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PEDAGOGICAL IMPROVIZATION - A FACTOR OF EDUCATIONAL EFFICIENCY

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Abstract: This article discusses the requirements for today's teacher, the necessary competencies, the teacher's ability 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 teacher's ability to improvise pedagogically, pedagogical foresight in the successful implementation of the professional tasks set, and the processes that demonstrate the well-developed intuitive activity.

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

The new era requires innovative, creative, enterprising, and skilled teachers. In this regard, special attention is paid to the development of competencies necessary for future teachers in higher education, who meet modern requirements and are able to instill educational content in students in a completely new way. A modern teacher who meets the important requirements of school and higher education must, first of all, be able to timely understand the natural abilities of students, achieve results with them in developing these abilities, be able to actively implement innovations, have high intellectual potential, be a person of high culture, love art, be creative, and have the ability to self-development.

The creative activity of a teacher can only contain elements of improvisation. This activity requires such important features as constant development, a creative approach to solving new tasks, rapid analysis of problems and effective decision-making, and the ability to foresee the result. Therefore, improvisation is manifested in the educational process as a specific component of the main creative activity of the teacher and, as one of the integral professional characteristics of a specialist, occupies a special place in the effectiveness of the pedagogical process.

The problem of improvisation is always relevant in education. Because the teacher's ability to quickly analyze and make an optimal decision in a limited time during the feedback period that occurs through multi-variant interactions with students during the implementation of his pedagogical activities is one of the main factors ensuring the effective development of the educational process. Unplanned situations constantly arise in the educational process, which require not only correction by the teacher, but also the need to radically change it. Here, the teacher must be able to quickly make decisions and, through his pedagogical experience and skills, turn the situation into a direction that guarantees the high-quality implementation of the goal in a thoughtful and well-thought-out way. The teacher's ability to improvise pedagogically demonstrates the well-developed pedagogical foresight and intuitive activity in the successful implementation of the professional tasks set for him.

Thus, pedagogical improvisation as a professional skill allows a future teacher to be prepared for various situations, be creative, make quick decisions, and purposefully organize activities without hesitation for the quality of the pedagogical process.

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According to the results of numerous scientific studies, when viewed from the perspective of the need to form students at one stage or another, that is, knowledge, skills, and competencies, a correct understanding of the pedagogical situation and finding an optimal solution are considered important factors for the educational process. A quick, correct assessment of the situation and an approach to solving the problem through specific actions form the basis of pedagogical activity.

Determining the goal and choosing the right methods of action allows for optimal decision-making. People can make different decisions based on their existing knowledge and experience.

Decision-making is the rapid formation of thinking operations in various unexpected situations. Decision-making is divided into the stages of searching for it, making it, and implementing it. In the process of solving it, it is necessary to pay attention to the typical structure of human behavior, its compliance with the solution plan, and its variability.

In conclusion, all of these principles are equally important in developing the skills of a future teacher to work in an improvisational environment, through which they will be able to maximize their creative potential in solving the problem, put forward ideas related to independent solutions, and implement innovations that serve the effectiveness of the lesson.

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