

AUTHORITY OF TEACHERS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: This article is about the authority of the teacher

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Noble ideas, objective laws, proven pedagogical principles and rules do not always help in the everyday, complex, multifaceted reality of daily pedagogical work.

Pedagogy is not only a science, but also the greatest Mastery and Art, the dominant feature of which is the personality of the Teacher.

Everything starts at school, and at school everything starts with the teacher. Being a teacher is a great honor, but also an equally great responsibility. Dedication and dedication are his most characteristic qualities.

The art of the Teacher, according to V.G. Ryndak is to, from the height of your education, life wisdom, relying on the conclusions of psychology and pedagogy, creatively using them in your daily work, sensitively understand this world, encourage, and not force, your students to master new knowledge, to good deeds and actions

L. Cassil wrote at one time that if adults more often remembered how small they were, and children thought more about how big they would be, old age would not rush to people, and wisdom would not be late.

The skill of a teacher, being a component of authority, is in inextricable unity with him. The effectiveness of the teacher's influence on students is always the focus of teachers' attention.

One of the possible ways to solve this issue is to build authoritative relationships, since an authoritative person influences others more effectively and convincingly.

The problem of teacher authority was dealt with by I. P. Andriadi, M. Yu. Kondratiev, N. K. Krupskaya, A. S. Makarenko, N. A. Moreva, D. F. Samuilenkov, M. I. Stankin, V. A. Sukhomlinsky, M. V. Korepanova and others.

So, establishing authority in practical terms always remains relevant for teachers working in different types of educational institutions.

The modern interpretation of authority allows us to consider it as a social relationship, expressed in the conscious subordination of a mass of people to their leader on the basis of trust in him, reasonableness, and fairness of his demands.

Authority is considered in scientific literature in a broad and narrow sense: in the first case, it is a form of existence of social relations; in the second - the social significance of a person.

Authority (from Latin *auctoritas*)—dignity, strength, power, influence. In the pedagogical encyclopedic dictionary, ed. B.M. Bim-Bada authority is interpreted as the influence of a person voluntarily accepted by an individual, based on the recognition of his merits. The origin of this term is associated with the history of Ancient Rome, where the power of the Senate was called authority, in contrast to the power of other governing bodies. Cicero's works refer to "*auctoritassenates*" several times. The position of authority can be found in the teachings of Plato, Aristotle, Democritus, Antiphon, and Hippias. The concept of the political expediency of authority was put forward by Hobbes, Spinoza, Locke, Holbach, and Hegel.

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