

## PHENOMENOLOGICAL TEACHING APPROACH: USING INTUITION AND COGNITION

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The communicating of one's interpretative understanding is always viewed through a perspective. One gives and receives meaning. This is experience. To understand something is to elucidate its meaning. It becomes self-evident. We elucidate things in terms of meaning. There is more than one meaning in an interpretation. There are multiple meanings.

A skillful teacher utilizes both intuition and cognition. Cognition without intuition would not see where it was going. Intuition without cognition would not have a way to express itself in ideas or forms. An example of an arc will show the relation between intuition and cognition. Intuition is higher knowledge. Cognition is lower knowledge.

Intuition arcs over the top in any given direction. Cognition follows. Cognition works its way around the center of intuition. The intuition is centered in the mind and is placed in relation with the cognitive at the end of the arc. The arc is a projective consciousness that allows for the possibility of self-transcendence. By moving intuition across the top of the arc to and fro, back and forth presents different perspectives immediately, which can later be looked at cognitively.

The more sensitive one is to different perspectives the more one can better find which direction to flow in. One of the characteristics of intuition is a certain acceptance, a calmness that comes with seeing and accepting how it is, will be. Intuition is always there, although there are different degrees of awareness of it.

The arc of projective consciousness is a constant loop of energy between the world and one's particular experience of it. It deals with one's experiences that are clear and explicit, implicit or distorted. The world in turn gives a response energetically. Meaning is received completing the loop. It moves from subjective, objective and subjective again. It is a synthesis.

When one searches back and forth in different directions using different ways to say the same thing one jumps back and forth with previous connections, back and forth with future connections too. When one becomes aware of one's own way of learning one's learning becomes amplified. When one recognizes one's own learning process one does not try to hang on to it, one just lives it every moment.

Thoughts give form to intuitive knowledge but the thought has not created this knowledge. Thought is a vehicle not the origination. Intuition gives the destination of travel. Cognition follows it out. Intuition holds possibility, imagination and choice. With choice one is free for possibilities. The arc of consciousness gives the possibility of one having the wholeness of one's experience in the moment of self-transcendence. The projective aspect of searching for one's possibilities is basic to the human being.

The arc presents an openness of possibilities which one can project one's consciousness. In a flash one can direct one's consciousness. The arc is basic to cognitive thought and consciousness itself. If we extend an arc it becomes a circle going beyond itself and returning again to itself. This circle displays an interaction between projected consciousness and the world. Consciousness is projected outward toward the world, while the world comes back to consciousness. Neither subject nor world as object is independent of one another.

One's existential understanding of being in the world suggests possibilities through imagination. The following cognition makes it possible to distinguish one alternative from another to then return to carry the image through reality. We project our consciousness with the past, plan for the future and choose a path of action toward self-realization. The arc is an expression to understand the whole picture through intuition.