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Authority of Educators: Essence, Structure, Forming Stages

Abstract: In the article, on the basis of analysis of different approaches to the understanding of essence of pedagogical authority, the structure, types, principles and stages of forming of authority of a class teacher as a coordinator of educating process are determined. The authority of an educator is explained as relatively steady emotionally-valued attitude of students toward a teacher in which in some degree trust, respect and admiration are combined. The analysis of quality distinctions between sympathy and respect has led to the determination of two types of pedagogical authority, one of which is based mainly on liking and gratitude, the other is based on respect and confession.

Key words: authority, pedagogical authority, sympathy, respect, power, structure of authority, principles of forming of pedagogical authority.

Pedagogical activity belongs to those types of activities, the success of which depends greatly on the nature of the relationship between its participants. Successful solving of difficult and responsible tasks of education and upbringing depends primarily on the personality of the educator, his general culture and erudition, on how he is perceived and evaluated by students. The authority of the teacher is the personal factor that prompts students to listen to his thoughts and follow advices, to trust

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his guidelines, to accept his values and beliefs, to imitate his behavior. The effectiveness of the application in the educational process of such methods as suggestion and persuasion depends significantly on the authority of a teacher. Even the most intelligent arguments expressed by an unauthorized teacher lose their strength and are not perceived by students.

The problem of pedagogical authority attracted the attention of many researchers who determined its essence and peculiarities of formation (I. Andriadi, F. Honobolin, M. Levitov, M. Kondratiev, A. Makarenko, A. Petrovsky, I. Sinitsa, I. Strakhov, O. Sukhomlinsky and others). Different aspects of the authority of the teacher have been highlighted in works devoted to the problems of the relationship between the teacher and the students (Sh. Amonashvili, O. Kirichuk, O. Kovalev, I. Kon, N. Kuzmina, A. Markov, A. Mudrik, etc.). A. Makarenko [2003] and M. Stankin [1998] differentiated true and false pedagogical authority, singled out and described the varieties of false authority, their negative impact on the personal development of pupils. I. Andriadi [1999], M. Kondratiev [1998], D. Samuilenkov [1961] determined the structure of pedagogical authority, described its components and ways of formation. I. Strakhov [1966] and I. Sinitsa [1983] characterized the peculiarities of the formation of the authority of the teacher in the context of the problems of pedagogical tact.

Despite the considerable interest of scholars in the phenomenon of pedagogical authority, many issues concerning the understanding of its nature, types and factors of formation remain not studied enough and open to further researches. First of all, attention should be paid to the lack of clarity and consistency in the interpretation of the essence of pedagogical authority. It is understood as “a special professional position that determines the impact on students, gives them the right to make decisions, express their assessment, give advice” [Kodzhaspirova 2005, p. 9]; “Socio-cultural phenomenon that qualitatively characterizes the system of attitude towards the teacher, defines his professional and personal status, acceptance and recognition of his priority role in the system of subjective pedagogical relations” [Andriadi 1999, p. 99]. According to Y. Kondratiev, “the authority of the teacher in his students’ opinion is the recognition the right to make responsible decisions in various situations of common activity, as well as the importance for the students of the professional, civic and spiritual qualities of the teacher’s personality” [Kondratyev 1998, p. 22].

In the definitions of authority much attention is paid not to its essence, but to the consequences and effects of it: identification with the teacher, recognition

(by the students) of the teacher's right to make responsible decisions in common activity, students' imitation of the teacher's behavior and values, the teacher's ability to direct the actions and thoughts of pupils, etc.

A simplified idea of the authority of a teacher as a direct reflection of a teacher's professional qualities and virtues has been characteristic for pedagogics for a long time: his abilities, intelligence, skills, competence, features of character, attitude towards students etc. The formation of authority is usually associated with such qualities of the educator as kindness, humanity, justice, broad erudition, profound knowledge of the subject, understanding of the students, sense of humor, being demanding and so forth. However, none of these qualities guarantees the formation of the authority of the teacher, no matter how developed it is.

The term authority (in Latin *autoritas* means power, influence) in the explanatory dictionary is interpreted as "universally recognized value, influence, reputation (of a person, organization, collective, theory, etc.)" [Slovnyk 1970, p. 14]. An authoritative person in any sphere of life is a person whose opinion is considered, a person others try to follow and who is trusted to make important decisions. It is worth noting that authority is the attributive quality of an individual, which exists only in someone's perception and reflects the measure of the significance of this person in the other people's opinion. The authority of a teacher is his subjective significance for students, which is based on the recognition of his merits and determines the voluntary acceptance of his influences.

The term "authority" literally means the universally recognized meaning of man, his influence on others, the support of his views and the activity of public opinion, the expression of respect, trust and even belief in: mind, will, morality, the ability to create good, make all efforts for common activity. The authority of a teacher is an important condition of effectiveness of his educational effects, the success of suggestion and persuasion. An authoritative educator does not need to apply constant demands, remarks, notations and even punishments to encourage students to behave properly. They cooperate voluntarily to follow his advice, hints and wishes, value his mind and try to meet his expectations. Even the teacher's criticism and negative evaluations do not offend student, but they cause desire to correct their own mistakes.

N. Moreva says that authority is the generally recognized significance of a person or organization in various spheres of public life, based on profound knowledge, competence, achievements in his sphere, as well as the person himself who has influence or recognition [Moreva 2006, p. 157]. Among specific peculiarities

of the authority of the teacher defined as the authority of knowledge, communication, personality, appearance are: moral essence of the person of a teacher (openness, sincerity, perseverance, lack of pressure, etc.); moral self-improvement (self-demand, principle, ideological position, civil conviction); intellectual development, spirituality, independence of judgments and scholarship; respect for the personality of a pupil, which creates favorable atmosphere for the interaction of students and teachers, moral and aesthetic attraction.

According to I. Andriadi, the authority of the individual can be regarded as the result of reflection in the consciousness of people of social significance, the values of those properties that are inherent in this person as a member of the social community and as a subject of socially significant activity. That is why the decisive moment in the formation of authoritative relationship may not be the objective value of certain properties of the individual itself, but its subjective significance for others [Andriadi 1999].

In our opinion, adequate understanding of the essence of the teacher's authority of the educator is possible on the basis of socio-psychological approach, according to which the authority should be regarded as the result of social perception – the students' perception of the personality of a teacher. The specifics of authority lies in the fact that, as a socio-psychological phenomenon, it is absent in the structure of the personality of the carrier, but due to his individual properties, which in a certain way are perceived and appraised by the surrounding people. The authority of a teacher, represented in the inner psychological world of students, exists in interpersonal relationships. Its formation takes place according to the psychological mechanism described by Yu. Kondratiev: individual peculiarities of an authoritative person → their perception, formation of authoritative relations in the conditions of common activity and communication → ideal representation of the authoritative person in the consciousness of another one → realization of relations of authority in common activity and communication [Kondratiev 1998].

The authority of the educator depends not only and not even so much on what kind of person he is, but how he is considered by the pupils [Haluziak, Smetanskyi 1996]. The personality of the teacher is perceived and evaluated by the pupils not directly, but through the prism of their value criteria and orientations. Therefore, we are sure that the authority of an educator is determined by the needs and value orientations of the students no less than the qualities of the teacher himself. There is no authoritative teacher at all. The things which cause enthusiasm and impact on some children may be indifferent to others who are oriented at other values and ideals. The

teacher's authority and long-term interaction with the same pupils remain unchanged, as in the age-old development their motivational sphere changes, some values become weaker, others become stronger, new needs, interests and ideals are formed.

The phenomenon of authority has emotional nature. In general, this is relatively stable emotional attitude of students toward a teacher, which in a certain ratio combines a sense of sympathy, trust, respect and admiration. Despite the fact that during the perception of the personality of an educator, students more or less consciously evaluate his ability, quality, behavior, it ultimately matters what emotions and feelings he causes. Rational understanding (by the students) of the advantages, talents of a teacher, recognition of his merits and the right to make decisions are not enough to be able to state the presence of his authority. Pedagogical authority is mainly irrational. It is mostly felt than understood by pupils.

A specific feature of the attitude to an authoritative teacher is that the students express their thoughts, views and assessments on a voluntary basis without the need for special evidence. In this case, the direct source of the influence of an educator is the feeling of admiration, recognition, respect, sympathy and trust that students have. It is worth noting that the listed feelings are far from always equally represented in the attitude of students to an authoritative teacher. There are teachers who are respected by pupils, but they do not feel special sympathy and trust. Similarly, there are teachers who are more likely to feel sympathy and trust than the respect and admiration of students. Sympathy and respect are interrelated but relatively independent aspects of the attitude towards other authoritative people. Respect is a feeling that expresses positive evaluation of a person in terms of his success, efficiency, competence, social adaptability, ability to achieve success in various spheres of life. The teachers who are respected by pupils are characterized first of all by high abilities and qualities concerning the sphere of achievements: activity, strength, vigor, purposefulness, competence, ability to effectively solve problems, self-confidence, success, talent. They dominate, lead in interpersonal relationships, cause enthusiasm and desire to be like them.

Sympathy is a positive emotional assessment of personal, "human" qualities of a teacher. The person who causes sympathy is mainly characterized by high moral qualities that manifest themselves in the sphere of interpersonal relations: kindness, decency, honesty, justice, frankness, responsiveness, friendliness, willingness to help, understand and sympathize at any moment. Students are sympathetic to those teachers who treat them with sympathy, show unselfish love, care and treat them as they are, with all the demerits.

Such teachers usually cause a sense of gratitude and trust, devotion and the desire to respond to reciprocity, to guard against troubles. In contrast to respect, sympathy involves such parameters of interpersonal communication as emotional closeness, small psychological distance, and equality of psychological positions of partners in communication.

As we see, the peculiarities of a “nice, pleasant teacher” are somewhat different from those of the teacher of “outstanding, respectable”, which gives grounds for distinguishing two types of pedagogical authority, the first of which is based mainly on sympathy and gratitude, the other is based on respect and recognition [Haluziak 2016].

The separated types of authority in their psychological content are associated with E.Fromm’s [2014] the description of two forms of love – maternal and parental. Maternal love is spontaneous, unconditional and selfless, love without reason and even without regard to anything. Parental love is demanding, always has some foundation, love for certain achievements or success, love that needs to be earned because of some efforts. A teacher focused on the maternal model of relationships takes pupils unconditionally and satisfies their fundamental needs in positive emotional contact, assistance, protection and support, thereby causing a reciprocal positive attitude, trust and sympathy, sense of gratitude.

His authority is based on the reciprocity of the pupil’s trust, affection, unwillingness to upset a beloved person who believes in him, worries and helps him by his behavior. In this case, the emotional dependence on the pupil from the educator takes place when his emotional state of health directly depends on the state of health of the latter. A pupil’s attitude toward a teacher, oriented toward a parental model of relationships, is slightly different, that is psychologically strong and dominant, which primarily causes enthusiasm and a desire to be similar to him. If, in the case of maternal love, the authority of the educator is based on what he does for the pupils, the parental form of love is based on what he symbolizes for them.

Such a teacher can treat the pupils even a bit cool, maintain a certain psychological distance between each other and, at the same time, attract them with their own successes and special skills, talents, qualities (competence, independence, self-confidence, courage, strength, etc.). His influence is based on the need of the pupils for identifying with a strong, successful, prestigious personality.

It is interesting in this context to compare the types of authority of two outstanding teachers – A. Makarenko and V. Sukhomlynsky. The analysis of the peculiarities of communication between teachers and pupils gives grounds to assert that the first

type of communication is oriented at a parental form of love, while for the second type of communication the maternal model of relationships and the maternal form of love are characteristic [Smetanskyi, Haluziak 2000]. A. Makarenko's pedagogical credo "As much respect and requirement for a pupil as possible" is one of the central characteristics of demanding, conditional "parental" love, while "I give the heart to children" V. Sukhomlynsky is the quintessence of selfless and unconditional maternal love. This difference permeates the whole practice and the "philosophy" of both teachers and it is quite clearly manifested in their statements about the place and significance of love in the relationship between the teacher and the pupils. "Komonari loved me as one can love his father," wrote A. Makarenko, "and at the same time, I sought to ensure that there were no gentle words, gentle touches" [Makarenko 2003, p. 258]. A. Makarenko never concealed his ironic attitude to the "morals of a good heart," and he considered: "It is least necessary to be a favorite educator. I have never personally succeeded in childish love, and I believe that this love, which is organized by the teacher for his own pleasure, is a crime ... I convinced myself and my friends that this burden should not be in our lives [...]" [Makarenko 2003, p. 316]. As if arguing with A. Makarenko, V. Sukhomlynsky wrote: "It seems to me strange and incomprehensible: how can a teacher count on trust, openness, sincerity of the child, if he has not become a beloved person for him" [Sukhomlynsky 1988, p. 238]. Obviously, the reason for such discrepancies should be sought not only in the plane of theoretical views, the philosophies of education of both teachers, but in the features of their characters.

It is interesting that modern pedagogy is more oriented toward the maternal form of pedagogical relations, which is considered to be a priority in the currently popular dialogical, personal approaches, the phenomenological direction of pedagogy (K. Rogers, R. Mey, A. Maslow, A. Combs, R. Burns, etc.) It is possible that such a trend of the theory of education in the direction to unconditional maternal love is associated with a general lack of warmth, sensitivity, unselfish sympathy in human relationships, and is a peculiar compensatory reaction to the "parent" (in the sense of E. Fromm) nature of modern society, which is based on the principles of hierarchy, pragmatism, competition, conditional recognition and the cult of success.

The authority of sympathy and the authority of respect are unlikely to exist in a "pure" form. To some extent, they can be represented in the structure of the authority of each teacher. However, this does not deny the conscious or subconscious attraction of educators to some of the types of authority, due to the peculiarities of their temperament, character, orientation.

One of the complex psychological and pedagogical problems is to find out the structure of pedagogical authority. Pedagogical authority should be regarded as a qualitative characteristic of the pupil's attitude to the educator. One can say about objective and subjective factors of forming an educator's authority, but in the end the authority is a holistic, systemic phenomenon. The authority of any teacher reflects his professional and personal qualities, as well as social conditions in which professional activity is carried out. This gives opportunity to distinguish in the structure of the authority of the educator several components: personal, professional, social and role [Andriadi 1999].

The personal component of pedagogical authority is determined by the content of a teacher's value sphere (which includes moral, philosophical, aesthetic and other values), the peculiarities of his character (the features of character as the basis for the formation of authority), the general culture (culture of behavior, erudition, circle of interests, style of communication). In education the personality of teacher cannot replace either the best guides, or skillfully prepared methodical materials. To make a teacher's values and views to the world students' own beliefs, the educator must act as an informal leader, have respect and trust as a person.

The professional component of pedagogical authority is determined by his special erudition, methodical skill and technological equipment (possessing modern pedagogical technologies and methods).

The social component in the structure of the authority of the teacher is determined by the social significance of the profession, the level of its social prestige, and social (professional) stereotypes. The expressed professional qualities of one teacher are considered as qualities inherent in any representative of this profession (for example, "all teachers are demanding"). The stereotype of the teacher's perception takes place among the parents of the students. Parents can have a significant impact on the advance of trust to the teacher at the beginning of his interaction with students. Stereotypes and image have an intense emotional charge, so the teacher must do everything in his power to keep the students on positive first impression. Image – it is also a form of man's manifestation, due to which effective personality and business characteristics are widely manifested. Among them, the priority is to recognize education, erudition, professionalism – this is the basis on which the teacher's image is kept. On the formation of the image is influenced factors such as personal characteristics: physical, psycho-physiological features, qualities of personality. Their positive detection can be a guarantee of creating the necessary tone of the first meeting with students. If the first impression is generally positive, then the words

and actions of the teacher will be perceived correctly, serve as a guide to an action. The established installation to the image of the teacher has a significant effect on the perception of his actions by students. Therefore, questions that are important for shaping the outlook of future citizens should be raised in a student's team by a teacher who enjoys a well-deserved authority. In our society, there is a tradition of attitude toward the activities of the teacher, which is based on an understanding of its value, significance for the education of future generations, which positively influences the process of forming credible relations in the form of advancing trust. However, it is worth remembering about another pattern – in order to ensure the prestige of the profession of the teacher in the public consciousness, it is necessary to raise it in the minds of the teachers themselves.

The role component of authority is determined by the position, social role and related rights and responsibilities of the teacher. Position determines the hierarchical position of a person, his status, which is important for building authoritative relationships. It is clear that the status of a teacher in a social environment does not determine the authority itself and the possibility of influencing pupils. However, it is impossible to ignore the social role in general as it reflects the level of potential trust of children to the teacher, especially in the initial phase of the formation of authoritative relationships.

It should be noted that there is no component in the authority structure that exists independently of the other. All of them are interconnected, mutually supplemented or, in an undesirable way, weaken each other. All components of the authority of the teacher are more or less dynamic. Social and role components characterize the objective aspect of authority, while personal and professional – the subjective one. Nevertheless, analyzing the essence of the authority of the educator, it is necessary to consider it from the standpoint of the dialectical unity of the subjective and objective sides. Objective components can either facilitate or complicate the formation of the authority of the teacher.

Authority can be regarded as one of the forms of power, since it enables the teacher, without resorting to threats, rewards or rational arguments, to directly influence the thoughts, feelings and behavior of pupils, and encourage them to take certain actions [Kornetov 2012]. At the heart of the authority of the teacher may lie different forms of power: normative power, power of coercion, power remuneration, reference authority, expert power, information power [Haluziak&Sme-tanskyi1996]. In co-operation with students, educators in one or another degree rely on each of them.

Regulatory power is based on the authority that the teacher entrusts with his position, social status and role. Also important role is played by the age: the teacher gets in the eyes of the students as an older, more experienced person.

The power of coercion depends on the ability and willingness of the teacher to use threats and penalties for violating certain rules of conduct.

The power of remuneration is based on the ability of the educator, depending on the behavior of the students to meet the important needs, desires. Both the power of coercion and the power of remuneration have a minor educational effect; their influence is predominantly situational and extends only to continuously controlled behavior. Norms of conduct, the observance of which the educator seeks exclusively for punishment or encouragement, as a rule, have for the students external, imposed and unstable nature.

The information power manifests itself in cases where the teacher has information that can change the perception of the pupil's own behavior and its consequences. The essence of information power consists in the disclosure, explanation to pupils of causal, logical connections between their actions, views and realization of their important needs and values. The pupil can really change his behavior and looks, if he is sure that something significant or important will happen or will not happen in his life.

The reference power is formed in the process of interpersonal interaction and is based on the mechanism of identification of pupils with a person who causes respect, sympathy and trust as a person. The key role here is played by the personal qualities (first of all moral) of the educator, his perception by the students as a person who is respectful, sympathetic and trustworthy.

Very similar to the reference authority is the so-called *expert power*: These kind of power have those educators to whom the students attribute the perfect knowledge, special skills, abilities and intuition in a certain area of life. A specific feature of this type of government that distinguishes it from the reference is a highly specialized character, its influence mainly on those actions views that fall within the competence of the expert. A teacher is usually recognized as an expert by a student, an expert in the science or subject being taught. Teachers, especially the older ones, rarely apologize to the students for their incompetence, poor knowledge of the subject, unprofessionalism. Losing an expert authority on a subject often automatically leads to a general loss of authority. On the contrary, an erudite teacher who perfectly knows his own subject and interestingly teaches it sometimes brings respect, admiration of students and becomes "authority" not only from history or mathematics, but also in other

fields. There can be a kind of irradiation, the spread of authority from one sphere of the teacher to other aspects of his activity. It is clear that this is not always the case. Senior pupils are highly differentiated in assessing the personality of the teacher, so the attitude toward him is often ambivalent, contradictory: respect caused by erudition, abilities can be combined with antipathy to him as a person. It can be argued that the expert authority of the teacher manifests itself mainly in the process of learning, relates to the teaching of a particular subject and rarely extends to the sphere of interpersonal relationships with students.

It is the reference and expert power that provides for the formation of a true pedagogical authority. An authoritative teacher causes students to take an example from him, follow his behavior, mannerisms. Through identification, they borrow their thoughts, values, attitudes toward work and other people. The influence of such a teacher is based on the students' confidence in him, the conviction in his rightness, and the willingness to share responsibility for the decisions that are made.

The complicated problem of pedagogy and psychology is the definition of conditions for the formation of the authority of the educator. I. Andriadi outlined a number of principles for the formation of pedagogical authority [Andriadi 1999].

The principle of success in common activities. Success is one of the most important prerequisites for the attractiveness and influence of personality. People tend to imitate those who have succeeded, and in teens, this quality is particularly pronounced. For the formation of the authority of the educator it is essential to get a high grade of their activities, to impress the successful, competent, realized personality.

The principle of taking into account the value orientations and needs of students. The authority of the teacher depends not only and not even so much on how he is himself and how his pupils value him. In this regard, the authority of the educator is determined by the needs and values of the students, who perceive and evaluate it, to a lesser extent than the qualities of the educator himself. What causes enthusiasm and impact on some students may be indifferent to others and vice versa. Because of this, one and the same educator will have different meanings for different students and the unequal educational influence potential. In addition, the credibility of the educator for the pupils is not constant, as in the process of age-old development there are changes in the needs, values, interests and ideals of children. The task of the educator is to find points of coincidence in the value orientations of his own and their students, which will further serve as a basis for mutual understanding and the formation of authoritative relationships.

The principle of age-related mediation of authority. The authority of the teacher in the eyes of students, as a rule, has different determinants, depending on age characteristics of personality development. At junior school age students recognize the authority of the teacher, usually in the first place due to the authority of their role as a teacher. It is well known that the most powerful impression on children is made by a teacher of elementary school. This is explained by the fact that the teacher of elementary school in the imagination of schoolchildren is the most perfect person who personifies school, administration, school order. The formation of the authority of the educator is also influenced by talking of parents with children about the school. Children from early childhood learn that teachers need to be heard, because they are told that by their closest people - parents. Younger students pay more attention to the kindness, sensitivity, courtesy of the teacher, his clothes, the softness of dealing with them and insufficiently demanding methodical techniques and knowledge of teachers. For children of this age, the authority of a teacher is, rather, the authority of a social role than the authority of a person.

In adolescence, the picture is changing. In co-operation with this age group, there is not enough authority in the role of a teacher, although it recognizes the right to make decisions important for the class as a whole. However, this is more about learning activities. In the situation of personal interest of a teenager, and especially in the conditions of extra-curricular activities, such trust is paid to the educator to a lesser extent than it is in the case of younger school age. Such a narrowing of the sphere of authoritative influence, recognition of authority only in one or more spheres is defined as a specification of authority. Psychological studies (I. Kon, N. Kuzmina, etc.) showed that adolescents are more differentiated in comparison with junior students' approach to assessing the personality of the teacher and his relationship with him.

At the senior school age there is an increase in the critical attitude of the students to the personality of the teacher, while their orientation towards the social role of the teacher decreases. The authority of the teacher at this age depends more on the student's assessment of his personal qualities, rather than the social status. Older students value their teachers in terms of their particular characteristics (directness, demanding, responsiveness, truthfulness), knowledge of their subject, pedagogical skill, social activity. The authority of senior pupils is usually used by a teacher who has deep, thorough knowledge and a skill of teaching.

Thus, in the process of maturing students, the role of the teacher in forming his authority decreases and, at the same time, the importance of personally-professional

qualities and abilities increases. If at the junior school age there is an irradiation of the authority of the teacher, then in the process of maturing students, his specification is manifested, the distribution of not only individual spheres of life of students.

Principle of the combination of respect for demanding pets. The process of influence of the teacher on the students is always associated with the formulation of certain requirements. The correctness and tactfulness of the requirements formulation largely determine the nature of the relationship with the students and their relation to the teacher. Pupils find a moral justification for a high demanding teacher, provided if he is demanding of himself. It is important that when communicating with a mentor, students feel that each of them is an individuality and value, and not a means to achieve a pedagogical goal.

Principle of constant reinforcement of authority. Many researchers emphasize that credibility is a dynamic phenomenon. The authority obtained requires permanent reinforcement or confirmation. A teacher who ceases to work on himself, does not seek self-improvement, loses his previously deserved authority.

Becoming a pedagogical authority is not an instant process. The relationship between the educator and the students up to the time when there is a pedagogical authority has several stages: the authority of the role of the teacher, the authority of the teacher as a source of significant information, the authority of the expert, the authority of the individual as a whole. On the basis of the analysis of psychological research, it is possible to distinguish several stages of the formation of the authority of the educator.

1. *Educator – a source of information.* Relationships that characterize the initial stage of the formation of relationships of authority, based on the importance of the teacher as a source of important information for the student. Specificity of the information shared with the pupils by the educator, is its socially significant nature, that is, the teacher captures the attention of students on the skills and abilities, personal qualities that provide adaptation to school life, future life in society.

2. *Educator is a reference person.* At the next step, the formation of the authority of the teacher important for students is not only the information on which they turn to the educator, but also its evaluation by the person. In psychology, this position is called referential, that is, the views of this person are recognized as important and serve as the necessary basis for action in conditions important for the student. This type of relationship, unlike the first stage of the establishment of authority, is characterized by “personal vision”, “personal understanding”. High reference of the educator does not exclude the possibility of rejection of his value

orientations, but the most important thing is that the attitude of the reference teacher to certain life circumstances serves as a kind of reference in life; his opinion is taken into account when solving both personal and general group tasks.

3. *Educator – an authoritative person.* This stage is characterized by, qualitatively higher than the two previous stages, the level of importance of the teacher's position for students. An authoritative educator pays off trust, his opinion is considered correct, is perceived as a guide to action, and success is expected and anticipated. The positive attitude towards the teacher is based on recognition and high appreciation of his personality traits and merits. At this stage, the authority of the teacher combines all the modes of his perception by the students: as a source of important information as a reference person as an authoritative person.

The analysis provided gives grounds to formulate a number of conclusions regarding the understanding of the nature and peculiarities of the formation of the authority of the educator.

Authority is one of the determining factors of the effectiveness of the educator's activity. It is the authority that is the personal factor that encourages students to listen to the thoughts and tips of the teacher, trust him in the guidelines, accept his values and beliefs, and imitate his behavior.

The authority of the educator is relatively stable emotional and value attitude of the students to the teacher, in which, in a certain ratio, a sense of sympathy, trust, respect and admiration are combined. Qualitative differences between feelings of sympathy and respect give grounds for distinguishing between two types of pedagogical authority, the first of which is based primarily on sympathy and gratitude, the other – on respect and recognition.

The authoritativeness of the educator is manifested in his subjective significance for the students, the voluntary acceptance of his influence, which is based on the recognition of the dignity of the teacher. The authority of the educator in the eyes of the students is recognition of the right to make responsible decisions in different situations of joint activity, as well as the importance for the students of the professional, civic and spiritual qualities of the teacher's personality.

The formation of the authority of the educator depends on many subjective and objective factors. The authority of the educator is a difficult complex formation, in the structure of which one can distinguish the following components: professional (erudition, methodical skills, pedagogical technique, etc.); personal (features of the character, which are prerequisites for the formation of authority: sensitivity, self-confidence, attractiveness, etc.); value (moral, aesthetic values carriers of which is

a teacher); culturological (culture of behavior, outlook, style of communication, culture of a teacher in its broadest sense); social (social significance of the profession, its social prestige, social (professional) stereotypes, etc.); role (occupied position, rights and responsibilities, etc.).

Formation of the authority of the educator to a large extent depends on the age characteristics of students. In the younger school age, the authority of the teacher is determined primarily by his social status and role position. In adolescence, there is not enough single authority role. Teens are more critical compared to junior students approaching the assessment of the personality of the teacher. At the senior school age, the orientation of the students to the personal and professional qualities of the teacher increases. Students of middle and senior school age evaluate their teachers in terms of their peculiarities, knowledge of their subject and pedagogical skills.

Formation of the authority of the educator is possible subject to a number of principles: the principle of success in the joint activity, the principle of taking into account the value orientations and needs of students, the principle of age mediation of authority, the principle of a combination of respect for demanding students, the principle of constant reinforcement of authority.

The formation of the authority of the educator is a gradual process in which one can distinguish three consecutive stages: at the first stage (the educator is the source of information) authority is determined by the value of the information provided by the teacher; at the second stage (educator – reference person), his evaluation of information, his personality vision becomes important; at the third stage (educator – authoritative person), a real authority is formed when the teacher is reliant on trust, his personality causes the pupils respect and trust, views and values orientations are perceived as worthy of imitation.

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