

Valentyna Stakhnevich, Liudmyla Dankevych

Lecturer and authority

Edukacja - Technika - Informatyka 1/1, 219-223

2010

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Valentyna STAKHNEVICH, Liudmyla DANKEVYCH

National University of Life and Environmental Sciences of Ukraine, Ukraine

Lecturer and authority

The second half of the 20th century is characterized by the explosion of new information and more perfect technologies of production. Statistical data testify that at the beginning of the previous century the volume of scientific information was doubled every 20 years, then in the second half of that century – every 10 years, and at the end of the century – every 5 years, and in definite industries every three years or less. Only in the sphere of human being cognition there appeared almost 90% of new information. The strategy of training qualified specialists changed radically. The independent search and selection of scientific information which they need to improve their professional activity becomes a top priority. Thus, the problem of personal growth for university graduates and opportunities for their independent *life long studying* is actual and global.

Nowadays, the competitive advantage of a specialist with university degree is not based on the sum of the knowledge mastered during studies, but on the ability to independently obtain and creatively applicate their knowledge and skills. Therefore, the aim of education today is to foster in young people trust to dynamic knowledge, understanding the necessity to develop their creative capabilities. However, high professionalism of a specialist also means understanding of their role in the society and their social responsibility. It is university training that moulds a personality with high social and moral standards, a responsible citizen.

At the end of the 20th century scientists in many countries of the world admitted that scales of problems in university training were considerable, that is why it is possible to claim a *crisis in the system of education*. For a long period of time training of specialists took place in conditions of unhealthy spiritual and cultural development (there appeared a term „technocratic thinking” which excluded such concepts as „morality”, „humanity”, „dignity”).

One of the ways of reforming the system of higher education is humanitization of education which foresees the concordance of teaching technical, natural and mathematical disciplines with liberal arts and social sciences. The education is focused on promoting legal, moral, psychological culture of university graduates.

Modern society does not require professionals in particular specialties, but versatile well-educated socially active personalities, who have fundamental scientific knowledge, rich inner culture. And for pedagogical activity it is vitally important to possess specific professional personality qualities. Teacher’s activity is many-sided,

humane and rich in content, it requires profound preparedness and assumes many aspects.

One of the important values in estimating the personality of a lecturer is their authority as a component sign of this profession. Authority of a lecturer is integral description of his professional, pedagogical and personality meaningfulness in a collective, which is revealed through their interaction and relationships with colleagues and students and influences the efficiency of educational-upbringing process. Authority of a teacher includes the following components: *authority of a role* and *authority of a personality*, however, in the conditions of social transformations *authority of a personality* prevails.

Authority of a university teacher is affected by the development of:

- subject pedagogical knowledge, abilities and skills (knowledge of a discipline);
- communicative pedagogical knowledge, abilities and skills (understanding psychology of students and colleagues);
- gnostic (knowledge of oneself and ability to correlate one's behaviour).

Authority of a university teacher is moulded on the basis of sympathy and respect towards him. Evidently, future lecturers get to know about requirements to the teacher's profession, his/her authority, pedagogical mastery, the image of a teacher in the process of studying at universities, where they are trained to be the teachers of certain disciplines.

The problem of authority of a teacher (and tutor) was covered in various publications of prominent scientists of the past – K. Ushynsky, N. Krupska, A. Makarenko, V. Sukhomlynsky and others – as well as contemporary scientists. „The very content of an authority consists in the fact that it requires no proofs (...). In my opinion, authority originates only in responsibility” [Makarenko].

Higher educational institutions of non-humanitarian specializations, for example, polytechnic, aviation, agrarian and other directions draw insufficient attention to training future lecturers to teach students. Their level of knowledge in pedagogics and psychology of higher school is not as high as that of lecturers at humanitarian universities. National university of Life and Environmental Sciences of Ukraine, for example, includes in Master's course programme such disciplines as *Psychology of higher school, Pedagogics and psychology of higher school, Pedagogics of higher school*. For beginning lecturers we also offer a seminar *Pedagogics and psychology of higher school* where they can gain knowledge on different aspects of pedagogics and psychology.

The issue of forming authority of a teacher is an integral parts of these courses. Before starting the course we survey master students and beginning lecturers concerning their ideas of what qualities university teachers should possess and what requirements they should meet. The results of the survey show that students point out such requirements to the lecturer: *kindness, sensitiveness, pedagogical tact, professional personal qualities, fairness in requirements and*

assessment. Probably, it is caused by the fact that not all teachers meet these requirements. Therefore, it is logical to introduce future teachers the classification of forms of *erroneous authority*, worked out by A. Makarenko. Below are some of these varieties:

- authority of oppression and suppression;
- authority of distance;
- authority of pedantry;
- authority of swagger;
- authority of moralization;
- authority of excessive kindness and liberalism, love and friendship, subornation;
- authority of indifference.

The problems of authority of a teacher were studied by many scientists who substantially contributed to the theory of authority. So, V. Skladina distinguishes four sides of authority of a teacher in their unity:

- authority of knowledge and high level of pedagogical mastery;
- authority of ability;
- authority of highly developed mind;
- authority of high moral personality.

Scientists differentiate *erroneous and veritable authorities*. *Erroneous* authority carries illusive character, related to the fact that some personality features are attributed to a person without sufficient objective grounds, or such persons have all or some external features of sincere authority, though in reality gain it using various amoral ways, formal influence, administration, etc. Whatever method of achieving *erroneous authority* would be, its characteristic feature is that the transmitter of authority does not possess wide aspiration to understand values of the society and meet its needs. *Veritable authority*, and pedagogical authority of a teacher in particular, is achieved by persistent hard work, in the process of communication and joint activity.

Depending on the priority of personal or professional lecturer qualities, it is possible to distinguish the following basic forms of the authority:

- *authority of knowledge* (high level of teacher's knowledge);
- *professional authority, or pedagogical authority* in its specific meaning (a teachers gain authority mainly due to their pedagogical mastery);
- *personal authority* (individual-psychological, „purely personality“ features, vividly exposed qualities of a teacher's personality);
- *authority of relations* (ability of a teacher to build optimal interpersonal relations in a group, presence of a certain style of socializing with students, specific for a particular teacher; this form of authority has another name „authority of communication“);
- *authority of appearance* (arises due to the vividly expressed „advantageous“ features of teacher's appearance and is the fleeting form of authority, which takes place mainly at the beginning of joint activity of a teacher and students.

Thus, all these forms of authority come forward in unity, are in dynamic, movable interlinks. In their various intercommunication and proportions they present complex structure of pedagogical authority of a teacher as an integral system. Optimal correlations of these forms of authority, as a single unit, are conditioned by many factors and depend on the dynamics of students needs. As a structure of values and necessity-motivational sphere of students depend on the *year of studies, type of higher educational institution or faculty, definite subject of studies* etc, these factors will define the optimal structure of pedagogical authority. Hereby, flexibility and ability to correctly estimate the availability of these factors are required from a teacher. In addition, the definite structure of pedagogical authority of a teacher depends on the *functions* which are executed by the faculty in the process of educational-upbringing work in higher educational institution, namely: *regulative, educative, developing, organizational, directing, mobilizing, functions of control and self-control, function of self-affirmation and stimulative function.*

Thus, all mentioned functions are closely interconnected and influence each other. However, depending on a specific situation, and the nature of basic needs of students, either function can become top priority. The basic function of pedagogical authority is to serve to aim of forming and satisfying cognitive needs of students.

Literature

- Подоляк Л.Г., Юрченко В.І. (2006), *Психологія вищої школи: Навчальний посібник для магістрантів і аспірантів.* – К.: ТОВ „Філ-студія”, – С. 33.
- Стахневич В.І. (2008), *Формування сучасного педагога аграрного ВНЗ в умовах післядипломної освіти // Актуальні питання та інноваційний розвиток ступеневої освіти та дорадництво в сільськогосподарському виробництві: Матеріали міжнародної науково-практичної конференції.* – К.: Видавничий центр НАУ. – С. 104.
- Шейко С. (2005), *Національні та загальнолюдські засади реформування сучасної вищої освіти в Україні // Вища освіта.* – № 3. – С. 32–39.

Преподаватель и авторитет

Анотация

Цель образования сегодня – воспитание у молодых людей доверия к динамическим знаниям, осознание необходимости развития своих творческих способностей. Деятельность преподавателя – многогранная, гуманная и содержательная, она требует фундаментальной подготовки и имеет множество измерений. Одним из самых важных факторов в оценке

преподавателя имеет его авторитет как один из составляющих признаков профессионального преподавателя. Авторитет – это интегральная характеристика его профессиональной, педагогической и личностной деятельности в коллективе, которая проявляется через взаимоотношения с коллегами и студентами, а также влияет на эффективность учебно-воспитательного процесса.

Ключевые слова: авторитет, преподаватель, образование, кризис, развитие, личность.

Abstract

The aim of education today is to foster in young people trust to dynamic knowledge, understanding the need for development of their creative capabilities. Lecturer's work is versatile, humane and rich in content, it requires profound preparedness and assumes many aspects. One of the important values in estimating the personality of a lecturer is their authority as a component sign of this profession. Authority of a lecturer is an integral description of his professional, pedagogical and personality meaningfulness in a collective, which is revealed through their interaction and relationships with colleagues and students and influences the efficiency of educational-upbringing process.

Key words: authority, lecturer, education, crisis, development, personality

Wykładowca i jego autorytet

Streszczenie

Celem współczesnej edukacji jest to, aby młodzi ludzie pokładali ufność prowadzenia ich do poznawania dynamicznej wiedzy, rozumienia potrzeby rozwoju ich zdolności twórczych. Praca wykładowcy jest wszechstronna i bogata w humanistyczne wartości, a to wymaga głębokiego przygotowania w wielu aspektach. Jedną z ważnych wartości w jej ocenie jest osobowość wykładowcy, w tym autorytet jako składowy znak tego zawodu. Autorytet wykładowcy jest integralnym komponentem jego przygotowania zawodowego, pedagogicznego i wagi osobowości w grupie. Jest on ujawniany przez współdziałanie i relacje z innymi wykładowcami i studentami oraz wpływa na jakość procesów nauczania i wychowania.

Słowa kluczowe: autorytet, wykładowca, edukacja, kryzys, rozwój, osobowość.