

METHODS OF DEVELOPING PROFESSIONAL SKILLS OF FUTURE TEACHERS IN AN IMPROVISATIONAL ENVIRONMENT

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Annotation: This article discusses the requirements for today's teacher, the necessary competencies, the ability of the teacher to turn the situation into a direction that guarantees the high-quality implementation of the goal through quick decision-making and pedagogical experience and skills, the ability of the teacher to improvise pedagogically, the ability of the teacher to demonstrate pedagogical foresight in the successful implementation of the professional tasks set, and the well-developed processes of intuitive activity.

Keywords: improvisation, pedagogical process, knowledge, skills, qualifications, skills, competence, demand, education, activity, specialist.

UNESCO is one of the leading organizations conducting research in the field of education worldwide. UNESCO's scientific report "Reimagining our futures together: A new social contract for education" emphasizes that future teachers should have professional qualifications and innovative thinking that meet the requirements of the new era. Therefore, it is recommended to use methods that form interactive negotiations, case studies, and rapid improvisation processes in students in the educational process. In addition, the program "The Future of Education and Skills 2030: Conceptual Learning Framework" developed by the Organization for Economic Cooperation and Development (OECD) also indicates the formation of the ability to improvise in future teachers as one of the key achievements required in the future. The authors note that in a rapidly changing society, a teacher must constantly work with new sources of information, develop adaptive approaches to various situations, and have the ability to conduct several activities at the same time. This indicates the importance of introducing special intensive development methodologies.

The general conclusion of the approaches in world research centers is that today's educators should be armed with modern technologies, collective thinking methods, and interactive methods. In this regard, Jerome Bruner puts forward an experiential education model. In his work "The Culture of Education", he noted that in order to prepare students organized in an interactive environment, it is desirable for future educators to develop, first of all, the ability to improvise, along with a solid theoretical foundation. Only then will the educator truly be able to guide students in an interactive environment and make decisions together with them. It is known that educational research centers in Finland, Singapore, and Canada also pay special attention to the issue of creating an "improvisation environment" in teacher training. In particular, the "21st Century Skills" program developed by the Finnish Institute for Educational Research emphasizes that future educators should not only have theoretical knowledge, but also develop the ability to continuously improvise in complex situations in the pedagogical process. In their opinion, it is intensive methods that prepare pedagogical personnel with high professional skills, independent thinking and the ability to create an individual educational plan.

In our republic, N.R. Lutfullaeva, J.V. Toshpu'latov, Q. Khalilov, M.Kh. Sharifkhonov, Ye.A. Sultonov, T.M. Nishonov, I.T. Kho'jaev, N.S. Yuldosheva, Sh. S. Yeshmurodov, M.R. Asimov, T.T. Tokhtaeva, H.A. Abdurakhmonov emphasize in their research that the intensive development of professional skills in future teachers in an improvisational environment requires the coordination of a complex of interactive methods in combination with specific goal-oriented technologies. This requires the integration of theoretical and practical perspectives in general pedagogical science. Therefore, the relevance, practical significance and scientific aspects of this issue are closely related to the international experience and national scientific heritage, which unites a diverse system of knowledge.

In the countries of the Commonwealth of Independent States, M.T.Yuldoshev, I.G.Ivanova, A.N.Mukhamedov, B.T.Ergeshov, S.A.Nurov, H.Aliev, V.A.Romanova, A.S.Karapetyan, M.A.Muresanu, R.M.Bayramdurdiev, T.O.Shevchenko, G.B.Begadze studied pedagogical problems of improving the methodology for developing professional skills of future teachers in an improvisational environment.

Research conducted in foreign countries shows that intensive development of skills in the educational process through improvisation is recognized by many pedagogical schools as one of the reforms recognized by many. As can be seen from the research by foreign scientists Dewey John, Vygotsky Lev S, Piaget Jean, Gardner Howard, Bruner Jerome, Kolb David A, Darling-Hammond Linda, Csikszentmihalyi Mihaly, Robinson Ken, Willingham Daniel T, Wagner Tony, Stigler James W., Hiebert James, the issue of creating an improvisational environment in the development of professional skills in future teachers has been studied by many foreign scientists in various aspects.

Improvisation is a process of unplanned, but quick and effective decision-making, adaptation to the situation. In the educational process, this means the development of the teacher's ability to adapt to unexpected situations in the classroom, to interact with students and to find creative solutions.

This technology serves not only the teacher's professional growth, but also to make the educational process interactive, modern and more interesting for students.

In this regard, in order to work effectively in an improvisational environment, the future teacher must first develop the skills to manage "changing relationships with students". This skill is acquired more through practical training.

However, it should be noted that the intensive formation of professional skills in an improvisational environment, as in the case of general pedagogy, requires in-depth theoretical and practical research. This creates the basis for conducting this dissertation work.

In conclusion, the methodology for developing professional skills in future teachers in an improvisational environment is an important basis for their development as quality specialists. This approach, along with strengthening practical skills, strengthens the research spirit, forms in the young specialist a process of constant search, openness to new ideas and constant improvement of the pedagogical process. As a result, theoretical and practical training develop in a balanced way. At the same time, those teachers who have achieved the highest efficiency can inspire others with their innovative experience.

List of used literature

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