

CONCEPT OF TEACHER'S PRESTIGE IN SOME EUROPEAN COUNTRIES

KONCEPT UGLEDA UČITELJA U NEKIM EUROPSKIM ZEMLJAMA

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Abstract

Today, when various sciences are being developed with lightning speed, we think of their significance and of how they can be applied in everyday life. Teacher's prestige is one of many questions that have been raised before this day science. We are going to review the problem briefly in the light of the investigations that have been conducted in some European countries. Moral prestige is most important in pedagogy. Behaviour of a person who has the sort of prestige becomes an example for other people. Its fabulous force influences other people's modes of thought and deeds. The author aimed at answering the question: 'Does living within a totalitarian system influence people's mentality and, if yes, how?' The hypothesis offered to be proved was as follows: 'In post-totalitarian societies people are more dogmatic and represent antidemocratic positions than in the countries of old democracy'.

Introduction

The beginning of 21st century makes us think of the situations in many spheres and first of all in science. As regards science, there are some sound reasons for such thoughts about the future. From among some attempts made to describe the previous century the following definition seems to be the best: 'One hundred years of great scientific and technical inventions'. Science has been developed as an independent system since 16th century. Discoveries opened unexplored horizons and that resulted in cognitive progress. In 20th century the dependence enhanced greatly. As a result of two-way direct interaction between science and technology positive inverse pressure the two spheres exert may be observed. Today, when various sciences are being developed with lightning speed, we think of their significance and of how they can be applied in everyday life. No doubt that technology, computerization, medicine and biology are of fundamental importance to human lives. Focusing on education seems to be well-grounded if we look to the future prospect. Education can be

Sažetak

Danas, kada se različite znanosti munjevitom razvijaju, razmišljamo o njihovom značaju i kako se one mogu primijeniti u svakodnevnom životu. Učiteljski ugled je jedno od mnogih pitanja koja su postavljena prije ovog trenutka u razvoju znanosti. Dati ćemo kratki pregled problema u svjetlu istraživanja koja su provedena u nekim europskim zemljama. Moralni ugled je najvažniji u pedagogiji. Ponašanje osoba koja ima određeni ugled postaje primjer za druge ljude. Njegova velika snaga utječe na način razmišljanja i djela drugih ljudi. Autorov je cilj odgovoriti na pitanje: "Da li život unutar totalitarnih sustava utječe na mentalitet ljudi i, ako da, kako?" Ponudena hipoteza koja će se istraživati glasi: 'U post-totalitarnim društvima ljudi su više dogmatični i zastupaju nedemokratske stavove više nego u zemljama stare demokracije'.

considered as lungs that provide comprehensive and proper development for a young organism. Teacher's prestige is one of many questions that have been raised before this day science. We are going to review the problem briefly in the light of the investigations that have been conducted in some European countries.

Poland

Prestige problem is quite popular in Poland when conducting scientific researches. There are some ordinary theoretical thoughts. The fact that prestige and education are phenomena of equal importance has been passed over. Prestige has been considered as personality traits or social interaction. From the one point of view, people admit somebody's prestige because the latter is competent in something, for example, a teacher can have prestige because of his/her knowledge. The other point of view is characteristic of a scientific discussion. Here, it is easier to show the connection between prestige and education. From this point of view prestige should be considered as playing

of certain part. Moral prestige is most important in pedagogy. Behaviour of a person who has the sort of prestige becomes an example for other people. Its fabulous force influences other people's modes of thought and deeds. Educators that have moral prestige constitute an indispensable element of normal youth development /1/. Prestige plays a very important part in education, especially today, when the idea of prestige has been depreciated. The concept has become unfashionable. Reappraisal of history has been made in view of the social system changes. Formal prestige has been lost and the other, new prestige has appeared /2/.

In 1970s – the so called period of open education – antipedagogic supporters assumed that upbringing was to be spontaneous and self-sufficient. They thought spirits formation could level a personality. Discipline was considered to be harmful. They alleged that resistance could let the evil out and that irresponsibility was healthy for a psyche. The antipedagogic ideas were accepted and that resulted in the loss of prestige of educational institutions and teachers. Disappointment at the consequences of obstacle increase upbringing intensified.

Danuta Nakoneczna says: 'Modern school has achieved some results in personality formation, but it cannot resist growing social abnormalities, alcoholism, drug addiction, vandalism and dissoluteness'. Now we can witness an increase in concernment of educational problems and comprehensive personality (not just mind) formation. Today, at the turning point, when we are trying to find a proper concept and model of education, we need historical reflection of the question, Antoni Barciak, PhD, professor, says to convince us. He thinks that it is teacher's prestige that makes for educational success first of all.

Recently some valuable articles have appeared in the pedagogic and sociological magazines and they consider teacher's prestige problem. Some scientific researches have been started in certain scientific centres. In 2005 a paper by Joanna Karczewska, PhD, professor, titled 'Traditions as a way to cope with the new reality. Comparative investigation of prestige and families in certain local social groups' /3/ was issued. Any changes in the sphere have been considered taking into account their historical and civilization context /4/.

Another aspect relating to the prestige problem is the intention of some nations to find absolute prestige. The question was raised by M. I. Jakubowska-Branicka in her paper titled 'Are we different? or Trying to find absolute prestige' /5/. The author aimed at answering the question: 'Does living within a totalitarian system influence people's mentality and, if yes, how?' The hypothesis offered

to be proved was as follows: 'In post-totalitarian societies people are more dogmatic and represent antidemocratic positions than in the countries of old democracy'. There was made an empirical analysis of the materials collected from some international comparative researches conducted within the international investigation project in 1995 – 1996 in seven countries: USA, France, Spain, Russia, Bulgaria, Hungary and Poland. Recently some doctoral theses on teacher's prestige have been submitted in different scientific centres. In an observable thesis by Magdalena Błędowska the following question is raised: 'Educational prestige during the period of social system transformation in the light of description of candidates for teaching' /6/. Aim of the thesis: to represent the mode of vision, emotional perception and formation of approach to teacher's prestige during the period of social system transformation characteristic of the students who are going to be teachers. Students from both public and private higher educational institutions were studied. In the theoretical part the author presented a sociological theory of social transformation against the historical background of social and political reforms in Poland after 1989. In this part of the thesis prestige concept in both sociologic and pedagogic contexts was considered taking into account the part prestige plays in education. The section where teacher's prestige is described is rather significant. In 1991 some similar papers by Grażyna Leokadija Walczewska-Klimaczak were issued. Among them there was a paper titled 'Predetermination of teacher's prestige in the educational environment of a small city – monograph on the pedagogic phenomena' /7/. In the first part under the heading 'Spheres of theoretical inspiration' the author represented various trends in understanding of prestige concept subject to relation to values or carrying power into execution. The second part touches upon the problem of methodology and it presents the complete investigation procedure. Results of the study are given in the third part and the part concerns causes and consequences of threat to teacher's prestige, comparison of student models of postulated teacher's prestige and the models teachers admit, the time history of prestige values and general description of types of teacher's prestige. Iwona Jazukiewicz studied teacher's traits and level of teacher's prestige /8/. In her paper she tried to formulate praxiological paradigms as to teacher's behaviour, which creates teacher's prestige when educating young people. Another paper by Andrzej Polewczyk titled 'Prestige – Structure. Ontological and axiological analysis' is a valuable example of prestige study /9/. The thesis was submitted in 2000. The author tried to

present the full structure of prestige. The study aimed at more complete definition of prestige concept, presentation of ontological and axiological fundamentals of prestige and indication of possible hazard of the people who determine the ratios. Except for the above studies that have been issued recently some papers on social or professional group prestige have appeared. The latter were issued in 1989 – 2002 and they were mainly doctoral theses /10/.

Slovakia

As far back as 10 year ago everything was different. Poland was carrying out economic reforms and that aroused envy of not only the Lithuanians and the Ukrainians, but the Slovaks as well. Some years ago Slovakia was a post-communist skansen – the country that took an intermediate position between Western Europe, where Poland, Czech Republic and Hungary were members de facto, and the former USSR countries. Everything has changed recently. Central Europe as well as some post-soviet countries – Ukraine, Georgia and Moldova – have filled in formal democracy with actual content and turned towards West. Slovakia has changed, too. Not long ago the Poles associated Slovakia mainly with cheap vacation and cheap alcohol. Now even France and Germany express an interest in the Slovak reform model. The people, in particular their self-consciousness and culture, have become different, too.

Slovakia turned out to be one of such places where study of teacher's prestige has not been developed. When reviewing publications and pedagogic literature you can hardly find some material on the problem. A work by Alena Vališová is certainly worthy of notice, since the author unites prestige and education concepts and determines coherence between them /11/. It is necessary to mark that the book was issued in Prague in 1999, and in 2005 a review of the book was done by J. Manniová in the magazine named 'Pedagogic Spectrum' /12/. Recently the question of teacher's prestige has been raised in the magazine 'Family and School'. There are some short theoretical thoughts that appear from authors' opinions, but there is no empiric element in them that evidence absence of research, just experience of some teachers. The following articles were published in the magazine: 'Father as a friend and a person of authority' by J. Gabura /13/, 'Parents' prestige' by E. Fischerová /14/, 'Prestige full of love' by I. Štur /15/, 'Authority as clever education' by A. Naori /16/, 'A teacher of authority, supporting model' by I. Bindas /17/ and 'Prestige as social educational method' by V. Komorovská /18/.

Some more articles on teacher's prestige problem were published in other magazines< for example in 'Učiteľské noviny'. The article 'Necessity of prestige and democracy at school' by L. Farkašová is an example worthy of notice /19/. Eva Marušincová /20/ raises the problem of teacher's prestige in detail in her article 'Teacher and teacher's prestige', where she pays attention to necessity of authority when bringing up young people. An article by Jozef Striš published in the magazine 'Preschool education' is also valuable; some thoughts about prestige and organizational style of a kindergarten director have been submitted there /21/. To extend the panorama of articles we would like to add 'Teacher's prestige and responsibility in the outlook for Christian education' by Blanka Kudláčová /22/ inasmuch as the author presented some new trends in study of teacher's prestige. The above works constitute the whole Slovak scientific store on teacher's authority.

Ukraine

We still remember that up to 1990s teacher's training was carried out in the spirit of that time ideology. Pedagogic activities are predetermined by many factors. Some Ukrainian educators focus much attention on determination of ideal teacher model in their investigations. The researches in pedagogy are conducted by some outstanding scientists, in particular Prof. Nelya Nychkalo, Prof. L.S. Barbina, Prof. N.M. Demyanenko, Prof. M.P. Leshchenko, Prof. O. Piekhota, Prof. Ts. Nikitchina, Prof. L.P. Pukhovska, Prof. S. Sysoyeva, Prof. L. Khomych /23/ and others.

Many researches that are being conducted at the moment concern teacher's competence /24/. Prof. V. Rybalka, PhD in psychology, studied the phenomenon and gave a general description of the psychological structure of dependence between personality traits, functions and formation processes. Teacher's traits feature in the structure /25/. Prof. L. Kolmogorova has conducted similar researches. She focuses attention on the components relating to skills, competence and culture. It is interesting that the author emphasizes the values connected with the ideal teacher. She tries to unite the three main components: axiological, occupational and creative as the components that constitute the wholeness of pedagogic skill /26/. There are some studies by Prof. E. Pomytkin that are worthy of notice. He investigated pedagogic fundamentals of teacher's skill. He believes that the right choice of one's track will be connected with a high degree of proficiency in the future. The following things are important to form professionalism: family upbringing, parents and teachers' good example, positive contact

with the environment, station, authority with friends and social leaders. It is interesting that the word prestige is sporadic in Ukrainian pedagogic and psychological literature. Although Prof. E. Pomytkin uses it in his works, it concerns friends or leaders or close people, but he never uses the word with respect to teachers /27/. Some Ukrainian educators and psychologists refer teacher's prestige to the ideal teacher. The ideal teacher is a person who has considerable natural gifts, intellectual ability, talents, many plans and ideas, a sense of human and world greatness, human existence and development, and creative and unique joy and reputation when working with students /28/. The ideal teacher is a person who acts permanently, who works and educates creatively and skilfully and who is the example students follow. Such a teacher is progressive; he develops a stable and practical idea of a new, perfect and reputable person. The ideal teacher is the basis of school. When addressing scientific works of Ukrainian educators-humanists, it is important to cite a definition of the ideal teacher given by Vasyl Sukhomlynsky /29/. He says that the ideal teacher is notable for his/her knowledge, experience, competence and speech standards; this is an exemplary person who uses creative methods when educating a student /30/. The Ukrainian authors believe that the ideal teacher is a person that can both teach and bring up skilfully. In the process of education values are important, because they determine formation of world outlook, interests, ideals, aspirations and ambitions. Results of teacher's activities aimed at bringing up a mature personality depend on what values direct the process. If we talk about values in the process of education, we should mention contemporary Ukrainian teachers that have studied the problem. We should remember Prof. O.Vyshnevsky /31/ who follows thoughts of H. Vashchenko, a Ukrainian teacher that was oppressed by that day political authorities, in his monograph 'Modern Ukrainian upbringing'. Prof. Vashchenko represented the hierarchy educational values on the basis of Christian educational ideal. For him lofty values are Christian values; he called them absolute values. In his opinion the values constitute the basis of people's choices and actions. Of course, it does not mean that other values – national, family and personal – were not important to him. On the contrary, he emphasized their significance for young generation upbringing. He introduced the idea in his book titled 'Educational ideal'. Some aspects relating to teacher's prestige have been associated with teacher's skills, professionalism, pedagogic ideal and Christian educational values. Some educators associate prestige with the process of education and

with a teacher's personality in particular. When analyzing the educational process a lot of scientists try to study profoundly importance of different factors that influence the efficiency of upbringing. Teacher's prestige is one of the factors. There are not too many scientific works on teacher's prestige in Ukraine now, but it does not mean that the problem is being avoided in the studies currently developed. The question of prestige is often presented in other aspects (axiological, philosophic, psychological or theological) or is substituted by another term. So the situation has become a challenge and an inspiration to further researches at both national and European levels or, perhaps, at the international level.

Russia

A lot of interesting and valuable articles that raise the problem of prestige directly or indirectly have appeared recently. O. Porokhova /32/ talks about prestige when considering cooperative labour as a factor that forms prestige. I.P. Andriadi /33/ writes about teacher's prestige and the process of development that leads to prestige formation. M. Boguslavskiy /34/ gives much consideration to educational prestige. It is interesting that prestige is not only studied in Moscow or other big scientific centres, but all over Russia, sometimes in little known centres that have been considering the problem of youth education in the context of teacher's prestige for a certain period. There are many other authors whose publications, works or articles are worthy of notice. We should mention I. Nevezhyn /35/, M.Yu. Kondratyev /36/, N.N. Lobanov /37/, T.A. Goryunova /38/ and V.M.Raspopov /39/ that have raised the problem of teacher's authority. When considering the question some authors pay attention to teacher's competence and occupational /40/. There are some opinions that prestige can also be predetermined by personality /41/, culture, gifts /42/, innovations the teacher introduces /43/, teacher's activity /44/ and intense work /45/. It is worthy to notice that many educators have paid attention to coming changes and the necessity to restore both economy and education to renew the country /46/. In current researches the attention is paid to development of teacher's occupational training /47/. It is considered that every teacher must receive appropriate occupational training. It is important to attend to integral preparation that will result in teacher's prestige formation /48/. They pay much attention to general teacher's training within the educational system /49/ and liberal education of future teachers /50/. Some new trends have been introduced into pedagogy recently and they have opened many aspects of necessity

to form both working and future teachers. Some outstanding Russian educators study the problem of teacher's formation and each of them emphasizes a certain component /51/. In Russia, like in Ukraine, teacher's prestige is associated with teacher's skills /52/. The thought can be often met in publications by well-known Russian theoreticians in pedagogy /53/. They focus on motives for choosing to be a teacher: a person who has such motives is more open to formation as a personality, a teacher and a specialist in didactics /54/. A lot of scientific centres conduct complementary researches when they start co-operation with domestic or foreign centres. They study detailed questions, such as fear or stress when taking a decision to be a teacher or when starting one's professional career. As to the problem, psychological stability and professionalism are taken into account inasmuch as they provide more discretion. Adaptation to a new environment is rather complex and at the same time it is a substantial factor of teacher's training and prestige development /55/. Job description ranks high within teacher's training in Russia /56/. Some closely-related questions are significant, too /57/. Among them there is a problem of culture /58/. Self-discipline and self-perfection of a teacher are also important /59/. Questions relating to deontology /60/ or new teaching method /61/ are raised in the scientific literature more often and they are accompanied by the problems of teacher's integral training and prestige. To summarize it should be noticed that after a certain transformation – in my opinion mainly political – which has been already completed, space has been opened for new challenges to Russian people, in particular to educators and those who train students to be teachers.

Belarus

Some scientists make efforts to study occupational teacher's training. I.I.Kazimirskaya, who conducts her researches in Minsk, considers teacher's thinking and the ways of to form it in one of her publications /62/. In her opinion the formation concerns human, intellectual and cultural spheres. She does not mention spiritual formation, without which prestige concept in its positive meaning cannot be considered. The problem of teacher's skill, which is investigated broadly in Ukraine and Russia, is also raised in Belarus. Though there are some small publications, some scientific centres have been interested in the question. We should mention A.A. Grymot, who raises the problem formation of future teacher's skill in his scientific work consisting of 118 pages /63/. A book that

concerns occupational teacher's training was issued in Minsk and it was a collective publication. The authors – I.B. Platonov, E.M. Prokopovich and A.G. Nyashyna – considered the problem of teacher's training casually. They only mentioned the idea of teacher's formation and they evade the main questions relating to spiritual formation. They focus on the essence of training, the personality and intellectual aspects, teacher's skills and activity and proper communication with students. They do not pay much attention to upbringing or the pedagogic aspect. They emphasize the intellectual (didactic) aspect and it can be seen clearly in the publication /64/. Though some magazines, where teacher's problems are discussed directly or indirectly, are issued in Belarus /65/, there is a sort of silence or almost taboo on the problem of prestige. Short articles about teacher's training appear from time to time, but the matter is interpreted as educational skill. In one of his books E. Mironovich covers difficulties Belarus has in particular in the sphere of pedagogy and its part in educational process /66/. The publication concerns history of the Belarusian nation in 20th century and the ground for present-day problems in Belarus. The author represents the process of national consciousness revival, the spring of modern cultural life, the first attempts to create a state, the calamity as a result of the revolution and the soviet system, and the efforts made during the last decade to revive the language, the culture and the sovereignty /67/. The beginning of co-operation, which is bolder every time, between Belarusian and Polish scientific centres and joint researches in the sphere of pedagogy are positive signs. University of Bialystok is one of the centres. At the Faculty of Pedagogy and Psychology there is Sub-faculty of Intercultural Education headed by Jerzy Nikitorowicz, PhD, professor in ordinary. Jerzy Nikitorowicz and his colleagues initiate regular international conferences on intercultural education. In 2000 they held International Conference IV themed 'Traditional cultures and the global culture. Intercultural education contexts'. Representatives from Minsk (Belarus), Grodno (Belarus) and Vilnius (Lithuania) universities participated in the conference.

Co-operation inspires optimism in the sphere of pedagogic researches. In 2003 Foundation for Polish Science instituted 15 grants for Belarusian scientists /68/. A group of students or scientists carries out joint activities in Poland and other European countries every year. Of course, the activities are carried out in many spheres, not just in pedagogy. However, Polish higher educational institutions report of more and more intense co-operation with Belarus every year. So we should hope that

thorough study of teacher's prestige problem will be started one day.

Hungary

Hungary is the next country whose researches the author wants to represent. It is known that the country was captured by the communist system after the World War II and it had severe history. The totalitarian system damaged Catholic Church a lot, and education was ravaged, too. Catholic education was rejected and the new educational system was based on Marxism. Some historians say that the regime was sophisticated and it was the sort of regime that deprived the Hungarian people of the national consciousness. Ideological repressions resulted in people's chronic fear of other people and deprivation of outlook and educational freedom. In opposition to Poland, Hungary had no Catholic educational institution until recently. The situation changed in 1990s when Catholic University of Pazmań was established. So, revival of Catholic educational institutions in Hungary started later than in Poland. That is why there are not any thorough researches in the sphere of pedagogy. Though pedagogy is studied at the university, there are a lot of organizational problems to be solved to meet the expectations. When analyzing materials and publications found in some significant scientific centres, such as Budapest, Szeged /69/, Debreczyn /70/, Miskolc, Pecz, Veszprém, Pazmań, Kaposvár and some others, it was determined that the literature on teacher's prestige is quite poor. Just some articles and interdisciplinary works appeared during the last years and they cover the problem perfunctorily. Most pedagogic publications only touch upon the question. A practical Christian pedagogy textbook edited by Andrus Trosits is one of some significant scientific works /71/. It consists of some works by various authors that try to raise the problem of definition of teacher's authority. Prestige is associated more with knowledge and experience. In the editor's opinion prestige is a student – master based correlation.

Kovács László shows a certain structure of upbringing in his work about fundamentals of upbringing /72/ and the structure constitutes a clear basis. However, the thoughts are based on psychology and humanism, and Christian values as components of prestige have been evaded. The prestige problem is raised mainly in the part titled 'Is discipline harmful for a child?'. In the author's opinion discipline can be considered harmful, if somebody refuses to influence a child not to subordinate or press him/her that can exert negative influence for the rest of the child's life. The

author insists that we should distinguish between discipline and constraint. Constraint destroys a personality, and discipline forms it and favours its development. Discipline provides free and comprehensive activities, so it is not right to contrast discipline with freedom. Responsible educators choose discipline because children need to be guided and encouraged by adults. It is harmful for a child when parents or educators renounce prestige. This can result in negative consequences. One question arises every time when we talk about how prestige influences behaviour: which upbringing method is the best? If one says this is the democratic method, it is a polysemantic definition. D. Baumrind singles out three upbringing models: authoritarian (firm), autocratic (tending to be abhorrent of resistance) and permissive (weakening). He does not doubt that firm upbringing is the best, so he chooses authoritarian, not autocratic model. The model is based on prestige. Certainly, the author of the article cannot agree with the choice of a teacher and upbringing. The next part of the book is intended to answer the question: is prestige necessary for upbringing? The answer is: we should accept prestige for upbringing because an educator is the leader. So the problem does not examine whether an educator must have prestige or whether somebody can be an educator if he/she has no prestige. Prestige is associated with dogmas, domination and power that issues orders. There are a lot of examples when teachers or parents are afraid of expression of authority. But children need a personality of prestige, because they are deprived of confidence in life without such a person. Not only power that issues orders can lead. Anyone who accepts moral values can be a person of prestige. In the final part of the book the author makes a definite conclusion: he says that prestige is necessary for upbringing. No real upbringing can be without prestige /73/.

Özséb Horányi studied Catholic interpretation of prestige. He emphasizes that Catholic Church acts not only on the basis of prestige /74/. In this connection he raises some educational questions relating to prestige and his modest thoughts have been published in the form of a large interview.

G. Filippov studied the political aspect of the problem with some pedagogic elements. In his article 'Politics as my authority' included into the book titled 'Political Community' published in 2003 the author generally – in the pedagogic context – brings readers nearer to the problem of upbringing and teacher's part in the process /75/. However, the idea of politician's prestige dominates in his thoughts. F. Gábor raises the problem of vocabulary and terminology when considering prestige concept. He reflects upon

which term we should use: authority or prestige. This is important to define the terms, but it is not necessary to be explained to residents of former socialist countries in Central and Eastern Europe. The problem concerns personality and community, confidence, freedom, authority and prestige. In his opinion connection between community and politics is another important problem. Authority is not violence tending to be abhorrent of resistance, but it is not prestige either. The author considers prestige to be one of the most important factors of firmness and stability. A person has prestige until he/she can keep certain traits and behaviour (for example, a teacher loses his/her prestige when students see his/her gross errors) /76/.

On serious reflection the author comes to the conclusion that to define prestige it is necessary to appeal to main moral values. Self-consciousness and moral values are very important today to form political community and to bring up young people. The author emphasizes that even strong ethical values cannot maintain prestige, because there are too many components that form external and internal factors /77/.

Susan Forward also studied prestige in the context of Catholic education. He shows the negative impact some parents can have – he considers abnormal families. He also says definitely that Catholic Church should educate young people. He advances a thesis that his nation has the only prestige remained – Catholic Church, which has huge pedagogic tasks /78/ and which enjoys the community's unshakeable confidence.

A study of moral education by Larry Nuci is also worthy of notice. The sort of education gives a good chance to create teacher's prestige. The author believes that school leads students in accordance with certain social standards and form personalities on the basis of certain morals. It is difficult to find balance between personal and social changes. That is why the problem of social prestige is raised again. The researches have been conducted by a group of scientists from the National Institute of Secondary Education /79/.

We should also mention J. Sávai /80/ and J. Szücs /81/ who conduct such researches. J. Szücs tries to find lost prestige over again. So he raises the problem of authoritarian community. P. Agárdi /82/, who works at University of Pécs, studies art and humanism and part of children and adults. J. Gombocz /83/ keeps the same research trend. He reflects upon prestige and he contends that teacher is a profession which is based on prestige and upbringing is an influential tool, so it is important that a teacher is a person of prestige. In 2006 a work by V. Segesváry /84/, a Hungarian author,

was published in the Netherlands. He raises the problem of prestige and tradition in the third part of the book titled 'Conservatism of 21st century. Study of the necessity to create new images of the world and society'. In the author's opinion rationalists, liberals and socialists have been criticizing moral prestige since the Age of the Enlightenment. They have argued that prestige destroys personality, and that people need freedom of decision-making and prestige deprives a personality of that. They believe prestige is not an impersonal institution (society, Catholic Church), but a certain person (for example, Jesus). Prestige is something subjective and it refers to certain traditions. Since the Age of the Enlightenment academic prestige has not been considered to be the same as moral prestige. Prestige must be based on some higher values among which there are moral values /85/.

We should also mention the article 'Post-modernistic children, modern teachers and some questions to be reconsidered. Children that are difficult to be brought up and adults that meet difficulties when bringing up' /86/ that was issued some months ago. The author represents social changes concerning upbringing, morals, groups of peers, teacher's prestige and teacher's part. The author believes that morality is created in the family if it is a healthy family. In an abnormal family a child adopts parents' behaviour, for example father's aggression, and the identification with a parent substitutes for morality. Behaviour opposite to parents' prestige can also often occur in an abnormal family. On the other side, some observations show that young people try to gain prestige in a group of peers and this often results in aggression because of a young person's immaturity. When prestige is renounced, then connection fails. The children, who are not brought up by means of prestige, are not able to help, they are selfish and they cannot collaborate /87/.

Taking into account the literature and the thoughts about prestige, we can say that the problem is still to be studied by Hungarian scientists in their researches. When we talk to university teachers, we often hear that the problem of prestige and empirical study of the problem require some time for intellectual maturity of the society. Some time should elapse in order that thinking of the generation may change. Can it occur in the near future? We should constantly ask the question and constantly look for the answer.

The panorama of researches and reflections that represents some European countries seems to be quite modest. The topic shows an unused research potential. We cannot see a scientific or applied interest either. The fact is strange in all aspects.

We should assume that recent development of pedagogic, psychological and sociological sciences can cover the problem of teacher's prestige.

Conclusion

It is necessary to say that there are not many works on teacher's authority regardless. There is a pressing need to study the problem. Academic circles, educational institutions and certain individuals that worry about the country's future more often note that upbringing of young people is a foreground task for each person. So, the understanding of the fact that positive and stable visions which correspond to young people's expectations are based on stable values is being formed. The values are related to the Creator – they are Christian values. They are the only values that can guarantee efficiency of upbringing.

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