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DEVELOPMENT OF IMPROVISATION SKILLS IN FUTURE PRIMARY CLASS TEACHERS AS A CHALLENGING PROBLEM

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ABSTRACT

This article talks about the competence of pedagogical improvisation, the importance of pedagogical improvisation in the educational system, and ways to implement improvisation in the work of a future primary school teacher.

KEYWORDS

Elementary school, improvisation, pedagogical improvisation, character of improvisation, pedagogical communication, pedagogical creativity, creativity, criteria of improvisation.

INTRODUCTION

Improvisation is the ability to quickly and effectively respond to unexpected situations using existing knowledge and skills. This is an important quality for any person, especially for teachers.

The development of improvisation skills in future elementary school teachers is one of the urgent problems in modern education. This depends on a number of factors, including:

- change of educational paradigm. A modern teacher should not only have knowledge, but also create conditions for the development of students' creative abilities;
- individualization of education. Each student is unique and the teacher must be able to adapt his lessons to the individual needs and interests of the students;

- Unstable situation in the educational process. In the course of education, various unexpected situations may arise that require the ability of the teacher to respond quickly and effectively.

The main results and findings

The components of pedagogical improvisation are as follows:

- a. Creative thinking is the basis of pedagogical improvisation. This allows the teacher to understand the situation, find new solutions and non-standard approaches to teaching and educating students;
- b. The ability to make quick and effective decisions is an important component of pedagogical activity. It is necessary for the teacher to quickly respond to changes in the educational situation;
- c. Extensive mastering of pedagogical tools and methods allows the primary school teacher to use different approaches in teaching and educating students. This allows the teacher to fully take into account the individual characteristics of students and create conditions for their creative development;
- d. Teacher's personal qualities also play an important role in pedagogical improvisation. Adaptability, openness to innovation and courage allow the teacher to use his creative abilities and skills more effectively.

Types of pedagogical improvisation of primary school teachers can be classified according to the following bases:

Directional improvisation can be directed to:

Education is an improvisation aimed at solving pedagogical problems related to the acquisition of knowledge, skills and abilities;

Education is an improvisation aimed at solving pedagogical problems related to the formation of personal qualities of students;

Development is an improvisation aimed at solving pedagogical problems related to the development of students' abilities and opportunities.

Improvisation is divided into the following types depending on the number of people participating in it:

Monoimprovisation is a type of improvisation involving one teacher.

Polyimprovisation is divided into improvisations involving several teachers.

Improvisation - by level of complexity:

Elementary is an improvisation involving small changes in the learning situation.

Complex - it is divided into improvisations associated with significant changes in the educational situation.

Improvisation is divided into the following types:

Creative improvisation is improvisation based on the use of creative tools and methods;

Game-based improvisation is improvisation based on the use of game techniques and methods;

Personal improvisation is improvisation based on the use of personal factors.

Pedagogical improvisation can be used in various areas of the teacher's activity in the educational process of

primary classes, including lessons, extracurricular activities and communication with parents.

Pedagogical improvisation of primary school teachers is manifested in the use of various methods and forms of education that allow taking into account the interests and needs of students, as well as creating a favorable environment for their development.

It is an important task to develop the ability of pedagogical improvisation among primary school teachers. It allows teachers to solve pedagogical problems more effectively, to maintain students' interest in learning, and to create an atmosphere of creativity and cooperation in the learning group.

In order to develop improvisation skills, elementary school teachers should often experiment, be prepared for unexpected situations, develop creative thinking, and listen to their students.

Pedagogical improvisation is important for a primary school teacher for several reasons:

This allows taking into account the individual characteristics of students. Children with different levels of preparation, interests and needs are found in primary classes. Pedagogical improvisation allows the teacher to quickly adapt the learning process to the needs of each student;

This will help to develop the creative abilities of elementary school students. Pedagogical improvisation encourages children to think outside the box and solve problems creatively. This is important for their overall development;

This creates a comfortable psychological climate in the children's community. Pedagogical improvisation

helps the teacher to build trusting relationships with children and create an atmosphere of creativity and cooperation in the classroom.

Development of improvisation skills among teachers is an important task of modern education. This allows teachers to effectively solve pedagogical problems, increase students' interest in the educational process, and create an atmosphere of creativity and cooperation in the group.

"Modern pedagogical activity is characterized by a high level of dynamism. A primary school teacher constantly faces new situations in his professional activity, which require him to make quick responses and decisions. In such conditions, improvisation becomes an important tool that allows the teacher to effectively solve the problems that arise," says E. V. Semyonova.

According to him, improvisation is an unexpected action or speech that occurs in response to a new situation. Improvisation in pedagogical activities can be manifested in various forms:

- Change the lesson process according to the interests and needs of students;
- Using unexpected pedagogical techniques and methods;
- Solving problematic situations that arise during the lesson.

E. V. Semyonova distinguishes two types of improvisation:

1. Spontaneous improvisation that takes place without prior preparation.

2. Planned-it is carried out on the basis of a pre-developed plan.

Improvisation performs a number of important functions in pedagogical activities:

Diagnostic allows the teacher to determine the individual characteristics of students and their level of development.

- Correction - helps the teacher to eliminate the problems that arise in the educational process.
- Development - helps to increase students' cognitive activity and develop their creative abilities.
- Education - forms qualities such as independence, initiative, responsibility in students.

Conditions for effective use of improvisation:

In order to effectively use improvisation in pedagogical activities, a number of conditions must be met:

- High professional qualification of the teacher;
- Teacher's readiness for improvisation;
- Creating an atmosphere of creativity and cooperation in the classroom.

T. A. Shishova considers pedagogical improvisation to be a high level of uncertainty and dynamism, and puts forward the opinion that the teacher is constantly faced with new situations, which requires him to make quick decisions. In such conditions, improvisation becomes an important tool that allows the teacher to effectively solve the problems that arise.

According to T. A. Shishovani, improvisation is an unexpected action that occurs in response to an

unfamiliar situation. In pedagogical activity, improvisation can be manifested in various forms:

- change the lesson process depending on the interests and needs of students;
- use of new teaching techniques and methods;
- solving problem situations that arise during the lesson.

Improvisation allows the teacher to organize more interesting lessons that encourage students to learn, to take into account the individual characteristics of students and create conditions for their maximum development, to solve unexpected situations that arise during the educational process. 2

Improvisational skills are an important component of flexibility in learning. They allow teachers to respond quickly to changes and find creative approaches to learning. For example, if something goes wrong during a lesson, a teacher with improvisation skills can quickly find a solution and continue the lesson.

Interesting lessons motivate students to learn. Improvisation allows a teacher to use a variety of creative techniques and teaching methods that make lessons more lively and memorable.

Improvisation allows the teacher to take into account the individual characteristics of students. Every student is unique and a teacher must be able to adapt his lessons to the individual needs and interests of the students. Improvisation allows the teacher to respond quickly and effectively to changes in the classroom, creating a situation where each student feels comfortable and can express themselves.

Critical Thinking: Improvisation requires teachers to quickly analyze situations and make sound decisions. These skills develop critical thinking skills for future teachers and their ability to make informed decisions.

Critical thinking is the ability to understand information, formulate arguments, and make informed decisions. It includes the following skills:

Analysis: the ability to identify educational patterns and relationships.

Monitoring: the ability to evaluate information and make informed decisions.

Problem Solving: Ability to find creative solutions to complex problems.

Improvisation helps teachers to quickly analyze the situation and make the right decision when faced with an unexpected question or situation. This requires the ability to quickly assess information, formulate arguments and make informed decisions.

It is important to develop critical thinking in future elementary teachers because it helps them to be more effective in their work. Critical thinking enables teachers to:

Better understanding of students and their needs;

Teaching educational material more effectively;

Create effective training;

Solving problems between students

Taking students' individual needs into account: elementary teachers must take into account the individual needs of each student. Improvisation allows them to better adapt lessons to meet the needs of

different children, including children with special educational needs.

Elementary school students have different individual needs. Some children learn faster than others, some have special educational or behavioral needs, and others may have difficulty adjusting to the school environment.

Improvisation allows teachers to be more flexible in their teaching approaches. This helps them adapt certain methods in the classroom to the needs of different students, including those with special educational needs.

Here are some examples of how improvisation can help elementary teachers implement a goal-directed learning process that takes into account the individual needs of students:

- The teacher can adapt the level of difficulty of the task or the pace of the lesson to the student who learns faster or slower than others;
- The teacher can create additional or alternative assignments for students with special educational needs;
- The teacher can change the format of the lesson so that it is more interesting or convenient for the student who is struggling.

Improvisation also helps teachers create an inclusive learning environment for all students. This helps teachers to be sensitive to the needs of students and to create lessons that benefit everyone.

To learn how to improvise in class, the teacher should perform the following actions:

- be prepared for unexpected events. A teacher should always have a plan of action in case of unexpected situations;
- flexibility and flexible thinking. Ability to quickly adapt to a non-standard situation and make non-standard decisions;
- be confident. Self-confidence helps the teacher to control the situation and avoid confusion.

Here are some examples of how teachers can use improvisation in the classroom:

- if there is a conflict in the class, the teacher can distract the students by conducting a short game or survey;
- if the students do not understand the educational material, the teacher can change the course of the lesson and offer the students to perform a practical task;
- if learning tools fail, the teacher can conduct the lesson interactively or offer students to complete the task independently.

CONCLUSION

Thus, we briefly touched on the characteristics of pedagogical improvisation as a component of pedagogical creativity. All these aspects indicate the importance of developing improvisational skills in future elementary school teachers. In order to successfully prepare primary school teachers, it is necessary to carefully study this problem and develop teaching methods that help develop these important skills.

Creative pedagogical activity cannot be fully implemented without the ability to implement and correct the pedagogical plan in time to the conditions of the teacher's work, his own creative potential and well-being, the mood of the student body, that is, improvisation is appropriate and it is difficult to implement without the ability to justify pedagogically.

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