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PEDAGOGICAL TACT IN TEACHER PROFESSIONAL ETHICS

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Abstract. This article examines pedagogical tact as an essential component of teacher professionalism and pedagogical ethics. The aim of the study is to reveal the theoretical foundations of pedagogical tact and determine its significance in the educational process. Analytical, comparative, and observational methods were employed in the research. The findings indicate that pedagogical tact is an important factor in ensuring effective communication between teachers and students. Furthermore, it plays a significant role in preventing and resolving pedagogical conflicts. The study concludes that pedagogical tact is one of the key indicators of a teacher’s professional competence and pedagogical culture.

Keywords: pedagogical tact, teacher ethics, pedagogical communication, professional competence, ethical standards, educational process, pedagogical culture, communication style, pedagogical influence, reflection, pedagogical activity.

INTRODUCTION. In the modern educational system, a teacher’s professional mastery is determined not only by the level of subject knowledge but also by moral qualities, communication culture, and pedagogical tact. Among these factors, pedagogical tact occupies a particularly important place in teaching practice. One of the major challenges observed in contemporary education is the lack of sensitivity and delicacy in teacher-student communication. This negatively affects students’ psychological well-being and learning outcomes.

The primary purpose of this study is to provide a scientifically grounded explanation of the essence and content of pedagogical tact, determine its role within teacher professionalism, and develop mechanisms for its effective implementation in the modern educational process. In the context of globalization, the human factor in education, particularly the personal and professional qualities of teachers, has become increasingly significant. Therefore, pedagogical tact should be examined not merely as a theoretical concept but also as a practical competence manifested in everyday teaching activities.

Based on the research objectives, several scientific tasks were addressed. First, the concept of pedagogical tact was analyzed from a theoretical perspective, and its essence, content, and position within the system of pedagogical categories were determined. In addition, the structural components of pedagogical tact were identified, and their interrelationships and mechanisms of influence were examined. Furthermore, the significance of pedagogical tact in the educational process, its impact on students’ personal development, and its contribution to increasing educational effectiveness were scientifically substantiated.

Literature review and methods. The issue of pedagogical tact represents one of the significant areas of pedagogical research and has been studied from various perspectives by numerous prominent scholars. In particular, researchers such as A.V. Mudrik, V.A. Slastenin, and B.Kh. Khodjayev have paid special attention to pedagogical culture, teachers’ moral qualities, and the formation of professional competence in their scientific works.





According to their theoretical perspectives, pedagogical tact is defined as a teacher's ability to behave appropriately in every pedagogical situation, communicate while considering students' individual characteristics, and exert influence based on respect and attention. This approach makes it possible to interpret pedagogical tact not only as an ethical norm but also as an important factor determining the effectiveness of pedagogical activity.

To achieve the objectives of this study, a comprehensive set of scientific methods was employed. The analytical method was used to examine and generalize scientific literature, pedagogical concepts, and theoretical approaches related to the research topic. Through the comparative method, various pedagogical approaches were compared, enabling the identification of the distinctive characteristics of pedagogical tact.

Furthermore, the observation method was applied to analyze pedagogical situations occurring in real educational settings and assess the extent to which teachers implement pedagogical tact in their professional practice. The combination of these methods ensured the reliability and validity of the research findings.

Results and discussion. The results of the study demonstrated that pedagogical tact possesses a complex and multifaceted structure. In particular, empathy, communication culture, self-regulation, fairness, and impartiality were identified as its primary components.

Empathy enables teachers to understand students' inner experiences and respond appropriately to their emotional and psychological needs. Communication culture plays a crucial role in establishing effective interaction with students through speech, tone of voice, and communication style. Self-regulation allows teachers to control their emotions and maintain composure in various challenging situations. Fairness and impartiality ensure objectivity in assessment and contribute to developing students' trust in the teacher.

At the same time, the findings revealed that a lack of pedagogical tact may lead to several negative consequences in the educational process. These include a decline in students' interest and motivation toward learning, an increase in conflicts between teachers and students, and a decrease in overall educational effectiveness.

Conversely, teachers with highly developed pedagogical tact create a positive psychological climate in the classroom and foster feelings of trust and respect among students. As a result, students become more active participants in the learning process, leading to a significant improvement in educational outcomes.

Conclusion. Based on the conducted analysis, it can be concluded that pedagogical tact is an essential and inseparable component of teacher professionalism and pedagogical ethics. It plays an important role not only in teachers' professional activities but also in the personal development of students.

A high level of pedagogical tact serves as one of the key indicators of a teacher's professional competence. Therefore, the development of pedagogical tact should be ensured through continuous self-improvement, pedagogical reflection, and ongoing professional development. Enhancing pedagogical tact contributes to improving educational quality, strengthening teacher-student relationships, and increasing the overall effectiveness of the educational process.

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