PSYCHOLOGICAL OBSTACLES IN THE KNOWLEDGE

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Abstract: The article focuses on the psychological obstacles that appear in the path of knowledge in its acceptance as a state of reflection of a reality, as a mental image of the object with application in assimilating the knowledge related to a scientific field, of a discipline to the teachers of the pre-university education.
The results reveal psychological obstacles that have appeared in the path of success in different stages of professional training.

Keywords: Knowledge, psychological barriers, professional training, self-esteem, negative thinking.

Elements from Epistemology

Knowledge is an old but current phenomenon and with prospects for development.

The complexity of this notion derives even from the variety of perspectives from which it is defined.

In the Explanatory Dictionary of the Romanian Language, knowledge is defined as: "The action of knowing and its result. 1. reflection in the consciousness of the existing reality, independent of the knowing subject; 2. the fact of possessing knowledge, information given on a subject, on a problem; consciousness."

In Webster: "The fact or condition of knowing. 1. The fact or condition of knowing something with a considerable degree of familiarity gained through experience or contact or association with the individual or thing; 2. Knowledge, information or theoretical or practical understanding of a particular branch of science, art, learning or other area that involves study, research or practice and the acquisition of skills; 3. The fact or condition of understanding the truth, the facts or the reality immediately, with the mind or through the senses; perception, knowledge, understanding; 4. The fact or condition of possessing by mental understanding on the basis of education, study, research or experience truths, facts, principles or other objects of perception: the fact or condition of having information or being learned or learned; 5. The total amount of what is known: the whole body of truths, facts, information, principles or other objects of knowledge acquired by mankind. "

These definitions reveal the relationship between information and knowledge, information, experiences and learning underpinning knowledge.

Knowledge can be regarded as a phenomenon, process or result of human activity.

Within the knowledge process, three different levels of exercise have been identified (Stroe, C., 2000):

- the level of observational knowledge, which starts from objects, phenomena, different processes describing their state and characteristics in a certain region and at a certain time point;
- the level of empirical knowledge that considers the analysis and description of the class of identical objects, for data processing being used a series of logical operations such as comparison, synthesis, abstraction, generalization;
- the level of theoretical knowledge that follows the elaboration of concepts and the establishment of theoretical laws.

De asemenea, se pot distinge doua tipuri fundamentale de cunoastere care interactioneaza (Stroe, C., 2000):

- cunoasterea comună (preștiințifică), bazata pe observatie si realizata spontan fara utilizarea unor metode speciale, care nu dispune de un nivel critic,iar rezultatele sale sunt sub forma cunostintelor elementare despre realitate exprimate în limbaj natural, lipsit de sistematicitate, rigoare si precizie, cu nivel de generalizare scazut;
- cunoasterea stiintifica (epistemé), care urmareste scopuri precise (cercetarea naturii, structurii si dezvoltării în timp a activitatilor de cunoastere si a produselor lor), se desfasoara pe baza de reguli, într-o maniera organizata si sistematizata, are o metodologie specifica si un limbaj conceptual, este un tip de cunoastere critic. Metodele (logic - formale, psihologice, sociologice, istorice etc.) utilizate s-au dezvoltat si diversificat în cadrul unor discipline stiintifice.

In the context of educational concerns the term "knowledge" is probably the most frequently used notion and it is spoken about knowledge as: purpose (assimilation of knowledge of certain disciplines), design-implementation criterion evaluation of an educational activity, process of integral internalization of individual and collective experiences. , subjective state of balance with an objective reality, system with the function of mentally reflecting a reality. In all meanings, the phenomenon of knowledge involves: a subject of knowledge - the knower -, an object of knowledge - what is to be known and the

compatibility of the elements that enter into the relationship - the match between the object and the subject of knowledge, between the output sizes of the system "object" "And the input sizes (reception modes) of the subject system.

From a psycho-pedagogical perspective, knowledge is of particular interest in two situations:

- knowledge as a state of reflection of a reality, as a mental (subjective) image of the object of knowledge; this concept has obvious applications in assimilating the knowledge related to a scientific field, a discipline,
- the knowledge as a communication process between the knowledge subject and the "object" of knowledge; this concept has obvious applications in establishing and controlling the functioning of the intra and interpersonal relationships of the educational situation.

Certain aspects of the psychic may constitute obstacles to knowledge (Dr. Jackie Kibler), such as:

- Imposter Syndrome (people are afraid they will be revealed, I think the day will come when all its successes will be buried, so that people realize that they are not worth it, as they are impostors);
- Negative thinking;
- Lack of confidence in one's abilities;
- Fear of failure. (Dr. Jackie Kibler).

The objective of the study

The study aims to identify the obstacles that appeared in the path of knowledge during the professional training of teachers in pre-university education.

The general hypothesis

It is estimated that during the professional training of teachers there are psychological obstacles.

Secondary hypotheses

Self-esteem (the emergence of the "Impostor" Syndrome) can influence the success of the profession

Negative thinking influences professional success.

There is a correlation between trusting one's own abilities and professional success.

Fear of failure influences career success.

As a predictor of success in the profession, the temptation to quit during vocational training was used.

Research variables

Psychological obstacles - dependent variables

Vocational training - independent variable

Subjects

42 grade 1 teachers

Methods

The study and generalization of the data of the specialized literature

The information and documentation involve the study of specialized works in the subject studied, it is an important component in any research. Within the study and generalization of the data of the specialized literature, a series of Romanian and foreign publications have been analyzed that relate to the topic addressed in the paper.

Interview

The following questions were used to identify obstacles encountered during vocational training:

- In what year did you graduate (initial training)?
- Specialization?
- Have you ever been tempted to give up training?
- If you answered yes
- At what stage of training did it happen?
- after failure to admit
- initial training
- ownership
- completion
- grade 2

- grade 1

- …….

-Why did that cause you to think about giving up?

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Results and discussions

The answers were structured as follows:

- 9 after being rejected at admission (negative thinking, fear of failure)
- 1 had the tendency to give up during the initial training (lack of confidence in one's abilities)
- 7 - ownership (lack of confidence in one's abilities)
- 3 - finalized (fear of failure)
- No one had the tendency to give up grade 2
- None had the tendency to give up grade 1

The general hypothesis of the research has been confirmed.

Only the first secondary pot was not confirmed, the other 3 were confirmed.

It is worth noting that the 9 who were tempted to give up after one or more failures of admission and the one who were tempted to give up, graduated at the latest in 1998, when there were few universities and a small number of places. , and the demands were high.

The "Impostor" syndrome did not appear, which suggests that the stereotypes that determine it do not exist at this level.

Of the 7 respondents who intended to give up their degree, 6 have specializations that allow them more alternatives of professional integration.

Limitations of research: the small number of subjects, only subjects who were tempted to give up but not who gave up.

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