



ПЕДАГОГИК ИМПРОВИЗАЦИЯНИНГ МУҲИМ ХУСУСИЯТЛАРИ
ВАЖНЫЕ ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОЙ ИМПРОВИЗАЦИИ
IMPORTANT FEATURES OF PEDAGOGICAL IMPROVISATION

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Annotatsiya: ushbu maqolada pedagogik improvizatsiyaning mohiyati uning muhim xususiyatlari, pedagogik jarayonning samaradorligi bilan bevosita bog'liqligi, mohir improvizatsiya natijasida muvaffaqiyat holati, o'qituvchi kasbiga ijodiy yondashuvni shakllantirish, pedagogik muammolarga muvaffaqiyatli echimlarni intuitiv ravishda topishdir, bunda pedagogik sezgi roli va imkoniyat haqida ilmiy fikrlar bildirilgan

Kalit so`zlar: pedagogik improvizatsiya, pedagogik jarayon, o'qituvchi kasbiga ijodiy yondashuv, pedagogik sezgi, pedagogik ijod, ijodiy kognitiv faoliyat, pedagogik faoliyat, stereotipik va improvizatsiya darajalari.

Аннотация: В данной статье изображено суть педагогической импровизации, непосредственной связи с эффективностью педагогического процесса, статусе успеха в результате умелой импровизации, формировании творческого подхода к профессии учителя, интуитивном нахождении успешных





решений педагогических проблем, в которых выражена роль педагогической интуиции и научных соображений о возможности

Ключевые слова: педагогическая импровизация, педагогический процесс, творческий подход к профессии учителя, педагогическая интуиция, педагогическое творчество, творческая познавательная деятельность, педагогическая деятельность, стереотипный и импровизационный уровни.

Abstract: In this article, the essence of pedagogical improvisation is its important features, its direct connection with the effectiveness of the pedagogical process, the situation of success as a result of skilful improvisation, the formation of a creative approach to the profession of the teacher, the intuitive finding of successful solutions to pedagogical problems, the role of pedagogical intuition in this, and the possibility scientific opinions are expressed about

Key words: pedagogical improvisation, pedagogical process, creative approach to the teacher profession, pedagogical intuition, pedagogical creativity, creative cognitive activity, pedagogical activity, stereotypical and improvisation levels.

Introduction

The skills and skills of pedagogical improvisation are of particular importance in the teaching of social and humanitarian Sciences, since these lessons are characterized by the interaction of teachers-students and the use of non-traditional methods of teaching.

The teacher's ability to improvise pedagogically contributes to the realization of the didactic principles of the connection of education with life, its individualization. Pedagogical improvisation should become an integral part of collaborative pedagogy, since it helps to faollashtir creative cognitive activity of students, which is especially important today in the conditions of rapid growth of the volume of information.

Material and Methods

Joint improvisation of teachers and students in pedagogical improvisation allows them to realize their abilities and creativity [1]. Pedagogical improvisation is directly related to the effectiveness of the pedagogical process. The situation of success as a result of skillful improvisation forms a creative approach to the profession of the teacher, eliminates the phobias of the young teacher and the problems that arise in





connection with them, as a result of which the deterioration of the attitude to professional activity in them can lead to the loss of a sense of the profession.

Pedagogical improvisation skills and long experience in general educational institutions make it possible to prevent the syndrome of emotional burnout and personal deformation of teachers and teachers working with unusual, difficult children.

The problem of studying intuition in the pedagogical activity of the teacher is very relevant. Intuition plays a huge role in any creative activity, because it allows you to "see" the truth directly, unconsciously and quickly find the right solution. The lack of time and information for the analysis of the uncertain pedagogical situation using logical methods requires the development of pedagogical intuition in the teacher. Often successful solutions to pedagogical problems are found intuitively.

Intuition-the problem of studying internal intuition is also widely considered in psychology. To date, the issue of the need for intuition in the practical activities of the teacher has also been studied.

Pedagogical improvisation includes the following main stages: pedagogical understanding, implementation of the idea in public; understanding.

Results

Pedagogical improvisation is a non-standard solution of a particular task in the presentation of educational material, concepts, ideas; self-expression of the teacher; expression of the emotional sincerity of the teacher; is used in the manifestation of his developed imagination, intuition, inspiration.

The teacher develops pedagogical improvisations in advance and anticipates the possibility and result of their inclusion in the educational process. The ability to improvise, formed by teachers, allows to create an idea in front of children. Their inclusion in co-creation, easier resolution of conflict and unfavorable situations; the ability of the teacher to motivate students to find non-standard solutions to standard problems, and in other cases improvisation, is considered an extreme indispensable.

Improvisation for schoolchildren is their first creation in self-expression, self-expression, self-affirmation, which is why improvisation is pedagogically valuable in itself.

Discussion

Kan-Kalik identified five variants of pedagogical improvisation in the class depending on its source [2]:





1. cause indirect improvisation (practical thinking and emotional stability play an important role);
2. improvisation "from within" (depends on the individual creative characteristics of the teacher);
3. improvisation arising from the logic of material presentation (carried out through the active participation of pedagogical thinking);
4. improvisation based on the emotional state and perception of students in the class;
5. pedagogical improvisation, bordering on pedagogical discovery.

V.A.Harkin notes that pedagogical improvisation is a complex process that is carried out in the following four stages[4].:

Step 1-understanding. At this stage, there is an unexpected intuitive discovery of the idea, an original action, a paradoxical thought, etc. Most often, consciousness occurs in an unusual situation or against the background of an emotional upsurge.

Step 2-to understand the idea intuitively and logically and choose the way of its implementation.

Step 3-mass implementation of the idea with an intuitive and logical correction.

Step 4-Instant intuitive and logical analysis of the result of improvisation. A decision is made to continue improvisation or to reorganize the activity.

Pedagogical improvisation can be carried out in different ways:

- speech action (can be a monologue or a teacher dialogue, wit, anecdote, an analogy, etc.);
- physical movement (in the pedagogical process, its "pure form" is very rare, but it can be a sign, a special appearance, a position, etc.);
- verbal and physical action (various practical jokes, games, mini-performances, etc.).)

V.A.Kan-Kalik, improvisational preparation determines the presence of the following components as follows [3]:

- professional pedagogical composition: the overall composition is determined by the mobility of the special knowledge and skills of the teacher against the background of professional qualification, system, dynamism, general high culture and knowledge;
- personal-professional composition: the instrumental peculiarity of the teacher's actions in certain atypical situations of pedagogical communication with





students, which requires rapid orientation and rapid adoption of pedagogical qualified decisions;

- motivational and creative component: creative motivations of teacher activity, the content and the enthusiasm of the educational process, the state of creative inspiration of the "worker".

Zagvyazinsky defines the stages of the formation of improvisational preparation of the teacher as follows [1].:

Step 1-includes the primary development of skills for the implementation of pedagogical improvisation aimed at the organization of pedagogical communication, that is, the rapid identification of the means of speech presentation of the content of the educational material sufficient for a particular action of pedagogical communication, the rapid identification of the content emotionally, intonation and expressively to the audience.

Step 2-improvement and development of skills of implementation of pedagogical improvisation aimed at concretization of methodological methods, including analysis of the methodological structure of the lesson, connection of the technique with the educational material embodied with its help, analysis of the regularities of the use of immediately identified methodical techniques.

Step 3-formation of skills for performing improvisations aimed at correcting the content of the educational material. Particular attention will be paid to the development of skills to link the content of the instructional material with the current educational situation in the classroom.

Conclusion

Thus, pedagogical improvisation-the teacher in the process of lessons or communication finds an unexpected pedagogical decision and makes it almost immediately. Also, pedagogical improvisation is the activity of the educator, which is carried out in the process of pedagogical communication, without prior consideration, without consultation.

Literature analysis and pedagogical experience-the end of the first stage of the test work revealed the following contradictions [1,2,3,5].:

- dependence between stereotypical and improvisational levels of pedagogical activity. Its arrangement (plans, instructions, textbooks, methodological developments,





etc.), on the one hand, and pedagogical tasks that arise again in the educational process; in general between the children's groups and the constantly changing circumstances of each child;

the dynamics of the psychophysical state of the teacher himself, the instructional material prepared from the second hand and the method of its presentation, and a new, more successful solution found by the teacher in the process of teaching;

-between the fact that the teacher needs constant improvisation and can not perform it qualitatively due to lack of reasonable recommendations due to lack of research on this problem in the science.

Therefore, the following:

- Characterize the essence of improvisation as a socio-psychological phenomenon in the development of creativity of future teachers on the basis of pedagogical improvisations and determine its functions in pedagogical activity;

- to determine the content, structure, typology and criteria of pedagogical improvisation;

- identification and justification of psychological and pedagogical conditions of use of improvisation in the professional activity of the teacher, creation and application of a system of improvisation bases and techniques;

- tasks such as the development of scientific and practical recommendations for improving the creative preparation of teachers have been identified and fulfilled.

The general methodology of the study consists of the most important provisions of materialistic dialectics about the essence of the activity of a person, the nature of creativity of a teacher, the role of creativity in the development of individuality and in the life of a person, its dialectical and social essence, the understanding of creativity as a dialogue interaction.

These methodological rules served as the basis for the development and improvement of the categorical apparatus of the study, revealing the concept of pedagogical improvisation in the professional activity of the teacher.

Important features of pedagogical improvisation are determined by the conditions of its use in the professional activity of the teacher, the structure of improvisation, the ratio of its components and stages of development, as well as the driving forces that ensure the emergence and implementation of pedagogical improvisations.





Such driving forces are the need for the teacher to carry out professional activities in constantly changing pedagogical conditions and specific contradictions between the stereotypical and improvisational characteristics of pedagogical activity. On the basis of an analysis of the important features of pedagogical improvisation, it is possible, we assume, to create a scientifically based methodology of its use in the professional activity of the teacher.

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