
CURRENT TRENDS IN MODERN HIGHER EDUCATION

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«FOUR – “I”» MODEL: LEVELS OF INTEREST DEVELOPMENT IN TEACHING PROFESSION

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ABSTRACT

The article is devoted to the study of different approaches to obtaining a teaching profession and considering development of interest in teaching profession. Choosing development of interest in teaching profession as the object of this article, the author intends to compare different approaches and interpretations of the above term in educational process and professional orientation. Changing in teaching profession standards and new challenges of time became the basis for new approach to the process of professional orientation and caused additional study of the latest generation called Post-Millennials or Zoomers in different sources. Analysis of the latest generation characteristics by different scientists and research groups became the basis of rethinking previous experience in teaching profession orientation of high school students. Changes in life environment, new approaches to education process, new generation grown up are taken into account in current study. As a result, a «Four – “I”» model: Levels of Interest development in teaching profession” is created and signs of interest in teaching profession were specified for Zoomers. Additionally, six indicators of interest development in teaching activity are determined to clarify further teaching profession orientation process.

Keywords: *development of interest; teaching profession; teaching profession orientation; «Four – “I”» model; signs of interest; indicators of interest; high school students; Post-Millennials; Zoomers.*

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INTRODUCTION

Problem of providing secondary schools with teachers is not a new one, but it met new challenges last years because of the COVID-19 pandemic and dangerous war environment in our country. Used to work in the classroom, teachers faced new ways of their activities – synchronous and asynchronous distance learning (Ivaniuk & Ovcharuk, 2021). Though, teacher’s professional qualities were changed on the demand of time (digitalisation of communication) and new challenges of current situation (Mospan & Sysoieva, 2022). Nevertheless, teacher is not a highly attractive career for Post-Millennials or Zoomers (Eldridge, 2022), who are in contrast to other generations have grown up in a digital world and are ready to implement digital technologies into their practice.

Last decade, teaching profession became market-driven with new digital ways of communications, higher demands to teacher’s skills and experience (Kaminska, 2019; Mospan, 2016; Stacey, 2020; Sysoieva & Sokolova, 2018). It could be positive motivation to choose educational career in secondary schools, but private schools or learning courses break these perspectives.

Additionally, there’s no media buzz about brilliant teachers, educational environment, interesting positive or even negative cases happened at schools. It is obvious that there is low interest not only in the work of the teacher, but even in obtaining a teaching profession. Pedagogical universities make a lot of efforts to attract applicants to study, but few people take into account the real interest of students in teaching profession.

Though, taking into account context, behaviour and consumption of Zoomers (Eldridge, 2022) as generation to start their education in pedagogical universities in the nearest future

and modern teaching profession demands, it is possible to evaluate the interest to the teacher as their future activity.

PROBLEM STATEMENT

Development of the interest in teaching profession is a complicated process with its own logic, stages and levels. To determine them, it is necessary to find out indicators of the effectiveness of the process of evaluating interest in the profession of a teacher, its dynamics, which is formed from one level of development to another with gradual improvement (Blaschke, 2012). Under development, we consider qualitative changes in the object or structure of the object.

Having a clear idea of the levels of interest in the teaching profession, as well as the definition of the highest level of interest development as a motive for mastering the profession of a teacher, makes it possible to determine further actions of a mentor in career guidance work.

BACKGROUND

What is the dynamics of interest development? There was no consensus in the scientific literature. Different authors, exploring this issue, distinguish different levels of its development (Renninger, 2009; Rotgans & Schmidt, 2017).

A lot of research on this subject was carried out by Zhernosiek (1998), who created vocational guidance to teaching profession in Ukraine in the late 90s of the 20-th century. Purposeful vocational guidance in many schools made it possible to solve the problem of full provision of pedagogical staff in some areas at the expense of former graduates of district schools. This applies to Vinnytsia, Kryvyi Rih, Chernihiv and many other regions. Later, in 2011-2012, Ukrainian scientists (e.g., M. Luzan, O. Melnyk, A. Khyzhniak, I. Tkachuk, N. Fedorova) studied different aspects of professional orientation and interest of high school students in teaching, but not the development of interest to this profession.

Hidi & Renninger (2006) studied the problem of personal interest to learning and created “The Four-Phase Model of Interest Development” where they characterized each phase of

interest development with definitions and learner characteristics. By this model, the first phase is “Triggered Situational” with learners who need support from others and may or may not be aware of the learning experience. The second phase of their model is called “Maintained Situational.” Learner expresses positive feelings and develops knowledge of content and content of content’s value. The third phase, “Emerging Individual” uncovers learner’s curiosity about contents of knowledge, asking questions and desiring to have answers on them. His feelings are positive, and he’s got definite knowledge and understands values of learning. And the last phase, “Well-Developed Individual” with independent learner who meets the goals of learning process (Hidi & Renninger, 2006).

The presented approach is very close to the teaching profession interest development, as it includes the concept of “cognitive interest”. Further studies of interest development are based on the above-mentioned model, with different explanation of each phase and little changes in learner’s characteristics.

METHODOLOGY

Objectives of current study of high school students interest development in profession of a teacher are as follows: to clearly define characteristics of a teacher, its place on the market of professions and modern interpretation of the development of interest in teaching profession. Additionally, short generation characteristics are valuable to understand the ways of implementation of the levels of interest in the practice in early profession orientation. Thus, methods of observation, comparative analysis and descriptive modelling are used to achieve the goals of this study.

RESULTS

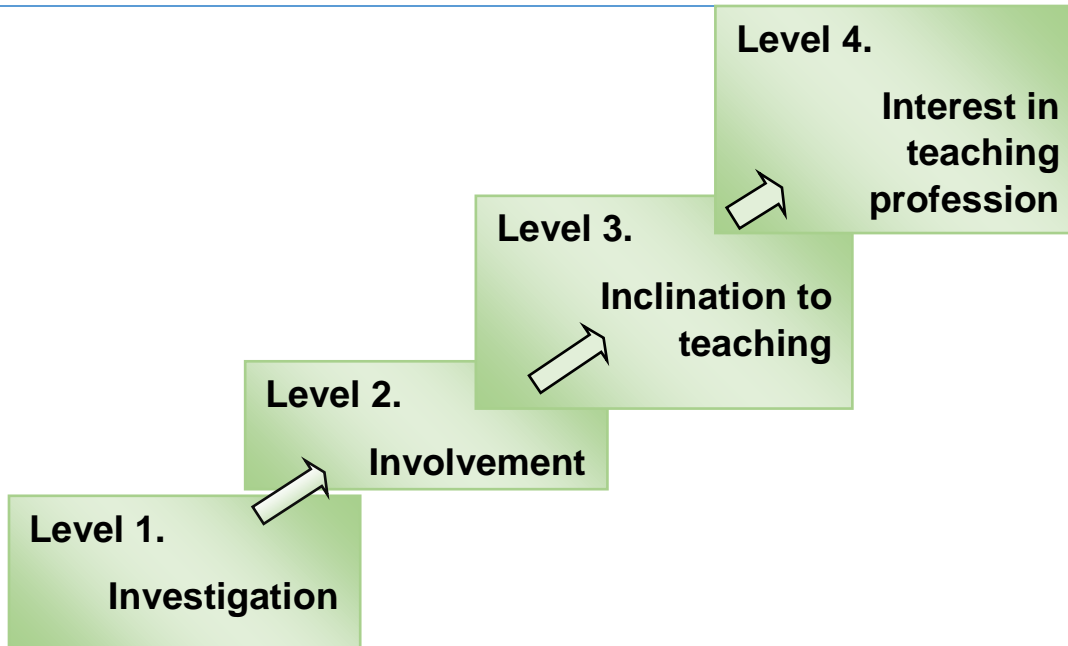
Teacher is a profession with long history and diversity. Professional standards of teaching profession changes to meet time challenges. The latest changes in Ukrainian standard of teacher were reflected in December 2020 (Order № 2376, 2020). There are some basic provisions and regulations that reflect teaching profession for many years. The interest of this study is a varying part of teaching profession standards to find common points with the latest generation interests to elaborate a model of the levels of their interest

in teaching profession in the way it could be implemented in profession orientation practice.

The object of this study is the latest generation of high school students who will choose their future career in a year or two, entering different universities. In spite of the fact that generations were identified and studied by American scientists, this defining of generations was spread all over the world and found practical realization in statistics and characteristics of demographic groups with their abilities. Post-Millennials or Zoomers were born between 1997 and 2012 (Dimock, 2019). Based on comparing characteristics of Zoomers by Eldridge (2022), Francis and Hoefel (2022), Fry and Parker (2018), and Cook (2019) the defining of this generation is as follows. Post-Millennials or Zoomers are realistic and pragmatic. On the other hand, being a digital generation, they prefer social media and Internet communities instead of real socialization. Zoomers value their uniqueness, they are highly competitive, ready to earn the desired outcomes. They understand the role of education in their future career, though, they are considered to be the most educated than previous generations.

Considering different approaches to interpretation of the dynamics of interest development (Ainley, 2017; Hidi, 1990; Hidi & Ainley, 2008; Iran-Nejad, 1987) and characteristics of the object of study, we designed a Four – “I” model of interest development in a teaching profession.

Figure 1. Four – “I” model: Levels of Interest development in teaching profession



Let's look closer at «Four – “I”» model levels and their description.

1. **Investigation** is the initial level of interest, development dynamics. It arises as a result of a positive reaction to the novelty or the external, but not meaningful, features of the object. It could be bright, extraordinary, non-standard. Interest at this level is short-term and characterized by an unstable and passive expose, instability of content, and low degree of significance for the individual.
2. **Involvement** follows by a positive emotional reaction to a meaningful part of the teacher's profession. It is characterized by active position of a student and usually expressed by questions at intellectual level and by performance of tasks and assignments at practical one. Involvement is obvious in a particular situation with appropriate conditions. It is not stable. Interest at this level is situational and characterized by demonstration of profession awareness and instability, as it quickly disappears.
3. **Inclination to teaching** appears at a higher level of interest development as a positive emotional reaction to intellectual positional activity, including mastering the profession of a teacher. It reveals a steady desire to be aware of a teaching profession, to collect information about it. Inclination to teaching can be expressed by the formula “I want to know everything”. Interest at this level is characterized by

concentration on a certain object, sufficiently high degree of stability in cognitive research of reality; high significance for the individual.

4. **Interest** in teaching profession is based on contradictions between the desire to act in this area and the lack of special knowledge to get very good results. Though, Interest is expressed by the necessity to get more theoretical knowledge, to find new solutions that will help in solving issues. Students desire to fulfil significant intelligent tasks and meet all challenges of this activity. This level of interest in teaching profession raises desire to increase theoretical knowledge and practical skills, as well as to provide self-analysis of own professional qualities.

Each level has its own sign of interest in teaching profession. To provide teaching profession orientation with Zoomers and achieve desired results, we need to specify activities offering to this generation that meet their interests in getting knowledge and do not break their personal space. Signs of interest in teaching profession specified for Zoomers are described in the following table.

Table 1. Signs of interest in teaching profession by Zoomers

Levels	Signs of Interest	Activities	Showing interest in pedagogical activities by Zoomers
1	2	3	4
1. Investigation	Occasional interest to the outside object (events)	<ul style="list-style-type: none"> - Funny high school educational stories in Facebook (objectives: to share own stories and get many comments); - Short video with interesting question (objectives: to make a video and take part in intellectual game). 	The object of interest is impermanent. Various kinds of events (or activities) offered to Zoomers raise their short-term interest as they are active participants of the events. Emotions are mutually positive. Interest is without bright expressiveness.
2. Involvement	Positive reaction to the	- Portrait of new digitalized teacher	The range of interests is narrowing: interest is

nt	meaningful part of the object.	(objectives: to read a documentary story about teacher and reveal true and false characteristics); - Presentation of remote (online) teacher of Biology, Mathematics, English or other school subjects (objectives: present teacher and very short assignment to groupmates).	concentrated on one object. Students want to know a meaningful part of the object. They are interested in the conditions, content, requirements of the profession, as well as core (profile) subject. Interest in the object is situational. They are included in the activity, but the interest is unstable and quickly fading.
1	2	3	4
3. Inclination to teaching	Engaged cognitive activity	- Report about rare facts of breakthrough or innovation (objectives: to create 2-3 minutes report with reliable arguments and be ready to answer questions)	Interest in the object has cognitive orientation. Students want to take part in this type of activity: to perform various types of long-term assignments, to visit clubs, extracurricular.
4. Interest in teaching profession	The need to test theoretical knowledge based on positive professional training	- Organizing online intellectual quests with feedback from participants; - Creating and implementing different types of surveys; - Taking part in Mock Conferences with different school subjects reports.	Interest in the object has a professional orientation. Students positively assess their own professional suitability, want to improve their professional knowledge, skills, abilities.

Thus, interest in teaching profession is one of the leading motives at these age stages. An important feature of it is stability, which helps a high school student in mastering chosen profession skills and in achieving significant results. Various factors play an important role for Zoomers in choosing a profession and durability of their interests, namely: interesting information about profession, access to theoretical knowledge, familiarity with the content of the profession, combination of digital and real world objectives; self-realization, successful participation in round-table talks, online and offline conferences, clubs, and extracurricular activities etc. Pragmatic Zoomers appreciate only

successful professional activity, which will contribute to the development of their interest in profession.

This allows us to draw conclusions and identify indicators of interest in teaching profession in high school students:

1. Showing interest in teaching profession by its interesting activities.
2. Motivation for choosing a profession that will meet a desire for self-realization.
3. Awareness with teaching profession, including monetization of personal talents.
4. The amount of theoretical knowledge and necessity to improve them.
5. Practical skills and positive experience in this activity.
6. Self-assessment of professional skills.

Purposeful professional orientation and career guidance work with Zoomers in high secondary schools will help to solve the problem with teachers in the market of professions. The experience of educational teams, which traditionally carried out professional and teaching orientation, proved that this process should be generation - driven to organize the most effective forms of cooperation with students who showed interest and abilities for teaching activity.

CONCLUSIONS AND PROSPECTS

The analysis of various approaches to teaching profession, characteristics of Zoomers, naturally digital generation, sensitive and pragmatic at the same time became the basics for creating a “Four - “I” model of the development of interest in teaching profession”. This model became the basis for the analysis of teaching profession interest dynamics in high school students and, as a result, six indicators of the development of interest in a teaching profession were determined. The combination of synchronous and, in addition, the analysis of previous experience in career guidance work made it possible to identify important sources of information about the teaching profession. Therefore, on the basis of theoretical analysis and previous practical experience, we are able to create a

powerful career guidance work in clear directions of developing the interest of high school students in pedagogical activities.

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МОДЕЛЬ «ЧОТИРИ – “І”»: РОЗВИТОК РІВНЯ ЗАЦІКАВЛЕНOSTІ У ВЧИТЕЛЬСЬКІЙ ПРОФЕСІЇ

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Стаття присвячена дослідженню різних підходів до отримання педагогічної професії та розгляду розвитку інтересу до професії вчителя. Обираючи об'єктом даної статті розвиток інтересу до педагогічної професії, автор має намір зіставити різні підходи та трактування вищевказаного терміна в освітньому процесі та професійній орієнтації. Зміна стандартів педагогічної професії та нові виклики часу стали основою для нового підходу до процесу професійної орієнтації та зумовили додаткове вивчення останнього покоління пост-міленіалів або зумерів, як їх називають у різних джерелах. Аналіз характеристик останнього покоління різними вченими й дослідницькими групами став основою переосмислення попереднього досвіду педагогічної професійної орієнтації старшокласників. В поточному дослідженні враховуються зміни в життєвому середовищі, нові підходи

до освітнього процесу, нове покоління, що виросло. В результаті створюється модель «Чотири – “І”»: Рівні розвитку інтересу до вчительської професії», а для покоління зумерів визначені ознаки інтересу до вчительської професії. Додатково визначено шість показників розвитку інтересу до педагогічної діяльності для чіткого розуміння подальших дій процесу орієнтації на педагогічну професію.

Ключові слова: *вчительська професія; розвиток інтересу; орієнтація на вчительську професію; пост-міленіали; зумери; модель «Чотири – «І»; ознаки інтересу; показники зацікавленості; старшокласники.*

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