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**ABSTRACT**

for the acquisition of a PhD educational and scientific degree

**"FORMATION OF READINESS FOR WORK IN TECHNOLOGY AND  
ENTREPRENEURSHIP EDUCATION OF STUDENTS AT THE INITIAL STAGE OF  
SECONDARY SCHOOL"**

Field of higher education 1. Educational Sciences

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## **Introduction**

On a daily basis, people come into direct interaction with the environment in their activities. In the process, they change not only it, but also their own personality, in the context of economic, political and social conditions. In the era of globalization, informatization and technology, the young generation is faced with the challenge of "growing up quickly" and adequately orienting themselves in a dynamic environment – a necessity enshrined in the overall policy of countries and in particular – in their educational policy. The new educational programs from 2016. in Technology and Entrepreneurship aim to provide children with the skills they need for 21st century – adaptability, critical thinking, entrepreneurship, creativity, skills for extraction and use of information.

Labor activity, as well as educational activity, is also preceded by play activity and arises in it. Play is an important prerequisite, but it does not have the opportunity to reveal to the child the variety of social and social relationships between people, as well as some aspects of their activity. Unlike the game activity, the labor activity has a real result and is in a real context. The concept of competences is also used by vocational education and training, but already in the triad of "knowledge, skills, competences", with the understanding that competences (or rather competencies) are a specific complex leading to the achievement of expected results in mastering a certain profession and in the performance of a certain professional role. Competencies are set in each state educational standard for acquiring qualification in a profession, structured in units of learning outcomes. The competencies related to the practical skills of children are especially important because they predetermine the independence of the individual to learn and apply what he has learned creatively, through the prism of his own "I" and reflects the adaptive abilities and skills for dealing with life situations. Competence is most often associated with an ability understood as being able to do something, i.e. a skill based on knowledge. Competencies are abilities, but not innate, but those that are developed through quality learning, in an appropriate pedagogical environment and through the acquisition of serious practical experience.

In addition to the competencies that lead to a large extent to the formation of children's readiness for work, a number of psychological processes are included in primary school education, such as directing attention and concentration with their respective characteristics such as processes, qualities, features, pathways of development and significance for learning activities. In addition to the psychological processes involved in the formation of readiness for work in Technology and Entrepreneurship, the physical readiness of children is also involved,

including a structure of readiness, purpose and effectiveness. Mental and physical qualities are inextricably linked to achieving a positive result in children's work in Technology and Entrepreneurship. In addition to them, the formation of work skills and habits is of utmost importance with their main types of work activities, in which and through which work culture is formed.

This study proposes a methodology for the formation of readiness for work, through which to improve and strengthen their competence and readiness for work, and to increase their social and professional adaptation.

It is assumed that the proposed methodology will contribute to the formation of a positive attitude of the child, to the formation of sustainable practical skills. In the study, a literature review of the programmed and designed educational content for 4. class.

An entrance and exit test was conducted for students from 4. grade, in order to track and determine the level of development of children's skills, their professional and social orientation, and is this a sufficient condition for the availability of programmed and designed learning tasks in Technology and Entrepreneurship to achieve maximum readiness for work of children.

On this occasion, in the study we have implemented several practical tasks carried out during the entire school year, which are different from those set out in the albums on Technology and Entrepreneurship of the different authors' groups and collectives, existing textbooks for 4. class. We track the dynamics of the student's attitude and behavior towards service work and the opportunities for greater independence and improvement, stimulating the participation of children in research, experimentation, research in practical and productive activities related to the challenges of everyday life.

The aim of the research is to investigate the possibility of forming competencies, professional guidance and social adaptation in Technology and Entrepreneurship classes of students in primary school education (4th grade).

The following tasks follow from the goal formulated in this way, which can be solved in the course of justifying the research methods:

1. To review and analyze the existing literature in Bulgaria and around the world, related to the study of the development of the problem of children's readiness for work in the educational field of Technology and Entrepreneurship.

2. To collect, study and analyze the existing educational documentation, regulated in the methodological provisions of the Ministry of Education and Science, for the subject training in Technology and Entrepreneurship related to the formation of readiness for work.

3. To justify the need to apply research methods that are able to quantitatively and qualitatively facilitate the solution (achievement) of the hypothetical judgment. A task of the scientific development, which is proven by a new methodology of work and a criterion system of research applied in the experimental model.

4. Creation of a methodology and a new system of tasks for the formation of readiness for work of children of primary school age in Technology and Entrepreneurship and analysis of the experimental model.

On the basis of these grounds, an opportunity was created to derive the research thesis of the doctoral work, which took the form: If in the training in Technology and Entrepreneurship (in particular, consideration of readiness for work) in the thematic units envisaged for mastering, we strengthen the normative component related to increasing the volume of the information-interpretive part, included as a meaningful minimum in them, would this lead to an increase in the level of preparation (in theoretical-applied aspect).

## **1. Labor activity and its importance for the formation of readiness for work and various competencies.**

In the first chapter, entitled: "Labor activity and its importance for the formation of readiness for work and diverse competencies", I have touched on points that I consider important and are related to the general problem - the readiness for work of children at an early stage.

Work is the conscious and purposeful activity. It arises historically in connection with the survival of primitive man and his coping with the challenges and elements of nature, providing shelter and food. In the process of work, people interact with animate and inanimate nature, thereby transforming the surrounding world according to their needs and needs. In the attitude to work activity, people's understanding of the existence and meaning of life is manifested. One of the definitions of the human species, apart from homo sapiens (thinking person) and homo ludens (playing person), is homo fabers (working person). [18] In ancient Greek society, the word labor means grief, suffering of people. Among the Slavs, work that stems from slavery is used as a synonym. Work historically has been an expedient activity, a necessity and a means of survival; satisfaction of needs. It is a factor for the development of

the economy, for increasing the economic potential of the national wealth of the country. [15] Labor as a concept and semantics is considered by a number of philosophers and sociologists. In ancient times, it was identified with slavery, torment, suffering. In our time, its importance is measured by economic achievements and the accumulation of goods for the individual and society. Philosophers and theorists of economic science see work not only as a source of wealth and well-being, but also as a means of personal self-affirmation and prosperity.

Important characteristics of labor are the material and moral significance for man of the results, as the culture of the individual and of society as a whole is inextricably linked with the culture of labor itself. The attitude of man to work is expressed in his attitude to the different types of his labor duties and the responsibility for their observance by society. It has been proven that children who work are calmer, more independent and respect the work of other people. They cope better, are adaptable, have a better tolerance for problems and find successful ways to solve them. They are resourceful, able to cope in different situations, have safe behavior, much better coordination and motor capabilities, a higher level of development of mental processes.

Attention as an integral part of the overall preparation of the child for work is defined as an involuntary or volitional orientation and concentration of mental activity. This orientation and concentration of psychic activity is a "working state" of consciousness with integral significance for the results of human activity. In this sense, it is not a separate mental process, but accompanies all other forms of mental activity, providing them with a greater or lesser result. Such a feature of attention is an important condition for optimal sensory and logical cognition in the learning process. While perception processes and synthesizes a variety of information coming from the outside and from the inside, attention filters only that part of it that can actually be processed. This requires fragmentation of the information, according to the capabilities of the processing system. Resilience is expressed in the prolonged retention of attention on the same object, on the same task. Distribution is expressed in the ability of the subject to keep in the center of his attention a certain number of heterogeneous objects at the same time. We call the switching of attention the speed of transition from one object to another. This quality determines not only the distribution of attention, but has a far greater significance for the overall behavior of the subject. Attention is a prerequisite for the course of any mental activity, including cognitive activity, but the three types of attention have a different role and place in the educational process.

The motive (another essential moment that participates in the creation of readiness for work) – the urge to action – is conscious, since it largely determines the actions necessary to satisfy a given need. Motivation is defined as the process of regulating any activity. Without a stimulating motive for action, a person will not do anything at all, so nature has put this mechanism of "desire" in us. When a person has a need or desire, he is ready to do a lot, almost anything. Motivation has the following functions: it instigates and directs behavior, organizes it, giving it personal meaning and meaning.

The motive for learning reflects the student's orientation towards different aspects of the learning activity. In modern educational psychology, it is customary to distinguish two large groups of motives:

1. Cognitive motives that are related to the content of the educational activity and the processes of its implementation.
2. Social motives related to the different social relationships of the student with other members of society.

The factors that determine the motivation for learning of students are:

- Interest - moderate interest stimulates the learning process. When there is no interest, students work poorly or do not work at all.
- Influence of feelings on the learning process - students tend to put in a lot of effort when they are interested and pleasant, when they anticipate success from their work.
- Success - this is the third factor that affects the motivation to learn.
- Interest - it is created. It can be developed in two ways: focusing on the new in the learning material and teaching the learning material refracted through the student's point of view.
- Feedback - reflection. It helps both the teacher and the students to realize the level of mastery of the learning material.

Physical readiness is also a very important moment in the overall formation of readiness for work in children at the initial stage, characterized by uneven dynamics in terms of all parameters - mental, morpho-functional, functional, etc. The biological and physiological processes taking place at different levels of consciousness affect the physical state. On this basis, mental and physical readiness to act in the new conditions to which a person adapts are formed. But in reality, adaptation to external conditions requires certain physical actions

through which it achieves a certain goal. Therefore, physical actions are conscious and have an objective character. That is why in the mechanisms of activity external causes always act through internal conditions. The method of regulating muscle tension is a method designed to change psycho-physical tension. When acting in different situations, the psycho-physical tension is high. In practice, three forms of tension are known: restraint, impulsive and generalizing. The retention form of tension is characterized by disturbance of thought processes most often, difficulty concentrating and switching attention, inaccurate perception of external phenomena, the appearance of fear, uncertainty, etc. Muscle tension increases, functional changes occur. Actions are inaccurate, chaotic, slow, and sometimes blocky. Inadequate mental readiness is formed.

Work skills and habits are of great importance not only for work activity, but also for the training and upbringing of adolescents, they are formed and developed through educational and work practice and support the acquisition of knowledge and universal human experience. The importance of the problems related to the mastery and improvement of skills and habits through educational work is growing not only because of the labor and technological nature of the school, but also because of the existence of vocational educational institutions. That is why the theoretical clarification of these problems is an important task in labor and educational psychology. No less important is their practical and applied aspect, as students need to arm themselves with skills and habits that will allow them to successfully perform their future professional duties. Skills and habits are not innate, but are formed and perfected in practical activity. When forming a work culture in adolescents, the following regularities can be distinguished and taken into account:

a) the labor-educational process contributes to the inclusion of the graduates in the life of society and the mastery of its cultural and labor traditions, of the accumulated experience of the previous generations;

b) the educational potential of labor is the richer, the wider and deeper its connections with study, play, communication, aesthetic activity, sports;

c) work has a complex educational impact, only its functions are realized in close unity with other educational means;

d) the formation of a work culture is most fully realized when a close connection between training and socially useful and productive work is realized;



e) the education of the work culture is effective when all organized work activities of the students practically help to ensure continuity in the work skills and habits and contribute to strengthening the health of the students and increasing their legal capacity;

f) the effectiveness of building a work culture increases if not only educational influences are realized, but also a process of self-education takes place in the active involvement of students in various types of work. This transition from education to self-education is expressed in the awareness of the need for adolescents to voluntarily participate in various forms of work, to perform work tasks qualitatively, to acquire skills for self-assessment and self-control in labor activity.

The pedagogue and psychologist A. Milleryan classifies general labor skills as the unity of mental and physical activity of a person.

According to him, general labor skills can be classified as follows:

- Constructive and technical, which enable a worker at an initial stage to understand the work task, to imagine the result of the work, the construction of the future product,
- Organizational and technological skills – selection of tools, search for suitable materials, determination of processing technology
- Operational-control skills, through which a person performs operations to regulate and control production.

General labor skills according to A. Milleryan		
Structural technical	and technological	Organizational and Operational-control

The formation of general work skills and habits is a continuous process that covers labor and industrial training at all school levels.

The formation of general work skills and habits can only take place in complete unity between theoretical and practical training.

Service skills have their own logic of development, arising from the procedural components of the activity and from the children's opportunities for one or another type of work. We distinguish between general labor and specific labor skills, general labor qualities

and specific features. The peculiarity of the organization of service labor is to focus attention not only on whether children know and can, but on whether they systematically do it. The assignment is the most used organizational form in improving the skills for service labor. In the process of implementation, control is exercised over the accuracy of the actions, the availability of work skills, the child's attitude to the ordered work, the ability to complete the work started to the end.

## **2. Methodology for the formation of readiness for work in children of primary school age and professional competencies.**

1. Formation and development of skills for perception and composition of descriptive texts (communicative competence).

2. Formation and development of skills for perception and reproduction of folklore-verbal (artistic) text: folk song (literary competence).

3. Mastering knowledge of the vocabulary of the Bulgarian literary and colloquial language in terms of vocabulary (children's speech) by getting acquainted with outdated dialect and ethnographic terms (linguistic competence).

4. . Assimilation of the everyday and festive culture of the Bulgarians. This goal corresponds to the requirements of the educational subject environment for the student to recognize and determine in time official and everyday holidays of Bulgaria, as well as to recognize the holidays and customs of different ethnic communities.

5. Developing skills for making art objects related to the festive ritual (competence in fine arts and home life and technology).

7. Developing skills for reproducing by ear the recorded folk songs (competence from music).

8. Formation of consciousness of national belonging as the main goal set in all other specified activities.

The requirements for nutrition as part of the process in the training in Technology and Entrepreneurship and an important moment in participation in the formation of readiness for work is a process that is built on the so-called. physiological norms /physiological maximum and minimum/ and should be rational and balanced. Rational nutrition provides children with a variety of food, sufficient in quantity, quality and properly distributed throughout the day.

Nutrient requirements are determined depending on the intensity of growth. The younger the child, the greater his energy and nutrient needs. These nutrients are found in the foods we consume daily. Habits of proper nutrition are created through the repeated use of a variety of means in the daily life of children. The main and leading one is the habit of strictly observing the time of meals. Eating is a slow, calm and silent process that has a healthy and aesthetic effect when done culturally.

**3. Review of the planned and designed training content in the training in Technology and Entrepreneurship related to the formation of readiness for work and professional competencies.**

In the second chapter of my dissertation, I have examined the results of the training in the subject Technology and Entrepreneurship at the initial stage of training in the relevant areas of competence - technology and safety, technology, initiative and entrepreneurship, construction and modeling. I also included the consideration of the annual thematic distribution for the subject for the third grade of the publishing houses of "Prosveta", with authors – Georgi Ivanov, Angelina Kalinova, as well as the different annual thematic distributions for the fourth grade ("Prosveta", with authors – Georgi Ivanov, Angelina Kalinova, . Valentin Ananiev, Bulvest 2000 Publishing House, Anubis Publishing House (authors: Nikolay Tsanev, Genoveva Yotova, Dochka Kyuchukova, Emilia Palamarkova, Maria Kavdanska, Irena Nedelcheva).

In Chapter Two, the expected learning outcomes at the end of the class (4th grade) were also discussed.

Areas of competence	Knowledge, skills and attitudes
Engineering and safety	<ul style="list-style-type: none"> <li>• Understands the purpose of household appliances and appliances and their safe use.</li> <li>• Understands the importance of technology and technology in people's lives.</li> <li>• Connects rational organization with product quality.</li> </ul>

Technology	<p>It processes a variety of materials in the manufacture of various products and models.</p> <ul style="list-style-type: none"> <li>• Uses and stores tools and materials correctly and safely.</li> <li>• Makes cold processing of products to prepare healthy food</li> </ul>
Initiative and Entrepreneurship	<p>Understands the movement of money in the community.</p> <ul style="list-style-type: none"> <li>• Knows the role of taxes in meeting public needs.</li> <li>• Understand the importance of different professions in the public and private sectors.</li> <li>• Connects the role of the bank with production and consumption</li> </ul>
Construction and modelling	<p>He offers ideas by drawing, sketching and modeling.</p> <ul style="list-style-type: none"> <li>• Evaluates his/her own work and the work of others according to set criteria.</li> <li>• Organizes his work rationally independently and in a group.</li> <li>• Constructs and models using an inclined plane</li> </ul>

The following methods have been used in our research program: theoretical analysis of the available literature on the problem related to the formation of work in education, /test and survey/.

#### 4. Research design

Of the methods mentioned in the diagnostic examination, the main one is the test, and the rest are auxiliary diagnostic methods. We relied on the test because it limits the subjective factors in the verification and assessment of knowledge. In addition to ensuring objectivity of information, it unifies the requirements for students and the conditions under which they work. They provide quick feedback.

All didactic research and practical tasks were conducted with students from two fourth grades, 4. "b" grade from "Cyril and Methodius" Secondary School Plovdiv and 4. "c" grade from Secondary School "Vladimir Dimitrov - the Master" Kardzhali.

Regarding the survey, we summed up the answers using an arithmetic mean, which we calculated using the formula:

$$X = \frac{m}{n} \times 100 \% , \text{ where}$$

n

$$n - \text{total number of students surveyed}$$

$$m - \text{number of students who indicated A/B/C or D for answers}$$

$$x - \text{a certain percentage of A/B/C or D given for answers}$$

When analyzing the results of the survey, it becomes clear that most of the students are familiar with domestic service.

The didactic experimentation (entrance and exit test) took place in two parts. Two tests of the "Achievement Test" type were developed. The tests consist of ten closed-type tasks.

For each closed question, several ready-made structured answers are offered in the form of a technical drawing, and some questions have more than one correct answer.

The sequence in which the tasks are arranged observes the main requirement when composing a test. The questions are short, clear and correctly formulated so as to give the tested persons an optimal opportunity to present their knowledge and skills.

To calculate the results of the tests, we used the following formula:  $O_c = 2 + k \cdot 0,25$ , where k is the number of points

Evaluation table:

Behind.	1	2	3	4.	5	6	7	8	9	10
Points	1	1	1	1	2	2	2	2	2	2

Transforming Table:

Number of points	0-3	4. -6	7-9	10-12	13-16
Evaluation	Weak 2	Medium 3	Good 4.	V. good 5	Excellent 6

Qualitative analysis of the entrance test

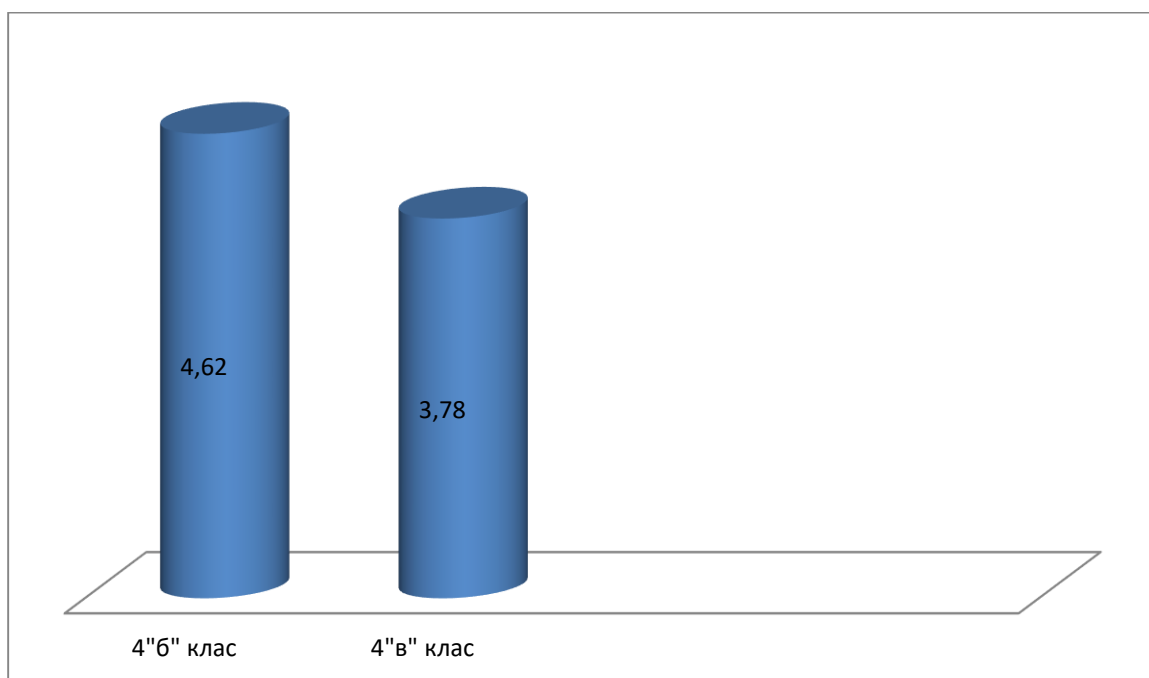
Indicators	Tasks
Knows specific terms related to domestic labor	4. , 6, 7
Recognizes the types of service labor	1, 8, 9
General knowledge and skills for domestic service work	2, 3, 5
To be able to solve a problem presented to them	10

Results by criteria from the entrance test for both classes:

Criteria	4. "B" class	4. "B" class
1. Knowledge	85%	85%

2. Understanding	86%	79%
3. Direct application	66%	66%
4. . Creative app	64. 4. %	68%

Average grade of both classes from an entrance test:



In the formative experiment of the dissertation, six practical tasks were carried out, conducted with students from two fourth grades, 4. "b" grade from "Cyril and Methodius" Secondary School Plovdiv and 4. "c" grade from Secondary School "Vladimir Dimitrov - the Master" Kardzhali. I relied on tasks that included more complicated and different requirements than those set in the teaching material, and the idea was to observe whether the children can cope with more difficult tasks in front of them and accordingly to observe what possible development they undergo during the school year.

I distributed the tasks in the respective modules as follows:

Module	Name of Practical Task
Construction and modeling	1. Model of a dream children's room

	2. Birdhouse
	3. Spring Classroom Decoration
Technologies of Service Labor and Nutrition	1. Fruit salad
	2. Russian salad
Folklore and aesthetics	1. Kukeri masks

I created a new criterion system for evaluating students in the process of the formative experiment on the system of tasks for 4. grade, in addition to those set by the Ministry of Education and Science and the curricula

The criteria and indicators by which the children were evaluated are as follows:

Indicators	Criteria
"A" – Technological and Structural	1. Choosing the most suitable eco-friendly material
	2. Material economy
	3. Degree of compliance with safe work rules and technology
"B" – Psycho-physical	1. Sustainability of attention and interest
	2. Creativity
	3. Speed and dexterity of making
	4. Precision of execution
"B" - Social	1. Teamwork
	2. Collaboration



	3. Mutual assistance
"G" - Aesthetic	1. Beautifully and accurately constructed objects (configurations) according to aesthetic norms.
	2. Quality workmanship
	3. Initiative and creative approach to production

A six-point scale is used to evaluate the results.

Because each of the criteria is scored with 1 point

The results of the assigned practical tasks were evaluated as follows:

If four criteria are met – grade Weak 2

If eight criteria are met – grade Average 3

If ten criteria are met – grade Good 4.

If twelve criteria are met – score V. good 5

If all thirteen criteria are met – grade Excellent 6

Results of practical task 4. (Making mummies' masks) by criteria and indicators and their percentage ratio of 4. . "B" class:

Total number of children - 25 (4. „b" grade)	Indicators "A", "B", "C", "D"				
Evaluation	2	3	4.	5	6

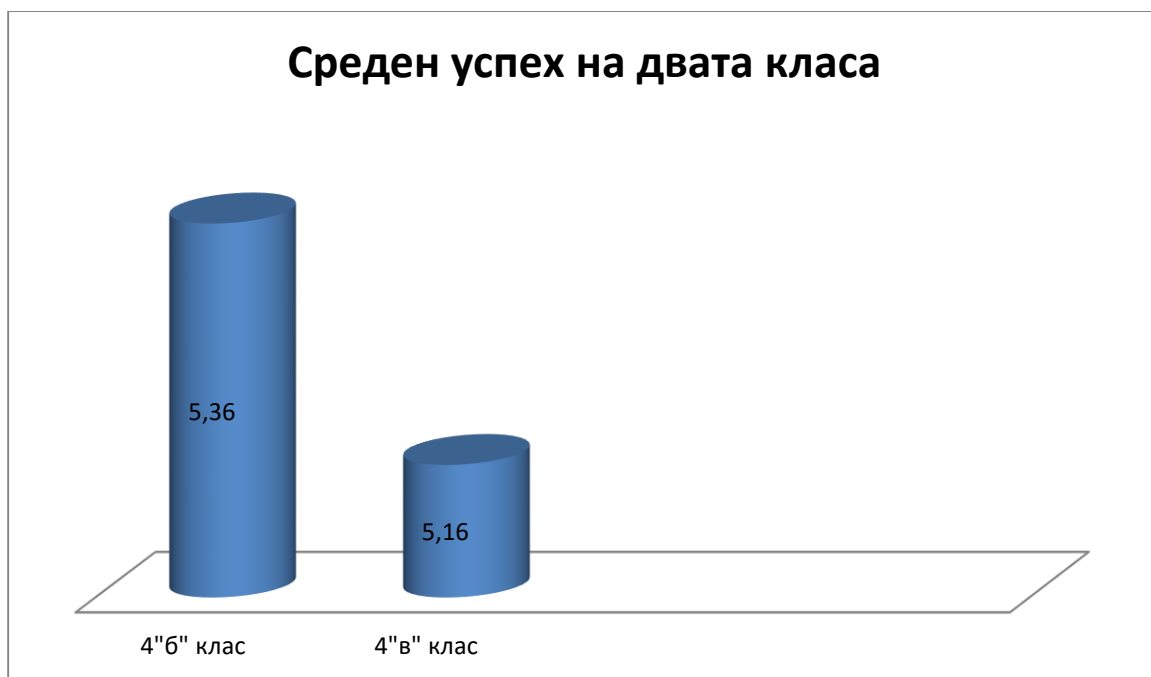
Number of children	0	0	3	10	12
%	0	0	12	4.0	4.8

Results of practical task 4. (Making mummies' masks) by criteria and indicators and their percentage ratio of 4. "B" class

Total number of children - 25 (4. "B" class)	Indicators "A", "B", "C", "D"				
Evaluation	2	3	4.	5	6
Number of children	0	0	5	11	9
%	0	0	20	4. 4.	36

The graph shows the average grade after assessment according to the criteria and indicators of classes 4. "B" and 4. "C". From it we can see that 4. "B"

grade has given an average score of V. good 5, 36 and 4 respectively. "c" class with an average result of V. good 5, 16



Results of Practical Task 6 (Making "Russian Salad") by criteria and indicators and their percentage ratio of 4. "B" class:

Total number of children - 25 (4. „b" grade)	Indicators "A", "B", "C", "D"				
	2	3	4.	5	6
Number of children	0	0	0	11	14
%	0	0	0	44	56

Results of Practical Task 6 (Making "Russian Salad") by criteria and indicators and their percentage ratio of 4. "B" class:

Total number of children -	Indicators "A", "B", "C", "D"

25 (4. "B" class)					
Evaluation	2	3	4.	5	6
Number of children	0	0	0	10	15
%	0	0	0	4.0	60

The graph shows the average grade after assessment according to the criteria and indicators of classes 4. "b" and 4. "in". From it we can see that 4. "B" grade has given an average score of Excellent 5, 56 and 4 respectively. "B" class with an average result Excellent 5, 60



I conducted all seven practical tasks with the children during the entire school year. During a certain period of time (approximately every month), I set the specific task to be performed, for those tasks that required preliminary preparation of materials, I gave the children the opportunity to obtain the materials. The tasks submitted were generally consistent to some extent with the educational material and with the age characteristics of the children, but also complicated. Taking into account my overall work during the school year, in

conclusion I would make a comparison of the results of the first practical task for the two classes, compared to the results of the last task:

In the first practical task, namely preparing a fruit salad, I presented the results after evaluating the students by criteria and indicators in a table:

Task	First practical task - fruit salad	
Class	4. "B" class	4. "B" class
Average score	5, 12	5, 08

Students from 4. "b" class (Plovdiv) gave an average result to the class - V. good 5, 12

Students from 4. "c" class (Kardzhali) gave an average result to the class for the same task - V. good 5, 08

In the last practical task, which took place at the end of the school year, namely the preparation of a Russian salad, the results of the two classes evaluated by criteria and indicators were displayed in a table

Task	Last practical task - Russian salad	
Class	4. "B" class	4. "B" class
Average score	5, 56	5, 60

The control stage - the implementation of a final didactic test and analysis was carried out at the Secondary School "St. St. Cyril and Methodius" - Sofia. Plovdiv at 20. 04. . 2022 and on 23. 04. . 2022 Primary School "Vladimir Dimitrov - the Master", Sofia. Kardzhali within one school hour from 4. 5 min. The class teacher was present at the inspection. To all students from 4. "b" and 4. "B" grade copies of the test were distributed, including instructions for successful solving, an evaluation table and ten tasks.

Qualitative analysis of the outgoing test:

Indicators	Tasks
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Knows specific terms related to domestic labor	4 , 5, 6
Recognizes the types of service labor	2, 8, 9
General knowledge and skills for domestic service work	1, 3, 7
To be able to solve a problem presented to them	10

Criteria and indicators of an exit test covered

Criteria	Indicators	Behind. number	Pc. in reply. from 50 students	4. "B" class 25 students.	%	4. "B" class 25 lessons	%
1. Knowledge	Knows specific terms related to domestic labor	6	45	21	4	22	8
		5	41	21	84	18	22
		4	4. 2	18	72	22	88
2. Understanding	Recognizes the types of domestic labor	2	34.	16	64.	17	68
		8	4. 2	21	84.	19	76
		9	4. 1	20	80	19	76
3. Direct application	General skills for	1	30	19	76	11	4.
		3	29	21	84.	10	4. 0

	domestic work	7	33	17	68	18	72
4. Creative app	They are able to solve a problem presented to them	10	25	15	60	11	444

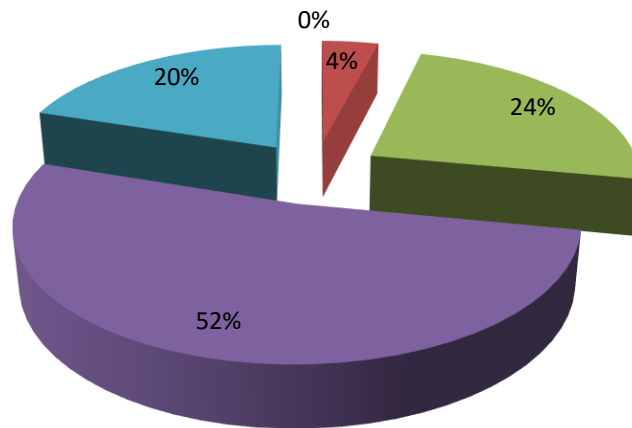
– Criteria covered by an exit test

Criteria	4. "B" class	4. "B" class
1. Knowledge	86%	84. %
2. Understanding	83%	78%
3. Direct application	78%	66%
4. . Creative app	60%	4. 4. %

Average grade of 4. "b" class = 4. , 83

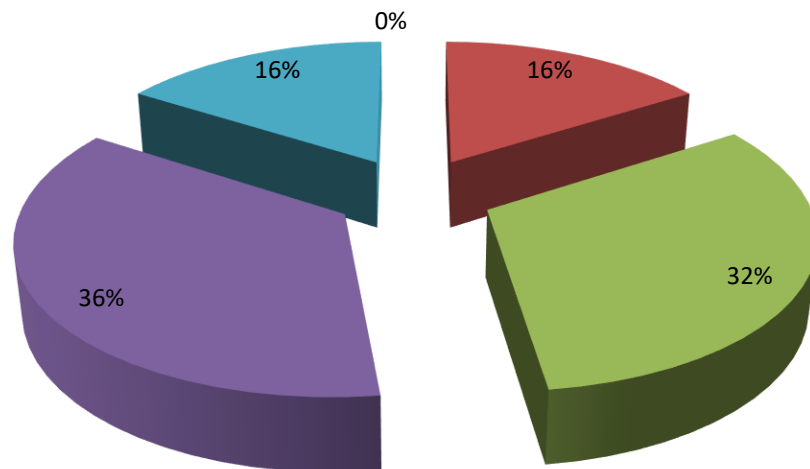
## Среден успех от теста на 4 "б" клас

■ Слаб 2 ■ Среден 3 ■ Добър 4 ■ Мн.добър 5 ■ Отличен 6



Average grade of 4. "c" class = 4. . 39

■ Слаб 2 ■ Среден 3 ■ Добър 4 ■ Мн.добър 5 ■ Отличен 6



A comparative analysis of the results obtained shows that in the entrance test the average score of 4. "B" class is 4. , 62, and on the exit test it is 4. , 83, i.e. the average score of the class is increased by 21

At 4. "B" grade also increased by much more, the average score in the entrance test was 3.78, and in the outgoing test it was 4. , 39

Comparisons of achievements by criteria:



Criteria	4. "B" class		4. "B" class	
	Vc. test	Ex. test	Vc. test	Ex. test
1	<b>85 %</b>	<b>86 %</b>	<b>85 %</b>	<b>84. %</b>
2	<b>86 %</b>	<b>83 %</b>	<b>79 %</b>	<b>78 %</b>
3	<b>66 %</b>	<b>78 %</b>	<b>66 %</b>	<b>66 %</b>
4.	<b>64. %</b>	<b>60 %</b>	<b>68 %</b>	<b>4. 4. %</b>

The entry and exit level tests that I used in the experiment are given to the students in the mass practice. The tasks that I proposed in a formative experiment are not given in common practice. In conclusion, we can say that comparing the results of the baseline and the last practical problem, the difference is 0.73 to 4. "b" class and 1, 21 for 4. "B" grade, which is a very good sign that we could achieve even better progress in terms of children's readiness for work in Technology and Entrepreneurship with a different system of tasks.

## **Conclusion**

On the basis of an analysis and study of the existing literature related to the development of the problem of preparing children in various subject areas, a criterion model was created for the readiness for work of children in primary school in the classes of Technology and Entrepreneurship for the formation of readiness for work.

1. Domestic service work today does not have such a mass presence as before, but it remains important for education, because it integrates a lot of theoretical information and practical knowledge that students develop further in other school levels.

2. As a result of the study and analysis of the existing educational documentation, regulated in the methodological regulations of the Ministry of Education and Science, for subject training in Technology and Entrepreneurship related to the formation of readiness for work, we proved that there are not enough methodological tasks for the purposeful development of the readiness for work of children in primary school education in Technology and Entrepreneurship.

3. The survey conducted by us with students confirmed the methodological significance and presence of service household labor in the educational practice for 4. class.

4. The planned didactic testing within the application of an incoming didactic test shows similarity in the preparation of students from the two research groups in terms of systemic knowledge related to service work.

5. The results obtained from the incoming didactic test in accordance with the qualitative results of the survey gave grounds to plan a series of practical tasks in the formative part of the study, in which new methodological elements are included.

6. In the author's new methodological formulation, we tried to comply with two levels of implementation of the process of reforming readiness for work.

a) in the analysis of the methods for the formation of habits and skills related to service domestic work, to put the main emphasis on the theoretical, and not so much on the applied side of training (in some of the topics that we included in the formative part of the experiment, we tried to balance between the theoretical and applied part of the training).

b) When choosing the topics included in the research model, we tried to combine them thematically in one thematic section, so that we could more objectively monitor the learning process within the limits of the formation of skills related to domestic service.

## **Recommendations**

It is necessary to expand the possibility to use other methods besides the survey and didactic testing by including the method of active monitoring, so that it can be used to register more accurately the data from an incoming and final diagnosis.

It would be appropriate to apply a number of interactive methods, as well as to plan and conduct multimedia presentations as part of the learning process.

To strengthen the participation of natural materials as elements in decoration, to reduce the use of artificial waste materials and to observe whether this participation would further improve the development of students.

The combination of qualities - concentration, thought, imagination and a good level of physical capacity, which support the development of a person and his optimal development, play an important role and are inextricably linked in primary school students for their good physical and mental condition, which in turn helps them to cope with the tasks set in their education at school. It turns out that in the Technology and Entrepreneurship classes, all these

qualities, which are developed at a high level, help for the successful completion of the tasks, as well as for their overall idea and preparation for life.

The process of education presupposes inclusion in the basic values of culture and combines the training and upbringing of the individual for the fulfillment of his social and professional roles.

This requires an increase in the quality and level of education – a condition for the continuous implementation of the new achievements of science in public practice. The educational process is the "starting territory" where the individual meets science, where his preparation for life activity in society and the formation of a mature personality takes place.

Each time has its necessary professions and specialties, its requirements for the professional development of a person. Each time is characterized by certain professions and specialties (more or less corresponding to the professions and specialties required at that time). Any time is characterized by one or another interest, sitting or other preferences for professional realization. Each time is characterized by a corresponding educational state policy, with a corresponding attitude of the political regime to education – more or less adequate to the objective requirements of the time.

As Yogi Bega says, "it is not what we do not know that hinders us, but what we know, because it is not what we know it to be."

## **Offerings**

1. Theoretical contribution. An analysis of labor activity and its socializing function for children is made, related to the formation of their readiness and desire for work and the formation of a variety of professional competencies.

2. The essential characteristics of the main elements that make up the structure of readiness for work are deduced and on the basis of analysis and various theoretical statements for 1. attention as an element of readiness, 2. About the "motivation" and its activity, 3. All the most important statements for the classification of general labor and special skills and habits and their place and significance for the new concept for the formation of professional competencies through the training in Technology and Entrepreneurship are deduced.

3. Quantitative and qualitative, comparative, theoretical analysis and review of the programmed methodological literature and documentation related to the training of primary

school students and their formation of professional and social competencies and readiness for work has been made.

4. A new diagnostic general criterion model has been developed for the study of the problem and for the formation of professional competencies, socialization and professional orientation of children of primary school age.

5. The old system of specific 7 tasks (practical) for fourth-graders has been arranged, which indicate the importance of domestic service work and nutrition, for the formation of professional competencies, professional guidance and socialization of children in this age group.

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