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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Pedagogical tact as a component of a teacher's moral culture

Zulfiya U. Kolokolnikova¹,

¹ Lesosibirskij Pedagogical Institute - branch of Siberian Federal University.
42 Pobedy Str., Lesosibirsk, Krasnoyarsk Territory, Russia
kolokolnikova_zu@mail.ru

Olga B. Lobanova²,

² Lesosibirskij Pedagogical Institute - branch of Siberian Federal University.
42 Pobedy Str., Lesosibirsk, Krasnoyarsk Territory, Russia
olga197109@yandex.ru

Tatiana V. Gazizova³,

³ Lesosibirskij Pedagogical Institute - branch of Siberian Federal University.
42 Pobedy Str., Lesosibirsk, Krasnoyarsk Territory, Russia
gaztan@mail.ru

Tatyana A. Kolesnikova⁴

⁴ Lesosibirskij Pedagogical Institute - branch of Siberian Federal University.
42 Pobedy Str., Lesosibirsk, Krasnoyarsk Territory, Russia
kolesnikovatanya.96@mail.ru

Abstract

The research objective was to describe the phenomenon of pedagogical tact in the context of the cultural and moral traditions of Russian and foreign pedagogical practices. The authors used comparative historical analysis of scientific-pedagogical and historical-pedagogical sources, chronological and comparative methods, and generalization of historical and pedagogical data. According to deontological approach, pedagogical tact is a professional agreement on teacher's standards of conduct, while the moral-cultural approach views pedagogical tact as a component of teacher's moral culture and manners. Thus, there is a contradiction in these interpretations of pedagogical tact, which is aggravated in Russia by standardization of pedagogical activity.

Key words: Art of Teaching, Culture, Pedagogical Tact.

Tacto Pedagógico Como un Componente de la Ética de Maestros

Resumen

La meta de la investigación fue describir el tacto pedagógico en el marco de las tradiciones pedagógicas culturales y éticas de Rusia y otros países. Los autores hicieron un análisis comparativo histórico de recursos científicos históricos y pedagógicos, usaron métodos cronológicos y comparativos y generalizaron los datos pedagógicos. En el enfoque deontológico el tacto pedagógico es un acuerdo profesional sobre las normas de conducta de maestros, mientras que en el enfoque ético cultural es un componente del ademán y de la cultura de maestros. Así hay una contradicción entre las interpretaciones y en Rusia eso se empeora por la estandarización de actividades pedagógicas.

Palabras clave: Arte de Enseñanza, Cultura, Tacto Pedagógico.

1. INTRODUCTION

Today, the person-centered interaction between a teacher and students is an integral part of the pedagogical process. It means that the aim of a pedagogical process is to help a schoolchild in realizing his personality, discovering and disclosing his opportunities, formation of self-awareness, self-realization and self-affirmation. The person-centered approach requires politeness and respect of the uniqueness of a growing person personality and treating it as a subject of self-development. Foreign researchers also stick to such a position. Celkan et al. (2015) note that good relations and mutual respect ensure the

high level of teacher's communication with students. Sülü (2015) shows that teacher's politeness promotes effective interaction and friendly, lively atmosphere in the class. The style of relations between teachers and schoolchildren and their character become an efficient factor determining the results of the pedagogical process. Pedagogical tact plays a significant part as a component of the teacher's moral culture.

Standardization of teacher's professional activity in the Russian Federation recorded in the Federal Law No. 273 On Education in Russia, and Federal State Educational Standard of Higher Education (FSES HE) (2015-2016) not only defines the requirements for the process and results of pedagogical work clearly enough. It also describes the necessary qualities of the teacher's personality. Teacher's culture, its moral properties, ability to observe ethical norms of interaction and to show pedagogical tact are reflected as requirements of the observance of legal, moral and ethical norms, requirements of professional ethics, the respect for the honor and dignity of students and other participants of educational relations and observance of legal, moral and ethical standards, adherence to the requirements of professional ethics.

The concepts of the functioning of morality in the conditions of a holistic pedagogical process are reflected in psycho-pedagogical literature and dictionaries on pedagogy. These sources also contain data on various aspects of the teacher's moral activity, regularities of morality manifestation in teacher's mind, behavior, relations and

activities, joined by the unified concept of pedagogical ethics (Kodzhaspirova and Kodzhaspirov, 2000). Teacher's moral culture, being one of the issues of pedagogical ethics, reflects the system of moral values regulating teacher's normative-estimating behavior, the system of his moral relations with the society in his professional activity, as well as types of action of a teacher according to the ethical norms (ideals of good and evil, due, justice, humanistic values of decency, honesty, kindness, justice, sympathy, readiness to come to help, etc.). Moral consciousness, moral feelings and moral behavior form the structure of the teacher's moral culture. Other significant categories of pedagogical ethics and moral culture are pedagogical justice, pedagogical professional duty, professional honor, professional conscience, and professional dignity. Professional tact intercrosses with the indicated concepts.

2. METHODOLOGY

The statement of the problem of pedagogical tact is caused by existing moral-cultural and deontological approaches. In the framework of deontological approach, the pedagogical tact is a professional agreement on teacher's standards of conduct, while the moral-cultural approach views pedagogical tact as a component of teacher's moral culture and manners as a high level of their intellectual and spiritual development. Thus, it is possible to see the contradiction in these interpretations of pedagogical tact. In Russia, this contradiction toughens in the setting of standardization of modern

pedagogical activity. The problem of the study is characterizing the pedagogical tact in the context of the cultural and moral approach. The analysis of modern Russian research indicates the lack of scientific works in this direction over the last ten years. In this regard, the authors described pedagogical tact within the framework of the cultural and moral approach regarding the traditions of foreign and Russian pedagogical practices.

Pedagogical tact was studied by such foreign researchers as Celkan et al. (2015). Russian educators Zyazyun (1989), Kapterev (1986), Makarenko (1984), Sukhomlinsky (1972), Ushinsky (1988), etc. also dealt with this problem (Reader on the history of schools and pedagogy in Russia. It should be noted that certain issues of the problem in the 90s of the 20th – early 21st century were covered in the works by Moreva (2006) etc. Modern researchers of pedagogical tact formation (Gusoev (2009) deal with either Russian concepts of its historical and pedagogical aspects, or ways of pedagogical tact formation in the future school and university teachers. It should be noted that such works are few. It can be explained by the instability of moral pedagogical values in modern pedagogy. The discussion of the draft Occupational code of a teacher resulted in the adoption of the Code and reflection of basic moral guidelines, both in a teacher's and a schoolchild's behavior in the statute of a school in separate educational organizations. In their activity, teachers are led by moral guidelines, expressed in the principles of humanity, legality, democracy, justice, professionalism, mutual respect and demand, health care, protection of children's secrets, pedagogical optimism, and humor. Such documents

are typical for many foreign educational systems. Their creation is promising in terms of forming the legal field of pedagogical activity. Currently, the issues of pedagogical deontology in the theory and practice of modern education are actively discussed in the works of Moreva (2006) etc. The conducted research in this area points to the relevant problem of developing the guidelines and principles of teacher's professional conduct, as well as the professional settlement of conflicting situations within the professional community. The analysis of modern Russian research indicates the lack of monographs and dissertations in the field of pedagogical tact over the last ten years.

The paper used the set of historical and pedagogical methods, such as comparative historical analysis of scientific-pedagogical and historical-pedagogical sources, chronological and comparative (synthesis, analysis, analogy, etc.) methods, and generalization of historical and pedagogical data obtained from the analysis of the sources.

3. RESULTS AND DISCUSSION

Pedagogical interaction of teacher and schoolchild is the basis of all kinds of professional pedagogical activity in its educational, educational and developing components. In the process of interaction teacher and students can create situations with different emotional coloring from negative to positive. The maximum positive effect is achieved in the case of prevailing positive emotions in the organization

of the relations due to teacher's ability based on his professional skills. The joy of victory or joint achievement of a result, gratitude for help, pleasure from co-creation, and interest to the cognition of new, enthusiasm for the realization of the interesting project, etc. may serve as examples of positive emotions. Negative emotions may arise in pedagogical interaction, but they are not a goal, but a situational pedagogical tool used and overcome to achieve a positive emotional state. Shame for the misconduct, fear of losing a friendly attitude and respect, irritation from misunderstanding, a frustrated state for awkward deeds, guilt for the task accomplished poorly, etc. may serve as an example.

Tact in general and pedagogical tact in particular are phenomena that define good moral human relations. It characterizes moral culture and manners, high level of personal intellectual and spiritual development, and nobility. The main attribute of pedagogical tact is its affiliation to moral regulators of pedagogical process, which are based on teacher's spiritual and moral qualities. The pedagogical tact in many respects depends on teacher's worldview, value orientations, personal purposefulness, character, and temper. Tact reveals the highest pedagogical skill of a teacher – the head of the children's collective, as well as his ability to successfully regulate his own behavior and behavior of schoolchildren. Tact is one of the forms of realizing moral relations between a teacher and a schoolchild, an important component of the moral culture of a teacher, parents, the head of the collective, or every citizen. The Occupational standard for teachers mentions the following requirements: The teacher should not lose sense of

moderation and self-control, the teacher in his work should not humiliate the honor and dignity of the schoolchildren on any grounds, including age, sex, nationality, religion, etc., The teacher shall keep confidential the information he is entrusted by his schoolchildren, etc.

All scientists, dealing with various aspects of pedagogical tact, draw attention to the complexity and capacity of this category and emphasize its missing unified definition. Stankin notes that pedagogical tact is a special sense of optimum, a measure of what a teacher does, one of the main components of the teacher's ethics, his pedagogical skills, and the expression of his moral culture (Zyazyun, 1989). Zyazyun (1989) believed that the pedagogical tact was a form of realizing pedagogical morality in teacher's activity, where the thoughts and actions coincide. They noted that pedagogical tact was not separate facts of teacher's actions, but rather his style. This style should make schoolchildren confident in teacher's goodwill, decency, sensitivity, and kindness. According to Moreva (2006), pedagogical tact acts as a regulator of the pedagogical process and is based on teacher's moral qualities (self-control, sensitivity, attention, demand, respect, etc.), the ability to foresee the objective and subjective consequences of child's actions, and shows the development level of professional competence. A dictionary by Kodzhaspirova and Kodzhaspirov (2000) notes that the pedagogical tact is a sense of measure in teacher's behavior and actions, including high humanity, respect for the schoolchildren' dignity, fairness, temperance and self-control in relations with children, parents and colleagues. In the dictionary by Bimbad (2008) the pedagogical tact is defined as the

principle of moderation, which the teacher should observe in the course of communication with children. It is noted that pedagogical tact is based on the feeling of mutual respect and mutual responsibility. Tact literally means touch. In the opinion of I.A. Zyazyun (1989), the pedagogical tact is a moral category, helping to regulate people's relationship; it is based on the principle of humanism; tactful behavior requires that respect for man should be saved in the most difficult and controversial situations. Pedagogical tact is a professional quality of the teacher, part of his pedagogical skill, and a moral requirement to him. Analyzing the above mentioned definitions, the authors highlight the main components of this category (Table 1).

Author	Pedagogical tact	Components of pedagogical tact
M.I. Stankin, 1983	Special sense of optimum, a measure of what a teacher does, one of the main components of the teacher's ethics, his pedagogical skills, and the expression of his moral culture	Teacher's actions
I.A. Zyazyun, 1989	Moral category, helping to regulate people's relationship; it is based on the principle of humanism; tactful behavior requires that respect for man should be saved in the most difficult and controversial situations	Humanism, respect to people Tactful behavior, relationships with people
V.A. Mizherikov and M.N. Ermolenko, 1999	Form of realizing pedagogical morality in teacher's activity, where the thoughts and actions coincide	pedagogical morality (humanity, sensitivity, care) Moral behavior, friendly relations, foreseeing the consequences of actions
G.M. Kodzhaspirova, 2005	Sense of measure in teacher's behavior and actions, including high humanity, respect for the schoolchildren's dignity, fairness, temperance and self-control in relations with children, parents and colleagues	Humanism, respect, justice, teacher's behavior, relationship with the participants of the educational process
B.M. Bim-Bad, 2003	The principle of moderation, which the teacher should observe in the course of communication with children	Mutual respect Mutual responsibility, pedagogical

			communication
N.A. 2006	Moreva,	Regulator of the pedagogical process, based on teacher's moral qualities (self-control, sensitivity, attention, demand, respect, etc.), the ability to foresee the objective and subjective consequences of child's actions, and shows the development level of professional competence	Competence Moral qualities (self-control, sensitivity, attention, demand, respect, equilibrium, endurance, etc.) Teacher's ability to forecast

Table 1. Components of pedagogical tact

The pedagogical tact differs from the general notion of tact by the fact that it characterizes the level of its mastery, denotes the professional qualities of teacher's personality (respect for people, love for children, courtesy, etiquette), as well as competence in choosing efficient ways and means of interacting with the child. Thus, pedagogical tact is a measure of optimum pedagogical reasonable interaction of a teacher and a child in any situations (including conflict), competence in organizing pedagogical communication and personal behavior that does not humiliate child's dignity.

Pedagogical tact allows avoiding extreme points in communication with a child. The history of pedagogy has enough examples of the stated requirements to teacher's behavior in the interaction with the children of different ages. Diesterweg (2006) wrote: One should be a born tutor and a teacher; they are governed by the innate tact. In direct communication with the schoolchild, teacher's inner sensation tells him how he should act and behave. Herbart (2006) noted that the actions of a teacher should let the imperceptible, semi dormant ethical tact distract the interest of action aside from the evil and lead it to a good, fair and correct Ushinsky (1988) described the

requirements to a teacher as follows:... affectionateness without treacle, justice without nagging, kindness without weakness, order without pedantry and the most important thing - constant reasonable activity. Sukhomlinsky (1972) said about teenagers: The stage of spiritual development, coinciding with the transition from childhood to adolescence, requires a great sensitivity, attentiveness, tactfulness, great respect for the personality of the schoolchild from teachers and from the school administration. He noted that a slightest non-tactful touch to their sensitive and fragile soul, which young men and women interpret as disrespect, reproach, mockery of one or another side of their physical development, is regarded by them as an encroachment upon their spiritual dignity. It is particularly unacceptable to mention the physical deficiencies that any young boy or girl tries to conceal (Sukhomlinsky, 1972) (Table 2).

Author	Pedagogical tact (essence)	Components of pedagogical tact
K.D. Ushinsky	Need for the sense of moderation in pedagogical impact	Respect of the dignity of a child, establishing a trustful relationship, respect of the physical and mental labor, developing confidence in personal abilities
P.F. Kapterev	The highest level of individual pedagogical influence	Unique personality of a schoolchild systematic assistance in his self-development
A.S. Makarenko	Delicate touch upon the person in order to strengthen pedagogical reasonable influence and as a means of pedagogical influence on the person in conditions of the educational collective (parallel action)	Respect and demand
V.A. Sukhomlinsky	Moderation in the pedagogical impact, support and protection of a child in order to achieve the best results in education and upbringing in the	Teacher's love for the his schoolchildren, their spiritual fellowship

	conditions of person-centered approach	
Sh.A. Amonashvili	The measure of teacher's person-centered interaction with schoolchildren aimed at raising the noble person	Graceful implementation of the ideas of humanity, cooperation, activation of children's aspiration for development, adulthood and freedom

Table 2. Pedagogical tact in the history of pedagogy

All this justifies that by the beginning of the 21st century, the issue of pedagogical tact as a special sensitivity of a teacher to the child and regulation of teacher's actions occupied the minds of theorists and practitioners of foreign and Russian pedagogy. Russian teachers of the 40-80s of the 20th century defined the pedagogical tact as the timely optimal and conscious dosage of educational influence, adequate to the set pedagogical problem, as tactics of communication of a teacher (Gusoev, 2007).

In all definitions of pedagogical tact, special attention is drawn to the measure and dosage of pedagogical influence. It is manifested in the intensity and optimality, delicacy and unobtrusive use of pedagogical methods and techniques. Zyazyun (1989) noted that excessiveness may lead to the adverse response: excess demand results in disobedience, excess indulgence – in rudeness. Teacher's obtrusiveness in solving pedagogical problems can act as a negative marker of teacher's pedagogical tact. The definitions show that the basis of teacher's behavior and his actions, as well as the basis of pedagogical communication, should be respectful for the personality, love for children, i.e. the basis is the principle of humanism. Paying respect to a child, parent or colleague, the teacher should be able to

show it without going beyond the professional etiquette, in terms of the individual age features. It is important to know that respect to human personality as the foundation of a humanistic principle implies respect to teacher's personality. The manifestations of respect to the child (warm-heartedness, tenderness and caress) are not exclusive of the demand for him. Manifestations of care, tenderness, attention, and kindness should be adjusted taking into account the age of children. A teacher can name small child diminutive name, hug him or pat on the head. In relationships with teenagers, a teacher shows distance, simplicity, honesty and adulthood. The dialectical principle of combining respect and demand to a person covers teacher's behavior. It makes sense to recall the famous statement of Makarenko (1984): The insistence on the schoolchild should be as much as possible, and respect for his personality should be as much as possible. The demand for child's personality becomes more complicated as respect for it increases, taking into account his age and individual characteristics. Thus, respect and demand in communication with children is a positive marker of teacher's pedagogical tact. The technological aspects of pedagogical communication with children of different ages are well reflected in the books by Dobrovich (1984), A.V. Mudrik and V.I. Slutsky. The definitions of pedagogical tact show that pedagogical communication is the main field for the manifestation of teacher's tactfulness. Formation of communicative competence and development of the spectrum of pedagogical communication techniques plays a significant role in the formation of pedagogical tact. The competencies include the ability to listen and hear, the ability to ask questions, understand the interlocutor, interpret the response of a person, the

ability to transfer their attitude, willingness and desire to communicate, the ability to use non-verbal means of communication, etc.

Another marker of teacher's pedagogical tact is considered to be the equilibrium of teacher's behavior, the ability to self-direction and the management of his own behavior (self-control, moderation, good nerves, and emotionality and spontaneity in communication at the same time). Pedagogical tact requires constant control of the teacher's behavior and ability to predict the consequences of his own educational influence. The need for constant self-direction of behavior, in the setting of the lack of appropriate moral values, can create a difficult strained situation. The Feeling of Childhood Sukhomlinsky (1972), optimistic hypothesis and trust, even with the risk of being wrong Makarenko (1984), ability to maintain a positive attitude and faith in pedagogical values in case of failure allow the teacher to remain tactful. The teacher is tactless and does not believe in child's capabilities if he does not give him a chance, does not create a situation of success, does not stimulate and motivate his schoolchild. Optimism, faith in the joy of tomorrow, positive attitude, the ability to find and focus on the good in the child facilitate the task of teacher's tactful behavior and makes this behavior natural and sincere. When creating a situation of success, a teacher can fall back on the deliberate exaggeration of the child's achievements, so that he feels the joy of the effort and from his work (Mirasova,2018).

Teacher's communication culture sees tact in different forms of interaction with the schoolchild, such as during the organization of lessons, extracurricular activities and leisure activity (Table 3).

Types of pedagogical activity	Pedagogical tact		
	Situation	Manifestation and markers of tactlessness	Solution
Organization of lessons	Disciplining Assessment and control Conflict situations	Rude remarks, personal comments	Agreement and rules Authority Three-part statement Peer assessment and self-evaluation
Organization of extracurricular activities	Maintaining the interest Disciplining Maintaining activity Compliance with standards of conduct	Rude remarks, comments, authoritarianism formalism moralizing	Change of activity Technique of team creative activity (TCA) Participation of each and every Teacher's interest
Organization of leisure activities	Team work Cooperation Conflict situations	Rude remarks comments, authoritarianism over-familiarity	Teacher's activity in the game Hobbies and interests Participation, development of different roles

Table 3. Pedagogical tact in various types of pedagogical activity

Table 3 indicates that the most common situations where the teacher may be tactful or tactless at the lesson are the situations of disciplining (calls to order, behavior within the etiquette, motivating for schoolchildren for work, etc.). Teacher's tactlessness in the form of rude remarks about the schoolchild's appearance, mind, abilities, and preferences, national and religious attitudes is prohibited. Some teachers consider it possible to make the remarks like if you are clever, come out and tell us, and I will listen! etc. Teacher's ability to stick to

professional etiquette, to avoid rude remarks, to use his own wide horizons, to switch students from one type of activity to another, and sense of humor allows solving professional tasks with tact, minimizing the possibility of entering conflict situations. In this case, the emerging conflict situation is a negative marker of teacher's pedagogical tact at the lesson.

Tact is necessary for teachers at any stage of the lesson (organizational moments, targeting, discovering new knowledge, the formation of competencies and finding ways to solve the problems of the lesson, assessment and reflection). Special attention should be paid to teacher's behavior during teamwork organization and cooperation, examination and evaluation of the educational results of students, and in the organization of reflection. When organizing educational cooperation, the teacher needs not only to be tactful, but also to teach children respectful interaction when working in small groups. In the organization of assessment, control, reflection and self-evaluation at the lesson, teacher's tact is expressed in the ability to listen to the schoolchild's opinion, in being attentive to the content of the answer, showing tolerance to the schoolchild's difficulties, and appropriately guiding children in the discussion and evaluation. Statements like nobody cares! Sit down! You are speaking well from your seat, and when it is time to answer, you keep mum! You know nothing, as usual! etc. are unacceptable. Pedagogical tact is especially appreciated in working with disabled children in conditions of inclusive education (children with stuttering, ICP, weak eyesight, etc.).

All students are eager to speak to teachers who are able to listen with attention, respect and compassion. It is possible to use the means of support and approval: a smile, a glance, mimics, or nodding. It is necessary to refuse the comments in the course of schoolchild's answer. The answer should be qualitatively assessed not only by the teacher, but also by others and the schoolchild himself. Quantitative assessment should be a result of the qualitative assessment and contain the designation of the child's development direction. It is important to involve children in the evaluation of their own answers and answers of classmates. It will allow not only getting away from subjectivity in assessment, but also teaching children tactful evaluation. Let us recall the psychological grounds of the pedagogical evaluation conducted by Ananyev. It showed that the lack of motivated and reasoned assessment of the weak answers could lead to misunderstanding of teacher's questions, the habit to ask to repeat, and keeping silent while answering. The researcher proves that negative evaluations should have a positive comment and should be motivating, for example the correct answer would have been received, if it had been stated that..., the answer misses such important points as... Comparatively successful technology that allows solving the problems of not only tactful assessment and marking, but also the child's discipline at the lesson is a three-part statement (Krupenin and Krokhhina, 1995). The technology is based on the ideas of transactional analysis. The structure of the three-part statement includes the statements like when you do... (Fixing the fact), you look... they think you are... (Something meaningful for the child) and I feel... (Teacher's personal attitude) (Krupenin and Krokhhina, 1995).

General knowledge of teachers and indirect methods of interaction acquires special importance when meeting the requirements of pedagogical tact. The author gives an example of making an indirect remark about using cell phones at the lesson: The governor of Krasnoyarsk Territory Khloponin admonished some officials that used cell phones at the meeting. He also warned about possible fines. After two large fines, the officials never took the cell phones out again.

It should be noted that the pedagogical tact implies flexibility of teacher's behavior. The teacher plays two roles in front of the children. At the lesson, a teacher is a skilled teammate who reveals the truth together with the child. He is typical of the official style of communication, clarity, correctness, rigor and rather dry style of communication. In extracurricular and leisure activities, a teacher is an interesting interlocutor, who is cheerful, relaxed, sincere, informal, attentive, and laid back. All these characteristics of teacher's new role are necessary during camping, interesting conversations, excursions, heart-to-heart conversations, playing games, etc. However, even in informal conditions, the teacher should observe moral and ethical norms of conduct, for example, he or she cannot use obscene words. The organization of pedagogical communication is related to the ability to use role-playing positions and to switch from one to another. The characteristics of the main roles and techniques of growing into them can be studied according to the books by psychotherapist Dobrovich (1984). Four main positions are top, bottom, near-side and position of non-participation. The seven levels of communication allow obtaining a variety of pedagogical interaction and many types of

behavior, from which one can choose the most efficient while meeting the requirements of aims and tact. According to Dobrovich, implementing the top position, teacher demonstrates independence and the ability to take responsibility (parent position). The bottom position reveals a dependent, subordinate and insecure personality (kid position). The teacher shows correctness and moderation within the limits of etiquette, ability to regard the situation, to understand interests of others and to allocate responsibility between themselves and them (the position of adult) in the near-side position.

Teacher's implementation of this or that position is determined by a situation (conditions, pedagogical purpose, child's purpose and position). The most common position of a teacher is cooperating adult, realizing the official level of communication. This position a priori sees the partner of interaction in a schoolchild. The main techniques of realizing this position may be could you tell me..., what do you think...? I want some advice from you..., let us think together and decide... etc. Moreover, the teacher also uses the position of a kid in his behavior. For example, the head of the Frankish commune Shapiro, on one of the stages of the organization of team creative activity expressed doubts and fears of success, putting high school students in the situation of the need to defend the case and convince themselves and the teacher in the possibility of its implementation. It is possible that the teacher takes the bottom position at the game level of pedagogical communication. For example, she/he makes deliberate mistakes on the blackboard (so-called trap or find the error method) and expresses perplexity why the problem cannot be solved. Here the

schoolchildren correct teachers not only with great interest and joy, but also explain the errors. The bottom purpose is to form independence and responsibility in schoolchildren. The parent (top) position is natural for a teacher. However, using this position as the only way to educate the child is dangerous, since it can lead to inhibition in personal development, the formation of infantilism, or leads to conflicting communication.

What are the main ways of mastering pedagogical tact? Pedagogical tact is formed, brought up and acquired together with professionalism. Only during the acquisition of pedagogical experience, testing of various techniques, methods and technologies of pedagogical communication, skills of self-control, the formation of the individual style of professional activity is pedagogical tact acquirable. The development of perception quickly assesses the child's internal condition and optimally chooses pedagogical means. Tact acts as a result of teacher's spiritual maturity, a great deal of self-improvement to acquire special knowledge and develop competencies of communicating with children. The competencies are: the knowledge of the basics of morality, the ability to see moral meaning in actions; knowledge of child psychology (age and individual characteristics); acquired ways of influencing students (to love children, to show their love, to watch, to see internal motives of children's behavior, to be conversant in the environment; to choose the optimal and reasonable influence (as we mentioned above, knowledge of indirect ways of education: This is your decision, but if I were you, I would try to... You know best, but I would advise you to...).

Pedagogical tact is impossible in case of giving a child a reason to criticize or even laugh at his own appearance (carelessness, unpleasant smell, wrong speech, incompetence in the use of the computer, etc.). The teacher needs to take care of his pedagogical image. Teacher's image is an emotionally colored stereotype of the perception of teacher's image in the consciousness of the schoolchildren, colleagues, social environment, and in the mass consciousness. Components of the image (appearance, quality of attributes, style of communication, the manner of speaking and posture, looking fit, etc.) act as instruments not only of pedagogical activity in general, but also of pedagogical tact in particular. Neat appearance, smooth voice, calm movements, and confidence adjust a child to a friendly style of interaction with the teacher. It is necessary to understand that in the formation of a teacher's image, real traits are closely intertwined with those attributed to it by others.

Moderation, self-control, fairness, creative approach to others' experience, the development of pedagogical techniques, and a sense of humor are of great importance in the formation of pedagogical tact. At the same time, a teacher should always respect the human being in the schoolchildren and keep one's own dignity. It should be considered that conflicts as a mismatch between the positions of a teacher and a schoolchild are a common phenomenon in pedagogical activities. Therefore, a teacher (especially the young one) should take into account existing rules of conduct in conflict situations, which can help in the adjustment of the difficult conditions to pedagogical plans. Modern psychology claims that a teacher should possess his own ways of

turning the conflict situation into a constructive conflict. One can refer to the method of explosion by Makarenko (1984), or study the works by Khassan on the deployment of a productive conflict and the use of the negotiation process in conflict resolution.

Zyazyun (1989) summed up a number of rules allowing a young teacher to control his behavior within the framework of pedagogical tact:

Rule 1. First of all, it is necessary to try to dominate the conflict situation. It means to release the mutual emotional tension. How? One should start with oneself. Relax, do some breathing exercises (exhale slowly), remove the excess physical stress (remove the clamps), stiffness, and aimless movements. It is known that mimics, posture and gestures not only express the inner state, but also affect it. The answer is external calmness and self-control!

Rule 2. To influence the partner (schoolchild, colleague) with teacher's own behavior. The silent watching the conflict interlocutor's face allows the teacher to release the tension, to concentrate and to study his condition. Take the pause.

Rule 3. Try to understand the motives of the interlocutor's behavior. The inclusion of mental analysis reduces emotional excitement. It is better to express understanding of the predicament (I understand your state, etc.) or to convey own

condition (It upsets me). Trying to immediately assess the act is impossible. One should listen first and express his attitude to the current situation.

Rule 4. Align the aim with the second party. It is necessary to find something in common with the schoolchild as soon as possible, to see the common point of reference of interaction, to demonstrate it, proceeding to re-position.

Rule 5. Secure this position with confidence in the possibility of a productive solution. Try to find this solution together. Finally, in order to resolve the conflict mentally, one should remember it, analyzing its causes and the possibility of prevention. It is always easier to avoid an acute collision than to settle it.

Gusoev (2007) in his studies determined the content of the professional formation of a teacher during the formation of individual pedagogical style. He also found the conditions and technology of the formation of pedagogical tact:

1) Knowledge of psychology of age and individual peculiarities of children (members of the collective, subordinates, participants of communication), including such properties and personal traits as sensitivity, vulnerability, resentment, temper, etc., attentive attitude to their condition;

- 2) Ability to analyze and assess pedagogical situation where violations of norms and rules of conduct are fixed, ability to formulate pedagogical problems, readiness to find causes of schoolchildren' negative behavior, to choose the best form of pedagogical tact, interaction with children in typical situations of their behavior, showing delicacy, tolerance, creation of an atmosphere of psychological support;
- 3) Teacher's readiness to correct the situation, if he did unconsciously or by mistake put the child in an awkward situation without any guilt on their part;
- 4) ability to help the child to find a way out of the difficult situation, to overcome confusion, to soften difficulties, to preserve human dignity, to display respect for the rights of the children;
- 5) Establishing benevolent, sensitive and equal relations, the organization of cooperation with children; the manifestation of joy about the success of children, raising the child's confidence;
- 6) Giving the child the opportunity to speak about himself, about his interests and feelings, understanding of their thoughts and desires, friendly tone, emotional sincerity, spontaneity, warm-heartedness;

7) Refusal of force, fear, shouting, insults, the inappropriateness of manipulation by conviction in a collective of schoolchildren conduct and punishment on behalf of collective;

8) Ability to see and experience with children their suffering, sadness, pain and provide them with timely support, awakening a sense of shame;

9) Teacher's image and aesthetic appeal (expressiveness, fashion, tactful manners, teacher etiquette), the ability to speak with children (high culture of speech);

10) Presence of spiritual communication of a teacher and children, promotion of development, adulthood and freedom;

11) Constant improvement of the level of moral culture of teachers, parents, the whole population.

4. CONCLUSION

Pedagogical tact is not only a part of the pedagogical culture of the teacher, but also a style of teacher's work and level of pedagogical skill. Today, pedagogical tact is a condition for the implementation of modern educational policy. The paper reveals the features of forming the theoretical bases of pedagogical tact in Russian and foreign pedagogy. The contribution of Ushinsky (1988) and Kapterev (1986)

to developing the mentioned problem is revealed. The process of mastering pedagogical tact in works of Makarenko (1984), Sukhomlinsky (1972), etc. is shown. The value of this paper for theory and practice of pedagogy is that the historical experience of forming the theory of pedagogical tact as special, corresponding to professional ethics kind of teacher's moral activity is generalized and scientifically redefined. The paper includes scientifically justified person-centered adequate measures of influencing the schoolchildren, showing a respectful attitude to him, resolving conflict situations, and regulating their behavior. Positive and negative markers of pedagogical tact are highlighted. It is established that the driving force of increasing the efficiency of practical pedagogical tact is the humanization of relations between teachers and students and the improvement of person-centered impact on schoolchildren, carried out on the basis of continuous growth of teacher's moral culture.

5. RECOMMENDATIONS

The predictive value of the theoretical positions developed by the teachers of these periods and generalized practices of the use of tact in teaching and upbringing has been revealed. Materials of this paper can be useful in educational practice in preparing the legal documents in the field of education (statutes of schools, rules for teachers, rules for schoolchildren, etc.) and in research on issues of pedagogical culture and tact.

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