



IMPROVISATION AS A MEANS OF SHAPING THE PROFESSIONALISM OF FUTURE TEACHERS

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Annotation

the article examines the development of future teachers' improvisation as an integral part of pedagogical skills. Theoretical ideas are supported by examples.

Keywords: improvisation, potential opportunity, modern education, pedagogical situation, imagination, fantasy.

INTRODUCTION

New scientific data on the potential opportunities of preschool children, coupled with the increasing demands of society for the professional training of teachers, the deployment of preschool institutions, schools, and gymnasiums that are diverse in purpose and content, objectively raise the question of improving the quality of higher pedagogical education. A modern educational institution needs a teacher who is able not only to give knowledge and skills to children, but also to create conditions for the development of the creative principles of the individual, to predict the further development of each child, to act in constantly changing socio-pedagogical situations.

The problem of improving the quality of higher education has been raised repeatedly, however, even today the preparation of a future specialist does not always meet the requirements of the time and needs to be improved. The main shortcomings of higher pedagogical education are the lack of orientation of graduates to the personality of the pupil, the poor knowledge of young teachers of technologies that optimize the pedagogical process in an educational institution, the inability to engage in self-correction of professional activities. This causes uncertainty, unwillingness to work with children, and a decrease in interest in teaching.

One of the means of individual creative entry of the future teacher into the profession can be improvisation. Improvisation brings attractiveness to pedagogical activity, helps to instantly find a successful way out of the most unexpected situation, exacerbates pupils' interest in learning, and contributes to the realization of the teacher's creative ideas. At the same time, improvisation requires great emotional stress, which, due to the physical capabilities of a person, should not be long-term, and even more so permanent, since it can lead an unprofessional teacher to mental breakdowns or to activity according to stereotypes, when any



surprise is “not noticed”, “ignored” instead of being used for educational purposes. This implies the need to teach improvisation to students - future teachers in the conditions of their university training.

We understand that only improvisation obtained in the process of direct communication with children has true value - immediacy, originality, pedagogical significance; the adaptations found outside of it seem artificial. However, in our opinion, a teacher prepared for surprises will not be afraid of non-standard situations, since he is able to “beat” them, include classes in the natural course of the lesson. Moreover, the need to improvise mobilizes imagination and fantasy.

It seems to us that the purposeful preparation of students of a pedagogical university for pedagogical improvisation can be carried out in several directions.

The first is the introduction of elements of teaching improvisation into the course of teaching various academic disciplines of the psychological and pedagogical cycle. For example, when studying the course "General Foundations of the Teaching Profession", students can be given knowledge about improvisation as a phenomenon of pedagogical creativity. The course "Pedagogical systems and technologies: a practical aspect" will allow future teachers not only to study the most effective modern technologies of teaching and education, to reveal the research focus of pedagogical work, but also to deepen their understanding of pedagogical improvisation through the study and analysis of the experience of improvisational teachers. The use by the teacher of innovative methods and forms of education (pedagogical studio, workshop, pedagogical training, protection of albums and projects, etc.), which include students in creative activities and cause communication, mobilization, will contribute to the development of specific improvisational skills in them.

The second direction in preparing students for improvisation includes pedagogical practice, where in real conditions one has to make instant decisions and act - to improvise or avoid improvisation, following strictly according to the plan. However, the student's readiness for improvisation may not be realized due to a number of reasons: lack of experience in working with children, "attachment" to educational material, the presence of strangers (educator, teacher, leaders of a preschool institution, school, group methodologist). The accumulated experience allows the student to make a retrospective analysis of his own activities from the point of view of where improvisation would be appropriate, could serve educational purposes. The third direction is purposeful theoretical and practical training of pedagogical improvisation in the form of training and self-preparation for it.

We have developed and tested within the framework of the course "Fundamentals of Pedagogical Excellence" the technology of training pedagogical improvisation, which has clear goals, specified for each technique, tasks. The content of the training was designed depending on the pedagogical experience of the students (taking into account the presence of secondary specialized education, skills in working with children), the development of pedagogical abilities and the creative dominant of the individual.

The main material of the training was exercises and sketches from theatrical pedagogy and drama hermeneutics, psychotechnical games and exercises, selected and modified by us in relation to this study and built into a system of cycles with a specific target orientation, as well



as original exercises. Situations from the bank of improvisations we have been collecting over the years have also been used. The applied developing methods of work contributed to the development of improvisational activities of students in the conditions of the natural course of training sessions. The leading principles of structuring the system of tasks were: sequential complication, continuity and systematicity, taking into account self-assessment data and other diagnostic methods, complexity, which allows practicing several skills by performing a specific task, and dynamism.

The conducted research showed that not all the skills necessary for an improvisational teacher are formed in the same way and with maximum effectiveness. The ability to distribute and concentrate attention, transform, communicative skills were mastered by students easier and faster. In terms of skills directly related to the process of improvisation (instantly analyze the situation, make a decision and implement it), the changes were less significant. Obviously, these skills require a longer development, the use of flexible individualized technologies during the entire period of students' studies at the university.

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