

TEACHING IS ART

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What is art? Is it a defined activity: music architecture, painting, literature, teaching, etc? In general, it is creation and unique reflection of reality. Art can be determined as a specific form of spiritual and practical world perception. It is an organic unity of foundation, estimation and communication. In “The Oxford Paperback Thesaurus” there are such synonyms to “**art**” as “*skill*”, “*craft*”, “*talent*”, “*flair*”, “*gift*”, “*knack*”, “*facility*”, “*artistry*”, “*mastery*”, “*dexterity*”, “*expertness*”, “*skillfulness*”, “*cleverness*”, “*ingenuity*”, “*virtuosity*”.

In fact, teaching is a complicated process of communication, sharing ideas and information. It is not simple to transmit your ideas directly in other people’s minds, avoiding misunderstanding and indifference. The way to success goes through various communication barriers. A teacher must constantly remember that communication may be dynamic, flexible and unpredictable. The communicator– teacher should always take into account that communication as well as teaching is not a one-way process. He or she should be absolutely clear about information to get across, what language to use with regard to the communicational interaction and the participants. The basic questions: **Who?** (participants), **Where?** (situations), **What?** (subjects), **When?** (time), **How?** (means, methods) and **Why?** (aims) must be responded.

Conventionally there are six major components of any interectional communication model: **sender – message – channel – barriers – feedback – receiver**. “Sender” determines the goal of communication, carefully selects and creates information (message), sends (verbally or non-verbally) it to the receiver to be read and interpreted. The channels of transmitting information may be different (face-to-face, public address, mass media and others). To overcome communication barriers of any kinds (physical, psychological, national, cultural, etc) is a way to progress in a specific educational dialogue (sender ↔ receiver). A sender initially focuses on the feedback (how the receiver interpreted the message). A receiver concentrates on getting the message and correct interpreting information. So the goals of communicators can be intertwined [2].

Speaking in public and face-to-face a sender must be perfect at the theoretical concepts of classical rhetoric, considered as the art of finding available means of persuading in the given case. Thousands years ago Cicero determined **leading rhetorical canons** which can be regarded as actual headlines for skillful interlocutors. Here it should be mentioned invention, concentration on what to say; disposition, organization of ideas; elocution or style, the language used in the speech, delivery;

the actual presentation of speech; memory, keeping ideas in mind; monitoring, taking into account the audience response.

No doubt, pedagogical virtuosity can be compared with *art* activity because it is a product of a unique “talent-and-skillfulness” combination. Naturally, school accumulates, develops and summarizes historical, scientific knowledge, student’s inborn qualities and skills. It organizes talent in a research process of solving various creative problems.

Teaching has got many crossed points with the art of **theatre**. Change of scene, rhetoric abilities, scenario, body-language, actor’s talent can play a great role. It is to accent that Stanislavsky recommended his students in acting to base on “**logic of physical actions**” because this “logic” could be able to cause subconsciously “**logic of senses**” as a reflex. According to Stanislavsky’s methodics training of perception organs should be highlighted. Action is considered to be the correlation of physical and mental components, where separated development of psychological processes is excluded. Pedagogical mastery is stipulated by three interconnected aspects:

- 1) **pedagogical theory;**
- 2) **teaching technique;**
- 3) **methodology.**

Talent must be reflected in a skill to influence audience. There can be singled out another integral part of success – *colossal capacity for work*. A first-rate master’s abilities must be zoomed in internal and external powers of complete personal transformation, intelligence, refined taste, sincerity, spontaneity, self-control, suitability for the stage and others.

Finally it should be concluded that an ignorant teacher teaches ignorance, a fearful teacher teaches fear, and a bored teacher teaches boredom but a good teacher develops in his students the burning desire to know and love for truth and beauty. Once John Steinbeck said, that “a great teacher is a great artist and it is known how few great artists there are in the world”. He noticed that “it’s a great responsibility to bring up children and teaching might even be the greatest of the arts”.

Литература

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