

## **PEDAGOGICAL TACT IN ELEMENTARY SCHOOL**

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**Abstract:** *the article analyzes the impact of pedagogical tact in the relationship with the students of the elementary school. The pedagogical tact is described as a skill to find a more accurate pedagogical maneuver for each case in the educational process. Two main points are discussed in the article: the peculiarities of the pedagogical tact in the interactions with the students of the elementary schools, as well as its analysis as a personal and professional feature, its importance in conducting effective educational process. Four practical situations are discussed for revealing different types of qualities in pedagogues which help to have a better relationship with students.*

**Keywords:** *pedagogical tact, the relationship between teachers and students, pedagogical expertise, pedagogical behavior.*

## **ПЕДАГОГИЧЕСКИЙ ТАКТ В НАЧАЛЬНЫХ ШКОЛАХ**

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**Аннотация:** *в статье анализируется влияние педагогического такта в отношениях между учителями и учениками начальной школы. Педагогический такт описывается как умение находить более точный педагогический маневр для каждого случая в образовательном процессе. В статье обсуждаются две основных вопроса: особенности педагогического такта во взаимодействии с учащимися начальных школах, а также его анализ как личностная и профессиональная черта, его значение в проведении эффективного учебного процесса. В статье обсуждаются четыре практические ситуации для выявления различных типов качеств у педагогов, которые помогают достичь хороших отношениях с учениками.*

**Ключевые слова:** *педагогический такт, отношения между учителями и учениками, педагогическое мастерство, педагогическое поведение.*

In modern pedagogical studies, the pedagogical tact is presented as a professional quality formed throughout the whole professional activity.

The selection of such topic for the article is related to the educational reforms in elementary schools, student-oriented education, which require improvements in the teacher's professional activity, a new approach to the educational processes, skills for the organization of theoretical basis for the formulation of pedagogical tact and its application. The teacher should never forget that the pedagogical tact, expertise, and reputation are the key to the effective organization of the educational work.

The pedagogical tact is one of the elements of pedagogical expertise, the importance of which comes from the origins of educational work. Its content and expression forms have been changed in compliance with the educational issues and content of that era.

The main elements of the pedagogical tact are demandingness, trust, and respect towards the child, which are expressed by the complex of the relationship between the student and the teacher.

The pedagogical tact is a skill to find a more accurate pedagogical maneuver for each case in the educational works. The pedagogical tact an important factor which allows finding more rational approaches in the complex and diverse relations with students keeping the necessary sense of proportion.

The tact is not only a professional requirement for the teacher but also a powerful means of influence. Through respecting the students, the teacher respects themselves.

Based on the pedagogical tact, the pedagogue should comply with the following requirements in the educational process:

- knowledge of peculiarities of students' individual, psychological and age development,
- love towards students and the ability to show their approach, excluding the biased attitude in the relationship of children,
- the ability to see the internal motives of the child's behavior, to clearly determine their psychological and emotional states of mind based on the external signs (gestures, facial expressions, intonation, etc.),
- the ability to orientate in the situation, choose methods of acting in those conditions regarding the individual child, as well as for the students' group,
- the ability of restraint and self-governance in specific situations,
- the knowledge of the pedagogical technique of communication, creative approach in the study of the educational experience of other teachers.

Under the article entitled "Pedagogical Tact in Elementary School" we performed research work, using methods analyzing communication, observation, questionnaires, and pedagogical situations.

The aim of the research was the study and analysis of the role and meaning of the pedagogical tact. Based on it, the following issues were discussed:

- to define the peculiarities of the pedagogical tact in the elementary school,

- to analyze the pedagogical tact as a personal and professional feature.

During our research, we observed the educational process of 15 teachers.

The experimental work, including the observation method, provides the possibility to replenish, collect, process and analyze the demonstrations of pedagogical tact in the educational process of experimental groups – teachers both in personal and professional features.

We had observations in elementary school throughout the whole educational work (passive observation). The aim was to follow the teachers' below-mentioned features:

- balance,
- tact,
- tolerance,
- trust,
- forgiveness,
- emotional state,
- ingenuity,
- communication style,
- humanism,
- external view, body language and other personal and professional qualities in the pedagogical tact.

By observing the educational process of the teachers in elementary school, we have determined several pedagogical situations.

#### **Situation 1.**

The Armenian language teacher of the 4<sup>th</sup> grade provided the new material – poem “Mother” by the Armenian poet Hovhannes Shiraz. There was a girl in the group who had lost her mother, and the teacher presented the material in such gentleness and care for not saddening the girl, moreover, the teacher praised her granddaughter (who was growing her up) in a **sensitivity** decent to the pedagogue.

Observing the communication of teachers, i.e., the speech, it was noticeable that the teachers' speech in the elementary school was rich with endearing, convincing and “sweet” words and expressions.

#### **Situation 2.**

After the third class in the 2<sup>nd</sup> grade of the elementary school, the children go to have lunch. One of the students (perhaps being too hungry) ran to the canteen without forming a line. The teacher didn't say anything; the children had lunch and went back to the classroom. The teacher, without pointing out the student, had a short disciplinary discussion on that matter. The children promised not to perform in such a way and would be together with their classmates, and that student blushed and realized his mistake.

In such situations, it is important for the teacher to perform **tolerance**, to have skills not to offend the child, to consider their individuality, to give the possibility to accept and correct their mistakes.

Each person, both adults, and children have an **emotional state**, which is inevitably expressed.

### **Situation 3.**

The teacher in the 3<sup>rd</sup> grade had a discussion on the topic “I am a Particle of Armenia”, the students talked about the goods, wonders, and history of Armenia, as well as the origin of the nation. Due to the persuasive, meaningful and beautiful speech, the teacher could disseminate the love in the children towards the Armenian people, homeland, the ethical and positive quality to struggle for life and victories, to look forward, to strive and not to be disappointed.

The teacher had high moral qualities and **humanism**. The humanitarian pedagogues see the possible efficient road to the organization of the children’s group in the joint adoption of the coexistence rules, individual determination of children’s autonomy, positive decisions [1,17].

There are many observations of the relationship between the student and the teacher, where conflict situations have been raised, and which have mainly been related to the disagreements during the assessment, communication and interpersonal relationship with students. The children of the elementary school have more necessity of help, attention and continuous support.

The idea of trust between the teacher and the student is strong, on a stable basis. Many students trust their personal decisions, feelings, share their problems.

### **Situation 4.**

A schoolgirl of the 4<sup>th</sup> grade had a diary for “personal secrets”. She trusted the teacher so much that provided the diary to her for reading and helping her. And like that schoolgirl, the whole group trusted the teacher. When we asked the children, “who is your teacher for you in the first place?” they responded, “our senior friend.” In fact, this is a welcoming approach.

The pedagogue should take care of her appearance, gestures, which are perceived as her emotional image among the students, colleagues, and society [2,60].

Any pedagogue, especially, a teacher, should be devoted to their work, students, have a high responsibility towards the fulfillment of job responsibilities, follow their speech, gestures, appearance, be reliable and at the same time demanding, friendly and humane.

Komensky considered the activity of the pedagogue as unique art, which includes a high human culture, encyclopedic knowledge, fairness, art of mastering speech, deep love towards the work [3,81].

Analyzing the pedagogical tact of the teachers in the elementary school as a personal and professional feature, we can conclude that both personal and

professional qualities impact the teacher-student relationship, particularly expertise,

- usefulness,
- technique,
- self-governance and self-control,
- ethics, gentleness,
- speech,
- courtesy,
- good attitude towards students,
- restraint, balance,
- demandingness,
- impartiality,
- aesthetic education,
- trust,
- tolerance, etc.

To summarize, the analyses of the results based on the studies and observations performed in the elementary school show that the pedagogical tact is a dignified personal and high professional behavior, an ability to build an effective educational relationship both with teachers, students, and parents.

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