POMERANIAN UNIVERSITY IN SŁUPSK INSTITUTE OF GEOGRAPHY AND REGIONAL STUDIES

The World of Politics, Society, Geography

Collection of scientific works Issue 1

Andrii TKACHENKO, Larysa KOROL

CONCEPT OF PEDAGOGICAL SKILLS BY A. S. MAKARENKO IN CONTEXT OF TEACHER'S SELF-REALIZATION MANAGEMENT

Introduction

In the beginning of the XXI century it became obvious that the process of development of a human being as a bearer of professional functions accumulated by generations throughout the history of civilization hides the colossal profession genetic potential that is not used completely in a number of its aspects. The professional genetic analysis of the historical facts can open the infinite amount of information about the special area of knowledge the essence of which is the history of professional development of the mankind as a continuum of educational processes, tendencies, systems, ideas, concepts, the history of establishments of education, individual experiences etc.

The evolution of a person's sustained movement in the direction of professional development discovers much interesting in individual professional genetic experience of famous people. Their roads to professional success, cause-and-effect relation of major achievements should be scrutinize thoroughly to find out the innovative ideas and peculiar features of effective self-management.

The phenomenon of A. S. Makarenko, as the fundamentally pedagogical one, naturally gives rise to the numerous attempts of categorising it, of finding and describing in details, contents, and manifestations of the professionalism, pedagogical skills, and peculiarities of self-management of an outstanding teacher. Such pragmatism is justified by the necessity of use Makarenko's ideas for solution of urgent pedagogical tasks.

MAKARENKO AND HIS MANAGERIAL SKILLS DEVELOPMENT

A. S. Makarenko's analysis of the practical activities of a number of his colleagues, as well as the abundant experience of his own professional self-reflection laid the foundations of the original concept of teacher professionalism that is rightfully considered to be one of the greatest theoretical achievements of the famous educator.

Among the indicators of A. S. Makarenko's professionalism we highlight the managerial skills, the profundity and nature of professional erudition, the level of professional skills, the characteristics of professional thinking and professional position. However, the complete and all-around justification of the essence and structure of the phenomenon of pedagogical skills occupies the first place in it

A great contribution to the study of the above mentioned component of the educator and writer's creative heritage was made by Y. Burlaka, H. Hrinchenko, P. Yevseyenko, H. Zhurakovskii, I. Ziaziun, V. Korotov, I. Kryvonos, Y. Lvova, Y. Medynskii, M. Nizhynskii, V. Oleksandrovska, V. Strubytskii, N. Tarasevych and other scientists. The interpretations of Makarenko's concept as the basis of professional training and self-management of a teacher as an educator with a big inner potential were made by the Ukrainian and foreign researchers.

We aimed to consider the essential contemplations of A. S. Makarenko concerning the phenomenon of pedagogical skills from the point of view of individual professional genetic concept as a synthetic personal formation.

In our opinion, A. S. Makarenko's first post as a teacher became the beginning of a propaedeutic phase (1905–1917) of his professional development that is also associated with the first steps towards the accumulation of his managerial experience.

The new period in the biography of an outstanding teacher began in 1917–1935. Among the key tendencies of this stage one can found the extrapolation of professional values, attitudes and criteria on Makarenko's educational activities; formation of the pedagogical and administrative competences, mastery of the fundamentals of financial and personnel management, clarification and specification of individual management concept; approval

of professional positions as a stable system of relations to the object, process and other subjects of professional activity and defending it in debate with the official educational doctrine; actualization of cognitive, psychological and physical potential of the individual and achieve a high level of professional skills; self-reflection of teaching experience and the first attempts to capture in artistic, journalistic and scientific fields.

Basics of administrative competence of A. S. Makarenko as a manager that started to form when he got the position of the inspector of Kriyukov Railway Higher Primary School, found the development in the period of his work at the Town's Lower Primary School, at the Poltava Soviet of soldiers' and workers' deputies, at the Section of children's colonies of the Poltava brunch of public education where Makarenko worked as a manager. But the top level of his managerial skill was reached during the years of Makrenko's activity in the field of social education. A. S. Makarenko appeared as an energetic, persistent and uncompromising in achieving the goals administrator. A. S. Makarenko faced the staff problem in the educational process of the institutions of childcare as the problem of managers' qualification and he understood the importance of effectiveness in such a complex and controversial area, as a pedagogical qualification.

The implementation of the Ukrainian idea of Children's Labour Army with the idea of education as "mass production" (1925–1928 years) prejudiced the formation of A. S. Makarenko as a teacher. The period was also marked with a particularly interesting manifestation of Makarenko's pedagogical and managerial professionalism associated with the rapid activity of the teacher in advocating the right of approbation of pedagogical initiatives.

The system of A. S. Makarenko's ideas about the nature of teacher professionalism, obviously, gained its integrity and relative perfection in the last years of his life. At least during 1938 and the beginning of 1939 his most famous statements on the issue appeared, mostly as a part of the variety of public speeches. However, it should be pointed out that A. S. Makarenko's interest in the subject was long-lasting and substantial one.

A detailed analysis of the nature and content of administrative activity of A. S. Makarenko allows outlining his main qualifications as a leader in the following competencies: the ability to manage large and complex social projects; the ability to recognize management problems and design optimal ways of its solving; the ability find connections between various of target activities; the ability to manage material and human resources; the ability to create innovative models of logistic and managerial support for the activities of the organization.

PEDAGOGICAL SKILLS THEORY BY A. S. MAKARENKO

His early works contain more than a few ideas concerning pedagogical skills and management of professional self-development of a teacher. The educator's extraordinary awareness in a variety of technical means of teaching activities as well as in their target differentiation is of special importance.

It also should be pointed out that A. S. Makarenko considers the professional skills of a teacher to be something deeper and more profound than the mere possession of a certain quantity of skills or techniques. First of all, he associates the psychological phenomenon with the "organization" of the entire personality of a teacher, for the most part with such levels and forms of personal activities as temper, behavior, feelings, general culture, experience, special knowledge and skills, logic, etc. [Makarenko 2012]. The distinctive feature of Makarenko's conception is interacting and interdependence of the personal and professional qualities of a teacher as a unity and harmony.

A. S. Makarenko insists that all particular personal structures in the range of their forms and types are involved into the process of professional formation of a teacher. Management of such process as a whole is management of personal development in particular. It, however, should be emphasized that he deliberately distinguished "teaching" (educational) and "up-bringing" mastership as fundamentally different phenomena.

In our point of view, it is reasonable to consider the key issues of Makarenko's pedagogical skills theory in the context of system components. These general components of profession and genetic theory and practice form the individual profession and genetic concept: affective and axiological, ethical, socio-cultural, aesthetic, volitional, and technological. Hence, one of the nodal characteristics of a teacher-master (a skillful teacher) is a valuable and personal-emotional attitude towards the profession.

Makarenko's aphorism "there can be no profession without love" should be confidently extended into the sphere of education. Affective and axiological characteristics determine personal and humanistic guidance of a teacher, the attitude toward professional goals and object, the self-realization possibilities, and, as a result, they provide the high level of professional activity. It is true to summarize that personal feelings as a professional teacher's feature mirror his or her success in education and up-brining of young generations.

In his statements Makarenko declares that the up-brining of a children's collective cannot be started without sincere, open, strong, persuasive, hot, and resolute demand. The educator strongly denied the "cold" reflection of the discipline [Makarenko 2012].

The idea of a teacher's professionalism is also linked with Makarenko's system of moral beliefs. The major ethical dimensions of Makarenko as an educator and a manager are the responsibility for the results of his own activities, and the aspiration to optimize the pedagogical process.

As it is known, professional qualifications of an educator are the main requirement which ensure the effectiveness of the professional activity, and they guarantee required pedagogical results. Therefore, up-brining a teacher's desire to permanent improve the professional skills cannot be separated from the formation of the basic characteristics of his labour ethic. Correspondingly, a teacher's self-development of personal means of professional effectiveness contains not only psychological but also a deep individual sense of ethics.

The aspects of correlation of teacher's professionalism as a self-management result and his social and cultural characteristics have also founded reflection in the published works by A. S. Makarenko. His position on the issue was definitely expressed in October 1935 in written and sent to O. M. Gorkyi opinion about the state of schools and schooling in the USSR. According to Makarenko, the graduators of pedagogical higher educational establishments should be more knowledgeable and erudite, regardless of their specialty. He proposed to complete the curriculum of such subject-based education. The novelty was about providing the graduators "parallel to the total amount of aspects of our contemporary construction" with knowledge that will help their pupils to choose their path in life and future profession.

On the other hand, A. S. Makarenko stand for the training of teachers "cultural in all respects i.e. physically developed, polite, neat, familiar with literature, art, music, etc." [Makarenko 1983]. In one of his numerous public speeches Makarenko assumed that he considered the culture of educator's personality to be the main method of pedagogical influence. "Nothing more than personal culture is able to provide a teacher with the development of emotions and experiences range required for demonstrating "the depth of life that should always be observable [...] to the pupils" [Makarenko 2012].

The general aesthetic position of A. S. Makarenko in educational skills forming is located around the concept of the beauty of pedagogical activity. Such pedagogical aesthetic can be realized either as attractiveness of the general style of activities or position of the teaching staff or as the perfection of professional techniques, and unique external expression of an individual teacher. It is desirable, A. S. Makarenko wrote, that all the teachers were beautiful, at least, one beautiful young woman should be a member of every teaching staff [Makarenko 2012].

However, that aesthetic requirement for the teachers was not limited only to static characteristics of their appearance, spreading the same steadily to the dynamic characteristics. Makarenko was extremely attentive to details. Such things as neatness

of the teachers' suit, shoes, the condition of hair style and moustache, beard and nails, and even availability of a handkerchief were proclaimed to be important as each of those affected the pupils. At the same time A. S. Makarenko paid attention to the rules of etiquette in educational surrounding. He constantly declared against the teachers' leaning on the desks or walls, sprawling on the sofa, spitting, throwing cigarette butts or shaking off ash on the floor as well as walking inside the premises in coats and hats [Makarenko 1983]. Makarenko emotionally wrote that he had not allowed sloppily dressed teachers to come into the classroom and in his institutions it had been a custom to come to work in the best suits [Makarenko 2012].

Volitional constant of the effective activities of an educator due to its invigorative, controlling, and stabilizing potential has occupies a special place in Makarenko's concept of pedagogical professionalism formation. It is easy to observe that A. S. Makarenko associates some important problems of teaching activities, for example, emotional impact on a pupil (enforcement, "volitional pressure", the ability to "mercilessly bending his violators' line", etc.), the ability to teaching risk, professional activity of a teacher, management of the emotional sphere and behavior, self-determination of professional development, etc. with willful acts.

Among the professionally important directions of a teacher's personality formation Anton Semenovych separates the educating of will and staidness. At the same time, Makarenko emphasizes that a teacher should be "an active organism, deliberately aimed at educational work" [Makarenko 1983, Makarenko 2012].

TECHNOLOGICAL APPROACH TO TEACHER'S PROFESSIONAL SKILLS FORMATION

Pedagogically appropriate and systemic implementation of all the mentioned components, their functional content and practical effectiveness are directly dependent on the technological component of theoretical and methodical bases of formation of teacher's professional skills developed by A. S. Makarenko.

The desire "to technologize" the educational process as far as possible and implement to its system the maximum of "subjectivity" led to a long-term theoretical and experimental search by A. S. Makarenko in the field of consciously controlled qualities of teacher's personality. Several local "technological" aspects of pedagogical activities were gradually integrated in a relatively complete and coherent coordination. Considering the up-brining process to be a kind of art, Makarenko dare to assert that such art demands a great degree of perfection that a person who works hard can achieve via special training technology [Makarenko 2012]. He has a thought of pedagogical skills training at pedagogical educational establishment as a universal instrument of self-development and self-management of a future teacher.

Numerous places in A. S. Makarenko's works give grounds to say about a certain duality of his views on the essence of pedagogical skills. At a higher functional level it is represented by the ability to apply a special pedagogical "instrumentation" to solve complicated educational tasks on the reflexive basis. A. S. Makarenko considered that among such distinctive tasks are creation of a children's collective with further transforming it into the leading educational factor, and "a touch" to the personality via the primary collective, bringing up the sense of responsibility, and many others. Properly speaking, the "instrumentation" was the tone and style of the team organization in such important educational aspects as initiating the requirements of the collective to the individual, in authority delegating, in specific forms of punishment, in the statement of trust, in creating rituals and following the traditions, etc. [Makarenko 2012].

"Technological" level of professionalism integrates all personal professional valuable structures of a teacher while the primary functional level of pedagogical skills involves the possession of the group of "elementary" skills of pedagogical techniques. Such skills were described in details as the internal and external skills and named the operating basis

of educational instrumentation. The unity of the two mentioned professional skills levels, according to A. S. Makarenko, forms a new model of teaching operation [Makarenko 1983].

A. S. Makarenko outlined the significance of such pedagogical technique in his illustrious saying: "...an educator should behave in the way that his every motion brings up, and he should always know "what exactly he wants at the moment and what he does not want" [Makarenko 2012].

The range of technical elements of pedagogical influence can be divided into three conventional categories: a) social and perceptive technique; b) external technique; c) internal technique.

We will discover the main features of Makarenko's interpretation of the content of the conventional categories. A. S. Makarenko describes the complex of personal qualities of a teacher in which the main role is given to social and perceptual abilities as the fundamental structural component of pedagogical skills. "One can and should develop a vision, a physical vision, – he asserts, – one needs to be able to read on the human's face, on the child's face", "there is nothing tricky, nothing mystical in discovering some of the signs of mental movements on the child's face".

A. S. Makarenko touches upon selectivity of a teacher's attention as one of the most urgent problems of his professional observation. Elucidating the statement by the example of his own, Anton Semenovych recalls a typical mistake he made in the very first years of his teaching career when he paid attention to the most "dangerous" places, the chief of which was the personality that "drops out" a team. After some time A. S. Makarenko understood that not the one who misbehaves or goes against the majority of a children's collective or wants to escape but a person who hides himself from the teacher needs the utmost of pedagogical attention [Makarenko 2012]. Using successfully the skills in the field of visual psychodiagnostics in his literary work A. S. Makarenko makes a methodologically important discovery that a human's face can be described only in motion because "only the motion helps to imagine the physiognomies of the heroes of a literary work" [Makarenko 2012].

The external skills of a teacher, according to A. S. Makarenko, form a complicated and multi-functional unit in the structure of his professionally valuable qualities. It includes professional speaking and nonverbal means of pedagogical influence. A significant it this sense is the following phrase: "... the pupil perceives your soul and your thoughts not because he knows what is going on inside your mind but because he sees you and listens to you" [Makarenko 2012].

The first A. S. Makarenko's observations of pedagogical colouring of a teacher's voice dates back before the year of 1928 when he advised his colleagues to speak in their natural voices, calmly but firmly, and never speak just for the sake of speaking. However, he defends the necessity (according to circumstances) to raise the voice tone considerably up to "screaming wildly" in order, for example, to save time [Makarenko 1983].

The personal framework of increasing the emotionality of teacher's speaking A. S. Makarenko finds in the true feelings of passion, love, dedication to the profession, citizenship and he assumes, "If I do not know how to worry, I must learn how to do that" [Makarenko 2012].

Repeatedly coming back to the theme of the tone of pedagogical communication A. S. Makarenko touches upon technical and essential peculiarities of its influence. In his opinion, "You may go away" is a simple phrase, but these four words can be pronounced in 50 ways". In his speech Makarenko insists: "I know what it means to say "Hello" with a calm and kind tone or "That's all. You may go away" with a harsh, cold tone, or "That's all. You may go away" with a reserved but soft tone; "In such way one can express approval, and pleasure, and mocking, and the lack of respect, and indignation, and anger." Pedagogical justification for such a pivotal expanding of educator's voice resources A. S.

Makarenko explains as follows: "One needs to be able to tell them in the way that they feel one's will, one's culture, and one's personality in your word" [Makarenko 2012].

A. S. Makarenko draws attention to the requirement of pedagogically appropriate correlation between the educator's internal state and his voice. He complains of some parents and teachers who allow themselves such a "luxury" as reflecting their mood with their voice [Makarenko 2012].

Non-verbal communication of a teacher has found its special place among the all-roundly reasoned by A. S. Makarenko means of pedagogical communication. As it is known, the extra-communication elements fill up every single act of pedagogical communicative activity, enriching it with a specificity, expressiveness, and emotional perfection. They start and end up any pedagogical contact. Moreover, contrasting to verbal, non-verbal language is never unspoken. Our appearance constantly transmits the non-verbal signals and they are much more truthful than our words, at the same time, they are less controlled by our mind. Non-verbal communication is the expressive background in which the main events of educational process occur.

In spite of the usual and continuing interest in the problem of non-verbal communication, it nowadays enters the sphere of researchers' attention much less than it used to be 40–50 years ago. The most notable achievements were made mainly in the field of the interpretation of a wide range of external manifestations of human expression as well as in the production of numerous classifications of the elements of non-verbal behaviour. The best knows studies corresponding to the specific demands of social practice, primarily in the sphere of business, belong to A. Piz, J. Fast, E. Hall, J. Nirenberg, G. Kalero, etc. But such approach turned out to be with no prospects, as the description of the bodily movements units was verbose and low-technological. Besides, the ambiguity of some non-verbal actions has turned out [Andrianov 1999]. The scientists started to look at non-verbal communication from the standpoint of semiotics as an extra-language sign system.

Non-verbal behaviour in pedagogical action also has not found its full and systematic coverage in scientific researches, at the same time, it is obvious that non-verbal incompetence of a teacher can significantly decrease the effectiveness of his teaching communicative impact restricting the flow of professionally valuable information in the social perception process, and hence, complicating social and psychological circumstances of his activities.

A. S. Makarenko's creative experience is the most famous in pedagogy of the past attempt to highlight the external, non-verbal technique and social perception of a teacher as factors of educational system efficiency. The letter to the teacher T. V. Turchaninova written in 1938 contains polemical but rather characteristic phrase: "Now, if someone wrote a book of 300 pages entitled "Technology of Pure and Practical Feeling" or "Pedagogical Curves of Eyes and Eyebrows" – it would be the theory." [Hillig, Nevskaya, 1995].

In a widely developed by A. S. Makarenko arsenal of non-verbal means the mimic, pantomimic, and proxemic basic groups are clearly distinguished. Pedagogical explication of the elements of each group illustrating their technological function can also be founded in Makarenko's fiction, public speeches, and theoretical works. Saying that a touch to personality needs an especially complicated instrumentation [Makarenko 2012], A. S. Makarenko, evidently, meant the functional complexity of non-verbal means. To those he referred the aspects of teacher's proficiency in managing of his face, posture, his ability to walk, to sit, to turn, to rise from the table and so on.

A number of Makarenko's valuable discoveries in the field of interpersonal space in communication known as proxemic (from English proximity – nearness in space) deserves special attention. In "Pedagogical Poem", describing the first, crucial meeting of the collective of Gorkyi Colony and the Kuriazh's inhabitants Makarenko connects two fundamental phenomena: physical and psychological distance between the people. "Only some seconds the first silent confrontation between the two crowds lasted. My business was either to destroy immediately the seven meters distance between them and the mutual gaze at one another" [Makarenko 2003].

A similar dialectic of physical psychological alienability can be observed in the description of the erroneous practice of some parents.

According to Makarenko, exaggerating the importance of pedagogical conversations handles an educational work: "A teacher is placed in a certain subjective point. At the distance of some three meters the objective point occurs, and a child fortifies his position on it. [...] Occasionally the direct contradiction position of the subject and the object varies a little but the initial distance of three meters remains the same" [Makarenko 1985].

The mentioned quotation collectively with the other statements of the writer give grounds to point out that A. S. Makarenko had explored and differentiated the phenomenon of distance in interpersonal communication about 20 years before the research of American scientist and the founder of proxemics Edward Hall, who classified informal distance from 0 to approximately 0,45 meters as intimate distance; from 0,45 to approximately 1,2 meters as personal distance; from 1,2 to 3 meters as social consultative distance, and from 3 to 30 meters as a public distance [Hall 1966].

Summary

Deeply understanding the functional unity and mutual dependence of external and internal substructures of pedagogical skills, A. S. Makarenko emphasizes the equivalence of "visible" and "hidden" in the professional activity of an educator. Simultaneously he (in some cases) admits autonomy of the teacher's internal state and its external expression. "I learned how to cope with my mood, and found out that it was very easy". Makarenko speculates: imagine that a teacher got a nasty letter, "...so, should a month of teaching activity be wasted because of the unpleasant letter?" [Makarenko 2012].

The harmony of internal and external forms of teacher's behavior finds its best reflection in Makarenko's concept of "pedagogical acting".

Although the amount of important information concerning the issue has not been represented in the article, the investigation advances arguments for our conclusion that A. S. Makarenko's ideas of pedagogical skills contain the basic elements of his individual profession genetic concept being its most striking point and at the same time the consistent manifestation of professional self-realization management of a teacher.

Some technological discoveries of the famous educator have been waiting for a considerable extension of the circle of their researchers and interpreters.

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