

Psychological Correction Opportunities of the Tendency for Machiavellianism in Pedagogue's Personality

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Abstract - The article deals with the psychological correction opportunities of the tendency towards the Machiavellianism in the pedagogue's personality. In today's global education system, the issue of increasing the professional training of teachers is an urgent issue for the students to create the best educational, social and cultural conditions. Improving the professional skills of teachers in bringing the quality of education up to world standards is also a key international experience. Research on modern requirements for improving the quality of education in the world focuses on the issues of diagnostics and correction of the tendency towards the machiavellianism in the pedagogue's personality. Despite the fact that there is a unanimous consensus on the interpretation of the general essence of Machiavellianism, there are still debates about some aspects related to its practical expression. Describing Machiavellianism as an attribute of an individual, specific personality type and behavioral strategy is vital both scientifically and practically.

Keywords - *Machiavellianism, Pedagogy, The Quality Of Education, Individual, Pedagogue, Psychology, Activity.*

The high social importance of pedagogical activity puts great demands on professional training of specialists working in this field. Of course, the normal level of professional activity in any field depends on the extent to which the specific qualities of a specialist are developed. The features that are part of the vocational profession are shaped in the process of vocational training and then improved with the experience gained in the workplace. However, one of the complex features of pedagogical activity is clearly evident in this area. The fact is that the features that are formed in the process of preparing for any professional activity can be subject to specific errors and poor results due to the inexperience of the worker, until the work is carried out in a straightforward manner and tested as well as reached a better degree. While recognizing the objectivity of such an event, it should be noted that in contrast to the majority of professions, it is necessary to establish a system of pedagogical activity, i.e. to gain a profession, to practice the acquired knowledge, to achieve perfect results, to understand mistakes, to repeat the movement, there is no possibility to change the way they are deemed to be, and to continue this

system until the ability is acquired to create a high quality product.

Machiavellianism is complicated with a wide range of individual-psychological features of the person and affirms that they are mainly attributed to socially disadvantaged groups. While different authors have attempted to develop a psycho-portrait of the machiavellist man, and there have been different approaches to some of these aspects, there is a generalizing role - the machiavellist person is less sensitive to the other person and neglects the moral principles.

The tendency towards Machiavellianism has a certain proportion of intellectual and individual attributes that endanger the social adaptation, mental development, and health of an individual. Although the tendency towards Machiavellianism is a stable individual-psychological feature, its dynamics is an evident in its development, and his quality reaches its highest point during the period of their youth.

In the pedagogical dialogue are being studied a broader disclosure of the features of the manifestation of

Machiavellianism, the improvement of existing methods of psychodiagnostics, the factors influencing the manifestation of the tendency toward the proximity, and the effectiveness of psychological training of pedagogues. In this monograph, Machiavellianism is studied as a psychological phenomenon, and the issues about defining the degree of Machiavellianism in the teachers' personality.

Throughout the millennial history of humanity, along with the knowledge of the human mind and the concept of managing the people's psychological world, the imaginations about the ruling qualities of the individuals have been expanding and deepening based on that knowledge.

The concept of "Machiavellianism" is derived from the name of the Italian philosopher and statesman Niccolo Machiavelli (1469-1527), who lived in the Middle Ages according to his genesis. Niccolo Machiavelli was born on May 3, 1469 in Florence. He was raised from childhood as a cold, anxious, bogus, clever and cunning creature, an observer, who learned to accept life with all its evil and black colors. He served in several senior positions in the Royal Palace of Florence, and led delegations to a number of foreign countries. During the reign of Djuliano Medichi, he was deprived of all positions as he supported the former rulers. He was arrested as one of the organizers of the assassination of a new ruler and was subsequently deported to his own yard outside the city after two months of torture. It was during the exile that in order gain the belief of Dj.Medichi, he used all his power of both abilities as a writer and as a politician to mobilize his entire political experience and his ability to prove that everything he did first was dedicated to and served in the interests of Florence, consequently, in 1513 he published his most famous work – "Il Principe" ("The Ruler"). The work of the "The Ruler" is dedicated to the head of state, consisting of N. Machiavelli's views on the issue of how to rule state.

The managerial method offered by Machiavelli does not mean any ethical standards, but the ultimate goal is to be ready for any abuse and neglect to save power. In his work, N. Machiavelli writes: "When it comes to the question of whether a citizen loves the king or is afraid of him, I think the ruler should hope for something he has. People's love is at their disposal, and the fears of the people are in the hands of the ruler. The wise ruler needs to put on the things he owns, but his actions to frighten people should not cause hatred toward him. And for that matter, it is important not to touch their desires and possessions. People are not afraid to hurt the person they love, according to N. Machiavelli's interpretation. Because, as a result, they do not have any

problems. But the people are afraid to hurt a coward, because this person can be punished, and he is in danger of being in danger of the person.

N. Machiavelli thinks that if the ruler wants to keep people in subordination, he should not think of a harsh criticism. Because a person punished for a minor punishment can revenge, a person who has been severely punished will not be able to revenge.

The idea of managing people is based on the pessimism of man's nature: "In general, people are incoherent and unstable, inclined to jealousy, deceitfulness, and fuss, frightening them with fear, and feeding. It shows them that they are willing to give you everything by the time they are satisfied and you realize what they want, but when you deprive them of it they become your enemies".

It is evident that emotionally-sensitive Machiavellianism is a means of controlling people as a means of strengthening sovereignty, lying to them in their own private interests, making them smile, intimidating, and intimidating. In the 70s of the twentieth century American social-psychologists R.Kristi va F.Gayz were described as the perfect leaders in the "The Ruler" by the use of the content-analyzer of N. Machiavelli's recommendations on the choice of the way of management based on such philosophy instead of a common name for them, the author suggested that the concept of "Machiavellianism" be interpreted in psychology, based on the author's name.

Before considering the tradition of how to regard Machiavellianism as a psychological phenomenon, it should be noted that the concept of "Machiavellianism" is also used in many other socio-humanitarian sciences. For example, in political science, the concept of "politics" is characterized by the fact that it is characterized by the specific political technology that one of the signs and symbols of political activity ("the goal justifies the means") in the interests of the state.

Most of the studies on Machiavellianism as psychological syndrome serve to create a general psychological portrait of those characterized by this quality. Research in this direction, that is, the purpose of determining the individual-psychological characteristics of a machiavellist person, proves that Machiavellianism creates complex connections with many human attributes. Before examining these findings and their results, attention must be paid to the fact that the relationship between individual and psychological features covers all aspects and areas of psychic life. Research can be made to identify and investigate these links by

different criteria. However, it is possible to distinguish between them the relationship between attitudes and personality attributes, and to the study of the relationship between the typological unit, which is the specific summative of the machine and the particular individual and psychological traits. T.V. Kornilova and I.A. Chigrinova investigated Machiavellianism as a predictor of ethical competition and found that this feature was statistically significant positive correlation with anxiety and morale of mind development and the formation of negative correlation relations with self-sacrifice. Accordingly, researchers conclude that Machiavellianism can be regarded as a constituent of self-consciousness. Of course, this conclusion is consistent with the information that the machiavellian person is ready for deception and selfishness, not inclined to altruistic and prosocial behavior. However, in our view, the relationship between the dominant understanding of other components (self-esteem, self-confidence, self-estimation, the level of competence) within the self-consciousness system would help to capture the full picture of the self-awareness of such individual qualities.

By analyzing the content of the method of stimulus, it is possible to be sure that the argument is to use lying for achieving for his goals, and most importantly, to choose the behavioral strategies that are contrary to ethical norms, that is, it reflects the traits of the personality type described by N. Machiavelli.

Psychologists say that the machiavellist man can be seen as is manifested as the one who has a great goal, dominant, brave, determined, selfish man in the formation of the psychological portrait of the machiavellist personality. Of course, no explanation of any of these features with the teacher's work experience or gender attributes has sufficient grounds at the level of scientific observation or daily observation. However, this should not undermine the prospect of research in this area.

The work of the teacher in the field of pedagogical communication skills, according to experts, consists in two major sections: 1) exercises that assist pedagogical communication; 2) exercises that allow the whole system of communication in a specific pedagogical situation. In order to develop the communicative competence of the teacher, the teacher has the ability to systematically and systematically act in a massive situation, to reduce the muscle activity in the workplace, to formulate the emotional background of the classroom, to increase the level of attention, observation and attentiveness of the classroom, the simplest skills of communication, communication intonation, use of facial

expressions, pantomime, semantic action, communication process teaching, learning about the features of the emotional reactions of students in different situations of pedagogical dialogue, the ability to logically articulate the idea of emotional desires, to manage pedagogical communication, to mobilize positive moods, by this, it is possible to emphasize the importance of designing the quality of logical sequence design

In short, the approach proposed by V.A. Kan-Kalik suggests that the communicative potential of the teacher, primarily for training, instinctively creates a variety of situations for communicating with students, and imagines individual communicative behaviors in a variety of ways, which is likely to be raised by reflecting on the likely consequences.

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Established for practical psychological work in the field of developing teachers' capacity as a pedagogical interacting subject, and at the same time recommended methodological solutions, there are also tools to serve to eliminate the negative consequences of pedagogical manipulation.

In another exercise, the teacher will need to analyze two or three variants of emotions that can represent his/her current emotion, and then analyze the emotions of the ideal teachers for them, finally they need to find out what is the difference between the two emotional conditions.

Of course, despite the fact that the scientific and methodological developments aimed at the improvements of pedagogical communication skills are indispensable, in the case of the methods of correction of the teacher's tendency to use manipulative techniques in interaction with the learner, N.V. Samoukina's approach helps directly solve this problem, as the exercises and games are remarkable. In some of them, the idea that the teacher has the viewpoint of expanding and deepening his/her perceptions about pupils' personal, individual and psychological identity is inextricably connected with the approach that we offer in this regard. However, some aspects of the author's methodological position are somewhat incomprehensible and, in general, disputed.

First of all, we consider NV Samoukina's conclusion on the pedagogical manipulation that the teacher himself needs psychological self-help in his need for recovery and resuscitation, and, accordingly, offers his teacher some unique relaxation methods.

As for the teacher who faces mental problems because of the widespread use of manipulative behavioral strategies, it is only the psychology of internal conflicts that this phenomenon is specific to some of the manipulators, such as those that are forced to use manipulation in contravention of their particular beliefs and attitudes, is likely to be recorded. However, a machiavellist can actually manipulate with other people, and even if he firmly believes that it is necessary to

do so, it is hard to believe that he will suffer psychological distress without resorting to this pseudo-strategy.

It is also difficult to understand why N.V. Samoukina's conclusion that the teacher is more tended to manipulate when he is tired and moody. Indeed, the tendency for manipulative communication is, first of all, a consequence of the ill-thought, stupidity, and outlook of man in the life and activity of a manipulator, and maybe a relatively short-term physical or psychological change can lead to specific differentiation in the tactics and technique of manipulation movements. But it is clear that the root of the conclusion that the attitude towards humanity can be treated is not here. Otherwise, manipulative behavioral attitudes are based on the fact that the orientation of one's personality is based on the phenomena of a relatively unstable, rapidly changing character, rather than a system of social perceptions, deep personality traits.

The most valuable element of the proposed approach by N.V. Samoukina is, in our opinion, that teaches educators to deeper understanding of students' individuality. Indeed, the deeper penetration to the inner world of the student is a crucial precondition for the formation of a healthy pedagogical relationship, the perfect fulfillment of educational and teaching tasks. A teacher who knows the individual-psychological characteristics of his/her students is aware of the effectiveness of the educational and educational effect on which kind of student and his / her means of action. However, this can not be guaranteed by its reader's specificity and does not select manipulative effects. On the contrary, the teacher can help the machiavellism, the original manipulative approach, and the more effective use of the knowledge manipulation on the personal-psychological characteristics of the student, in the form of outlook.

Hence, the analysis of the various approaches discussed above assumes that there is little inability to develop pedagogical communication skills in order to weaken the teacher's tendency to manipulative behavior, to the extent that he is primarily concerned with his professional duties and his role in the lives of students. It may be necessary to make changes:

1. Depending on the peculiarities of the pedagogical activity, part-time vocational and specialized psychological training sessions will help teachers to reduce the time required to gain practical experience in achieving good results.

2. The practical psychological work on the development of pedagogical communication skills of the teacher should be

in line with the efforts of the teacher to change the professional skills of the teacher so that he can assist in correcting his tendency toward the Machiavellianism.

3. Restricting the attention of pedagogues to the improvement of pedagogical techniques in conducting psychological and educational work with pedagogues does not guarantee the reduction of the scale of manipulative pedagogical communication.

4. Attempting to expand the perceptions of trainees about their individual-psychological attitudes without altering attitudes towards teachers' professional activities can only lead to adverse effects in the curriculum of motivation.

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