

## THE IMPORTANCE OF PREPARING FUTURE TEACHERS FOR PEDAGOGICAL IMPROVISATIONAL ACTIVITIES TODAY

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**Abstract:** The training and education of today's new generation places great demands on the personal and professional activities of teachers. This, of course, should be reflected in the training of future teachers, ensuring their improvement of knowledge and creative growth. Therefore, one of the important tasks is to approach the process of training teachers, which is one of the important values of the pedagogical process, from the perspective of time and further improvement of their knowledge aimed at ensuring their compliance with all requirements. This article serves to implement the above tasks.

**Keywords:** competence, improvisation, professional skill, competence, pedagogical process, professional responsibility.

A modern school needs a comprehensively trained teacher. Such a teacher should not only have competencies, but also have the ability to correctly direct their own creativity and approach in finding solutions to situations in different situations.

Modern research on problem solving shows that pedagogical improvisation should be singled out as one of the types of professional creativity in the search for optimal solutions to various pedagogical situations.

Researchers emphasize that teachers are professionals who reflect multifaceted and diverse activities. The pedagogical process is a growing process. In this regard, the teacher must either act as an example or act unconventionally. Young teachers face difficulties in making adequate decisions in different situations and non-standard planning of their pedagogical activities. Of course, such situations negatively affect the quality of education.

Incoming information, news and technologies related to the improvement of the educational process require creativity, initiative, and innovation from teachers. In particular, the improvisational approach to the implementation of professional activities also plays an important role in the assimilation of knowledge by students. Accordingly, we present our thoughts related to the need for today's future teachers to work in an improvisational environment.

Pedagogical improvisation is one of the main factors that ensure the creativity of a teacher in his professional activities. Experienced teachers should pay special attention to its use in their multifaceted activities. Because in unexpected situations, non-standard situations, teachers should be able to use fast and effective mechanisms in the educational process. What is the essence of improvisation? In dictionaries, improvisation means unexpected and sudden situations. At the same time, it is a creative process that guarantees that its result is reflected at the moment of its application. There are types of improvisation. Its peculiarity is that it occurs right here, right there. The person who uses it must, first

of all, fully understand the topic, evaluate it, be able to critically approach it, adapt to the process and choose the right genre for improvisation.

Pedagogical improvisation (Latin *improvisus* - unthinkable, unexpected) is the ability of a teacher to come up with new solutions to emerging problem situations and at the same time skillfully implement a specific solution. In this case, the choice, skill and creativity of the teacher are very important. Therefore, teaching improvisation as one of the professional competencies in the training of future teachers occupies a special place in accordance with the requirements of modern education.

Pedagogical improvisation is a type of creative activity of a teacher, which is formed in the process of assimilation of theoretical knowledge and develops on the basis of integration of the acquired knowledge.

Research on the problem we are studying was carried out by many scientists. Research directly related to the problems of pedagogical improvisation and the preparation of future teachers for work in an improvisation environment was carried out by V.I. Zagvyazinsky, V.A. Kan-Kalik, L.Yu. Berihanova, V.N. Kharkin. These scientists offered their recommendations on the essence of pedagogical improvisation, improvisation methods specially developed for students of higher pedagogical education, professional creativity and the processes of their gradual formation.

The results of the study show that in the process of professional training of future teachers, special attention should be paid to the formation of pedagogical improvisation in the process of mastering modules of disciplines taught in higher education. New approaches to education in the new era are required. In the education of children, which is the basis of the third Renaissance, a skillful, creative and resourceful teacher is needed, possessing the power to accelerate the pedagogical process.

In practice, the following contradictions exist in this regard:

- creativity, the need for a teacher ready for improvisation, and the conditions for his training have not been fully developed from a theoretical and practical point of view;
- pedagogical improvisation is not studied comprehensively in the process of training future teachers in the system of higher pedagogical education and its features are not explained systematically;
- lack of clarity of the goal, criteria and levels at each stage of training future teachers to work in an improvisational environment;
- insufficient development of methods and technologies of theoretical and practical training of students for improvisation in professional activities.

These contradictions allow us to correctly identify the main tasks when conducting research on this problem. From a pedagogical point of view, we will consider the targeted implementation of training students for improvisational activities using reflexive means as an example. The goal is to understand the essence of pedagogical improvisation as a type of creative activity, understand its main task, fully master this activity, evaluate the results, and also analyze its professional and personal qualities.

Future teachers can be prepared for improvisational activities using various means. Preparing students for the improvisation process using reflexive means increases their motivation for activity and teaches them to purposefully use the possibilities of improvisation. Reflective means include the dramatization method and the demonstrative, reflective essay.

At the same time, analytical means also consolidate the knowledge necessary for improvisation. These means are important in the acquisition of theoretical knowledge. Analytical means include traditional teaching methods, analysis of problem situations, cases, theoretical solutions to pedagogical issues.

In training future teachers in pedagogical improvisation, in the operational and creative development of skills necessary for successful improvisation in professional activities, stimulating and modeling means are of great importance. These include role-playing games and micro-learning.

In conclusion, it should be noted that in the context of reforming higher pedagogical education, special attention is paid to education aimed at realizing the creative potential of future teachers, which allows achieving high-quality results. It is necessary to improve the content of knowledge related to professional improvisation of future teachers in the pedagogical process, and to purposefully and systematically approach the study of this problem in the content of modules taught to students in practice.

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