



**PEDAGOGICAL TACT AS THE BASIS OF PROFESSIONAL ACTIVITY**

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**ABSTRACT**

A generalized manifestation of a teacher’s communication style is a pedagogical tact, which accumulates all the components of pedagogical culture and which is one of the main indicators of pedagogical skill. K.D.Ushinskiy, who possessed a real pedagogical tact, wrote that no teacher “can ever become a good practicing teacher without tact.... No psychology is capable of replacing a person with psychological tact, which is indispensable in practice due to the fact that it works quickly and quickly... and which involves friendliness without pretense, justice without scrupulosity, kindness without weakness, order without pedantry, and, above all, constant intelligent activity.”

**KEYWORDS**

**Introduction**

Practical activity does not always fit into the framework of professional ethics. This is caused not only by the complexity and internal contradictions of the educational process, but also by those complex social phenomena occurring in the sphere of social relations. In order for the level of moral and pedagogical training of the teacher to be such that he effectively solves the problems facing him, he must be armed with universal knowledge [2]. This universality presupposes the teacher’s possession of quite correct and scientifically based methods of influence in the educational process.

The level of moral education of a teacher should be such that he can analyze the process of teaching and educating students as a process of moral relations between all participants. The erudition of the teacher, his moral education, his value orientations, and his communicative sphere should be aimed at developing professional etiquette, thanks to which he would have the opportunity to resolve any contradictions in the educational process. Professional pedagogical activity is a special type of activity in which all its participants are a single team with different states of moral consciousness [3].

For the effective formation of a comprehensively developed personality, the character of moral activity should be such that his personal example is exemplary. And in his activity, the teacher appears as a carrier and transmitter of high social morality. Its peculiarity is that during the educational process there is feedback: between the teacher and students, between the teacher and parents, between the teacher and the public. The teacher should be armed with methods of analysis, elimination of conflicts, analysis of consequences, finding means of their solution [4]. The main task of pedagogical ethics is to raise the level of the teacher’s moral and ethical culture. The teacher is the subject of moral relations in the pedagogical environment. The objects of the teacher’s relations are his colleagues, students, their parents, and the public. In the process of pedagogical activity, the relationship between a teacher

and a student arises during direct communication. These relationships are accompanied by emotional perception of each other by the participants of the communication. The leading role in this communication is played by the teacher, and therefore it causes increased moral requirements for him. All activities of the teacher should take place with a sense of high consciousness and responsibility of the duty to form the moral culture of the student's personality. Therefore, a teacher must have such a level of pedagogical culture that meets the requirements of the tasks that he solves in the field of education [5].

Compared to other teachers, the curator performs additional very important functions of educating students. Therefore, he is subject to high pedagogical requirements, the fulfillment of which creates favorable conditions for improving the quality of his educational activities.

There is no unambiguous definition of what pedagogical tact is. Some teachers believe that pedagogical tact is a teacher's natural ability to influence students; the second is an integral part of the teacher's general culture; the third is perfect mastery of one's subject and the method of teaching it. There is some truth in each of these statements.

There is no doubt that some teachers have a pedagogic tact easier than others, but it would be wrong to say that this is their innate quality. It is also wrong to identify the pedagogical tact with the general culture of the teacher's behavior or with his methodical education. Pedagogical tact, of course, is related to all other qualities of a teacher, but it also has its own specificity: it is correctly defined as a feeling. This definition was made by K.D.Ushinskiy, who considered the pedagogical tact to be psychological.

Pedagogical tact is the most characteristic professional feature of a teacher. In any profession there is something special that distinguishes it from other professions; it can be manifested in a person's habits, and in his language, appearance. The peculiarity of the teacher's profession, first of all, is revealed in his pedagogical tact. A tactful person tries to behave in a team so that neither his appearance nor a careless word spoils the mood of those around him.

Now there is a lot of talk about pedagogical skill, the basis of which is the teacher's outlook, his ideological beliefs, pedagogical skill involves perfect mastery of teaching and upbringing methods. A teacher must be able to transfer his knowledge, that is, transform it, and give it such an appearance that it is interesting, understandable and accessible. And this would be the case if knowledge and moral standards were mechanically transferred from the teacher's head to the students' heads. But the educational process is not the work of only one teacher. This process is two-way.

Pedagogical tact is necessary in both education and upbringing. But his role in education is special. Students will still be able to learn something from a tactless teacher, but such a teacher will not achieve anything in education. Moral convictions, interests, tastes cannot be formed by force. For this, it is necessary that students love the praise of their teacher.

A tactful person is characterized by such character traits as politeness, friendliness, intelligence, respect for other people's opinions, balance and sense of humor. A tactful teacher should also have such personality traits.

Pedagogical tact is a professional quality of a teacher, but it is not only methodological education, but also the ability to make the spoken word reach the students, be perceived, experienced and assimilated by them. And a teacher who does not possess pedagogical tact will not be able to achieve this. You need to be able to establish contact with students, and not everyone can do this.

A teacher needs tact not only in his relations with students, but also with their parents, his colleagues, and with other people in general. And everywhere, in different conditions, the teacher acts not only as a tactful person, but also as a carrier of the teaching profession, which somehow affects his behavior. The correct form and measure of an act are necessary in order to be able to act not only correctly, but also not to break good relations with people, not to offend them, not to sin against one's professional honor - always and everywhere to carry truth, justice and goodness.

There are no recipes that would help find the measure and form of one's action in each individual case. The right way should be suggested by the personal "flair". Let's consider this on an example.

...The teacher is wrong about the students. He commits an anti-pedagogical act in front of his colleague. If you don't restrain him, it will be a big trouble for both the teacher and the team.

A moral sense of justice forces one to intervene in what is happening. But the intervention will take place in front of the students and will affect the authority of the teacher, who, in addition, may take the help the wrong way - get angry with a colleague. The situation is complicated. Morality suggests: justice must be done. At the same time, it is important not to humiliate or insult the teacher in front of the students. Where is the exit?

Only tact will help save the case in such conditions. We need such a form and measure of action, behavior, intervention, which, on the one hand, would contribute to stopping the wrong actions of the teacher, and on the other hand, would not offend him as a person, as a teacher. It is as if you inadvertently have to intervene in a heated conversation between a teacher and a student, pretend that no conflict is visible, apologize and, defusing the atmosphere, give the student a task, and distract the teacher's attention with some question. In this way, it is possible to prevent the wrong action of the teacher. The teacher will not take offense at his colleague, because everything happened as if by it.

The goal has been achieved. The undesired consequence - resentment against a comrade for unsolicited intervention and undermining his authority - did not occur.

The teacher chooses an appropriate style of communication with students based on mutual respect. He should not degrade the honor and dignity of students for any reason. He should be impartial, equally benevolent and sympathetic to all. The teacher's demands on students should be positive and justified. When checking and evaluating students' knowledge, it is necessary to be able to listen to them, that is, to be interested, attentive, to show patience during the answers, to encourage their efforts with the words "Don't worry, think", never allow yourself words like "It's useless", "You will never say anything sensible." It is important to support with a smile, a look, a facial expression, a head movement as a sign of agreement. Indifference, frequent comments during the answer, sarcasm and arrogance is the most unacceptable in the teacher's behavior.

Waging a fight against laziness and carelessness, the teacher should not be intrusive and annoying. If he is not sure of the student's honesty and sincerity, then he has no right to accuse him of shortcomings without sufficient grounds.

Directing the influence of the team on a difficult student, the teacher at the same time should not humiliate him in front of his classmates. Giving an unsatisfactory rating should not deprive him of the hope of correcting it.

Tact is not smoothing over contradictions, but solving them in the best way: sometimes it is better to defend the student instead of criticizing. This will contribute to the elimination of errors and re-education.

Extracurricular activities on the part of the teacher should be dominated by communicativeness, ease, and sincerity. They are especially necessary during trips and excursions. The teacher's tactlessness is most often manifested in rudeness remarks on the student's appearance, his mind, abilities, and elements of behavior.

Every teacher should remember that a tactful teacher knows how to see everything, but not notice everything.

Pedagogical tact is the result and indicator of the teacher's spiritual and moral maturity.

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