3 [Paper heroes §1, §2, §3]) and insufficient vocabulary. The texts were challenging for the pupils and they could not infer the meanings of unfamiliar words from the context, only with the help of the teacher. In addition, it should be noted that the topic of the texts (hobbies, family) was also less interesting for the pupils. The teacher commented after the lesson that pupils rarely work with literary texts, which results in a lack of comprehension of longer texts. When perceiving the tasks, a higher interest of pupils was observed in the realisation of the tasks (75%-80%). The tasks were focused on the development of reading and comprehension strategies, i.e. on the pedagogical intervention. The teacher's work with the tasks also played a significant role.

Figure 2

Percentage expression of the dynamics of the observed variables in the EG2 group



Source. Own research.

Figure 2 illustrates the high motivation as well as the social atmosphere in the classroom throughout the realisation of the reading comprehension intervention. The dynamics of motivation and social atmosphere showed a slight increase in the process of the 3rd intervention unit and remained at the same level (100%) until the last intervention unit. The teacher's approach of explaining the purpose of the lesson at the beginning of each lesson, regularly activating and guiding pupils in working with the text, and trying to ensure collaboration and regular feedback in the classroom played

a significant role in this increase. The teacher tried to create a pleasant environment for the pupils through a positive mood in which they felt relaxed and tension-free.

Uneven dynamics were evident in the perception of the text. In the first two intervention units, the perception of the text was in the average range. In this unit, the pupils worked with a television programme on entertainment and leisure (*Fernsehprogramm für Mittwoch* [TV programme for Wednesday]) and also with various advertisements on leisure activities (*Urlaub* [Vacation]), and the teacher indicated that the texts were challenging for the pupils in terms of vocabulary and orientation in the texts. In the third and fourth intervention units, there was an above-average range of text perception, and in the fifth intervention unit, there was a sharp decline in text perception, which is related to the interest of the topic of the text and the difficulty of the text. In the factors interest of the topic of the text and pupils' perception of the tasks a high interest in the texts and tasks was observed in the first four intervention units and a decline in the fifth. This was the topic of the text *Ferienjob* [Vacation job]. According to the teacher, the topic was less appropriate to the proficiency level and age of the pupils, since the pupils had no experience of part-time job at this age or in this group.

However, according to the results, it can be stated that the texts were not too difficult for the pupils and they were able to deduce the meanings of unfamiliar words from the context, while the teacher also tried to guide and help the pupils.

DISCUSSION AND CONCLUSION

The research sought to contribute to the investigation of the dynamics of the factors of motivation and social atmosphere of the classroom in the process of pedagogical intervention in the teaching of reading comprehension. Reading comprehension is a complex process that is influenced by the interaction of many processes and factors. When working with the text in education cognitive and metacognitive processes are involved. However, engaging these processes does not always lead to successful comprehension of the text. For this reason, the promotion and use of complex phenomena at the social and affective levels are also considered to be essential.

The researchers first focused on the dynamics of pupils' motivation. Without motivation, pupils expend little effort and energy on working with the text. In addition, without motivation, they may also lack reading comprehension, which significantly reduces and impairs pupil performance and achievement. This assertion is supported by Svetlana Stančková (2021) who states that in the process of motivation, the most important motivating factor is a motivated teacher. For this reason, the role of the teacher as a facilitator is considered to be essential in order to help, induce and sustain motivation throughout the reading process.

The research results show that the pupils in EG1 group were less motivated than the pupils in EG2 group, in which the topics of the texts played an important role. In addition, pupils in EG2 group were more interested in factual as well as user texts, which they encounter more often in everyday life, such as TV programmes, advertisements, interesting things in German-speaking countries, descriptions of pupils' leisure time in Germany, etc. On the other hand, pupils work with literary texts less frequently, which implies that they are less motivated when working with literary texts and their related tasks.

Another aim of the research was to monitor the dynamics of the perception of the social atmosphere in the process of developing comprehension of German texts. Based on the results of the research, it can be concluded that a relaxed atmosphere causes enjoyment of learning and this positively influences the comprehension process as well. The school classroom environment is a typical social environment, which is characterised by communication and social interaction between its members and which brings with it relationships. This statement is also supported by Július Boroš (2001) and Miron Zelina (1996), who say that the social atmosphere is primarily influenced by the members of the class, their mood, emotions and attitudes towards other members, and it is the positive social atmosphere that is also a necessary condition for the proper motivation of pupils and the subsequent achievement of the desired educational goals and results.

As far as the research is concerned, the results showed that a positive and friendly social atmosphere prevailed in both experimental groups (EG1, EG2). In particular, the positive attitude and work of the teachers, who tried to create a pleasant classroom environment through good mood, in which the pupils felt relaxed and tension-free, played a significant role in this progression.

Furthermore, through observation, it was found that the perception of the complexity or difficulty of the texts and tasks influences attitudes towards reading comprehension of foreign language texts and overall comprehension as well as concentration when working out tasks from the text. Consequently, it is challenging for the teacher to find texts, whether factual or literary, that are appropriate for each pupil at the same age. This is because each pupil has different interests and hobbies. A text that suits and interests one pupil may not suit and interest another pupil. This assertion is supported by Gavora (1986) who among other things argues that the text chosen, in addition to conveying information, should influence and shape pupils' attitudes and interests, and teachers should be mindful of the particular needs of pupils by grade level. In addition, the educational goal and the relevance of the topic of the text should be taken into account so that the content of the work appeals to a group of pupils.

The texts that pupils worked with in EG1 and EG2 groups were less appropriate to the pupils' perceptions of the interest of the topic of the text and the age of the pupils. Texts such as *Fernsehprogramm für Mittwoch*, *Ferienjob* and *Papierhelden §1*,

§2, §3, were less interesting for the pupils, which according to the teachers is due to the fact that the pupils do not watch television, only online movies and videos, they are also not interested in holiday or part-time job and have no experience of it at all. Regarding the literary text *Papierhelden* §1, §2, §3, the pupils encounter literary texts less frequently, even in school the teachers do not pay enough attention to reading longer texts, for this reason the pupils rarely read literary texts.

The perception of the tasks in the reading comprehension process is also closely related to the interest of the topic of the text, because in order to solve the tasks correctly, pupils need to be both interested and motivated to devote sufficient time to close reading. In the perception of the tasks related to the literary text *Papierhelden*, a lower interest of the pupils was observed compared to the texts *Fernsehprogramm für Mittwoch* and *Ferienjob*.

The research shows that the pedagogical intervention stimulates motivational dynamics towards intrinsic motivation, i.e., the usability of the texts, interest in increasing comprehension of the texts despite the difficulty of the text and lower interest in literary text. Pupils are more interested in factual texts, which they encounter more often in everyday life, and they work with literary texts less frequently. The pedagogical intervention also stimulates the social atmosphere in the classroom towards positive affectivity, which helps to reduce the pupils' emotional filter and promotes the development of reading comprehension skills. It is noteworthy that the work and attitude of the teacher towards the intervention appears to be a critical factor compared to the effectiveness of the pedagogical intervention. The work and attitude of the teacher towards the intervention can influence to a greater extent the motivation of the pupil and the positive atmosphere in the classroom.

Regarding the perception of the texts and tasks, it should be noted that the complexity or difficulty of the texts largely influences the pupil's attitude towards reading comprehension and concentration when working with the text and related tasks. For this reason, it is necessary for the teacher to search for reading texts that are appropriate for each pupil at the same age.

Based on the analysis, the researchers concluded that it is necessary to focus on social and affective factors such as pupils' motivation and the social atmosphere in the classroom, as well as the teacher's proper selection of texts, through which the performance and success of pupils in the process of reading comprehension of foreign language texts will be increased and improved.

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