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EDUCATIONAL ENERGY AS BASIS OF TEACHER'S
ENERGYEFFICIENCY

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Abstract. *The work reveals the essence of the educational energy as a characteristic of teacher's personality and as a scientific concept focused on peculiarities of infoenergetic exchange between the participants of the educational process. The energyefficiency of the teacher is regarded as self-determination, characterized by maintenance of the energy for realization of successful professional activity.*

Keywords: *individual energy potential, pedagogical energy, energy-efficiency.*

There is a need to study the issue of human energy in general and those of teachers in particular. What is the question? It was found out that the technical devices today can take a picture of the human energy field, and to determine its color that varies depending on the person's state. Everybody can feel its energy potential, which varies in different situations of life, depending on the circumstances that affect us. Many factors influence the human state and his vital energy, and perhaps these two phenomena are interrelated and interdependent. Therefore, it is necessary to define these concepts and their connection, as well as leading factors influencing them, to clarify the nature of their structure and the possibility of their study. The question occurs why to study human energy and teacher energy in particular. The answer lies in the sphere of health keeping, professional improvement, effectiveness, efficiency and so on. The principal reason to study this problem lies in the revealing of the energy impacts that occur during the pedagogical interaction between the members of the indicated process. The study of energy supply of each other by knowledge, ideas, beliefs, etc. in the educational process is especially valuable. Assuming that any information that comes to us from other people bears energy supply, it means these people provide it. This information contains the power of confidence, significance, authenticity, credibility of what they pass on, in other words their power of impact. It is necessary to indicate also the printed, audio and video information we get during the educational process which bears a corresponding energy impact.

The content of the information transmitted in any modality includes the energy potential of those who has it on and is in its turn contains a certain human state (physical, mental, spiritual). The human state is somehow encrypted in information that the personality creates even in printed versions. The significance lies in emotional component, as emotional background includes the energy supply. Emotions accompany any human action, including the creation and transmission of information that always takes place in the educational process. The educational energy is formed at the intersection of psychology, pedagogics, physiology, biomechanics and is treated as a scientific concept⁴³ focused on identifying of peculiarities of info-energetic exchange between the participants of the educational process. The defined exchange is transformed into the appropriate educational activity that serves as a measure of the energy expended by its members. The educational activity, in turn, enables the energy potential of the participants and provokes them to the information and energy exchange.

The educational activity as a form of professional activity is aimed at creating the favorable conditions for the all-round development, education and training of the individual in order to meet their needs in life. This activity provides the focusing on personality, which is considered as the highest value and thus belongs to the category of humane. Since the activity is treated as an action with independent and conscious motive, the activity and consciousness are interconnected within one integrated system. Any activity is aimed at achieving a specific goal or series of motivated goals. The structure of the activity has a complex, dialectical nature of the relationship and mutual transitions of such components as motive, subject, objective and outcome. (according to O. Leontiev) The educational activity involves the interaction of subjects of educational process. The specificity and effectiveness of the interaction depends entirely on the level of

teachers' competence. In turn, the educational interaction acquires signs of psychological mediation of the system "teacher-student" in terms of personality and activity as internal subjective mental formations. The feature of the internality is connected with the process of internalization of past experience, which in abbreviated form of installation mediates the interaction in the system "subject -subject." Therefore, the educational interaction is a kind of interaction that takes place in active-personality paradigm of the educational process. The systematic result of the educational interaction is the development of personality and activity of its participants through cooperative relations in the process of interaction. The main feature of the educational interaction is the development of subjectivity of its participants in accordance with the requirements of the educational process (the formation of personality and education). The "subject" regulates its activity in the area of the subject - objective relationships using internal subjective mechanism of activity and in the area of subject - subjective relationships through internal subjective mechanism of personality [1].

The motivation of any individual activity along with the purpose, objectives, functions, components, technologies and results acts as biopsychological energy that is generated by the vital functions of the human body. Energy in Greek means activity, in other words the general measure of different kind of movements and interactions. A part of biopsychological energy is psychic one. Its source is the brain with the channels of perception of various information, the so-called analyzers. The analyzers are adapted to reflect specific types of energy: electromagnetic, chemical, mechanical, thermal, gravitational. When this or that energy affects the brain, it triggers the ideal 44 components of mentality - thinking, memory, attention, visualization, under which appear knowledge, experiences, desires, attitudes, values, habits, abilities, skills, etc. The psychic energy is an intangible activity or perfect expression of mind, which possesses the information contained in its various levels, namely consciousness, preconsciousness and subconsciousness. Therefore, intangible expressions include mental energy, images, needs, thoughts, abilities, emotions, feelings, knowledge, attitudes, desires, habits, motives, because they are the carriers of information [2].

Thus, under the influence of different types of energy perfect mental components are excited. They have quite visible external expression, implemented, in our case, in the form of interaction of subjects of the educational process or educational impact of one subjects on the others. In the process of the educational interaction an exchange of energy between the subjects takes place through words, emotions, decisions or certain acts leading to their activity. From teachers' side the energy impact is focused on the individual student, the effect of which provides mutual relations. It creates energy-informative field, where the pedagogical interaction of subjects of educational process takes place. It is invisible and inaudible, but can be felt by all participants of the process.

We are going to consider the features of expression of the educational interaction of the professor R. I. Khmeliuk from South Ukrainian National Pedagogical University named after K. D. Ushynsky, who has devoted to the educational activities more than half a century.

The impact of Raisa Khmeliuk in the process of the educational interaction on her students had considerable result. Her words carried energy and were able to wake a flood of ideas, desires, emotions, plans and so on. It turned out that the energy of her thinking led into force thoughts, desires, emotions, feelings, knowledge, attitudes, habits, motivation, character properties, in other words all ideal expressions of her students. So, since thoughts act as carriers of information, which, in turn, is a source of energy, they create energyinformative field of personality, which is invisible and inaudible, but reflects the essence of a particular individual. Now it is possible to affirm the existence of energy-informative field of Raisa Khmeliuk which reflected her professional activity, namely, educational activity. Obviously, this field still exists, as her students feel its impact. The energy supply of this field makes her students to repeat her statements, quote her thoughts and implement her ideas. Perhaps, the strength of the teacher's educational energy depended on

her educational philosophy, abilities, inclinations, intellect, desires, will, emotional state, persistence, concentration, etc. That has contributed to generating of new ideas, attitudes and actions of her students.

The educational energy of Raisa Khmeliuk attracted by its humanism, democracy and freethinking based on education, insight and original humor. Due to the impact of the energy field on the activities of the students, they 45 encountered the motives and incentives to generate new ideas and identify the cutting-edge views about education in general and about pedagogical education in particular. The educational energy of Raisa Khmeliuk was repeatedly transformed in her students, causing a response in thoughts, feelings, values and was realized outside in the researches, created technologies, developed techniques, implemented training disciplines and more. The educational supply of knowledge of Raisa Khmeliuk had a professional strength, the essence of which lied in the subjective understanding of her energy capabilities, and awareness of her achievements, self actualization, realization of "I - concept". It is about the internal state of the individual, its charge, which is revealed not only through a readiness to successful professional activity, but also through a certain energy potential, which creates an atmosphere of educational supply. This is the understanding of the energy state of the own knowledge, skills, experience which provides the power of impact or energy of the educational interaction.

Therefore, considered educational supply with knowledge, ideas, feelings, values and experience was creating the educational energy of Raisa Khmeliuk.

In general, the conclusion is further. The expression of the educational energy was characterized by the following features: length in space (supplying the participants of educational interaction, from them to other subjects and further), power performance, "energy-efficiency" of which exceeds energy efforts of the teacher; originality and intensity of methods and techniques of professional activity; practical significance, which is revealed in the supply of "energy-efficiency", i.e. charging of the higher number of participants; generating of knowledge that by inner potential create conditions for the production of new knowledge; course in time through constant updating of knowledge; personality, characterized by specific flair, problematic vision, subtle understanding, creative view, and practical wisdom.

The educational energy of teacher is influenced by a wide range of factors different by nature, and force of impact (positive, ambivalent, negative), which are processed, creating some states. According to tests for identification of the dominant formula of conversion of impact energy there are generally three indicators: euphoric activity, refractory activity dysphoric activity. Much lesser the passive energy conversion is fixed. The euphoric energy conversion indicates that any impact factors are usually processed into a positive energy that creates positive conditions which are directed from outside and create proactive activity. The refractory energy conversion demonstrates that the emotional system of personality yields to various energy impacts and appears in the form of discomfort, unpleasant feelings, etc. The dysphoric energy is characterized by both positive and negative incentives reduced to negative emotions. The passive energy conversion demonstrates the propensity for a relaxing experience of different stimuli, without giving them a special value that 46 is interpreted as energy-efficient behavior. However, observers may perceive this behavior as abstention or indifference [2]. The educational energy of any teacher, which creates an atmosphere of mutual penetration and educational supply with knowledge, ideas, emotions, feelings, etc., requires a special study in the future. The study of emotions, acting as intermediaries in the conversion of material external and internal impacts into mental energy in the educational interaction is of particular interest. It is believed that emotions could be found at the junction of two worlds, material and ideal and that they provide a perfect conversion of various types of energy into mental energy and vice versa, that affects an individual.

The energy-efficiency of the teacher as self-determination is characterized by preserving the energy for the implementation of successful professional activity. This condition has such indicators as persistence, ability to generate social experience and to charge others with it. The extension in space of the educational energy means the charging of the participants of the educational process with information that contributes

to the activity. Information leads to energy activity, thus charging with energy-efficiency the participants of the process.

References translated and transliterated

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