

# PROFESSIONAL-COGNITIVE INTERESTS – A WAY OF SUPPORT

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**Abstract:** They speak about a variety of children's phenomena in the recent years – crystal, indigo children, etc. This data brings number of challenges before the professional preparation of the future teachers. Alongside, the children with Special Educational Needs /SEN/, children with intellectual potential within the norms of their age and ones that are talented also present in the educational environment. These features of educational environment put the teacher's role at a different level – of creator and mediator.

**KEYWORDS:** COGNITIVE, MEDIATOR

## Introduction

Professional competency in the 21<sup>st</sup> century has seriously moved its focus from giving knowledge towards possibilities for creative activities and manifestations of insight, planning activities in time deficit, making decisions, prognosticating. This imposes a different point of view regarding professional preparation.

Curricula and educational programmes also is subject of correction as well as the direct work during university students' theoretical and practical preparation. They have to find their way to forming civil consciousness that correlates to the responsibility from their work's result, skills for integrating with professionals from other fields and with the parents' community, and representatives of associations and non-governmental organizations.

Change of the professional competency and attitudes is necessary also in the partner organizations. The issue is not new<sup>1</sup>, but this does not mean it is solved. It comes to rationalizing the labour as value and responsibility and to accepting professional result as mission. These issues move the efforts towards creating motivation.

## Key Theory

Theory bristles with theories about motivation, some of them controversial. The theses of: Harry Harlow and Edward Deci as well as the ones of Frederick Herzberg and Abraham Maslow are accepted as basic. With no detailed review of the various theories, we share us accept the following inside motivators as leading:

- Inherent personal needs, mainly related to career and surviving.
- Genetic predispositions' impact.
- Satisfaction by the type of labour, the interest toward it.
- The feeling of self-respect.
- The power of freedom related to the own value and the power.

The factors that overlap some of the leading theories called sometimes „external“ are not of less significance. The ones we define as the most significant, are:

- The type of managing and inter-personal relations.
- Material dimensions of labour.
- The feeling of security and protection.
- The possibilities for social status change.
- Work conditions.

The pointed motivation factors are starting points towards variants for supporting professional-cognitive interests.

<sup>1</sup> See. In details Dimitrov, Pl., Labour Motivation – basic models and strategies for change, V: Motivation of the teacher, Varna, Znanie I Sila Publishing house, 2013, p. 11-25

**The goal** of the paper is to direct mainly to guidance for satisfying the realized needs for quality product of the labour.

**The tasks** are multi-directional because of the fact that:

- In psychology, the problem with the interests is sought in relation and depending on the motives and needs, where tendencies of the personality are also accepted.
- In didactics, interest is associated with the organization of educational process and the educational contents (interesting, difficult, complicated, under the learners' level).
- In philosophy, personal values are put in the foreground.

They include:

### Block A

- Submitting variety of possibilities for individual and group work, accompanied by preliminary announced criteria for interstitial achievements and for the end product.
- Studying the motives and needs.
- Studying the fears and the expectation.

### Block B

- Putting tasks for execution after instructions – individually.
- Organizing work in mobile groups with common goal.
- Giving tasks of various levels of difficulty and complexity for solving after the Kanban method.

### Block C

• Conducting an interview for the satisfaction, where the participants are directed to present what needs they have satisfied through the work.

• Conducting a social training for self-knowledge, where the participants have the possibility to rationalize what particularly helps/obstructs them for the tasks' completion, what contributes to them being/not being satisfied and what else they would like in the process of training.

The leading *hypothesis* supposes that if the educational process is structured in a way, where the trainees' intellectual needs are satisfied, the organization preconditions extending the field of understanding and the difficult becomes easy, the complicated – simple and there are surmountable tasks for solving left, then the professional cognitive interest would significantly increase.

The directions for solving that problem are within the following parameters:

- Passing from learning through answering questions to learning to ask questions.
- Restructuring of practical tasks from following steps and performing technologies, to creating ones.
- Submitting tasks for execution at choice, where number of credits is pointed for each one according to the quality<sup>2</sup> of execution.
- Studying means and materials for making product at choice.
- Action in modeled situations in time deficit, where the decisions have to be made by the learner.
- Prognosticating.

Three parallel in time studies were undertaken in the period October-April 2018 among different in age and specialty and degree of education (children of 10 years of age, first-year university students from pedagogical specialties and learners of professional hairdresser's skills).

The group includes seventy two learners totally, as follows;

- Twenty eight children in the fourth grade<sup>3</sup> – respectively, twelve girls and sixteen boys.
- Thirty two university students – two males and thirty females.
- Twelve from hairdresser's course – all females.

The criteria for evaluating the professional-cognitive interest are two types – quality and quantity:

To the quality ones fall:

- Satisfaction by the process and the product.
- Elaborated life scenarios related to profession.
- Availability of competencies for restructuring tasks.
- Degree of acquaintance with the materials.
- Adequate solutions.
- Quality of tasks' execution.

To the quantity ones fall:

- Number of structured questions, relevant to the task.
- Number of tasks' solutions.
- Number of tasks executed at choice.
- Number of created technologies.

The analysis of the data received after the criteria have

been evaluated regarding the sum. The results give grounds for the following conclusions:

Regarding non-traditional training from the approbated type:

- Might be applied for great number of age groups.
- The training expedience is confirmed by the results as present cognition and desire for professional expression.
- Learning after the suggested model confirms the theory of Galperin for the stepwise forming but by using the Kanban method.

<sup>2</sup> **Note** The quality criteria are given in advance.

<sup>3</sup> **Note** With the children, the work was related to completing tasks in Domestic Science and Home Technology, but their presentation was according to the plan of the study.

There was also post-effect observed:

- Manifested desire for the work to continue.
- Voluntary interaction between university students and school students and representatives of the business in the circumstances of study-circle by interests.
- Giving meaning to social roles and raising the sense of responsibility for the professional expressions in general.
- Expressions of respect towards the attracted trainers.

### *Conclusion*

The conclusions about the entire restructuring of training with view to supporting the professional-cognitive interests come to:

- Grounding professional-cognitive interest as formation that is set up through theoretic-practical preparation as quality and quantity change, with its own dynamics.
- Creating individual conditions for professional-cognitive changes, according to: the type of learner, his interests and his basic preparation.
- Creating conditions and possibilities for self-evaluation, which to be base for setting goals, self-education and emotional satisfaction.

The presented changes could be realized when:

- Change is made in the contents structuring of curriculum the way the whole training is built not on memorizing but on constructing strategies for understanding and learning (from answering-to asking questions, from following steps that are pre-set, to solving and creating technologies, etc.).
- Possibilities for realizing inter-subject relations and for up-dating knowledge in compliance with the current changes in the scientific space are created.
- Making learning objective through trainees participation in active forms of training – solving causes, participation in debates, role games, trainings, etc.
- Giving possibilities for personal cooperation between trainer and trainee, where the trainee's interest and his strong sides are leading.
- Establishing creative atmosphere, where each participant may share, make mistakes and succeed.

### **Literature:**

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