

**PEDAGOGICAL TACT AS A CORE COMPONENT OF TEACHERS' PROFESSIONAL  
COMPETENCE IN MODERN EDUCATION**

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**Annotation:** In the context of globalization and large-scale educational reforms, the effectiveness of the teaching–learning process increasingly depends on the teacher’s communicative culture and pedagogical tact. This article examines pedagogical tact as an essential psychological and pedagogical category that ensures constructive teacher–student interaction, a positive psychological climate, and high-quality education. Drawing on international experience and national educational reforms, the study analyzes the theoretical foundations, essence, structural components, and types of pedagogical tact, as well as methods for its development. Particular attention is paid to the role of pedagogical tact in fostering learners’ motivation, preventing conflicts, and supporting individualized approaches in education. The article highlights that pedagogical tact is not only a moral and ethical requirement but also a key professional competence that directly influences the effectiveness of modern educational practices.

**Keywords:** pedagogical tact; teacher professional competence; communicative culture; educational psychology; pedagogical ethics; individualized approach; modern education.

In today’s conditions of globalization, the effectiveness of the educational process is closely linked not only to the renewal of curricula, but also to the high level of the teacher’s communicative culture and pedagogical tact. Modern requirements placed on teachers in the global education system emphasize such qualities as psychological sensitivity, a humanistic approach, respect for the learner’s personality, and the ability to create a positive psychological climate in the learning process as priority values. In particular, in advanced education systems such as Finland, Japan, Singapore, and the Republic of Korea, pedagogical tact is recognized as a core component of a teacher’s professional competence. In the practice of these countries, pedagogical tact is developed through clear methodological guidelines, trainings, and programs aimed at forming communicative skills. From this perspective, the content, types, and development of pedagogical tact have consistently remained relevant issues in world pedagogy. Respecting the dignity of the learner’s personality and ensuring discipline not through coercion but through psychologically sound approaches constitute one of the fundamental principles of modern pedagogy.

In the education system of Uzbekistan as well, large-scale reforms have been implemented in recent years to enhance the teacher’s ethical and cultural image, communication culture, and pedagogical mastery. The Law “On Education,” the “New Uzbekistan – New Education” concept, and state policies aimed at increasing the prestige of the teaching profession further strengthen the requirements for teachers’ personal qualities, including pedagogical tact. The growing number of trainings on communication psychology, conflict management, and subtle pedagogical approaches in working with students for teachers in schools, higher education institutions, and professional development centers across the republic also confirms the practical significance of this topic. Moreover, various socio-psychological problems observed in the educational process—such as misunderstandings between students and teachers, communicative barriers, decreased motivation, and insufficient individualization—necessitate an in-depth study of pedagogical tact. Interactive methods, the credit-module system, and cooperation-based

educational technologies being introduced in Uzbek schools cannot function effectively without pedagogical tact. Therefore, scientifically studying this topic, analyzing international experience, and developing strategies for fostering pedagogical tact tailored to Uzbekistan's education system are extremely relevant today. A teacher who deeply understands pedagogical tact establishes constructive, gap-free communication with students, creates a positive psychological environment in the educational process, and directly influences the quality of teaching and learning.

The concept of pedagogical tact is an important methodological and ethical-pedagogical category that has long been studied within the field of pedagogy. This issue was first explored in world pedagogy from the early twentieth century by scholars who conducted in-depth analyses of the psychological processes of the learner's personality. In particular, educators and psychologists such as J. Dewey, K. Rogers, A. Maslow, V. Sukhomlinsky, and A. Makarenko scientifically substantiated that a teacher's behavior, culture of communication, subtle sensitivity, and psychological awareness play a decisive role in shaping the learner's personality. Especially, the views of V. A. Sukhomlinsky on pedagogical tact, pedagogical ethics, and the teacher's personal responsibility have not lost their relevance to this day.

In modern pedagogical schools of Europe and Asia, pedagogical tact is also studied as an important indicator within the structure of a teacher's professional competencies and is analyzed in connection with areas such as communicative activity, conflictology, psychological approaches, and mechanisms for motivating learners. For this reason, numerous foreign academic sources exist on the various forms of pedagogical tact, its mechanisms of formation, and methods of implementation.

Pedagogical tact has also been consistently studied by Uzbek pedagogical scholars. Local researchers such as X. Abdirahmonov, N. To'xliiev, A. Jabborov, Sh. Sharipov, M. Ochilov, and Q. Qosimov have scientifically grounded pedagogical ethics, the teacher's communicative culture, and subtle approaches in the process of interaction, thereby elucidating the practical essence of pedagogical tact. In addition, in higher education institutions, pedagogical tact is studied as a separate section in textbooks and teaching manuals devoted to pedagogical mastery, communication psychology, conflictology, and the methodology of the educational process. Nevertheless, reforms in the national education system, the introduction of new pedagogical technologies, and the changing nature of relationships between teachers and students require pedagogical tact to be reconsidered in line with modern demands. Despite the fact that the topic has been studied, its practical aspects—such as an individualized approach, consideration of the learner's psychological state, and the development of tactful pedagogical solutions in the educational process—require continuous improvement. Thus, despite the fact that this topic has been studied historically, enriching it with new methodological foundations and adapting it to teaching practice under the conditions of contemporary educational reforms and global experience remains a pressing scientific task.

Pedagogical tact is the teacher's ability to act with delicacy, sensitivity, and cultural awareness in communication with students during pedagogical activity, and it is regarded as an important psychological and pedagogical factor that ensures the effectiveness of the teaching and learning process. From a theoretical perspective, pedagogical tact is closely connected with the teacher's personal qualities, adherence to moral and ethical principles, psychological sensitivity, and consideration of the learner's individual characteristics.

The theoretical foundations of pedagogical tact are based on the principles of studying an individualized approach, taking learner psychology into account, and making subtle and rational pedagogical decisions. Research shows that a teacher who possesses pedagogical tact creates a

positive psychological climate in communication with students, enhances their motivation, and significantly increases the effectiveness of the educational process.

From a theoretical standpoint, the main structural elements of pedagogical tact include the following:

Psychological sensitivity — the ability to accurately assess a learner's mood, needs, and abilities.

Ethical and moral principles — the teacher's regulation of actions based on moral norms.

Didactic flexibility — the ability to respond promptly and wisely to various situations during the lesson.

Communicative culture — maintaining politeness and sincerity in communication, demonstrating respect and attentiveness.

From this perspective, pedagogical tact is significant not only as a pedagogical theory but also as a psychological-pedagogical concept that is directly applied in practice. It is closely linked to the teacher's personal qualities and serves as an important tool in the modern educational process for the comprehensive development of the learner's personality, enhancing the effectiveness of communication, and preventing conflicts.

Pedagogical tact is the ability of a teacher or educator to approach students and learners with delicacy, gentleness, respect, and sincerity in the teaching and learning process. Pedagogical tact is based on a person's socio-cultural experience, psychological knowledge, and professional mastery, and it ensures effective communication in the educational process, the creation of a positive pedagogical environment, and psychological support for students.

This concept was developed by scholars in pedagogy and psychology in the nineteenth and twentieth centuries and is considered an important criterion for improving the quality of education and assessing a teacher's professional competence. Along with a teacher's knowledge and skills, pedagogical tact also encompasses human qualities such as kindness, patience, gentleness, and wise judgment.

The essence of pedagogical tact is mainly manifested in the following aspects:

Socio-emotional essence: In communication with students, the teacher takes into account their psychological characteristics and emotions, approaching them with sensitivity and sincerity. This, in turn, fosters trust and interest in students.

Professional essence: Pedagogical tact is closely connected with the teacher's professional knowledge and skills. In various situations, the teacher is able to choose the most appropriate pedagogical behavior.

Moral essence: Tact requires human qualities such as respect, courtesy, gentleness, and fairness. These qualities constitute an integral part of the teacher's personality and professional image.

Psychological essence: Pedagogical tact is based on psychological stability and emotional intelligence. The teacher selects words and actions appropriate to the situation and avoids causing psychological discomfort to students.

At the same time, pedagogical tact is closely connected with the teacher's creativity and innovative activity, as it enables the activation of students in the modern educational process, encourages their involvement in communication, and creates opportunities for free self-expression.

Pedagogical tact can be divided into several types. Scholars have analyzed pedagogical tact according to various criteria, but the most commonly used classification is as follows:

Social pedagogical tact. This type is oriented toward social interaction between the student and the teacher and is determined by societal norms, ethical rules, and cultural standards. Social pedagogical tact enables the teacher to adapt to students of different ages and to take into account their social and psychological characteristics.

Personal pedagogical tact. This type is based on the teacher's personal characteristics, human qualities, and emotional intelligence. Personal tact is manifested through the teacher's gentleness, sincerity, wisdom, and delicate approach.

Professional pedagogical tact. Professional tact is related to the teacher's professional knowledge, skills, and methodological preparedness. The teacher applies this tact when making optimal pedagogical decisions in various situations, organizing lessons effectively, and adapting to students' needs.

Psychological pedagogical tact. This type focuses on considering the psychological state of students. The teacher approaches students of different ages and individual characteristics in a flexible manner, avoids causing psychological discomfort, and enhances their motivation.

Innovative or creative pedagogical tact. This type emerges when creative and innovative approaches are applied in the modern pedagogical process. It ensures that the teacher creatively uses new methods, technologies, and interactive techniques.

The methods for developing pedagogical tact are divided into several main groups:

Theoretical methods – teaching theoretical knowledge and explaining psychological and pedagogical concepts;

Practical methods – developing tact-related skills through trainings, seminars, situational exercises, and role-playing games;

Reflective methods – analyzing the teacher's own professional activity, reconsidering communication with students, and developing practical recommendations;

Interactive methods – discussions, group work, problem-based learning, creative activities, and pedagogical experiments.

At the same time, an individual approach, consideration of the learner's psychological state, and rational decision-making in the educational process are of great importance in forming and developing pedagogical tact.

Pedagogical tact is the teacher's ability to act with delicacy, sensitivity, and cultural awareness in communication with students during the teaching and learning process, and it is considered an essential component that ensures the effectiveness of modern education. Contemporary methods for developing pedagogical tact among teachers contribute to enhancing their professional competence, improving their communicative culture, and creating a positive pedagogical environment.

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