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SCIENTIST AND TEACHER – TWO FACETS OF BEING A LECTURER OF HIGH SCHOOL IN A POSTMODERN WORLD

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Abstract: The article is devoted to the problem of the dualistic unity of the values of being a teacher who is both a research scientist and an educator. The specifics of the professional combination of scientific research and practice of live teaching are considered.

The paper comprehends the extraordinary phenomenon of education in the context of the scientific and ideological paradigm of understanding, which is a professional basis for both teaching and research activities. Education is represented as a person's spiritual face, which is formed under the influence of moral and spiritual values, which is the property of its cultural circle. The examples of stereotyped education are proposed, which leads to the idea that an indicator of human educatedness is undoubtedly the worldview and methodological layer of acquired philosophical knowledge, which embodies the spiritual world.

The reality and illusory nature of the fact of the "research point" in the activity of the scientist are reflected and the reflection of the determinants of the problem of "different personalities of scientists" is offered. The issue of teaching authors is singled out as a discourse of style, manners, creativity, content, interpretations, etc.

Keywords: educatedness, teaching, educational activities, students' view, scientific research.

Introduction

The phenomenon of educatedness, as well as the question of the criteria of the scientific worldview, will never leave the plane of discussion and critical analysis. With visual objectivity, the content of these phenomena still tends to the culture of human subjectivity, to the realm of the relative. Educatedness is, to a large extent, an impression (and an impression is a world of the

subjective). Criteria of scientificity are also, as a rule, subjective and value-individual measures of the quality of scientific knowledge. And today, when we may observe worldview reorientation of the youth (Lamanauskas, 2007), proper description and understanding of educatedness in general and in scientific work is even more urgent.

The problems of education, science and philosophy in general are always covered and actualized within one or another worldview-axiological paradigm. After all, "it is the specificity of the author's worldview that outlines the edges of problematic issues, places an emphasis on certain ideas, which, in turn, outline the conclusions and generalizations of scientific research as such. The coherence and interdependence of the values of education, science, worldview and philosophy (as "love of wisdom") is the starting point from which the professional path of a scientist begins" (Khrypko, 2009).

The paradox of the situation is that all discussions are harmonized by the very fact of the existence of a human subjective factor. After all, we should agree with the fact that without the human factor, education loses all meaning. Education is a work of human culture, it is the result of worldview search and mental activity, it is the embodiment of self-education and self-realization, it is a way to oneself and a spiritual image that a person bears into the world and so on. Under any circumstances, the sphere of education is a social sphere and today it attracts increased attention of both scientists (theorists) and practitioners.

Despite all the subjectivity, the issues of education are still urgent in modern globalized world. And, of course, one of the most important parts of the phenomenon of education is an educator, teacher, without whom transmission of knowledge and skills is impossible. Educators make many things, in particular, progress and science possible and leads people to different areas of their further work. A scientist and a teacher are value-focused aspects of the standard of being a high school teacher. A teacher (if he or she is a real educator, not just a representative of other people's thoughts and theories) is a person of high morals and highest echelon. The latter does not allow to stop, slow down, put the so-called "research full stop", and, vice versa, it confuses, tones the scientific search, expands the content of the professional interests of the educator. The teacher is always in the process of educational search, as well as the scientist is always in the process of scientific search. However, may we state that for teacher, being a scientist is mandatory, or a person may be professional educator without the scientific work?

Considering the problem of interdependence of education, science and worldview, we should pay attention and analyze certain discussion positions, namely:

- what is included into the concept of educatedness;
- what the criteria of education are based on;
- what is the specifics of defining the worldview;
- where is the boundary between traditional and innovative in understanding the scientific worldview;
- where do the illusory and real aspects of the process of forming a scientific worldview as such exist?

All these questions are important to reveal the real scientific views and potential and to answer the question of possible (inter)connection between scientific and educational activities. In addition, we need to trace the reflection of one's unique scientific work in educational process, because without its presence, it may be summarized that education and science are separated in person's life, which may not be confirmed practically, especially when we talk about higher education. So, *the purpose of our article* is to reveal the dualistic unity of the values of being a high school teacher who is both a research scientist and an educator. The survey has been conducted to strengthen theoretical results of the study.

One of the most controversial issues is the criteria of educatedness. Does the fact of getting a diploma guarantee educatedness? Is the fact of employment in an educational institution evidence of recognition of professionalism, professional suitability and, again, educatedness? What kind of person may be called educated at all? There are different considerations on this issue. Some authors' positions on the level of education criteria raise the latter to an almost unattainable height. Postmodern education paradigms often consider a teacher as a high-level intellectual with appropriate creative and critical thinking and, of course, educatedness (Hossieni & Khalili, 2011).

The high level of educatedness (despite all the quality) is almost unattainable for the general public. Rather, it is a criterion of "high educatedness" and high encyclopedic erudition. However, there is a great difference between the presence of knowledge, information, and educatedness. After all, in 20th century, teachers had the monopoly of knowledge, they were the main category who transmitted important information and explained it to others. However, today knowledge is not the monopoly of teachers, it may be found online and there is no need to transfer it in the process of teaching (Japee, 2021). This change not only shifts the worldview paradigm, but also demonstrates that educatedness is not synonym to erudition – almost each person with the Internet connection may attain knowledge, but not each person is educated and intelligent even in modern conditions. The value content of the very idea of educatedness reflects the fact of understanding education as a certain evolutionary action, as a process, as a result of human activity. It is worth separating *at least three points*, which in their content represent a certain resonance of the problem of educatedness and its possible criteria.

First. In itself, the claim to the complete mastery of all scientific knowledge and cultural achievements by an individual is clearly meaningless and may not withstand any criticism. After all, the true perfect mastery of all the achievements of science and culture by each person is generally impossible (Pastoll, 1994). In our opinion, such approach is incorrect, because the arithmetic combination of scientific knowledge will not automatically lead to the fact of achieving the value-conditioned status of true educatedness.

Second. We may agree that the educational potential of each person includes knowledge of languages, natural-scientific and humanitarian knowledge. At the same time, without philosophical knowledge, their entry into the sphere of value consciousness, a person may not be considered educated (whatever special knowledge he or she possesses). Namely philosophical-worldview knowledge is the defining basis on which it becomes possible to fulfill the methodological potential inherent in the very axiological essence of the spiritual experience of an individual. In this context, educatedness is a driving force. This is not only a synthesizing characteristic of the acquired knowledge, but also a high ability to acquire new information. The philosophical core is the core of the worldview, and the scientific worldview is a valuable indicator of educatedness as such. After all, it is possible to effectively implement the methodological component of one's own philosophical culture only on the basis of deep worldview knowledge. On the one hand, philosophical culture at the basic level reproduces the qualifying status of the person, and, on the other, embodies the features of the criterion of educatedness.

In view of the above, we may conclude that the indicator of person's educatedness is undoubtedly the worldview and methodological part of acquired philosophical knowledge, which embodies the fullness of human spiritual world.

Third. The problem of understanding the criteria of educatedness exists quite harmoniously within the theory. The practical plane immediately provokes a conflict, which is embodied in the following resonant questions: who has the right to assess educatedness as such? What is the position, what is the officially documented scientific status or what institution has the real right to the function of assessing the level of human educatedness and most importantly – of the public disclosure of conclusions?

Philosophical culture and education are, in our opinion, mutually determined phenomena that outline the moral, aesthetic, intellectual quality of the spiritual world of a person. Education, especially self-education, may be gained through many ways, like solitude which leads to maturity (Aleksandrova & Khrypko, 2020), but all of them form internal philosophical culture. Characteristically, the understanding of philosophical culture as an indicator of the depth and completeness of the spiritual world of a person has a strong tradition in world philosophy. This is quite clearly seen in the following statements: "Every true philosophy is the spiritual quintessence of its time"; "Philosophy is an epoch grasped in thought" (Hegel); "Philosophy is the living soul of culture", and so on. At the same time, education and spirituality are also interdependent. After all, education is a person's spiritual face, which is formed under the influence of moral and spiritual values, which is the acquisition of his or her cultural circle. The main thing is not the amount of knowledge, but the combination of the latter with personal qualities, the ability to independently manage the knowledge.

Within the framework of our topic, we consider it appropriate to state that educatedness outlines the level of education and produces a stimulus to research, which, one way or another, is the content of the scientific worldview as such. The latter, in turn, embodies the skills of independent work with sources, skills and ability to experiment and engage in information and research activities, in other words, it is about the ability to learn. And this quality is surprisingly effective in our changing world. After all, educational skills help to join the new professional world relatively quickly, if a person is able to learn and even if there is an urgent need to change specialty. Operating with broad worldview knowledge, an educated person is fluent in the modern post-industrial world. He or she is a philosopher by nature and therefore looks at the world with interest and with interest perceives and interprets it. A person lives in a certain world environment and the latter outlines the personal preferences. Human world space, as a rule, reflects human spiritual world. Where a person lives, how he or she lives, what symbolism surrounds him or her, what elements of tradition (intellectual, national, etc.) permeate his or her living space and what first catches the eye from the environment – all this is the core of individual philosophical culture, which embodies personal (and therefore – unique) value-conditioned life experience in the broadest sense.

Science is not a petrified system of knowledge and not a schematic collection of certain theories. To engage in science does not mean to popularize one's capacity for theoretical reasoning. Science is first of all an action, it is a process, it is an intellectual progress, which is aimed at achieving a certain value result. Science is not only a specially cultivated type of cognitive activity, it is a unique phenomenal socially significant sphere of human existence, where the attention has always been, is and will be focused and the goal to which every scientist aspires. The goal is truth. A truth that constantly slips away, to which it is almost impossible to approach, a touch to which borders on discovery and despair at the same time, which a real scientist seeks throughout his or her life.

Scientist, researcher, and educator – these statuses simply may not be incompatible. Given the logic of common sense, they are vectors of a common module, which is the embodiment of a qualitative level of worldview culture of the person. Teacher, educator is a normative professor (Biesta, 2017), the same may be stated about a scientist. Both of them are based on the internal culture, educatedness, wideness of worldview.

In order to perceive and master a previously unknown range of interests, to be able to "enter" any field of knowledge, to integrate into the new professional world and feel comfortable and confident in it (and not in the role of a "random" person) it is important to embody the best examples of education and intellectual culture, which are determined by the quality level of the scientific worldview. The key value of the latter is, in our opinion, the search component, which actualizes the research format of the scientific worldview. After all, the scientific worldview is based on experimental (and this is the main thing) and theoretical knowledge about the world as a whole. And this knowledge should be as close as possible to objectivity, truth, general significance and be characterized by purposefulness, reproducibility, determinism, necessity, efficiency in relation to changes in natural-historical reality. Worldview is not a simple (contrived or real) system of human ideas about the world and person's place in it (the question of systemicity, by the way, is quite debatable). Worldview is, first of all, an element of a person's self-perception and self-determination regarding his or her place in the world and his or her relationship with it. But everyone's world is local, private and even intimate. The human life world does not coincide with the universe. The individual world is only a fragment of the universe, but it is also an expression of the universal features of the latter (despite its own content). That is why the scientific worldview is always an attempt to approach, comprehend, know, explore the phenomenon of the mystery of the universe, its harmony and paradox.

Methodology

To achieve this purpose, we have used general scientific methods, such as analysis and synthesis, as well as hermeneutics and content analysis to work with theoretical sources and analyze the possible connection of scientific and teaching in higher education specifics.

Based on these considerations, the focus of

our scientific empirical research has been students who master humanitarian specialties, namely philosophy and psychology at the Borys Grinchenko Kyiv University. The total number of study participants was 227 Bachelor and Master level students. All participants of the study were informed about its purpose, compliance with the principle of confidentiality due to the anonymity of their answers and expressed their voluntary consent to participate in it. The research was conducted during September-December 2021 using the methods of questionnaires, ranking, quantitative and qualitative data analysis, and at the end, the interpretation and generalization of the received diagnostic data was carried out. Mathematical data processing of the questionnaire was implemented using the Software Package SPSS (version 26.0) by calculating the average and percentage values of diagnostic data.

Results and Discussion

Science and education are phenomena that are characterized by the dualistic nature of appearance and development and, in principle, cannot be considered and studied separately from each other. This tendency is especially noticeable if the problem of unity of scientific researches and educational process is considered in the perspective of intersubjective communication and value-priority correlation of scientific and pedagogical aspects in activity of the separate teacher. After all, the latter is both a scientist and a teacher.

How do these aspects of activity combine?

What aspect is preferred and why?

How are the level of scientific potential and the level of pedagogical skills coordinated?

How are they related: complementary or contradictory, neutral, or disruptive?

Is it possible to be a highly qualified teacher without the tendency to scientific search?

Is it possible to become a real scientist without any teaching skills?

Does the scientific degree guarantee the quality of the teaching potential and vice versa?

These questions (and their derivatives) outline the range of problematic situations in the professional life of a scientist and teacher.

Ideally, a teacher of higher education institution is also a researcher, as he or she is engaged not only in teaching but also in research activities. The content and scope of pedagogical activities of higher education are formed by certain value-based ethical, aesthetic, psychological and other qualities of the human personality, which are reflected in research activities.

The process of teaching forms a special type of thinking, which is manifested not only in pedagogical work, but also in other activities, in particular, in research processes. In a way, it may be argued that the teaching process is a kind of practical perspective of the development of research activities as such. Pedagogical activity is the embodiment of qualitative and subjective manifestation of personal "Self" which, in turn, cannot but affect the specialty, essence and results of scientific work of the scientist.

In addition to the influence of pedagogical activity on the spiritual world of the scientist, there is also the influence of pedagogical thinking of the scientist on the actual research component of his or her activity, in other words, the influence on the process of scientific search. Educational and pedagogical activities may stimulate scientific creativity and scientific inspiration. This is manifested in the fact that the learning process brings the professional thinking of a scientist to a wider horizon, forms a systematic vision of the subject of study and science in general in him or her. There is every reason to state that education is one of the applied aspects, it is a kind of introduction of scientific knowledge, which may become a source of new ideas, methodological decisions, principles, research approaches and aspirations.

Educational and teaching activity is, in a way, a kind of interpretation of scientific knowledge and own scientific experience, especially when it comes to presenting the field of science in which the teacher practically implements his or her research potential and engages in scientific activities. In this process, the content of scientific knowledge, its logical structure, selection methods and principles of material organization, etc. are objectively clarified. All this not so much represents the methodological quality and meaning of scientific work, as is related to the process of scientific creativity. In this context, the problem of determining new ideas, which will gradually outline the framework of scientific novelty of a particular study, becomes particularly relevant. After all, a serious stimulus to scientific

creativity may be new views, conclusions, a new vision of the subject, logical connections and inferences, etc. emerging in the process of presenting the material.

Voicing a certain problem, the teacher, one way or another, discovers for himself or herself previously unrecorded facets of a particular issue, which, of course, stimulates the process of scientific research. Similarly, a non-standard vision of a problem, which encourages its research comprehension, may, in turn, be stimulated by the cognitive activity of the object of teaching, namely, the student audience. Thus, a random line that is not involved in scientific stylistics may radically change the logical line of coverage of a problem, due to the fact that creativity is not only about direct consideration of the problem. It may be the so-called wondering of mind (Simonton, 2021), and the process of teaching stimulates this process and adds new constants into it.

Emphasizing the problem of self-knowledge and self-improvement, Academician P. L. Kapitsa stated: "A real scientist always learns himself or herself while teaching. Firstly, he or she tests the knowledge, because only by clearly and logically explaining to another person, you may be sure that you really understand the essence of the issue. Secondly, when you look for a form of clear coverage of a particular issue, new ideas and hypotheses often appear. Thirdly, the (often awkward) questions that students ask after lectures are extremely stimulating and make teacher look at the phenomena to which they are accustomed to approach in a standard way from a radically new point of view, and this also helps to think more adequately. And, finally, students understand some issues better and, most importantly, more broadly than the teacher. The teacher, as a specialist, approaches this or that problem narrowly, he does not have a broad approach. The student youth has a much broader approach" (Khrypko, 2009, p. 303). Every teacher not long ago was a student with this very "much broader approach".

In this context, it should also be noted that the teacher is still a carrier of theoretical information, and students (due to age psychological factors) are able to instantly "impose" conceptual information on the practical dimension of their own life experience. Dry non-emotional theorizing is almost not accepted by young people. Due to the latter, the teacher in his or her lecture material does not move away from life, does not lose touch between oneself and the younger generation, does not become a detached theorist. It is the educational and teaching activities that have allowed outstanding scientists to bring their scientific work to a certain result. An example of this is the world-famous non-Euclidean geometry of N. Lobachevsky, which is a reflection of his pedagogical activity. Confirmation of this hypothesis is the well-known periodic table of elements by D. Mendeleev, which arose due to the desire of a great chemist to schematically show students the systemic nature of the qualities of chemical elements with the use of accessible and interesting material, etc. The above examples are related, of course, to lives of people inscribed in the history of world science. It is worth emphasizing that their pedagogical activity was directly related to, in fact, research, because both the context and in the content of their pedagogical experience included their own scientific achievements, innovations, results.

The harmonious combination of scientific and pedagogical aspects of the professional life of a researcher and a teacher is suitable for few teachers. But the real influence of the logic of teaching in the content of educational and pedagogical activities on scientific work is manifested not only at such a high level of science and education, because not only the memoirs of luminaries but also the memories of scientists of lower rank show the same results. In our opinion, the scientist, who in his or her scientific life was deprived of even a little experience of pedagogical activity, demonstrates a certain detachment and "theorized dryness" in the style of presenting his or her own scientific work. At the same time, the actualized problem is not as simple and clear as it may seem at first glance. After all, the question of coordination of scientific and pedagogical activities in the life of a particular person, one way or another, depends (and quite seriously) on the status, location, level of accreditation and many other factors related to a particular educational institution. The possibilities of a teacher of a technical school and a teacher of a metropolitan university (with the status of "national") differ more than significantly. Thus, the usual position of a laboratory assistant of any department of a higher educational institution provides much more opportunities (both scientific and career) for a young person (without any teaching experi-

ence) than the position of a senior teacher or methodologist for an experienced and highly professional college or pedagogical school worker. This situation is not normal, especially since it creates a certain stereotypical attitude towards educational institutions with a lower level of accreditation. Such a stereotype generates (particularly in the scientific community, too) a certain arrogant and indulgent attitude to the research component in the activities of secondary special educational institutions.

It is clear that the faculty, department (and similar structural units) in their essential functional purpose is simply impossible without setting and conducting certain specialized research on the basis of their human resourcesю This task is necessary for the development of each university and for the state in general, because without it, no significant technical progress can be achieved (Ognevyuk, 2018b). But the department, faculty, university in general consists of dozens and hundreds of teachers (where everyone has their own aspirations, ambitions, opportunities, professional experience, goals, life and professional positions, etc.). In this context, very rhetorical questions arise, namely: Is every teacher a scientist? May each of the latter be included in their own teaching career and be involved with the same degree of intensity in the research process? Should the research line of an organization's workflow be a priority? Do all types and forms of pedagogical activity require the teacher to be included in the field of scientific research? A priori, in the professional biography there are periods when the scientific component of the activity is pushed to the background. This raises another very important question: how common and, in general, possible is the fact that for a serious circle of high school teachers, due to the specifics of their educational and pedagogical responsibilities, scientific work as such is not necessary? It can be better to do the following – to use energy and time to improve their own pedagogical skills, educational and psychological culture, methodological excellence, professional creativity? The list of such questions may be continued, but the only correct answer to them cannot exist.

In the process of educational activities, the teacher may experience different situations, emotions, working conditions and self-actualization, and so on. Of course, all these factors affect the priorities of a particular person (and not only in the professional dimension). Thus, realistically possible are the options for the interaction of scientific and pedagogical creativity, when pedagogical activity displaces scientific or, conversely – the opposite situation, when the passion for scientific work displaces pedagogical activity. Quite real is an option of educational and research interaction, which has a very high level of pedagogical inspiration and skill and low level of scientific activity (Khrypko, 2009).

Most likely, in different periods of pedagogical activity the "weight" of its scientific component is different. It seems logical that the first period of educational activity brings to the fore the task of mastering pedagogical skills as such. In this context, the priority is the problem of psychological and professional comfort, the search for one's own "Self" in the chosen specialty, the search for interaction and mutual understanding in the professional team etc. Gradually, given the university's own capabilities and priorities, the issue of involvement in research and scientific growth is becoming more relevant. Later, during the pedagogical work, the ratio of pedagogical and scientific changes many times. Of course, this position tends to be schematic, but still reflects the real life of the teacher. Different constants are in the foreground in the professional activity at different times.

The issue of the uncompromising need to involve a teacher in scientific processes is quite controversial. In this regard, A. A. Kasian noted: "It cannot be said that scientific work is a mandatory element of life for absolutely every high school teacher. This reality may be explained by metaphor. Thus, in figure skating there is a concept of mandatory and free program. Within the mandatory program ("school"), the athlete is obliged to perform clearly defined figures according to a strictly defined scheme, without departure from it, without showing any "arbitrariness", initiative, without creating anything of his own, but only doing what is stated in terms of the program" (Khrypko, 2009, p. 301). With such a somewhat paradoxical comparative approach, Professor A. Kasian concludes that this example "is perhaps an analogue of what in the learning process that may be carried out without the teacher's own scientific activity? At the same time, in a free program there is a space for creativity, for the expression of one's individual

"Self" to create that … which is the product of one's own imagination. This is an analogue to those moments in the activities of the teacher, which are not possible without his or her own scientific work; which will be inferior, second-rate, if the teacher himself or herself is not a scientist (for example, reading special courses, conducting special seminars, leading diploma projects, etc.)?" (Khrypko, 2009, p. 303).

Indeed, the range of scientific interests is (at least, should be) free from clearly defined professional responsibilities. The question of whether or not to engage in scientific work to a large extent should not be an undoubted duty of an employee of a higher education institution. The teacher's scientific interests are a specific reflection of the inner world of a particular person (thus, if the teacher shows, for example, research interest in the problems of humanism, spirituality, morality, it shows that these issues are the content of individual existence, the essence of self).

The above trend may be traced in the content of work of scientific clubs, laboratories, etc. It is difficult to disagree that the connection of the topic of diploma and even term papers with the direction of the teacher's research seems obvious. It should be emphasized that the connection of thematic focus of special courses, special seminars (and other similar forms of organization of the educational process) with the content of the teacher's scientific activity is much less tendentious. In this context, it should be noted that the principles of forming a special course in higher education are insufficiently defined in the policy documents and do not have clear guidelines at the level of professional societies.

It is worth emphasizing that scientific interest is the reason for choosing a special course. That is why special courses should be aimed primarily at improving the professional specialization of students (the forms of specialization include the above-mentioned special seminars, term papers and graduation works, industrial and educational practice, etc.). Special courses, in particular, are designed to promote students' in-depth study of certain branches of science, the acquisition of research skills, which were introduced both in the university and outside of it (Smith, 1977). The effectiveness of such implementation may be ensured only under the conditions of active research work of the teaching staff in the field of the most urgent issues of the scientific process and only with the help of identifying trends and opportunities of scientific potential of the younger generation.

A characteristic and even unique feature of the system of special courses is its flexibility, mobility, which are the embodiment of a real opportunity to respond quickly to manifestations of new problems and advances in science and social practice. That is why it may be stated that the system of special courses is not rigid and unchanging, it allows and requires constant updating and even reforming. These trends should relate to both the subject of special courses and the content of each of them. We emphasize that the teaching of special courses is the prerogative of highly qualified scientific and pedagogical staff of the university, as well as outstanding scientists, specialists of scientific institutions and organizations invited for this purpose to a particular university.

A special course is a course (elective discipline) and it is not an additional chapter, not an additional section of a particular discipline or a particular science. Its purpose is not just to expand the knowledge of students, not just to expand the horizons of the younger generation, and so on. The special course should be directly related to the future professional activity of the student, therefore, it (special course) should be primarily professionally oriented. Thus, the implementation of such a didactic principle as problematic basis is possible to a greater extent just within the teaching of special courses: problematic lectures are manifested here not only and not so much as a methodological tool, but as coverage and expression of the problematic state of science.

In addition, perhaps the most urgent question is: who has the right and should teach special courses? This question is due to the fact that special courses are taught by any teacher: from assistant to professor. This is unacceptable, at least because the special course is intended not only to prepare students for future professional activities, but also to bring them to the "forefront" of science, acquaint them with its current state, information content, historical and contemporary issues, resonant questions and options for dealing. Through the prism of a special course, the student should feel the "life of science", "spirit of science", "pulse of science" (perhaps for the only

time – because after graduation, few will get directly into the field of science). But not every teacher may provide such a complex coverage of problematic issues, only those who conduct their own scientific work at a high enough level may cope with this task. And only such teachers may attract students to modern science, methodology of scientific research, creative thinking. Basic courses cannot always solve this problem. The special course is personal. "Personal" in this context to a much greater extent reflects the range of scientific interests of the teacher, his or her own studies, their results, style of thinking of the science, individual experience in this field. In addition to the above trends, the content of the special course may go beyond the narrow problem, the solution of which is the scientific task of the teacher; at the same time, the content of the special course still tends to the area of teacher's research activities. Summarizing, we may say that the fundamental difference between special courses and basic courses is that the latter cannot always make students aware of the current state of science, in basic courses, the teacher does not always have a real opportunity to reflect his or her own research and its results. At the same time, not every scientific innovation, not every field of science needs to be reflected in the content of a special course.

It should be emphasized that all of the above fully applies to special courses taught in pedagogical universities. Their purpose is to prepare students for future pedagogical activities based on the achievements of modern science, because without considering today's achievements, society cannot produce new senses and universities may stop their development in modern conditions (Ogneviuk, 2018a). Hence the importance of preparing, above all, special courses on psychological and pedagogical topics arises. In preparing special courses on their profile, special departments have the task not only to make students aware of the current state of physics, biology, history, etc., to show the specifics of research, but also to bring students to such facets of modern science, which are or may be reflected in the content of curricula in the near future. Special courses in social sciences and philosophical disciplines should also have a specialized character in relation to the university or faculty. Professional orientation is implemented through the worldview and methodological functions of these sciences revealing in process of teaching. It should be noted that the preparation of special courses and special seminars, thesis projects and other similar forms of the educational process belong to the field of pedagogical activity, which has recently been called author's teaching.

Until quite recently, in accordance with the activities of a higher educational institutions' teacher, expressions such as "author's lecture", "author's course of lectures", moreover, "author's teaching" have gained popularity (and even a certain fashion). These terms are especially involved and popular in the context of discussing changes that have become relevant in the teaching of the humanities. In such cases, authorship also meant abandoning a generally accepted (approved, mandatory) program, for example, in philosophy, political science, history, etc.

It should be noted that the problem of "author's course" is quite debatable. What does the term "authorship" mean in relation to the learning process? Is the teaching process itself being reformed, is there a broad process of author's teaching that did not exist before? We emphasize that not everything that is now interpreted as "author's teaching" really has such a nature. The concept of "author's teaching" has more than one meaning and more than one sense, because it is multi-vector and, in some way, ambiguous. We believe that there are at least three versions of the understanding of author's teaching, and the material for understanding the problem of author's teaching may be philosophical education.

Undoubtedly, in Ukraine, the teacher today is much freer than before (in the period of nationalization and ideologization of Marxist philosophy in Soviet times) in building the concept of the program, choosing accents in the material, developing one's own course of lectures, choosing recent topics and subjective attitude to classicists of world philosophy. Today, as never before, the teacher has incomparably more opportunities to express one's own "self" in the learning process. Educational activities have become much more creative. The teacher's work has become more interesting. Of course, in the past there were opportunities for teachers to express one's own "self" in educational activities, to reflect the vision of the world, social reality, the content of social science. Another thing is that such opportunities were much smaller, more limited than today.

Thus, "authorship" in one sense is a reflection of the teacher's knowledge, thoughts, his or her "vision" of the world and attitude to it, understanding of the place and role of philosophy in society. It is a reflection of one's own pedagogical potential, one's spiritual world, in other words, one's personality in the educational process. "Author's course" is a representation of one's own "self" in a general sense. The above version of authorship is not separated from any act of teaching, from any teacher. This means that such authorship has always been, is and will always be in the process of teaching. It may only be a question of a greater or lesser degree of its representation in the educational process.

The author's "Self" may be clearly revealed, but it may also be veiled, hidden, noticed only in certain accents. But it should be noted that non-author teaching cannot exist in principle. In any case, the teacher always represents himself or herself in the educational process, and there may be no identical forms. A similar version of authorship is implemented, of course, not only in the teaching of philosophy, but also in the teaching of other sciences in the activities of any teacher.

Thus, we may conclude that authorship in its first sense relates to the activities of each teacher, is implemented into all acts of educational activity. Is it appropriate to call such a version the real authorship (in the sense in which authorship is understood, for example, in literary works)? Probably not. After all, true authorship (author's activity as such) involves the creation of something fundamentally new, the creator of which is a particular person (or team). But not everyone is capable of such activities. At the same time, if we talk about the creative potential of a teacher of philosophy, it is also clear that not everyone may claim the status of creator in terms of development of the content of science.

True authorship in the teaching of philosophy arises when the teacher (and, at the same time, researcher) reflects his or her own scientific achievements in the educational activities. If a teacher conducts an active scientific search (and there are not so much such teachers, despite the need for scientific work in higher education), he or she receives objectively-significant results, recognized by the scientific community, expresses them in the teaching activities, only then this activity may be called author's teaching. It is the author's teaching only in this case there are author's lectures, author's seminars, and also author's courses of lectures. However, the latter does not occur often. After all, the course of philosophy at the university reflects almost the entire structure of modern philosophical knowledge. It is impossible to conduct scientific work simultaneously in all spheres of modern philosophy, respectively – to express its results of educational activities. Therefore, if we talk about authorship in the teaching of philosophy in terms of its content, the author's course of lectures is rather a unique case in the educational space, but the author's lecture and author's seminar is a reality.

Another understanding of authorship is possible. It is related not to the content of educational material (in this case, philosophy), but to the reflection of the educational activities of the teacher's own results (if any) in the field of higher school pedagogy. Thus, if the teacher is a philosopher, then in parallel with his scientific work in the field of philosophy (or instead of it), conducts research in the field of higher school pedagogy and reflects them in the content of their own pedagogical activities. This teaching option may also claim authorship. At the same time, research in the field of higher school pedagogy is understood not just as a methodical work of a teacher (because everyone should do it, and it is not in the nature of research, although, of course, it may be creative), but as his scientific work, as scientific research in the world of pedagogy, which corresponds to all generally accepted categories of science.

So, we may summarize that teaching is always authorial, if authorship is understood in the first sense. If authorship is interpreted in other significant senses, then not every act of teaching (not every lecture, seminar, moreover, not every course of lectures), may claim the status of author. Not every teacher (no matter how creative in his or her teaching activities they were in terms of selecting material, its structuring, methods, etc.) may be considered as one who teaches the author's course. However, author's teaching approaches reflect the general educatedness and teaching skills due to the fact that they may influence students' motivation, enthusiasm (Hazelton & Haigh, 2010).

The above trends relate to the field of philosophical education most acutely and resonantly.

In recent years, what is called national, or more narrowly, Ukrainian philosophy has literally invaded philosophy as a science and as a subject. This refers to the domestic pre-revolutionary philosophy (or philosophy of the diaspora), which was previously outside the official philosophy of the Soviet era of our history. This is a large layer of non-Marxist, non-materialist philosophy that existed in the Ukrainian mental culture, including the imperial period and the history of the Ukrainian diaspora.

Philosophy of the irrational in general, and religious philosophy in particular, have long been removed from the field of research practice. National philosophy was in some way removed from official culture, because it did not seem to exist in the form of texts, conceptual systems, personalities, personalized ideas, etc. Of course, many ideas and images of national philosophy existed and developed within the framework of official philosophy, especially within non-institutional forms of philosophizing: art, journalism, everyday consciousness, the search for worldview priorities, values, ideals and more. However, it is clear that the exclusivity of the philosophical practice of professionals of the whole layer of our philosophical culture had a negative impact on the development of traditional issues of domestic philosophical thought, on the development of the entire system of philosophical knowledge.

The big positive is that this philosophy has returned and received a new birth, that it is of great interest to both philosophers-professionals, and people who are outside the sphere of specialized philosophical activity. At the same time, there is a great danger in the fact that a powerful flow of new, unknown knowledge has invaded the sphere of established spiritual culture.

These fears are related to the specifics of the existence of any form of philosophy in the world. Philosophy is related to the worldview and, in general, is the content of the worldview consciousness. Worldview is inherent in every person. Therefore, the process of philosophizing is realized in almost all spheres of society, embodied in every human activity, in the life of every person. Philosophy, unlike other sciences, e.g., molecular geometry, the history of the ancient world, is "always at home" and "is suitable everywhere". All people have a certain attitude to it, for many it is desirable, everyone may really have a certain judgment about it. That is why there is an illusion of lightness, simplicity, accessibility of philosophy for everyone. Hegel wrote about these tendencies as follows: "It is necessary for philosophizing to become a serious matter. …As for philosophy, at present there may be a superstition that… everyone may directly philosophize and think about philosophy, because he has a measure for this in the form of his natural mind…" (Hegel, 1959).

The popularization boom that exists around the issue of national philosophy is, of course, objectively justified. A huge array of philosophical texts burst into the realm of public opinion. The attitude to it is partly gullible and superficial. Many people quote, reflect, cover, and write on the issues of national philosophy. There is sometimes a paradoxical situation – a philosopher who has worked professionally, for example, in the theory of knowledge or phenomenology throughout his or her life, suddenly becomes the author of publications and teacher – "specialist" in a completely different field of knowledge. Thus there is a problem of professionalism, or dilettantism in science, in philosophy – a phenomenon that has a destructive effect.

Students' view on "scientist – teacher" dichotomy. Student youth is a social group that will present such important personal qualities as educatedness and intelligence in professional activities in the near future. Based on these considerations, the focus of our scientific empirical research has been students who master humanitarian specialties, namely philosophy and psychology at the Borys Grinchenko Kyiv University. The total number of study participants was 227 Bachelor and Master level students. All participants of the study were informed about its purpose, compliance with the principle of confidentiality due to the anonymity of their answers and expressed their voluntary consent to participate in it. The research was conducted during September-December 2021 using the methods of questionnaires, ranking, quantitative and qualitative data analysis, and at the end, the interpretation and generalization of the received diagnostic data was carried out.

We used the rating method for a detailed study of the instructions of bachelor's students and master's students regarding the qualities of teachers that are important to them, the summarized results are presented in the Table 1.

Table 1.

Rating of Significant Professional Qualities of the Teacher

No.	Teacher's traits	Rating position	
		Bachelor level students	Master level students
1	Educatedness	1	2
2	Emotional balance	4	5
3	Benevolence	5	6
4	Impartiality	3	4
5	Creativity	6	8
6	Methodical competence	2	1
7	Responsibility	9	7
8	Tolerance	8	9
9	Demandingness	10	10
10	Intelligence	7	3

In the process of processing the results of the study, it became clear that the students of both educational levels give the greatest preference to the traditional qualities that make up the core of the professional activity of a teacher of any educational institution, including a university teacher, namely knowledge of the material and the ability to convey it to the listener (education and methodological competence). It is significant that the master's students ranked the teacher's intelligence in the third place, although in the rating of the bachelor's students it appears only in the seventh position. In our firm belief, intelligence as a combination of education and culture is a feature that historically accompanied teachers, was their calling card, and was a basic characteristic of the professional mentality of Ukrainian university teachers. The high assessment of the importance of intelligence for the teacher by the master's students indicates their orientation towards the formation and manifestation of this quality in their own future professional activities.

For both categories of respondents, such a feature as impartiality, manifested in the objectivity of the teacher's attitude and assessment of their educational achievements, turned out to be quite significant. The emotional balance and friendliness of the teacher are significant for bachelor's degree applicants (fourth and fifth ranking positions), while this trait is less significant for master's students (fifth and sixth ranking positions). We assume that in the course of professional training, a certain emancipation from the emotional state of the teacher was formed in the master's students. Different trends can be observed regarding the respondents' assessment of the importance of creativity in the activity of a teacher: students ranked this trait in the sixth position of the rating, and master's students ranked only the eighth. According to their feedback, the mentors' creativity only adds to their educational load, not contributing too much to professional growth. Bachelor's students value the teacher's tolerant attitude towards them somewhat more (eighth position in the rating) than master's students (ninth place in the rating).

The interviewees are not too attracted to such a trait of a teacher as responsibility, which is more valued by master's students (seventh position in the rating) than by bachelor's degree students (ninth position). In the comments, students wrote that this trait is a weak spot for them, so it is perceived condescendingly towards teachers. The trend we identified of increasing importance of responsibility in the view of master's degree holders is favorable, as they can take up teaching positions in the future. And the responsible attitude of a teacher of a higher school teacher to the performance of his official duties is an influential factor in the success of their professional activity. Demandingness closes the range of significance of the teacher's professional traits for bachelor's students and master's students. The low ranking position of this feature in relation to both groups of interviewees can be explained by the orientation of the applicants towards the independent construction of their own educational trajectory, the desire for personal autonomy. A comparison of the responses of representatives of the two educational levels revealed a tendency of a more

critical and mature attitude of master's students, compared to students, to the personal and professional portrait of the teacher.

Since the students of higher education recognize the importance of intelligence as a professionally significant trait of a teacher, it was important to find out what content the respondents fill with the concept of intelligence and its manifestations. The majority of interviewees associate manifestations of the teacher's intelligence with the dyad "knowledge + good manners". Thus, the students testified that education is only a separate aspect, a component of intelligence. Also, in the answers of individual students, patriotism appeared as an expression of the modern intelligentsia. In general, the analysis of the results of the questionnaire made it possible to divide the respondents' answers into three semantic blocks, the names and examples of which are shown in the Fig. 1.

Figure 1. Characteristics of the Teacher's Intelligence Through the Eyes of Students.

As can be seen, the participants of our study who are mastering the humanitarian profession have a fairly meaningful idea of the characteristic features of the teacher's intelligence, since the revealed collective image fully corresponds to the domestic scientific approach to this quality.

In the process of research, it was important to find out how the educational environment of the university contributes to the development of the intelligence of the students. When presenting their vision on this issue, a number of resources of the academic environment of the university are presented. In particular, the interviewees mentioned the content of academic disciplines and extracurricular humanitarian activities that broaden their worldview. The university's mission "To serve a person, community, society" and human values, leadership-service, community, trust, professionalism, spirituality, public identity, freedom, responsibility and diversity, which fully reflect the worldview position of an intellectual, appeared in the answers of the students.

The perception of teachers as examples of intelligence was determined by a separate question: "Do you consider a certain university teacher to be an example of an intelligent personality?", the statistics of answers to which are shown in the Fig. 2.

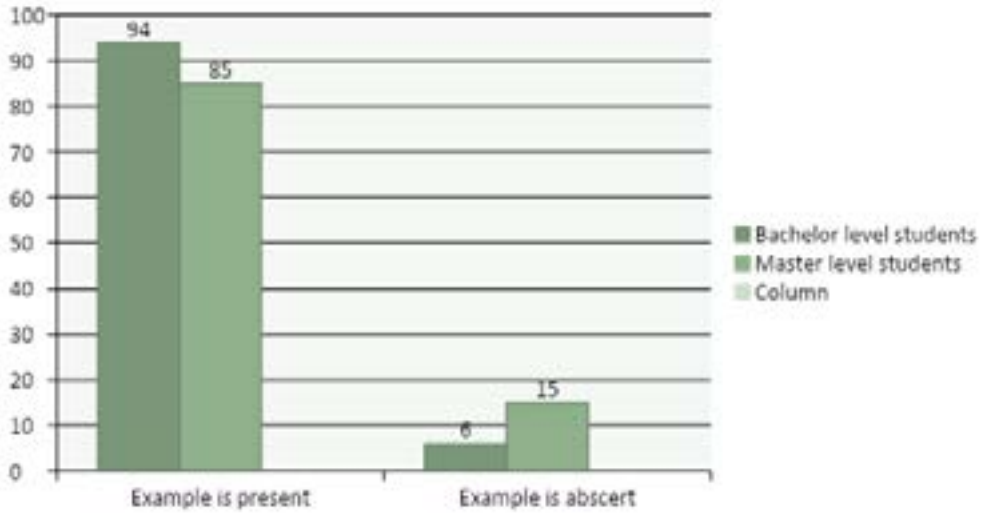

Figure 2. Distribution of Students' Answers Regarding the Perception of the Teacher as a Model of an Intelligent Personality (in % of choices).

As we can see, with the increase in the study period of the students, the number of those who have an example of an intelligent personality among the university teachers decreases. The reasons for this downward trend are the growth of criticality in the analysis of the content and manifestations of intelligence as a personal trait, as well as a more integrated and mature perception of the teacher by master's degree students. We illustrate this thesis with the words of an interviewed master's student: "I began to perceive teachers as individuals, and not only as 'providers' of knowledge".

A novice teacher inevitably faces the dilemma of a successful combination of educational and scientific activities. The success of solving this dilemma is influenced by the instructions about the content of the teacher's activities, which were formed during professional training. They were revealed in the process of our research. The results of clarifying the role of educational and research aspects of a teacher's activity through the eyes of higher education students are illustrated in the Fig. 3.

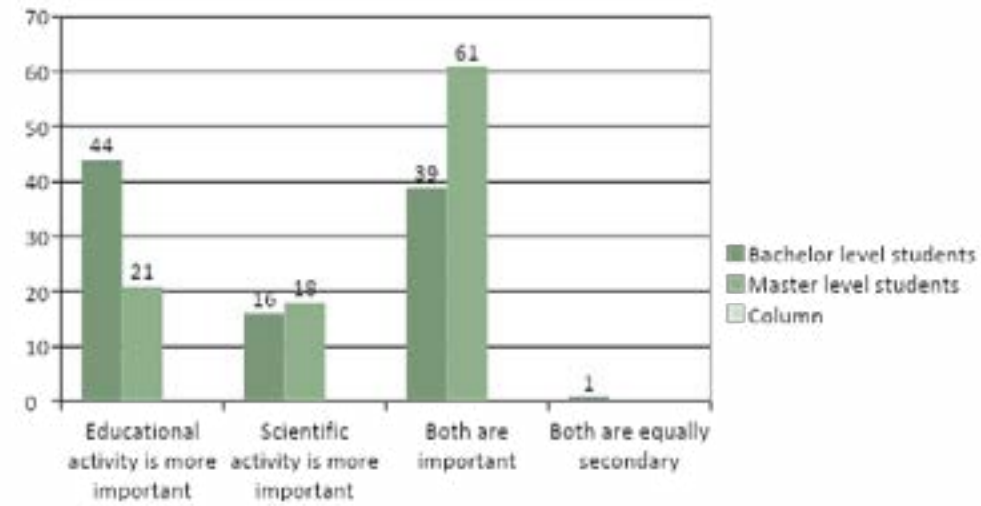

Figure 3. Distribution of Student Responses Regarding the Ratio of Educational and Scientific Activity of the Teacher (in % of choices).

As can be seen from the diagram, significantly more bachelor's students than master's students recognize the greater significance of the teacher's educational activity, justifying their choice with the thesis that teaching, organizing the educational process is the purpose of the teaching profession in general and the teacher of a higher education institution in particular. Among approximately the same number of both samples, the thesis regarding the leading role of scientific activity for the teacher is popular. In the comments, respondents note that research is a means of deepening the teacher's competence, and the results of these studies become a source of further transfer of this knowledge to students.

At the same time, more than a third of bachelor's degree students understand the equal importance of a teacher's educational and scientific activity, while among master's students, this opinion is supported by the majority of respondents. It is significant that it was the master's students who mentioned the importance of involvement of students in joint scientific projects that implement the principle of research-based learning. Only one bachelor's degree student indicated the secondary nature of educational and scientific fields, while insisting that the teacher's priority activity is self-education. Thus, the majority of surveyed students consider the combination of scientific research work and the practice of live teaching to be an important part of a teacher's professional activity.

Conclusion

Summarizing all the above, we may conclude the following. A person who has chosen his or her professional path in a complex, responsible and even, to some extent, sacred educational space, is obliged to have a high level of education, intellectual maturity and to be a representative of the scientific worldview, worldview of researcher, practical person, critic, worldview of a free person, worldview where there is no place for a "dead end", but there is respect for thoughts, respect for the word, for wisdom, and therefore – for philosophy. The world of education should not be an area of the conservative world. A person in the field of education is a person from the axiological world of philosophy, where wisdom and "love of wisdom" are perceived as indisputable priorities of the value dimension of one's own professional destiny. The educational space, to a large extent, is simply doomed to the statement and analysis of worldview problems, to their scientific understanding and substantiation.

Of course, the absolute positive is that the world of domestic philosophy has included its rightful values. But their development should be done carefully and respectfully by professionals. We believe that for most philosophers today the main thing is the deobjectification of new knowledge, entering it, without unjustified and hasty attempts to turn this knowledge into a subject of theoretical development. First of all, the task is to study, understand, comprehend it in the context of the national philosophical tradition, in the context of the development of world philosophical thought. It is in this sense that the author's teaching of national philosophy should be manifested for the majority. It is in this dimension that the dualism of being a teacher as an educator and as a scientist-professional becomes possible.

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