
Secțiunea IV
PROFILUL MANAGERIAL

**PEDAGOGICAL TACTFULNESS – ESSENTIAL ASPECT
OF EDUCATOR-EDUCATED RELATIONSHIPS**

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Abstract: Tactfulness represents an aspect of interhuman relations. The term comes from the Latin tactus which means contact, influence, action, sense of moderation. The nowadays accepted meaning, tactfulness implies the strict abidance of day-to-day behaviour rules. Being a psychosocial phenomenon, tactfulness occurs only in a social interaction, in every human activity. We can speak about tactfulness in relations between spouses, friends, co-workers, members of a political organization, etc. In all these situations, tactfulness takes aim at human relationships, carrying the observance of reputation, of other's prestige, with the purpose of accomplishment, without difficulties, of one's own interests. Tactfulness has an important part in educator-educated relationships on every school rung, although in the more recently emerging studies was insisted increasingly on implications in work with finality instructive. Tact is the fundamental teaching of craftsmanship (which is the full development of all components of teacher personality) requirement for ensuring authority and educator by profession.

Tactfulness conveys an aspect of interhuman relationships. The term comes from Latin tactus which denotes contact, influence, action, sense of moderation. The nowadays accepted meaning, tactfulness implies the strict abidance of daily life rules. In dictionaries, tactfulness is defined as being "way of behavior to not offend someone.."; „sense of moderation in behavior, fair, straight, considerate attitude”.

Being a psychosocial phenomenon, tactfulness occurs only in a social interaction, in every human activity. We can talk about tactfulness between spouses, friends, co-workers, members of a political organization, etc. In all these situations, tactfulness takes aim at human relationships, carrying the observance of reputation, of other's prestige, with the purpose of accomplishment, without difficulties, of one's own interests. This notion-remarks J. Stefanovic-has, sometimes, the sense of a ploy [14, p. 14].

Tactfulness has an important part in educator-educated relationships on every school rung. That professional educator must be characterized by „that communicative heat, that instinct of generosity that your child discovers through intuition - notes R. Hubert - and to which he responds spontaneously” [5, p. 626].

The great importance of tactfulness in the act of teaching has helped the outline of the concept of pedagogical tactfulness which is one of the qualities of the teacher aptitude. In Technical Literature, pedagogical tactfulness is defined as „sense of measure, particular to different behavioral manifestations of the teacher” (V. Pavelcu), or „the ability to find the most appropriate attitude and treatment of the students” (F.N. Gonobolin).

Slovak psychologist J. Stefanovic, author of an extensive work devoted to pedagogical tactfulness (Psychology of teacher's pedagogical tact) seeing the problem in a psychological perspective, defines tactfulness as „... the qualitative degree of social interaction between teachers and students”. The criteria of this quality, in Professor, J. Stefanovic's vision are:

- a. the adequacy of teacher's behavior to each student;
- b. positive motivation degree of academic achievement and student behavior;
- c. the state of the student's personality;
- d. the degree of compliance of student mental particularities and ensuring an optimal psychological climate of educational activity;
- e. results in achieving the objectives of educational activity.

These five criteria (called principles), to the author, are forming a whole in that it cannot be conceived a qualitative pedagogical interaction outside an interaction of these five criteria [14, p. 13].



Another psychologist (Bondarevskaia T.N.), making a synthesis of studies and opinions expressed on the subject, highlights the following common characteristics of tact: it represents the contact between the teacher and the child's inner universe; honest closeness based on mutual understanding; art to enter and make out individual inner awareness to foresee the possible reaction to those we educate, while respecting the sense of measure [16, p. 9].

Most educators and psychologists employing various aspects of pedagogical tact [1, 3, 6, 10, 15] highlight both the importance and complexity of this skill, her correlations with other skills needed in the act of teaching. So Ana Conta Kernbach, writes from the very beginning of our century that the main qualities of the teacher are especially tactfulness and common sense [6].

On the same line, we have the concept of C. Dumitrescu Iași, who is showing that a teacher's training should include two basic components, namely, scientific preparation and pedagogical training. The latter is mainly focused on forming of pedagogical tactfulness [3].

The importance attributed to pedagogical tact in all the requisite qualities of the profession is explained by its complexity. Tact involves numerous traits such as self-control, sense of measure, sense of justice, firmness, perseverance, consistency, gentleness, patience etc. Pedagogical tactfulness intertwines with many other teaching particular skills: **empathy** which involves affective communication with others; **creativity**, tact is a creative act being always the opposite of routine because every situation is teaching something new, original, unrepeatable; **pedagogical mastery**, tact is considered the cornerstone of pedagogical skill being a premise of teacher's authority. By the qualities assumed by pedagogical tact, it is the sine-qua-non to the principles of moral and civic education (supporting the positive elements to eliminate the negative, taking into account the particularities of individual and age, combining respect with the requirement for pupils, the principle of unity, continuity, consequence, etc. In studies devoted to the teaching profession is sometimes no mention of pedagogical tact, though this skill is found in the complex qualities considered absolutely necessary to educator.

In his book „Psychology teacher profession” (Fr. Schneider - 1923), lists among the qualities required in time for the educator: spiritual attitude, communication, trust, thrift right attitude silent etc. [Apud 9, p. 412]. It is easy to see that at least the last two qualities mentioned are part of pedagogical tact.

In a large study, conducted on experimental teaching skills, F.N. Gonobolin establishes two groups of qualities (skills) necessary educator [4]:

- a. the proper pedagogical qualities, the ability to make learning material accessible to students; creativity at work; teacher influence on pupils' personalities; organizational skills; interest in children; pedagogical tact; the ability to bind the subject of education for life; pedagogical existence; ability to teach object-1; ability to work with students outside the classroom;
- b. personality traits, organizational skills; scientific curiosity; working capacity; capacity of possession; emotional qualities; rich imagination.

Although the author mentions distinctly pedagogical tact, including one in the first category, we believe that this skill complex is also found in other skills both in the first category (creativity at work, the influence of the teacher on the student) and in the -a two (possession ability, imagination). The same can be said about the skills highlighted in the study undertaken by P. Popescu-Neveanu et al. Here, the tact aspects of the teaching found in several skills namely those marked with the numbers [1, 2, 8, 10, etc.]. For the crucial role that it has pedagogical tact in relationships „lifelong learning methodology of teaching staff in secondary education”, MEN approved by order no. 3370 19 V. 1998 (5) include requirements involved tact between both powers necessary for the effective performance of a social role (competence to design the end in mind and work to anticipate its results, management's ability interpersonal) and between the skills required of the profession (communicative, empathy, creativity, knowledge of student etc. [6, p. 8]. T in works devoted to teaching skills usually distinguish between teaching skills related to teaching and learning and educational skills, education.

Tact teaching is an essential aspect of relations teacher-student included a rule in the second category, although studies recently published insists more and more on the implications of tactical activity with finality instructive [10, 15]. In this context pedagogical tact is regarded as „the ability to conceive, prepare and organize its lesson and chatty sequence” [15].

In an experimental study entitled „Implications of pedagogical tact on increasing the efficiency lesson”, Nicola I. establishes its following research hypothesis: „improvement of capitalizing the

opportunities and qualities that circumscribe the teacher's personality is one of the main ways to modernize transmission process and assimilation of knowledge” [10]. Following research conducted this hypothesis was confirmed in the sense that the improvement of teaching in terms of pedagogical tact entails increasing share and importance of psychological factors into action to modernize the educational process.

On the educational pedagogical tact as a crucial aspect of teacher-student relationship has a special role. Tact is the fundamental teaching of craftsmanship (which is the full development of all components of teacher personality) requirement for ensuring authority and educator by profession.

As in medicine there is a whole pathology of type iatrogenic (caused by medical) due not only adverse consequences of administering therapies wrong, but lack of tact in doctor-patient relationships (presentation of disease severity, the chances of being cured etc.) so the lack of tact in education through teacher can be caused by trauma moral and psychological hardly recoverable or irrecoverable. Therefore we can say that contribute pedagogical tact, first create an atmosphere optimal teacher-student reworking of a suitable micro climate work with students and educational factors [11].

If the beginning of our century pedagogical tact as other traits of personality were considered innate (Ana Conta Kernbach - 1914) the last decades witnessing changes in the views on this issue. Nowadays pedagogical tact is regarded as an „alloy of teaching experience and some psychological traits, consisting opportunity influence adequate interventions and educational way”. Both studies undertaken and pedagogical experience demonstrates that a pedagogical tact is acquired and improves the educational process which contributes to success.

As I have seen pedagogical tact requires a range of qualities of character (self-control, determination, sense of measure, etc.) but also contribute to the formation and development. That perfecting this skill can be achieved indirectly by influencing various manifestations of character that will be beneficial effect onto the clock.

Given the multiple effects it has tact teaching on the development of optimal educational process at all levels of education, we believe that in the process of initial and continuing teacher this skill must be given due attention, both in education and training and especially in the self-education and self that must characterize every servant of school.

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