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PEDAGOGICAL TOOLS FOR DEVELOPING IMPROVISATION ABILITY OF FUTURE PRIMARY CLASS TEACHERS

Kasimova O. A.
Doctoral student of Gulistan State University

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.

One of the main qualities of today's teacher is his devotion to his profession, ideological belief, love for his profession, unlimited devotion to this profession distinguishes a teacher from other professions. Because the high level of education in the continuous education system depends only on the teacher and his professional training. One of the important requirements for a teacher is that he must have deep knowledge of the subjects he teaches. Deep knowledge of the subject and its theory increases his interest and raises the reputation of the teacher. Teachers not only appreciate the student's ability to convey this knowledge to children, but also appreciate his interest in this subject and his dedication. The high culture of the teacher, his deep knowledge will help him to successfully carry out educational work. A modern teacher should not only know national values, but should also be a firecracker propagator in the classroom among the wider community of parents. Pedagogical activity is creative in nature. It is known that creativity is needed only when a person faces a problem. Teaching activity has such characteristics. The main essence of pedagogical creativity is the purpose and experience of pedagogical activity. Pedagogical experience is rich in problematic situations. By advanced pedagogical experience, we understand the teacher's creative approach to his pedagogical task, searching for new, effective ways and tools in the education of students.

In accordance with the main components of the educational process, pedagogical improvisation can be aimed at clarifying the goals of a particular lesson, the content of the educational material, methodological reception and communication.

According to V.N. Harkin, pedagogical improvisation is characterized by the following features:[4]

- compatibility of creation and execution processes or their minimum gap;
- their immediacy;
- public character;
- the unity of logic, the concept of initial support.

L. Yu. In Berikhonova's opinion, pedagogical improvisation is not an accidental phenomenon, but a natural, integral and very important component of the teacher's creative teaching activity, and works as an effective method of optimizing what is invented and a means of quick correction of the pedagogical plan in accordance with the pedagogical plan. [2]

The improvisational nature of pedagogical activity creates the necessary conditions to meet the teacher's moral and psychological needs for success, professional and personal growth, which is measured both by career growth and by rising to the highest level of skill and wisdom.

V.I. As Zagvyazinsky noted, improvisation does not appear out of nowhere. Successful improvisation is possible only on a well-prepared ground. After all, it is not for nothing that they half-jokingly say that the best improvisation is a pre-prepared improvisation. The basis of successful improvisation is the experience of analyzing typical situations, knowledge of laws and trends, prediction based on reasonable hypothesis. "Creativity," noted V. A. Sukhomlinsky. - this in no way means that the pedagogical process is incomprehensible, only intuitive and unpredictable. Just the opposite. Precise foresight, studying the connection of many factors and laws of the pedagogical process allows a real master to change the plan in an instant. [2] The modern trends of education development, the increase in professional requirements for the individual have increased the need to form the creative individuality of the teacher, to realize his creative abilities, and to develop the individual activity style. One of the components of creative activity is pedagogical improvisation. Experienced teachers have many techniques that can be used to solve various pedagogical problems during their career. But there are situations where the teacher needs to make quick decisions, be flexible in non-standard situations in the classroom and extracurricular activities. [1]

Pedagogical improvisation (Latin improvisus - unexpected) is the teacher's ability to develop new solutions, as well as to quickly, flexibly and clearly respond to emerging pedagogical tasks.

All teachers use a certain scheme in their lessons. However, among them there are many who consider it appropriate to improvise - to deviate from the planned course of the lesson, to include in it unexpected, unprepared, sudden, here and now things. In the process of improvisation (due to an unexpected situation), different actions are possible for teachers:

- natural type: effective improvisation actions do not cause psychological and emotional difficulties for the teacher;
- stress-transformational type: there is a mobilization of all resources of the person to overcome the difficulties;
- type of deliberate avoidance: the teacher's conscious avoidance of eliminating an unexpected pedagogical situation ("not noticing");
- involuntary inhibitory type: confusion and full awareness of the teacher's actions;
- emotional disturbance: the teacher acts uncontrollably, randomly, escalates the conflict, cannot control himself or hide his feelings;
- inadequate type: the teacher hides his feelings, but cannot turn them into pedagogically appropriate experiences and actions.

The modern development of science and technology allows the teacher to be creative, to be able

to think freely about the important problems of science, to be able to convey the achievements of science to the student, and finally to teach the student to think creatively, to do scientific research. and requires innovative research. Therefore, the teacher must acquire research skills first of all. During the course of scientific research, the teacher collects and analyzes the works of great thinkers and scientists, draws conclusions based on them. He acquires very important qualities that are necessary for a modern teacher in his practical work, in the process of using science conclusions.

We briefly touched on the characteristics of pedagogical improvisation as a component of pedagogical creativity. 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. Improvisation should be taught to future teachers and young teachers with the help of a specially designed system of exercises, which are characterized by the purposeful reduction and gradual reduction of the time allocated to solving an unusual pedagogical task. Here it is necessary to talk about the teacher's readiness for improvisation.Therefore, there is a natural need to find effective means of resolving conflicts between the pedagogical project of the lesson and the new, unexpected, suddenly arising circumstances of its implementation. It is a pedagogical improvisation, which acts as a kind of "regulator", which should ensure that the teacher's ideas correspond to the real conditions of his creative well-being and the educational process. The improvisational nature of pedagogical activity creates the necessary conditions to meet the teacher's moral and psychological needs for success, professional and personal growth, which is measured both by career growth and by rising to the highest level of skill and wisdom.

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