

**Haluzyak V.M.**

Ph.D in Psychology, Assistant Professor  
of Pedagogy Chair of  
Vinnitsya State Pedagogical University  
named after M. Kotsyubinsky

**Holkov's'ka I.L.**

Ph.D. in Pedagogy, Assistant Professor  
of Pedagogy Chair of  
Vinnitsya State Pedagogical University  
named after M. Kotsyubinsky

### THE TEACHER'S AUTHORITY AS THE FACTOR OF PERSONAL INFLUENCE ON STUDENTS

**Key words:** teacher's authority, types of authority, sympathy, respect, social perception.

The success of pedagogical activity definitely depends on the attitude of students to the teacher. The authority of the teacher is the personal factor that encourages students to listen to his opinions and advice, to trust his guidance, to accept his values and beliefs, to imitate his behavior. The authority influences significantly on the perception and evaluation of teachers' reasoning by students, and ultimately the whole process of training and education. Even the most intelligent arguments made by a non-authoritative teacher would lose their force and would not be accepted by students.

The problem of teacher's authority attracted the attention of many researchers which determined its nature and peculiarities of formation, its meaning in interaction with students of all ages (I.P. Andryady, F.M. Honobolin, M.D. Levitov, I.V. Strahov, Yu.M. Kondratyev, A.V. Petrov's'ky, etc.). However, many issues related to understanding the psychological essence of pedagogical authority and factors of its formation, are scarcely explored and opened for further research. First of all, we should pay attention to the lack of clarity in the interpretation of essence of this phenomenon. It is understood as «a special professional position that determines the impact on students, has the right to decide, to express the assessment, to give advice» [2, 9]; «a sociocultural phenomenon that qualitatively characterizes the system of attitude to the teacher, defines his professional and personal status, acceptance and recognition of his priority role in the system of subjective pedagogical relationships» [1, 99]. According to Yu.M. Kondratyev, «the authority of the teacher in the eyes of students is a recognition of his right to make responsible decisions in various situations of joint activities, as well as the importance for students of professional, civic and spiritual qualities of the teacher's personality» [3, 102].

Quite often the definitions of authority refer to not so much about its nature as well, but about its consequences and effects: the identification with the teacher, the recognition by students per teacher his right to make responsible decisions in situations of joint activities, the imitation by students of behavior and values of the teacher, the ability of the teacher to

guide actions and the views of students and others.

For a long time in pedagogy it was available a simplistic idea of authority as a direct reflection of professional skills and advantages of teacher: his abilities, intelligence, skill, competence, qualities of character, attitude to students and others. The formation of authority is usually associated with the availability at the teacher of such qualities as kindness, fairness, rigor, deep knowledge of the subject, understanding of students, erudition, sense of humor, etc. However, any of these qualities, whatever it was developed, does not guarantee the formation of the authority.

Adequate understanding of the essence of teacher's authority is available on the basis of socio-psychological approach, according to which this phenomenon should be seen as the result of social perception, that is the perception of the teacher's personality by students. The specificity of authority is that as a socio-psychological phenomenon it is absent in the personality structure of its carrier, but it is conditioned by its individual properties, which in some way are perceived and evaluated by the surrounding people. The authority of the teacher is presented in the inner psychological world of students and it is exist in the space of interpersonal relations. Its formation happens under psychological mechanism described by Yu.M. Kondratyev: the individual characteristics of authoritative person – their perception, formation of authoritative relationship in terms of joint action and communication – perfect representation of an authoritative person in the minds of the other people – the implementation of authority relations in joint activities and communication [3].

The authority of the teacher depends not only and not so much on what it is itself, but on how it is seen by students. The personality of the teacher is perceived and valued by students not directly, but through the prism of their value criteria and orientations. We can therefore say that the authority of a teacher is determined by the needs and value orientations of students no less than by the qualities of the teacher. There is no authoritative teacher at all. Something that will capture and will have an impact on some students may leave others indifferent, if such students are focused on other values and ideals. The teacher's authority would not remain unchanged throughout prolonged interaction with the same students, as well as during the age development their motivational sphere is changing, some values are losing their force, others are amplifying, new needs, interests and ideals are generating.

The phenomenon of authority has mostly emotional nature. In fact, this is relatively stable emotional-valuable attitude of students to the teacher, in which are combined in a specific correlation the feelings of sympathy, trust, respect and admiration. Despite the fact that in the perception of the teacher's personality the students more or less consciously evaluate his abilities, qualities, behavior, ultimately it does matter what emotions and feelings he causes. The mere fact of rational understanding by students the advantages, talents of teacher, the recognition of his merits and the right to make decisions are not enough to ascertain the availability of teacher's authority. The authority of teacher has largely irrational character. It is rather felt than understood by students.

The authority can be regarded as one of the forms of teacher's power, because its possession allows without resorting to threats, rewards or rational arguments to affect directly on the thoughts, feelings and behavior of students, to encourage them taking certain actions [4]. A specific feature of the attitude to authoritative teacher is that thoughts, opinions and estimates stated by him are voluntarily accepted by students without requiring

specific evidence. The straight source of teacher's influence in this case is his personality or, more precisely, such feelings of admiration, recognition, respect, sympathy and confidence that it creates in students.

It should be noted that the above mentioned senses are not always equally represented in the attitude of students to the authoritative teacher. There are teachers who are respected by students, but latest do not feel much sympathy and confidence to them. There are also teachers, to which students feel more sympathy and trust than respect and admiration. Sympathy and respect are mutually related but relatively independent aspects of attitude to authoritative other person. Sympathy is a positive emotional evaluation of personal qualities of the teacher. A person, who causes sympathy, is mainly characterized by high moral qualities, manifested in the sphere of interpersonal relationships: kindness, decency, honesty, justice, openness, keenness, friendliness, readiness at any moment to help, to understand and to sympathize. Students are especially sympathetic to those teachers who treat them with sympathy, showing unselfish love and care, taking them for what they are, with all their disadvantages. These teachers usually cause feelings of gratitude and trust, commitment and desire to reciprocate, to protect them from troubles.

Respect is the feeling that expresses a positive assessment of a person in terms of its successfulness, efficiency, competence, social adaptability, the ability to achieve success in various spheres of life. Teachers, which students respect, are characterized primarily with high abilities and qualities related to achievements areas: activity, power, energy, purposefulness, competence, capacity for effective problem solving, confidence, success, and talent. They dominate and lead in interpersonal relationships, cause admiration, desire to be like them.

Unlike the respect, sympathy involves such interpersonal communication parameters as emotional closeness, small psychological distance, equality of psychological positions of the communication partners.

As we see, features of «nice, pleasant teacher» particularly differ from features of teacher «outstanding, respected», and it gives reasons for singling out two types of teaching authority, the first of which is based mainly on the sympathy and gratitude, the other one – on respect and recognition.

Singled types of authority in their psychological content are associated with two forms of love analyzed by E.Fromm – paternal and maternal ones [5]. Maternal love is spontaneous, unconditional and selfless; love for anything, and even in spite of anything. It is independent of failures, shortcomings or achievements of the child, it is an absolute love, which does not require an argument or some reason. It is not possible to win or lose. This is love-gift which is either there or there is not. The mother loves her child just because it is her child. Paternal love is demanding, it always has some basis, this is love for achievements or some success, love, you want to earn by your efforts. It exists when a child and child's behavior meet certain requirements, the expectations of his father.

Teacher, focused on a maternal relationship model, takes the students absolutely and satisfies their basic needs such as the need for a positive emotional contact, care, protection and support, thereby causing to himself a contrary positive attitude, trust and sympathy, feelings of gratitude and affection. His authority is based on reciprocity of the student, trust, friendship, unwilling to upset by his behavior a person who loves and believes in him, cares and helps. In this case there is emotional dependence of the student from the teacher, when his emotional well-being depends on the well-being of the latter.

A somewhat different character has the attitude of the student to a teacher, oriented on a paternal model of relationships – psychologically strong and dominant, which affects primarily admiration and desire to be like him. If in the first case the authority of the teacher is based on what he does for students, but in this case, on whom he represents, symbolizes for students. Such a teacher can relate to students even slightly cool, keep a certain distance between him and them and, at the same time, attract them by own success and special skills, talents, qualities (independence, self-confidence, courage, strength, etc.). His influence is based on the students' need to identify themselves with a strong, successful, prestigious personality that represents their ideal. Because of identification the student comprises an image of the teacher together with his values, attitudes and beliefs, imitates his manners, habits and behaviors. Even a simple attention of such teacher causes joy and fun to the children. They seek to reveal to him their respect, experience anxiety when there is a threat to cause his displeasure or lose attention to themselves.

Of course, the authority of sympathy and authority of respect are unlikely to exist in «pure» form. To a greater or lesser extent, they can be represented in the structure of the personal authority of each teacher. However, this does not deny consciously or subconsciously gravity of teachers to some types of authority, due to certain peculiarities of their temperament and character, structure of motivational-value sphere.

Pedagogical sources analysis gives reasons to believe that modern scientific and educational community is focused more on maternal type of pedagogical relationship and, therefore, authority-sympathy. This orientation is clearly seen in the concepts of pedagogical interaction developing in line with the currently popular dialogue, a subject-to-subject approach, pedagogy of support, humanistic pedagogy and psychology (C.Rogers, R.May, A.Maslow, A.Combs, R.Berns, etc.). It is possible that such a tendency in a theory of education toward unconditional love is connected with the general shortage of warmth, sensitivity, generous sympathy in human relations and is a compensation reaction to mostly the «paternal» (within the meaning of E.Fromm) nature of modern society, based on principles of hierarchy, pragmatism, competition, conditional recognition and cult of success.

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