



Promotion of self-cognition in higher school: implementation experience in specialist training

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Importance of the topic

- Demand for new learning methods to develop specialists competencies of in changing environment
- Self-cognition becomes the main tool for successful self development and accepting challenges

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- What methods of learning lead to self-cognition of students?
 - What is the application practice of self-cognition learning methods?

The aim of the research:

to reason the importance of self-cognition from theoretical point of view and reveal how self-cognition as a learning and self-development method is implemented in practice (Case study of Vilniaus Kolegija part-time students)

Importance of self-analysis

- It is a self-development process inspired by the person himself/herself
- It is directed at analysis of own competencies and activities that help to learn from own experience and develop the required competencies
- It helps to understand relations with social environment, professional activities and provides opportunity to manage and regulate transformation of personal features



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Integrated task of Sociology and Business Psychology topics:

„Self-analysis in business environment and family history context “





Life stories of part-time students

Symbolic power of education

Education
as a way to
better life

- "*<...> my dad sought for education due to hard life of his parents (grandparents of the respondent), as they used unqualified jobs and work hard.<...>. His education helped him to achieve his goal – to become high level professional. (R9)*
- *<....> Having seen the hard life of my parents I want to seek for something more."(R2)*

Arguments for professional choice

1. Discounting of his/her own capabilities:

- “<...>I was born and grown in Elektrenai (small town in Lithuania), my grades were not high, I am still studying in Kolegija.” R10 (26 m.)

2. Searching for professional identity:

- “<...> Since I have work experience as a manger and administrative employee, I am studying and pursuing to achieve higher education with the purpose to get access more companies in management sector”. (R9)

3. Knowledge required to launch business

„I have had several jobs (warehouse specialist, manager) and have gained work experience. Now I want launch my own business and I am in the process of implementing that.” (R14)

Traditions of entrepreneurship?

<...> Though I work in trade sector and that is closely related with business, I do not have plans to launch my own business yet. I sometimes dream about it, though...." (R16)

„<...> my dad was among the pioneers in Lithuania to start business in electronics. He used to be involved in maintenance and repair of electronic devices. Now he is interested in launching business in a country side" (R16)

„My parents are the only entrepreneurs in our family. They are involved in trade activities according to the business license". (R15)

Conclusions

- Promotion of the self-cognition among the students facilitates the development of students' individuality and promotes their creativity;
- Learning of his/her family history provides opportunities to better choose professional activities and personally reason such choice to himself/herself as well as helps to assess the influence of one's individuality and family history to the choice of professional activities
- Analysis of family history reveals that majority of the students have concrete plans towards future profession with the clear direction and aim – to achieve higher education

Conclusions

- The analysis of the family histories of part-time students revealed:
 - The explicit willingness of current generation to live better than their parents and grandparents
 - Students pursue for the higher level of education than their parents or grandparents had. They not only intuitively and pragmatically relate the education (including the diploma) with its symbolic power, but also with practical knowledge and experience that might be useful in establishing their own businesses.