

## INTERINFLUENCE OF TEACHER'S PERSONAL QUALITIES AND THE EFFICIENCY OF MASTERING LEARNING MATERIAL BY STUDENTS

*Olga V. Voshchevska*, PhD (Pedagogy), Associate Professor at the Department of English for Biological Specialities, Taras Shevchenko National University of Kyiv, Ukraine.

E-mail: [Voshchevska25@gmail.com](mailto:Voshchevska25@gmail.com)

ORCID ID 0000-0003-1606-9830

DOI: 10.32342/2522-4115-2021-1-21-1

*Key words: lecturer, student, personality, learning material, emotional strategies, structure of the lecture, discussion.*

This article focuses on the teachers' required professional and personal qualities which are important for training highly qualified and competitive professionals. University professors greatly influence the formation of future specialist's personality not only by knowledge, habits, attitudes towards others. It should be noted that teacher's emotional orientation is an important factor of cooperation in educational process. Much attention is paid to positive worldview of the person, optimism which helps to increase desire to achieve success avoiding concentration on failures. The author explains the influence of positive and negative mood on learning the material by students. An interesting fact is that sometimes high spirits distract students from learning the material, especially when it is not interesting and not important. Negative emotions direct a student at searching the ways of problem solving, distract thoughts from the material in a class. The author indicates that the content of learning materials should bear some emotional potential. Information should physiologically activate and emotionally touch the student in order to be accepted and well memorised. Different examples of emotional strategies which could be used in practice teaching different disciplines are given in the article. The research represents an example of the lecture structure at Harvard Business School. The author mentions that when assessing pedagogical mastership, attention should be paid to: a) informational and logical characteristics of the lecture; b) activation of students' mental activity in class; c) emotional character of the lecture; d) visualization. It specifies which tasks are better to be set, which questions to discuss, how to better finish the lecture, etc. It should be noted, that university teacher's successful professional activity can be characterised by four main blocks of skills: 1) the methods of thinking (creativity, problem solving, critical thinking, lifelong learning); 2) the means of work (informational culture, understanding and active usage of digital technologies); 3) the methods of work (creativity, collaboration); 4) the skills necessary for successful life-activity (civic position, personal and social responsibility). The author represents the examples of the American universities questionnaires "Students course assessment" and "Defining teaching ranking".

It is worth emphasizing that these results of course evaluation and pedagogical activity assessment are available to general public. It will be useful for students when selecting a course and a teacher as well as for teachers themselves. From these questionnaires teachers can learn students' attitude to their course and to their personality as a teacher.

### References

1. *Osobistist* [Personality]. Available at: <https://uk.wikipedia.org/wiki/Osobistist> (Accessed 26 November 2020). (In Ukrainian).
2. Andreeva, G.M. (1980). *Sotsialnaia psikhologia* [Social psychology]. Moscow, MGU Publ., 360 p. (In Russian).
3. Leadership. Available at : <https://en.wikipedia.org/wiki/Leadership> (Accessed 26 November 2020).
4. Voshchevska, O.V. (2017). *Vzaiemovplyv liderskykh yakosteï ta imidzhu vykladacha vyshchoi shkoly* [Interinfluence of leader qualities and image of higher education teachers]. *Internauka* [Inter-science], no. 3 (25), vol. 1, pp. 65-69. (In Ukrainian).
5. Natalevich, N.P. *Haryzmatychni yakosti vykladacha vyshchogo navchalnogo zakladu - instrument stvorennia sotsioculturnogo prostoru maibutnogo fakhivtsia* [Charismatic qualities of higher education teachers - instrument for creation of sociocultural space of future specialist]. Available at: <http://dspace.pnpu.edu.ua/bitstream/123456789/5701/1/Natalevich.pdf> (Accessed 26 November 2020). (In Ukrainian).
6. Hascher, T. (2010). Learning and Emotion: perspectives for theory and research. *European Educational Research Journal*. vol. 9, no. 1, pp. 13-28. (In English).

7. Harvard Business School Christensen Center, Case Method in Practice: Instructor Performance. Available at: [https://www.hbs.edu/teaching/Documents/WebTranscript\\_InstructorPerformance.pdf](https://www.hbs.edu/teaching/Documents/WebTranscript_InstructorPerformance.pdf) (Accessed 26 November 2020).

8. Korzh, T.I. (2013). *Vplyv pozytyvnoi spriamovanosti osobystosti na uspihnist profesiinoi diialnosti* [Influence of person's positive orientation on success of professional activity]. *Visnyk Chernigivskogo natsionalnogo pedagogichnogo universitetu. Psykhologichni nauky* [Psychological sciences], no. 114, pp. 94-97. (In Ukrainian).

9. Isen, A.M., Daubmann, K. & Nowicki, G. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, pp. 1122-1131. Available at: <http://dx.doi.org/10.1037/0022-3514.52.6.1122> (Accessed 26 November 2020).

10. Fredrickson, B.L. (2001). The Role of Positive Emotions in Positive Psychology. *American Psychologist*, 56 (3), pp. 218-226. Available at: <http://dx.doi.org/10.1037/0003-066X.56.3.218> (Accessed 26 November 2020).

11. Schürer-Necker, E. (1994). Gedächtnis und Emotion. Zum Einfluss von Emotionen auf das Behalten von Texten [Memory and emotion. The influence of emotions on text restoring skills]. Weinheim, Beltz, Psychologie Verlags Union, 221 p. (In German).

12. Ainley, M., Corrigan, M. & Richardson, N. (2005). Students, Tasks and Emotions: identifying the contribution of emotions to students' reading of popular culture and popular science texts. *Learning and Instruction*, 15 (5), pp. 433-447. Available at: <http://dx.doi.org/10.1016/j.learninstruc.2005.07.011> (Accessed 26 November 2020).

13. Ainley, M., Hidi, S. & Berndorff, D. (2002). Interest, Learning, and the Psychological Processes that Mediate their Relationship. *Journal of Educational Psychology*, 94 (3), pp. 545-561. Access mode: <http://dx.doi.org/10.1037/0022-0663.94.3.545> (Accessed 26 November 2020).

14. Vanek, D. & Mun, F. (1989). *Profesionalnaia podgotovka uchitelei i problemy formirovaniia motivatsii dostizhenia i controlia deistvii* [Professional training of teachers and problems of motivation achievement and operations control formation]. *Voprosy psikhologii* [Questions of Psychology], no. 3, pp. 34-40. (In Russian).

15. Elements of effective class preparation. C. Roland Christensen Center for Teaching and Learning. Harvard Business School. Available at: <https://www.hbs.edu/teaching/Documents/Elements-of-Effective-Class-Preparation.pdf> (Accessed 26 November 2020).

16. HBS Christensen Center, Case Method in Practice: Instructor Performance. Available at: [https://www.hbs.edu/teaching/Documents/WebTranscript\\_InstructorPerformance.pdf](https://www.hbs.edu/teaching/Documents/WebTranscript_InstructorPerformance.pdf) (Accessed 26 November 2020).

17. Ostapenko, T.M. (2018). *Metodyka vykladannia yak holovna lanka dydaktyky i navchalnyi predmet* [Teaching methods as the main link of didactics and the subject], *Visnyk universitetu imeni Alfreda Nobelia. Pedagogika i psykhologhiia. Pedagogichni nauky* [Pedagogic sciences], no. 2 (16), pp. 246-251. (In Ukrainian).

18. Riabova, Z.V. & Yelnikova, H.V. (2020). *Profesiine zrostannia pedahohiv v umovakh tsifrovoi osvity* [Professional growth of teachers in conditions of digital education]. *Informatsiini tekhnologii i zasoby navchannia* [Information technologies and teaching aids], vol. 20 (6), pp. 369-282. Available at: <https://journal.iitta.gov.ua/index.php/itlt/article/view/4202/1728> (Accessed 25 January 2021). (In Ukrainian).

19. Ovcharuk, O.V. (2019). *Tsyfrova kompetentnist suchasnoho vchytelia novoi ukrainskoi shkoly* [Digital competence of modern teacher of new Ukrainian school]. Kyiv, Instytut informatsiinykh tekhnologii i zasobiv navchannia NAPN Ukrainy Publ., 108 p. (In Ukrainian).

20. Vmshchevska, O.V. (2011). *Zmist i protses pidhotovky inzheneriv-ahrarynykiv u vyshchii shkoli SShA* [Content and process of training of agrarian engineers in higher school of the USA]. Nizhyn, Aspect-Polihraph Publ., 220 p. (In Ukrainian).

Одержано 25.02.2021.