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Certainly, professional growth of the professor in a higher educational institution is accompanied by certain changes in structure of the person: on the one part – there is an intensive development of qualities promoting successful realization of activity, and on the other part – it can be observed a change, suppression, sometimes degradation of the qualities not involving in this process. In case when such professional changes of the concrete person are regarded by a society in whole as negative, as destroying integrity of personality, its adaptability and stability, they should be attributed to professional deformations.

The domestic legal pedagogy explains that the main reason of the development of professional deformations among professors of the higher educational institutions is an aggregate exposure of various factors.

The first group of factors should be attributed to the objective factors, directly connected with socially-professional environment of a professor:

- A social and economic situation in Ukraine;
- Image and character of a legal profession;
- Specificity of an educational institution.

The second group of factors affecting the occurrence of the considered professional deformations, is attributed to the human factors, caused by personality characteristics of a concrete professor and trainees, directly by the character of their mutual relations.

And, finally, the third group of factors, from the point of view of legal pedagogy, should be attributed to objective-human factors, i.e. generated by the system and the organization of vocational & educational process, quality of administration in a higher educational institution, adequacy and professionalism of management of such institutions.

One of the main reasons of occurrence of professional deformation of a professor of higher legal educational institution is systemic behavior of colleagues surrounding such person: centuries-old stereotypes that are fixed in consciousness of many professors, certain „clichés” of dialogue and behavior in a higher educational institution. In workgroup professional consciousness absolutely defined mechanism of interaction „the professor – the student” is fixed. It, as an appendix to centuries-old educational system, is passed on from one generation to another. Professional deformation is deeply fixed in existing school and uni-

versity textbooks, in the workbooks which are information models of accepted pedagogical system on all post-Soviet territory.

It is also necessary to note the following: degree of professional deformation of a professor of higher legal educational institution is substantially defined by the work experience, the content of pedagogical activity and psychological characteristics of personality of a professor.

Frequently, preconditions of development of professional deformations are already hidden in motives of a choice of an educational profession. The legal pedagogy considers both motives realized by the concrete personality (the social importance, image, creative character, material benefits), and not realized (aspiration to the power, domination, self-affirmation).

Considering the basic types of professional deformation of personality of a professor, we suggest to pay attention to the following:

- a) So-called general pedagogical deformations. It is possible to say, that these are the most typical deformations of personality of all persons engaged in pedagogical activity.
- b) The deformations caused by symbiosis of characteristics of the concrete personality with corresponding structures of functions of pedagogical activity can be attributed to typological deformations.
- c) Those deformations which occurrence is caused by the specificity of the subject taught by a professor should be attributed to the specific professional deformations of personality of a professor of higher legal educational institution.
- d) And, finally, individual deformations are deformations determined by the changes of substructures of personality and externally not connected with the process of pedagogical activity. It is the case, when simultaneously with the formation of professionally important qualities for a professor there is a development of the qualities not related at first sight to a pedagogical profession.

Let's consider the most frequent professional deformations of professors whose activity is connected with teaching of courses in law.

1. In our country, serious damage to authority of profession of the lawyer is caused by such professional deformation of professors of courses in law, as social hypocrisy. To a considerable extent such situation is caused by the fact that on the one hand such professor needs to justify high moral expectations from a legal profession (both students and their parents), to propagandize moral principles and high standards of behavior. On the other hand – all of us are more often convinced of legal nihilism, both of the top management of Ukraine, and nationals of Ukraine. The inconsistency between the „desirable” for a society image of the lawyer and real law practice in Ukraine leads to insincerity of mutual relations in system the professor-to-student. Students in veracity perceive false moralization sharply that leads to lack of contact with an audience. The

further un-understanding by students of the professor can lead to constant conflicts in an educational audience and behind its limits.

2. The following professional deformation, which can be observed in higher legal educational institutions of Ukraine, is shown in rigid role behavior of the professor outside of an educational institution, in role overstatement of a taught subject. So-called role expansionism is shown in total submergence in a profession, fixation on own pedagogical problems and difficulties, in inability and unwillingness to understand other person, in prevalence of accusatory and instructive statements, categorical opinion. Young, not enough skilled professors of branch legal disciplines have more often such deformation.

3. The development of conservatism is promoted by the fact that a professor regularly reproduces the same teaching material, applies the same forms and methods of training and education. Stereotypic methods of pedagogical influence gradually turn into clichés, save intellectual forces of a professor, do not cause additional emotional experiences. Taking into account the past at insufficiently critical attitude to it forms a strong bias against innovations at professors.

4. Such professional deformation as the pedagogical dogmatism is formed as consequence of too frequent brush-up of the same situations, typical professional-pedagogical tasks. In this case, a professor often has a propensity to the simplified approach to the decision of pedagogical problems, application of already known methods without taking into account of all complexity of a concrete pedagogical situation. The dogmatism is also shown in ignoring of psychological-pedagogical theories, the neglectful attitude to a science, innovations, in self-confidence and the overstated self-appraisal. It develops with growth of the experience of work, being accompanied by decrease in the general intelligence. Information passivity is derivative of the previous professional deformation of a professor. It is shown in unwillingness of improvement of skills of work with the new information and of development of the information competence (information culture), in the termination of the professional self-education after accumulation of certain quantity of the information and methodical base for teaching of the subject.

5. The next professional deformation is superfluous dominance caused by constant performance by a professor of imperious functions, because such person on quite lawful bases constantly demands, punishes, estimates, supervises! Superfluous dominance is shown the most often at choleric and phlegmatic personalities in satisfaction of requirement for the power, in suppression of others and self-affirmation at the expense of the pupils. Superfluous dominance as professional deformation is inherent almost to all professors with the experience of work more than 10 years.

6. Exaggerated didacticism is expressed in desire of a professor for explaining the subject in detail by himself, and in educational work – in constant morals and edifications. Such deformation arises as result of excessive liking for ex-

planatory-illustrative methods of training. Under the informal dialogue, hypertrophied didacticism often gets character of „professional tedium”. This professional deformation can be often observed among professors emotionally constrained, having the considerable pedagogical experience. Besides, often-pedagogical aggression is shown in the hostile attitude to especially negligent students and students with poor grades, in adherence to „retaliatory” pedagogical influences, in the requirement of unconditional submission to a professor.

7. Morbid demonstrative behavior is a professional deformation of the personality of a professor expressed by the unduly emotional behavior, desire to please, and aspiration constantly to be in the public eye. It shall be noted, that a professor needs to have some part of demonstrative behavior from the professional point of view. In this case, when it becomes means of self-affirmation and starts to define the general style of behavior of the person, it will inevitably lead to decrease of quality of pedagogical activity.

8. Emotional hard-heartedness, ignoring of specific features of students testify that such professor has such professional deformation, as pedagogical indifference. The pedagogical indifference gradually develops on the basis of generalization of personal negative life experience of a professor. Pedagogical indifference develops over time as consequence of emotional weariness and negative individual experience of interaction with students.

9. The so-called „behavioral transfer” is characterized by unconscious adoption by a professor of some lines of role behavior, qualities inherent in his students. Deviant behavior of trainees (aggression, animosity, roughness, emotional instability) is transferred, projected on professional behavior of a professor, and he, as a result of such deformation, „appropriates” separate displays of deviating behavior.

10. The general decrease in introspection and self-checking of a professor (consideration decrease) testifies to the presence of masterfulness which is shown in centralization of all teaching and educational process, individual realization of administrative functions, use of mainly imperative orders, recommendations, and instructions. This professional deformation is the most often observed among those professors for whom student teaching became continuation of labour activity upon the service termination in law enforcement bodies or military formations.

In legal pedagogy the problem of overcoming of professional deformation of a professor is urgent. It is caused by the fact that between the ability of a professor to resist to such deformations and its professional competence there is an inextricable link. The competence of a professor and its professional deformation are interconnected and interdependent. So, on the one hand, development of professional deformation essentially reduces level of professional competence of a professor, and from the other hand, high level of its competence promotes correction of professional deformations.

In legal pedagogy, there is certain „arsenal” of the means used in professional rehabilitation of a professor. It is absolutely evident, that for the resolving of this challenge, the system approach is necessary. Besides, the important factor also is taking into account of individual qualities of each professor teaching courses in law, careful selection of effective technologies of correction and means of pedagogical prevention of professional deformations.

Let's consider some means of prevention and correction of professional deformations of professors of courses in law.

1. First of all it is timely diagnostics of professional deformations and working out of strategy of overcoming professional degradation. Some features and phenomena of the professional deformation, the deformed stereotypes and behavior and estimations can be prevented by their comprehension, doing their visible, public during various discussions and conversations.
2. Prevention of professional non-adaptation of the beginning professor at a higher legal educational institutions.
3. A complex self-consciousness of the professional biography and working out of alternative scenarios of the further personal and professional growth of professors of courses in law.
4. The measures directed on mastering by such professors of methods, ways of self-control of emotional sphere and self-correction of professional deformations. It is possible to attribute to such measures trainings of personal and professional growth.
5. The purposeful work aimed at increase of competence (social, psychological, educational, subject). The transition to innovative forms and technologies of training, carrying out among professors of competitions, contests, reviews of professional achievements.

As it was already said in our article, professional formation of a professor of courses in law provides him not only with development and psychological progress, but also with some destructive changes of the personality. The considerable part of negative changes is represented by a group of changes defined as professional deformations. At the same time, in spite of the fact that professional deformations are inevitable, in case of use of various personality focused technologies of correction and means of prevention, it is quite probably prevention and successful overcoming of professional deformations.

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Abstract

The present day the fact is conventional, that the phenomenon of personal deformation is potentially put in any professional work. The most typical are professional deformations of representatives of those professions which can be attributed to the system „person-to-person”. Therefore, it can be asserted, that in the field of jurisprudence some subjects, interacting within such system, are exposed enough intensively to deforming influence. Thereupon, we are interested in the problem of professional deformation of professors of courses in law in higher educational institutions of Ukraine.

Key words: professional education, professional deformation, law courses.

Zawodowe wypaczenia osobowości wykładowców na kierunkach prawniczych

Streszczenie

Współcześnie powszechnie wiadomo, że zjawisko wypaczenia osobowości jest obecne w jakimś wymiarze w każdej pracy zawodowej. Najbardziej typowe wypaczenia zawodowe są charakterystyczne dla reprezentantów tych zawodów, w których istnieje relacja „osoba – osoba”. Dlatego warto podkreślić, że w obszarze prawnawstwa istnieją sytuacje, w których oddziaływania międzyludzkie prowadzą do intensywnych zniekształceń osobowości. W związku z tym jesteśmy głęboko zainteresowani problemem zawodowych wypaczeń osobowości wykładowców na kierunkach prawniczych uczelni wyższych Ukrainy.

Słowa kluczowe: edukacja zawodowa, zawodowe wypaczenia osobowości, studia prawnicze.