

Practice Pedagogical Tact to Enliven Chinese Classroom Teaching

YifengTang

1. Normal University, Nanjing, 210023, China
2. Wenyuan Road, Qixia District, Nanjing Normal University, Jiangsu Province, China

ABSTRACT. *In the classroom teaching, teachers are likely to appear "class embarrassment" phenomenon, so they need to have pedagogical tact to resolve it. Pedagogical Tact: Knowing What to Do When You Don't Know What to Do, written by the Canadian scholar Max van Manen, provides a guide for Chinese teachers in junior high schools to practice teaching wit from the aspects of language inspiration, body language shaping and educational silence.*

KEYWORDS: *Junior Chinese, Practice Pedagogical, Educational Art*

1. Introduction

Pedagogical tact is a kind of special orientation ability in the process of teaching. Teachers with pedagogical tact are able to make prompt and correct judgment on the education situation and deal with the relevant problems in a proper way. In the classroom teaching, teaching presupposition is not always positively related to teaching achievements. Teachers need to have pedagogical tact to resolve it. In the process of junior Chinese teaching, the goal of subject is higher than that of primary school, and the independent character of junior middle school students is forming gradually.

Pedagogical Tact: Knowing What to Do When You Don't Know What to Do is written by Canadian scholar Max van Manen in the 1990s. Max discusses his own views on pedagogy, tact and pedagogical tact, and analyzes the necessity of the existence of pedagogical tact. Max sees pedagogical tact as a "Mindful skill that enable teachers to adapt to changing educational situations", and the book provides a "source of inspiration" for teachers to practice their pedagogical tact. Based on the book, combined with the specific case of Chinese teaching in junior middle school, this paper will analyze the effective strategies for junior middle school Chinese teachers to cultivate their pedagogical tact.

2. Use Your Body Language

"We first met through the body and movement." In addition to facial expressions, body movements are one of the important expressions of emotion. An experienced and insightful teacher will always pay attention to the message conveyed by students' body, and then use their pedagogical tact to adjust their own state in time to create a positive atmosphere.

Case 1: This is a Chinese open class in junior high school, and Mr. Shen was analyzing the text on the platform. Suddenly in the back of the classroom, student C and his backseat, student D, seem to have an argument. The mutual incongruity begins with the initial murmuring to the larger pushing motion. Mr. Shen noticed and naturally went to their side. He put his hand on student C's shoulder, gently pat a few times, while smiling and making eye contact with student D, finally these two students passed focus off to the class.

In case 1, Mr. Shen defused the disharmonious situation in class with gentle pats and eye contact, and made the teaching activities carried out orderly. Junior high school students are in a process of emotional polarization, the occasional friction between schoolmates in class can be immediately led to eliminate. How to make good use of this kind of pedagogical tact is related to a series of divine movements: the placement of the hands, whether there is a friendly nod, whether the expression is natural and mild, etc. Seemingly simple movements are actually the true reflection of the teacher's heart. Therefore, this is not something that can be mastered with practice. It requires teachers to realize from the bottom of his heart that these conflicts with their classmates are just normal signs of puberty, and teachers should treat it with a tolerant heart.

3. Silence in Class Timely

"Sometimes silence is better than sound." The silence mentioned here is not a kind of passive silence that hinders the communication between teachers and students, but a kind of active silence that can improve the efficiency of Chinese class. Having pedagogical tact means that teacher not only knows the importance of silence, but also knows how to keep it positive at the right time.

Case 2: Liu Jinyu, a top-class teacher, spent 8 minutes in the Model class of *Don't Seal the Balcony Tomorrow* to let the students think about the topic of the text and 4 minutes to let them understand the characteristics of the sentences in the article. The responses of students were open and fascinating.

Case 3: This is a Chinese class arranged after PE. Under Miss Wang's authority, most students gradually pay attention to the class. However, two boys in the back row kept talking and laughing. After the students answered in unison, Miss Wang did not continue teaching with her eyes staring at them, and the other students also followed the teacher's eyes. These two boys finally sit quietly and passed focus off to the class.

These are examples of positive silence in two different contexts. Mr. Liu, in case 2, spent a quarter of the time in class giving students to think about. Judging from

responses of students, these 12 minutes are worth it that students will be able to experience and comprehend the emotion of the text more deeply.

The function of silence in case 3 is not only to inspire students, but also to regulate the classroom. Yu Yongzeng, a top-class teacher, once said, "In class, if most students are still playing to ignore you, don't lose temper, but to look sharp observation of each person, eyes not too severe. The effect of this silent suggestion of classroom discipline is often more jarring than the sound of recrimination. It can be seen that the effect of silence is no less than the communication between teachers and students. It is beneficial to the development of teachers and students to master the pedagogical tact of positive silence.

4. Focus on eye contact

"Children tend to believe in the eyes when the mouth and the eyes contradict each other." It is often said that the eyes are the windows of the soul. As a teacher, it is obviously important to be able to read students' expressions and give them timely feedback. Only in eye contact, teachers can read the soul of students, and can also convey their true feelings.

Case 4: In the model class of *Shepherd of Planting*, Xiao Peidong, a top-class teacher, guide students to understand the main idea of the text. In the process of asking questions and guiding students to answer, he always maintained eye interaction with students. While listening, he encouraged the students to further improve their own speech.

Case 5: Mr. Shen, the Chinese teacher of Class 5, Grade 7, proposed that all of the students should take turns to give small speeches in the first five minutes of each Chinese class. It was the turn of the introverted student E. She went up to the platform, blushing. She was so nervous that she even forgot the content of her prepared speech. However, Mr. Shen did not have any words to encourage her, but just said, "Come back when you're ready."

On the one hand, just like Miss Wang in case 3, teachers can convey their emotional attitude through their eyes. On the other hand, teachers can also get their students' true thoughts through their eyes. Case 4 and 5 are two completely opposite cases. The former one fully mobilizes the students' participation, while the latter one may cause huge psychological shadow to students. Mr. Shen should pay attention to the performance of his students, give more support to the students and give them enough self-confidence. The precondition of pedagogical tact of insight into students' inner world is that teachers themselves take enough care for students, so as to be able to pass it through the eyes.

According to the former Soviet educationist Sukhomlinsky, the key to mastering pedagogical tact is to be able to "Skillfully adapt to the circumstances of the time, without the students being aware of it". As a kind of teaching art, pedagogical tact is not without trace. If we want to control it well, we must have a kind of educational idea for students' development, and after a long period of teaching practice of the

rich accumulation, rational thinking and continuous learning. The author firmly believes that Chinese teachers in junior middle school should deepen their educational practice in accordance with the educational goal of the subject. In the process of seeking knowledge through practice, they must grasp the correct opening way of pedagogical tact and make the Chinese classroom vivid and exciting.

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