

**PEDAGOGICAL TACT AND PEDAGOGICAL ETIQUETTE: THEORETICAL
AND PRACTICAL FOUNDATIONS**

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ABSTRACT: This article analyzes the theoretical foundations of pedagogical tact and pedagogical etiquette, as well as their significance in the educational process. Pedagogical tact is interpreted as the teacher's ability to establish effective communication with students, correctly assess situations, and maintain appropriateness in pedagogical influence. In addition, pedagogical etiquette is considered as an important factor reflecting the teacher's adherence to ethical norms in professional activity, speech culture, communication style, and personal example. The article also reveals the interrelation between these two concepts and substantiates the practical aspects of their development. The results of the study are significant for improving the effectiveness of pedagogical activity.

Keywords: pedagogical tact, pedagogical etiquette, pedagogical ethics, teacher professionalism, communication culture, educational process, pedagogical activity, ethical norms, student personality, communicative competence.

Introduction

In the modern education system, along with a teacher's professional competence, their personal qualities and pedagogical communication culture are of great importance. In particular, pedagogical tact and pedagogical etiquette are integral components of a teacher's professional activity, contributing significantly to the effectiveness of the teaching and learning process. This article provides a scientific interpretation of the concepts of pedagogical tact and pedagogical etiquette, analyzing their essence, significance, and interrelationship.

The Concept and Essence of Pedagogical Tact

Pedagogical tact refers to a teacher's ability to accurately assess situations in the process of interaction with students, appropriately adjust their behavior, and maintain a sense of moderation in exerting influence. Pedagogical tact requires a teacher to possess subtle sensitivity, patience, psychological awareness, and well-developed communicative skills.

Pedagogical tact is manifested in the following aspects:

- taking into account students' individual characteristics;
- maintaining a balance between criticism and encouragement;
- managing emotions in conflict situations;
- respecting the dignity of students.

Pedagogical tact enhances a teacher's authority, fosters trusting relationships with students, and contributes to the creation of a healthy psychological environment.



The Concept and Importance of Pedagogical Etiquette

Pedagogical etiquette refers to a teacher's adherence to ethical norms in professional activity, including proper conduct and compliance with the principles of pedagogical ethics. While it is based on general moral standards, it is enriched with features specific to the teaching profession.

Pedagogical etiquette consists of the following components:

- speech culture (clear, correct, and respectful communication);
- appearance and self-presentation;
- fairness and impartiality;
- a compassionate and respectful attitude toward students.

Pedagogical etiquette shapes the teacher's personal example. Students often adopt not only the teacher's knowledge but also their behavior and manner of conduct.

The Interrelationship Between Pedagogical Tact and Pedagogical Etiquette

Pedagogical tact and pedagogical etiquette are closely interconnected concepts. While pedagogical etiquette defines the overall moral character of a teacher, pedagogical tact ensures the appropriate practical application of these ethical norms.

For example, when giving a reprimand, a teacher must adhere to pedagogical etiquette by avoiding any form of humiliation toward the student. At the same time, pedagogical tact determines how, when, and in what manner the reprimand should be delivered.

Practical Aspects

The following recommendations are essential for developing pedagogical tact and etiquette:

- in-depth study of pedagogical psychology;
- continuous self-improvement and reflection;
- development of communication culture;
- analysis of the practices of experienced teachers.

Research Materials and Methods

This study is aimed at analyzing the essence of pedagogical tact and pedagogical etiquette, as well as their interrelationship within the educational process. It was primarily conducted based on a qualitative approach. The research materials include scientific literature in the fields of pedagogy, pedagogical psychology, and professional ethics, such as monographs, scholarly articles, and methodological manuals.

A number of scientific methods were employed during the research process. In particular, the method of theoretical analysis was used to examine the scientific and theoretical foundations of pedagogical tact and pedagogical etiquette and to reveal their core essence. The comparative method helped identify similarities and differences between these concepts and determine their



role in pedagogical activity. Based on a systemic approach, pedagogical tact and pedagogical etiquette were analyzed as interrelated components of a teacher's professional competence.

Additionally, observation and generalization methods were applied to analyze situations encountered in pedagogical practice and to synthesize effective ways of developing pedagogical tact and etiquette among teachers. The combination of the applied methods ensured a comprehensive exploration of the research topic and the validity of the scientific conclusions.

Results and Discussion

During the research process, the theoretical foundations of pedagogical tact and pedagogical etiquette were thoroughly analyzed, and their role and significance in the educational process were clarified. The findings indicate that pedagogical tact is a crucial factor in establishing effective communication between teachers and students, taking into account students' individual characteristics, and creating a positive psychological environment in the learning process. In particular, a teacher's behavior in conflict situations, their ability to regulate emotions, and their capacity to make context-appropriate decisions serve as key indicators of the level of pedagogical tact.

The results also demonstrate that pedagogical etiquette holds significant importance in a teacher's professional activity. It is manifested through the teacher's speech culture, communication style, appearance, and moral qualities, all of which exert a direct educational influence on students. A teacher's fair, respectful, and attentive attitude fosters a sense of trust among students and enhances their motivation toward learning.

Furthermore, the study confirms the close interrelationship between pedagogical tact and pedagogical etiquette, showing that they complement each other and function as key factors in ensuring pedagogical effectiveness. While pedagogical etiquette establishes general ethical norms, pedagogical tact enables their appropriate application in specific situations.

The discussion also reveals that in the modern educational environment, not only a teacher's level of knowledge but also their communicative competence, psychological sensitivity, and ethical culture are of great importance. Therefore, the development of pedagogical tact and pedagogical etiquette should be considered a key priority in teacher education and professional development programs.

Conclusion

Based on the results of the study, it can be concluded that pedagogical tact and pedagogical etiquette are integral and interrelated components of a teacher's professional activity. Pedagogical tact is reflected in a teacher's ability to adopt a flexible approach to various situations arising in the educational process, establish effective communication with students, and maintain an appropriate sense of moderation in pedagogical influence. Pedagogical etiquette, in turn, serves as an important indicator of the teacher's moral character, speech culture, and professional conduct.

The harmony of these concepts is a key factor in enhancing the effectiveness of the teaching and learning process and has a positive impact on the comprehensive development of students'



личности. The study findings indicate that a well-developed level of pedagogical tact and etiquette fosters an environment of mutual trust, respect, and effective cooperation between teachers and students.

Therefore, it is essential to pay special attention to the development of pedagogical tact and etiquette in teacher training and professional development programs. In particular, it is advisable to carry out systematic work in the areas of pedagogical psychology, communicative competence, and professional ethics. This, in turn, contributes to improving the quality of education and fostering the development of well-rounded individuals.

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