

The Personality teaching (Osobnostní učitelství)

Jan Gregar

Andrysová, Pavla. *Osobnostní učitelství*. Olomouc: Vydavatelství Univerzity Palackého, 2016. 182 s. ISBN: 978-80-244-5088-9.

The monograph *Osobnostní učitelství* (whose title might be translated as *Personality pedagogy* as this term is also mentioned in the summary of the book) is quite an interesting and complex book published in 2016 in Palacký University Press. The monograph was written by Pavla Andrysová, Ph.D., assistant professor based at the Faculty of Education, Palacký University Olomouc, and it is her first monograph written only by herself.

Andrysová works for more than a decade at Institute of Education and Social Studies of Faculty of Education, Palacký University Olomouc, Czech Republic, and she currently holds a position of a deputy head of the mentioned institute.

The area of the author's expertise might be defined as social pedagogy, pedagogical diagnostics, ethics and teacher preparation (teacher training) while she has written a number of articles and manuscripts from this area. In her previous articles, she dealt with topics of pedagogical condition (Andrysová et al., 2014) or psychosomatic condition of an educator (Andrysová, 2013) – both the scopes of these articles are also used and further elaborated within the text of the reviewed monograph.

In order to name some publications dealing with the same topic, the Czech environment is rather lacking a complex monograph focused on this aspect of teachers' profession. However, it is possible to find works by I. Vyskočil (2000) which are dealing with the same topic (while they deal with e.g. psychosomatics of public speaking) and the author of this monograph is citing his works; nevertheless, the teaching is still a more concrete area. Since he is also teaching at DAMU (*The Theatre Faculty of the Academy of*

Performing Arts in Prague), he professionally focuses on the topic of authorial acting in which it is possible to find a common ground with the topic of this book.

In terms of the international literature, it is possible to mention articles by Herbert J. Walberg (e.g. 1968a or 1968b) who also addressed the issue of personality of a teacher in connection to the school climate. It is also appropriate to name M. Maserandino and her website *Personality Pedagogy* which is described as "...a compendium of resources for teaching personality psychology, was founded in 2006. These resources include annotated high-quality links to assignments, exercises, activities, case studies, electronic texts, examples, illustrations, lectures, lecture notes, slide presentations, research labs, audio and visual resources and the largest selection of legitimate personality tests available on the web. For any given topic the most useful links are provided, rather than an exhaustive set of links. Your comments and inputs are welcomed." (*Personality Pedagogy*). Maserandino's focus lies, however, mainly in psychology and personality psychology (see e.g. Maserandino, 2012).

The book *Osobnostní učitelství* is a paperback book of 179 pages. It consists of a simple contents, an Introduction, a treatise (which is roughly 150 pages long) and a conclusion. At the end of the book, there is also a list of sources (7 pages long, which is rather extensive for a book this thin), links to university study-portals (which are addressed in the chapters, see below), and a list of figures (either images, tables, or graphs and schemes) and abbreviations. Quite extraordinary feature of this book is that it contains also a questionnaire dealing with the topic itself: the reader is asked to answer the questions in the questionnaire covering the study they are currently at, the subjects devoted to the personality pedagogy they are studying (if any), etc., which is a great feature since it may provide additionally information for a further research of the author.

More concretely, the treatise itself is divided into 15 chapters which are rather short and dealing with a single topic (e.g. the difference between *personal pedagogy* and *personality pedagogy*, or the topic of *pedagogical condition*). It is not really divided into a theoretical and practical part, however, the first five chapters are rather descriptive and defining and anchoring the terminology of the latter chapters of the monograph. Chapters 6 to 11 are dealing with the *personality pedagogy* in the real educational practice and the subsequent chapters (12 to 14) are devoted to the analysis of existing modules of teacher training at Czech universities while also a new module of personality training for future teachers is presented in the last chapter (Chapter 15).

Assessing the whole structure and the publication overall, the positive points are e.g. that it uses a simple and clear language (hence offering the book to the general public as well to experts, see below). The second positive is the fact that it follows the principle of incremental increase in difficulty and the progress from the (educational) theory to the (educational) practice and (educational) research and its results. The reviewer also finds contributive the fact that it actually researches the current situation at universities in terms of the teacher training.

The question is, who should read this publication? Although the publication is not explicitly intended to any group of public particularly, the reviewer would recommend the book to any (future) teacher in training – it is possible to mention the first chapters dealing with the communication skills and their aspects (e.g. the body language). The second group of people possibly interested in this publication might be guarantors of subjects at faculties of education which may consider including additional subjects dealing with the personality pedagogy while basing their steps on the final chapters of this publication. The last group of possible readers might be even the general public since it clearly presents the personality factors that influence the teaching itself hence giving the readers outline of demands of teachers' profession.

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Contact:

Mgr. Jan Gregar

Ústav speciálněpedagogických studií, Pedagogická fakulta UP

Žižkovo náměstí 5, 771 40 Olomouc, Czech Republic

E-mail: gregja00@upol.cz