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INFLUENCE OF THE GROWTH MINDSET IN COLLEGE STUDENTS

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Abstract: Considering the increase in the discussion about Mindset in Higher education in recent years, this article at to map this field through a qualitative-quantitative review. The results indicate that the growth mindset occupies a significant part of the discussion and, therefore, the article also sought to bring what was discussed on the subject using a systematic review. the studies were carried out using the Scientific Electronic Library Online (SciELO), Latin American and Caribbean Literature on Health Sciences (LILACS) and National Center for Biotechnology Information (NCBI) databases. from the literature review, it is highlighted that the discussions on the growth Mindset in Higher education education, especially in the field of learning and ways of encouraging. Furthermore, teaching tools based on the growth Mindset are emphasized.

Keywords: Mindset ; mentality ; growth ; students ; college students.

INTRODUCTION

Mindset is defined as logic, mentality, reasoning of how human cognition works or answer to various actions, the classic example is the interpretation of information that is provided in schools and universities and transformed into knowledge. The mindset goes beyond the individual's personality trait, it is how hey performs work and educational functions with other individuals. This means of logic shows that the information acquired during life can ok seen in positive and negative ways and the reactions to them (PONTES, Edel Henrique Silva, 2018).

The Growth mindset consists of an attitude based on the continuous development and learning of the individual, in such a way that it positively influences, in a systemic way, the organization in which it operates. on the other hand, the individual, by assuming a defensive attitude (Fixed Performance Mindset) avoids

challenging tasks that involve learning and changes (Blocking fixed mindset). (PONTES, Edel Henrique Silva, 2018).

This way, when the mentality of the student's changes, more favorable scenario is created for achieving success. Thus, students who see their intelligence as something changeable and capable of being developed (growth mindset) are more successful than students who limit themselves to a belief in a fixed intelligence (fixed mindset). When these students learn, from a structured program, that they are able to expand their intelligence and increase their intellectual ability, they reach better places (DWECK, Carol, 2015).

According to HOCHANADEL, Aaron. et al, students who value effort have a growth mindset, as they perceive skill as something malleable and susceptible to change. on the other hand, those who believe that intelligence is inherent and immutable are less willing to make an effort to achieve their goals and, thus, start to cultivate the permanent capacity (fixed mindset). For Duckworth, perseverance in the face of challenges and adversities are characteristics that configure resilience, which is favorable for the creation of a growth mindset. (DWECK, Carol, 2015).

Vandewalle (2012) reinforces that maintaining a fixed mindset makes this initial belief become an anchor that disallows the development of intellectual skills (p 304). For Duckworth and Quinn, the perpetuation of a growth mindset is related to passion and persistence for long term goals, which they call "grit". (Duckworth & Quinn, 2009).

OBJECTIVES

GENERAL OBJECTIVE

Recognize and analyze, through a literature review, the benefits brought by a growth mindset applied to the student's student method.

SPECIFIC OBJECTIVES

Identify how the different mindsets (growth and fixed) influence the adaptability of university students.

Seeing errors in the knowledge construction process can provide an opportunity for learning

METHODOLOGY

A simple (clinical) literature review was carried out, with publications from 2019 to January 2020 being consulted on scientific knowledge through bibliographic research in the Scientific Electronic Library Online (SciELO), Latin American Literature databases. and the Caribbean in Health Sciences (LILACS) and the National Center for Biotechnology Information (NCBI).

The search included indexed terms and text words to capture concepts about growth mindset, student adaptability and mindset, using the PICO system in Portuguese, English and Spanish. Articles from 2017 to 2020 were used. 229 articles were verified and after reading the abstracts, 156 were eliminated, resulting in 73 articles. After the full reading, XX were discarded, selecting a total of XX studies.

RESULTS AND DISCUSSION

QUALITY-QUANTITATIVE RESULTS

Qualitative and quantitative analytical method facilitates the articulation between an agglomeration of objective data and relationships, acts and social frameworks, acting in a complementary way, in order to promote scientific knowledge (PASCHOARELLI et al., 2015). In this study, the total number of articles, acquired by the direct search of the descriptors, in the selected databases, was refined by the active search of the terms and/or concepts described in the ethical model of Beauchamp et al. (2001), so that, of the total of 229 articles collected, XX%

demonstrated the full presence of the study objectives, addressing the growth mindset. Therefore, the study reveals that most of the scientific literature, produced about the growth mindset in university students, guides its discussion and importance of the topic for teaching, both as a form of counseling and providing solutions.

DISCUSSION

Mindset is a structure that occurs in people's intellect and guides the entire process of interpretation and adaptation in the face of problems arising from everyday life. The fixed mindset adds an inner monologue evidenced in the judgment, unlike the growth mindset, which constantly observes what happens, having an internal monologue based on not judging positive and negative information, as well as being intertwined with its implications for learning and learning. for the constructive process (JAMIESON, 2018).

Through this perception, it is understood that the mindset has a cognitive therapy, where it is possible to educate people to curb their extreme judgments and make them more restrained, leading the individual to a softer and more positive look at the way they behave. sees the problem, to face it more effectively. This is essential, both in school and university performance, as in any other context.

This perspective can be proven through a study carried out by "WEEKS 2015", on the growth mindset focused on elementary and high school students. It was noticed from this study, that during the first years of study (elementary school), the performance of the students was practically uniform. However, upon reaching high school, this uniformity diminished; grades began to differ, due to more complex activities, more intense assessment criteria and much less personalized teaching (CANIÈLS, 2018).

It is also highlighted, at this stage of life, the

problems resulting from the multiple social roles that these adolescents start to assume, such as: greater demands for a student definition and the preparation for entering the university, as well as for the beginning of a professional career. In view of this, it is explained why students with a fixed mindset tend to get bad grades at this stage of life, since many criticize their abilities and others hide their feelings, blaming others (LINHARES, 2019).

How the individual reacts to each situation is one of the characteristics of each Mindset. In the study, it was noticed that the Fixed Mindset assumed the role of victim, feeling diminished and placing the external situation as the main problem, blaming its failure and compromising its entire teaching-learning process. The individual with Growth Mindset properties, on the other hand, learned and went in search of better future results, dedicating himself more, taking responsibility for the circumstance that occurred and learning from different situations, regardless of the positive or negative aspect (YEAGER, 2019).

There are many ways to learn, and each individual has their own way of learning, with a specific pace and study methods that may work better for one person than another. One of the best ways to help build knowledge is to identify errors throughout the process (RICHARDSON, 2021).

Certain theories on the subject of learning and performance, one of them states that the educational leader would be primarily responsible for motivating the student, whether by recognizing their qualities, understanding their failures and motivations, but above all identifying mistakes and instigating the student to do the same. Students who valued effort have the greatest capacity for growth in the knowledge building process, due to perceiving certain skills as furniture, which can always be improved. On the other

hand, those who did not seek new ways, whose incentive to study was not enough, did not demonstrate much evolution and differentiation in the knowledge construction process (HOCHANADEL, 2015).

However, there are also studies that indicate that if constant failure is a fixed idea in the mindset of students, many of them may give up trying to improve their learning. Not all students can turn failure into motivation. When investigating this situation, it is noted that many students, when faced with adversity, give up, or do not seek to improve their academic performance. It was then concluded that one must not motivate someone through constant failure, but rather use mistakes as a learning tool (ZINTZ, 2018).

CONCLUSION

From the review of available literature, it is possible to conclude that the growth mindset is something inherent to every human being, because in addition to a form of reasoning, it has the function of responding to all the information learned. In addition, it can be used as a facilitating tool for learning from childhood to professional life. When used in a positive way, it helps in challenging tasks and changing situations, which imply that the individual has to improve and acquire new knowledge to adapt to the environment in which he is being inserted.

Therefore, it is clear that the growth mindset is of undoubted importance in higher education as it is linked to behavioral and cognitive changes, due to more complex activities, more intense evaluation criteria and much less personalized teaching methods.

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