

# PEDAGOGICAL TOOLS FOR DEVELOPING IMPROVISATION ABILITY OF FUTURE PRIMARY CLASS TEACHERS

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## ABSTRACT

This article talks about the competence of pedagogical improvisation, the importance of pedagogical improvisation in the educational system, ways to implement improvisation in the work of a future primary school teacher. In accordance with the main components of the educational process in changing conditions of pedagogical activity, pedagogical improvisation is a process aimed at clarifying the goals of a particular lesson, the content of the educational material, methodological perception and communication in accordance with the goal, and the naming of pedagogical improvisation in dictionaries is also described. The improvisational nature of pedagogical activity creates the necessary conditions for the satisfaction of the teacher's moral and psychological needs for success, professional and personal growth, which is measured by both career growth and the rise to the highest level of mastery and wisdom. The possibilities of various actions for teachers in the process of improvisation are highlighted, and the criteria for pedagogical improvisation are highlighted. In pedagogical improvisation, the components of the creative dominant are attention, imagination, and inspiration. We briefly touched upon the characteristics of pedagogical improvisation as a component of pedagogical creativity.

## INTRODUCTION

One of the key qualities of a modern teacher is devotion to their profession, ideological conviction, and a deep love for their work. This unwavering dedication distinguishes teachers from representatives of other professions. The effectiveness of the educational process in a continuous education system largely depends on the teacher and their professional competence. One of the fundamental requirements for a teacher is to have a deep understanding of the subjects they teach. A profound knowledge of their discipline and its theoretical foundations enhances their authority and increases students' interest in the subject. Teachers not only appreciate the knowledge their students acquire and their ability to convey this knowledge but also recognize and encourage students' enthusiasm and dedication to the subject. A teacher's high level of culture and broad intellectual capacity contribute to the successful implementation of educational

processes. A modern teacher should not only be familiar with national values but also actively promote them among parents and the school community, passionately advocating for them in the classroom. Pedagogical activity is inherently creative. It is well known that creativity arises when an individual is confronted with a problem that requires resolution. Teaching as a profession embodies this characteristic. The essence of pedagogical creativity lies in the purpose and experience of the teaching process. Pedagogical practice is rich in problematic situations. Advanced pedagogical experience refers to a teacher's creative approach to their professional duties, as well as their search for new and effective methods and tools to enhance students' learning and upbringing. In recent years, the issue of improving the quality of education through the development of professional competence and pedagogical mastery among primary school teachers has become increasingly relevant in our country.

## Research Object and Applied Methods

The object of this research is the professional and pedagogical training of future primary school teachers in higher educational institutions specializing in pedagogy. The study employs various research methods, including pedagogical observation, questionnaire surveys, testing, and interviews. Additionally, independent and control work analysis, experimental research based on distance learning formats, and statistical processing and interpretation of experimental data have been utilized.

## Results and Analysis

The improvisational nature of pedagogical activity creates the necessary conditions for a teacher's success, professional and personal growth, as well as ethical and psychological satisfaction. This is measured by career advancement and the attainment of the highest levels of mastery and wisdom. Contemporary trends in education development and increasing professional demands on individuals have heightened the necessity for teachers to cultivate creative individuality, realize their creative potential, and develop a personalized approach to their teaching style. One of the integral components of creative activity is pedagogical improvisation. Experienced teachers accumulate various techniques throughout their careers, which can be employed to address diverse pedagogical challenges. However, situations arise where teachers must make swift decisions and adapt flexibly to non-standard circumstances in both classroom and extracurricular settings.

As V.I. Zagvyazinskiy noted, improvisation does not emerge from nothing. Successful improvisation is only possible with proper preparation. Indeed, there is a saying, partly in jest but fundamentally true, that the best improvisation is a well-prepared one. The foundation of successful improvisation lies in the ability to analyze typical situations, understand the underlying principles and trends, and make well-founded hypotheses for prediction. V. A. Sukhomlinsky emphasized that creativity in pedagogy does not mean an unpredictable process guided only by intuition. Quite the opposite, precise foresight, understanding of interconnections between numerous pedagogical factors and principles, and meticulous study of pedagogical processes enable true mastery by allowing instantaneous adjustments to lesson plans. In dictionaries, the etymology of improvisation is linked to elements of surprise and astonishment. Essentially, improvisation is both a creative process and its outcome. It manifests in various forms such as musical, dance, and other artistic expressions. In the realm of teaching, pedagogical improvisation occurs when teachers spontaneously adapt their approach in response to unexpected situations in the classroom. Improvisation is a creative flow that is not interrupted by criticism or evaluation but rather guided by the teacher's intuition, allowing time to observe and direct the evolution of the lesson's subject matter.

Pedagogical improvisation (from the Latin "improvisus" - unexpected) is the teacher's ability to develop new solutions and respond swiftly, flexibly, and precisely to emerging pedagogical challenges. All teachers follow certain instructional frameworks, but many recognize the value of deviation from a pre-planned lesson course, incorporating unforeseen, spontaneous elements that arise in the moment. In the process of improvisation (caused by unexpected circumstances), teachers may exhibit different behavioral patterns:

- **Natural type:** Effective improvisational actions occur without psychological or emotional difficulties for the teacher.
- **Stress-transformation type:** The teacher mobilizes all personal resources to overcome the emerging challenges.
- **Deliberate avoidance type:** The teacher consciously avoids addressing an unexpected pedagogical situation (i.e., "ignoring" it).
- **Involuntary inhibition type:** The teacher experiences confusion, resulting in a complete inhibition of actions.
- **Emotional disintegration type:** The teacher reacts uncontrollably, intensifying conflicts, losing composure, or failing to conceal emotions.

- **Inadequate type:** The teacher suppresses emotions but fails to channel them into appropriate pedagogical strategies and actions.

Modern advancements in science and technology demand that teachers become innovators, capable of engaging in critical thinking, incorporating scientific advancements into teaching, and fostering students' creative thinking and research skills. Therefore, teachers must develop research competencies. Through conducting scientific inquiries, teachers gather and analyze works of great thinkers and scholars, deriving conclusions that inform their pedagogical practice. This process enables teachers to cultivate essential attributes required in contemporary education.

Stages of Pedagogical Experience Accumulation:

1. Defining objectives
2. Analyzing, synthesizing, and concluding
3. Identifying achievements
4. Collecting relevant information

The internal mechanism that activates pedagogical improvisation is intuition, while its primary driving force is the discrepancy between an initial pedagogical idea and a more effective realization that arises during the educational process. Pedagogical improvisation can target different aspects of the educational process, including instructional communication, methodological techniques, lesson content, and the organization of learning objectives.

Criteria for Pedagogical Improvisation

1. Objective Criteria:

- suddenness: The element of surprise, reaction speed to unexpected changes, novelty of action, and deviation from anticipated responses.
  - immediacy: The instantaneous nature of the response.
  - originality: The degree of uniqueness.
  - transparency: The presence of an audience or participants in the improvisation.
  - pedagogical significance: Contribution to learning and personal development.
2. Teacher's Performance Criteria:
- demonstration of cognitive engagement.
  - psychological and emotional elevation.
  - sense of fulfillment and satisfaction.
3. Audience Perception Criteria:
- surprise and response to the unexpected.
  - engagement and active participation.
  - emotional sensitivity.
  - increased interest and concentration.
  - enhanced enthusiasm and motivation.
  - depth of empathy.

Indicators include raised eyebrows, bright eyes, spontaneous gestures, thoughtful remarks, laughter, and other expressions of engagement.

The key components of creative dominance in pedagogical improvisation are attention, imagination, and inspiration.

**Imagination** is the mental process of generating new images, ideas, and concepts based on existing knowledge and experience. It is stimulated by a teacher's tasks, needs, emotions, worldview, and anticipation of future developments. Creative imagination results in the production of novel, original ideas that often depict non-existent objects.

**Attention** in pedagogy must be distributed across multiple objects (students, lesson content, etc.), ensuring effective problem-solving. The ability to monitor changes in the educational environment allows a teacher to adjust plans instantly, thus enabling improvisation.

**Inspiration** is crucial for improvisation, as it represents a heightened state of cognitive and emotional engagement, directed toward solving creative challenges. It is closely linked to the moment of sudden insight into a problem's solution.

Types of Pedagogical Improvisation Based on Process Structure:

- Classical improvisation
- improvisation within assigned tasks
- Mixed or transitional improvisation (initially classical or task-based but evolving spontaneously)

V.A. Kan-Kalik identified five types of pedagogical improvisation based on classroom sources:

1. Indirectly induced improvisation (where practical reasoning and emotional stability play key roles)
2. "Internal" improvisation (dependent on the teacher's individual creativity)
3. Improvisation driven by lesson structure (engaging active pedagogical thinking)
4. Improvisation based on introspection and classroom perception
5. Improvisation bordering on pedagogical discovery (resulting from pedagogical intuition)

According to V.N. Kharkin, pedagogical improvisation is a complex process occurring in four stages:

1. Insight: Sudden discovery of an original idea or unconventional action, often triggered by emotional stimuli.
2. Intuitive and logical comprehension of the idea and selection of implementation methods.
3. Mass implementation with intuitive and logical refinement.
4. Instant intuitive-logical analysis of the improvisation outcome, determining whether to continue or revise the approach.

## CONCLUSION

In this study, we examined the characteristics of pedagogical improvisation as a fundamental component of creative teaching. Effective pedagogical activity requires the ability to adapt to various circumstances, including the professional environment, a teacher's creative potential and well-being, students' engagement levels, and the capacity to adjust and refine educational strategies in real-time. The ability to improvise purposefully and with pedagogical justification is essential for achieving these objectives.

It is crucial to develop pedagogical improvisation skills among prospective and early-career educators through specially designed training exercises. These exercises should focus on reducing the time allocated to solving non-standard pedagogical tasks while gradually enhancing response efficiency. The readiness of teachers to engage in improvisation plays a vital role in their overall professional competence.

Thus, an inherent need exists to resolve the tension between structured pedagogical planning and unforeseen, spontaneous classroom situations. Pedagogical improvisation serves as a regulatory mechanism that ensures coherence between a teacher's ideas, creative approach, and the realities of the educational process. The improvisational nature of pedagogical activity creates the necessary conditions for professional growth, ensuring success, ethical fulfillment, and psychological resilience. Ultimately, this contributes to career advancement, mastery, and the highest levels of professional wisdom.

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