

PEDAGOGICAL TACTICS WORK OF TRAINERS-RESEARCHER

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Abstract: *This paper aims to emphasize the importance of research issues of physical education and sport, the tactics and lack of tact pedagogical relationship researcher respective subjects.*

In this paper a methodology based on research and expert researchers to establish peculiarities of behavior of subjects and which of these features are consistent with the notion of pedagogical tact or behavior contrary to denote a lack of pedagogical tact.

Another task undertaken in this paper is therefore to know the main factors that determine behavior characterized by pedagogical tact, or lack of pedagogical tact.

Key words: *pedagogical tact, researcher, subjects.*

1. Introduction

Researcher is in the interest of the whole society and therefore the researcher to outline the work, the best results in terms of educational. An important tool in this aspect is the way to approach the researcher.

This approach is reflected in pedagogical tact, which creates an optimal psychological climate, motivating professional activity of subjects, particularly behavior and pedagogical work of the researcher.

The aspects of pedagogical tact amplify adjacent educational influence of the researcher on the subject, which is reflected in the very positive results in this direction.

Lacks of pedagogical tact rather opposite consequences and the most obvious aspects leads to a misunderstanding of the true meaning of profession moderator. In terms of pedagogical tact and lack of tact

when dealing researcher - subject researchers often operate in practice, even subjects such as literature and authors interested in this issue.

It's often said about the researcher in the field of physical education and sport that has, compared with other specialists in other fields at a high level of organizational skills application. Equally, however, they are required and pedagogical tact and skill, or ability to find the most appropriate timely attitude and treatment of subjects.

Through this work we try to highlight the extent to which this quality is present in research.

We also want to check to what extent the ability to maintain and enhance positive mental states and to dominate and inhibit the negative ones are defining aspects of pedagogical tact and self-education goals by the researcher on this line.

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2. The concept of pedagogical tact

Lately more and more emphasis is put on the particular influence has behavior, quality of relations between people - in any field of activity - the results of that activity. Those relationships among the stakeholders who rely on the goodwill, mutual respect and mutual etc. will reflect positively throughout their mental structure and thus the very results of their work. Usually, all these aspects are included in the definition of "tact".

In the literature we find different formulations of pedagogical tact, namely: "Tact is skill teaching general education subject / teacher objectivity in its behavior, permanently adapted to the qualities of the educated and curricular and extracurricular environmental conditions" [6].

Currently, by its definition, the concept of pedagogical tact is "all the characteristics of pedagogical skill" craftsmanship conditional:

-Proper attitude toward student "Expressing respect for each student's personality, understanding and demanding educational" fully consistent with its individual peculiarities;

-Mastery, appropriate "the educational technique the ability to quickly find and apply skillfully teaching means to influence students 'individual case" [1].

Through this latter methodological approach, we believe that learning style designates a constellation of traits that circumscribe behavior researcher in its relations with subjects. Style highlights what is specific to each researcher in fulfilling his personal note that incubated their own state. Even if the style is the relative numbers of researchers are of the same elements, the weight and the way in which they relate are different from each other.

Researches in this field have led to establishing several categories of styles.

Can be distinguished in this respect the following styles:

- Personal, giving identity each researcher;
- Multiple, reflecting a group of scientists with similar personalities;
- Statements which are general ways leading educational value strategies. [2]

Efficiency style can be appreciated in itself, but only by reference to these factors related to the personality researcher generators and psychosocial context in which it is integrated.

Pedagogical tact is a "professional quality of the teacher, with which he, the student applies the most effective means to influence education" [3]

Rather conflicting attitudes that put that person unable to concentrate fully on his work evade him from forming activity can be defined as a "clumsy behavior."

General remarks on the influence of human activity on the quality of social relations relate largely to the relationship and interaction between the researcher-subject. This relationship must take a non-confrontational. In school practice, to designate this form, in the sense of influence researcher - subject, using the term "pedagogical tact" and its opposite uses the term "pedagogical tactless behavior.

Profession trainer, researcher like any profession, build a professional culture is the result of a working techniques, training of specific skills involved in this profession.

Consequently, his personality can be analyzed in terms of necessary conditions in terms of choosing a profession and preparing itself for its exercise. The first issue concerns the qualities skills of the researcher, and the second to the culture, the result of training and experience, the formation of personality traits. Naturally the latter are dependent on resources skills circumscribing all together, but the personality of the researcher within which

there is a fusion between all sides and its components, the force of education, says KD Usinsk not flowed only from the living source of human personality. No state and no syllabus, no mechanism of the educational establishment as clever and well thought may be cannot replace the personality in education.

Share these qualities and how they differ from one combination to another skill. These qualities provide suitable background pedagogical skills of expression and print a general sense of action.

"The personality of the teacher is an important part of the success and efficiency in the field. It accompanies and influences the educational learning outcomes. The main way to operationalize the content personality of the teacher is teaching skills, is considered one of the key success factors in the educational process." [4]

Efficiency of education is a result of the interaction of all factors and conditions that contribute to its development. Educational activities are carried out in accordance with certain principles and educational values. Awareness and educational introduction into practice is carried out by the trainer. The personality of the trainer is that filter that prints nuanced direction and purpose of the entire educational endeavor.

Each assimilates and integrates values and theoretical tools in a personal way. Provide some functional combination of the variables involved in the educational process and interferes with appropriate changes in accordance with the requirements of the context in which the process occurs." [4]

Since the measure is physically manifested in achieving a balance between various polar and contradictory mental states inevitably occur in the work of the researcher. Based on the internal dynamics

of these states we define pedagogical tact as the ability of the researcher to maintain and enhance positive mental states and to dominate and inhibit the negative thus providing answers and solutions to the educational process requests promptly.

The lack of pedagogical tact must be understood first the attitude of the researcher, those relations between it and the subjects of which it appears that the researcher does not value and do not respect the personality of the subjects.

This is manifested first in that it understates the value of researcher subject.

Subject's personality can be affected when it is applied humiliating remark, such as, corporal punishment. [5]

3. Factors which influence behaviour researcher

3.1. Subjective factors determining behavior characterized by tact pedagogical concern:

- a) Research:
 - The ability of the researcher to his profession, conscientiously fulfill obligations;
 - Its attachment to the subjects of special interest to this personality;
 - The psycho-positive temperament researcher (self-control);
 - Positive features behavior in society (communicability, spontaneity, honesty).
 - Peculiarities of character researcher (honesty, frankness).
- b) Subjects:
 - Special interest to the subject, remarkable effort to get involved;
 - Positive features of the subject;
 - Their positive attitude to the researcher;
- c) Environment of conduct research
 - Relations between the researcher and the locations where research is conducted;
 - The educational Desiderata clear;
 - The correct attitude to researcher beneficiary;

- Good relations between researchers domain name.

3.2. Subjective factors of tactless behaviour pedagogical concern:

a) Subjects:

- Negative attitude research characteristics of negative work (sluggishness, slow pace of work);
- Lack of interest from their proper research;
- Bad behavior of subjects;
- Features volitional and negative character;
- Researcher negative attitude towards non-compliance therewith;

b) Research:

- Physical and psychological malaise of time;
- Problems, personal and family concerns;
- Lack of experience and professional knowledge;
- Temperamental peculiarities negative psychological (anxiety, irritability, lack of calm);
- Lack of individual characteristics of the subjects;
- Overload (too many tasks, too many hours of research).

c) The environment of conduct research

- Bad relations existing team of researchers, lack of unity in action teaching;
- Poor attitude to leadership research scientist.

4. Conclusions

Pedagogical Tact is a quality that can be modeled, not so much by work experience in the field or subjects which itself is a necessary but not sufficient, but by the attitude manifest researcher in relation to their own training.

Assuming you cannot advocate for a quality self-education have unwittingly adopted the version I listed all the factors which influence the behavior of the researcher's pedagogical factors that require a specialist to guide attention to the wide range of availability is only order but also order sports mastery teaching.

Without being wrong meanings are limiting reducing to one or another of this quality synthetic component which is pedagogical tact. All psychograms formed in relation to the profession of researcher inventory highlights a number of factors intellectual qualities (intelligence, memory, thinking, etc.), regulators (need of communication, affirmation of self, esteem and status, beliefs, ideals, world views and life) and a category of factors that could be integrated into the attitudinal although beyond the mere characteristic attitudes. Such is the skill of teaching and pedagogical tact.

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