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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.



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



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 Kuriash’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].

