

STRATEGIES FOR DEVELOPING STUDENT LEARNING THROUGH PEDAGOGICAL IMPROVISATION IN THE HIGHER EDUCATION PROCESS

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Abstract: This article analyzes the role and importance of pedagogical improvisation strategies in the development of students' learning activities in the higher education system. The issues of organizing education on a heuristic and creative basis, abandoning traditional approaches, and in particular, adapting the educational process based on the needs of the student are highlighted. Also, psychological and pedagogical mechanisms for transforming external motivation into internal (intrinsic) motivation in students and forming skills for applying knowledge in non-standard situations are studied.

Keywords: pedagogical strategy, improvisation, educational architecture, creativity, interactive environment, learning motivation, associative thinking, professional liability.

INTRODUCTION

Today, the processes of rapid globalization and information integration observed in the world educational arena set higher educational institutions (HEIs) the task of preparing not only academic knowledge, but also creatively capable personnel who can make quick decisions in non-standard situations. The main idea of the educational reforms being implemented in our country is also directly aimed at the formation of an intellectual youth layer. In particular, the priority goal of the Strategy of the Republic of Uzbekistan “Uzbekistan - 2030” is to create a favorable environment for each person to realize their inner potential. The Concept for the Development of the Higher Education System until 2030 and the relevant resolutions of the Head of State¹ specifically mention² the introduction of innovative pedagogical methods in education and the improvement of the professional competencies of future specialists. These legal and regulatory documents require a move away from traditional, dogmatic teaching

¹ Decree of the President of the Republic of Uzbekistan No. PF-158 dated September 11, 2023 “On the Strategy of Uzbekistan - 2030”. // National Database of Legislative Information, 12.09.2023, No. 06/23/158/0694.

² Resolution of the President of the Republic of Uzbekistan No. PQ-289 dated June 21, 2022 “On measures to improve the quality of pedagogical education and further develop the activities of higher educational institutions training pedagogical personnel”.

methods and the widespread introduction of pedagogical improvisational strategies that quickly adapt to the audience environment.

THEMATIC LITERATURE ANALYSIS AND METHODOLOGY.

In scientific research, the concept of pedagogical strategy is recognized as a conceptual model that guarantees the effectiveness of the educational process. Russian scientist VP Bepalko bases this concept as a component of educational technologies³ and a strategic approach, while GK Selevko evaluates it as a methodological guide, a plan of action that guarantees the achievement of long-term goals. In fact, the Greek art of “strategia” is a systematic approach that ensures the personal⁴ and professional development of the learner in the context of education. One of our national researchers, RG'. Safarova, emphasizes the role of pedagogical strategies in the modernization of the educational process, while⁵ BX Khodjaev calls pedagogical strategy a system of actions that ensures the achievement of goals even in unexpected situations.⁶ This article uses the methods of systematic analysis, comparative approach and modeling of the educational process of pedagogical research.

RESULTS AND DISCUSSION.

Within the framework of modern pedagogical paradigms, the concept of "pedagogical strategy" requires a complete rejection of traditional views as a set of scattered, disconnected and strictly defined educational methods. Today, this concept is recognized as a holistic and multidimensional systemic complex, dialectically incorporating the legal and normative foundations of education, deep scientific and theoretical concepts, advanced methodological approaches and the characteristics of variability (adaptability) depending on the situation.⁷

From a methodological point of view, this strategy acts as a kind of conceptual “architecture” of the entire learning process. This educational architecture⁸ is not an artificially rigid template, but guarantees the ability to quickly adapt to unexpected conditions that may arise in the learning environment, in particular, the socio-psychological climate (mood) in the classroom and the changing cognitive needs of students, that is, “psychological synchronization”.⁹

From this point of view, the most critical and responsible stage of the pedagogical improvisation process - the process of rapid selection of educational material (cognitive selection) - is of particular scientific importance.¹⁰ This stage is not just a mechanical restoration of existing information in memory, but the art of extracting from a large-

³ Bepalko V.P. Slagaemye pedagogical technology. - M.: Pedagogy, 1989. - S. 24-28.

⁴ Selevko G.K. Modern educational technologies. - M.: Narodnoe obrazovanie, 1998. - S. 14-15.

⁵ Safarova RG'. et al. Strategies for increasing the cognitive activity of students in the context of modernization of the educational process. - T.: Fan, 2018.

⁶ Khodjayev BX General pedagogy theory and practice. - T.: Sano-standart, 2017. - B. 112-115.

⁷ Bordovskaya N.V., Rean A.A. Pedagogy: Textbook for universities. - St. Petersburg: Peter, 2000. - S. 112-114.

⁸ Zagvyazinsky V.I. Learning Theory: A Contemporary Interpretation. - M.: Academy, 2001. - S. 45-48.

⁹ Azizojayeva NN Pedagogical technologies and pedagogic skills. - T.: Moliya, 2003. - B. 72-75.

¹⁰ Kan-Kalik V.A., Nikandrov N.D. Pedagogical creativity. - M.: Pedagogy, 1990. - P. 98-102.

scale passive information base the most appropriate fact, theory or solution to a problem in a given situation in seconds and processing it didactically.

Therefore, the ability to quickly and correctly select information in non-standard and unexpected educational situations serves as the most reliable indicator (indicator) that accurately measures the depth of the intellectual potential of educational subjects (both teachers and students), the scope of their associative thinking, and the level of professional training. ¹¹This process practically demonstrates how much knowledge is systematized in the memory of the learner and the educator, as well as to what extent their decision-making competence in uncertain conditions is formed.

There is a misconception in society about improvisation that it is “a spontaneous act performed without any preparation.” In fact, as science has proven, improvisation is the skill of extracting the most relevant information at the right moment from the vast store of knowledge accumulated and systematized in the brain over the years. As VA Kan-Kalik noted, pedagogical improvisation is a creative way to solve an unexpected task, relying on the psychological ¹²and professional readiness of the teacher.

The student's cognitive base is divided into active and passive funds. The art of improvisation means bringing ideas from a passive reserve into an active state at the moment. OS Bulatova calls this "internal rehearsal" - when an unexpected question is asked, the student subconsciously analyzes several scenarios and demonstrates the most optimal one. ¹³

consider this process on the example of the humanities, in particular, history education . In the endless chronology of historical facts, dates and processes, the student must correctly navigate the information flow in order to answer an unexpected question. JG'. According to Yuldashev, the culture of working with information is the core of the student's independent thinking. ¹⁴At such a time, the student's brain filters information in three dimensions:

1. *Historicity and scientificity* (provability of evidence);
2. *Contextual relevance* (relevance to the topic under discussion);
3. *Didactic suitability* (understandable and educational for the audience).

many cases, even students with strong knowledge find themselves in an “information block” in an unexpected situation. As a solution to this, it is necessary to form the skill of creating associative (connected) chains. To achieve this, it is necessary to increase the number of heuristic tasks such as case studies in higher education

¹¹ Khutorskoy A.V. Key competencies as a component of the personality-oriented paradigm of education // Public education. - 2003. - No. 2. - P. 58-64.

¹² Kan-Kalik V.A. Pedagogical activity as a creative process. – M.: Research Institute of Higher Schools, 1977. – P. 48.

¹³ Bulatova O.S. Pedagogical artistry. – M.: Academy, 2001. – P. 85-88.

¹⁴ Yo'ldoshev JG', Usmonov SA Ilg'or pedagogical technologies. - T.: O'qituvchi, 2004. - B. 45-47.

practice . This process directly corresponds to ¹⁵NV Kuzmina's concept of pedagogical systems and professional adaptability.

When improvisation is introduced into the educational environment, the student turns from a mere object into an active subject projecting knowledge, a co-creator of education. According to Academician VA Slasten, pedagogical creativity and improvisation are the pinnacle of a teacher's professional skills and the highest form of communication in education. If in the traditional approach information is transmitted in a reproductive way, then through improvisation it ¹⁶rises to a productive (creative) level .

Another conceptual breakthrough is that improvisation transforms the student's motivation to learn. Usually, students study to get a grade (extrinsic motivation). Based on the conclusions of NN Azizkhodjaeva, the improvisational interactive environment increases the student's need for independent analysis of knowledge. Psychologist AK Markova ¹⁷calls ¹⁸this the manifestation of the internal needs of the subject of educational activity (intrinsic motivation) .

According to Uzbek scientist RJ Ishmuhamedov, in an innovative educational environment, a student's learning activity is determined by the level of creative freedom. ¹⁹The educational process, which takes place through direct emotional participation, forms the ability to retain information in memory (retention) and apply knowledge in practice (transfer of learning).

The main forms of improvisational strategies are related to the regulation of the general relations of students and teachers in the lesson process and the transfer of situational connections between them to scientific relations. The following analysis identifies the tasks related to increasing the dominance of the improvisational teacher in managing situations and determining the task of taking control.

- and simulation exercises to bring people to life in the classroom : Students act out different situations and explore historical or social events. For example, in a history class, students improvise a specific historical event, which helps them understand the event more deeply.

- Taking control of students' learning activities by solving emergent problem situations : In this process, sometimes the teacher presents a problem and students solve it through different approaches. This strategy develops critical thinking and innovative approaches.

¹⁵ Kuzmina N.V. Professionalism of the personality of the teacher and the master of production training. – M.: Higher school, 1990.

¹⁶ C lastenin V.A., Isaev I.F., Shiyonov E.N. Pedagogy. – M.: Akademiya, 2002. – S. 312.

¹⁷ Azizxo'jayeva NN Pedagogical technologies and pedagogical mahorat. - T.: Moliya, 2003. - B. 67-69.

¹⁸ Markova A.K. et al. Formation of motivation for learning. – M.: Education, 1990. – P. 22-25.

¹⁹ Ishmuhamedov RJ, Yuldashev M. Ta'lim va tarbiyada innovatsion pedagogik texnologiyalar. – T.: Nihol, 2013. – B. 89-91.

- **Taking control through group work and collaborative exercises** : This requires a special psychological motivation from the teacher, who explains the need for solidarity within the group for students to listen to each other's opinions, compromise, and reach a common solution. This process builds social and emotional competencies.

- **Use of interactive technologies** : Virtual labs, simulation programs, and interactive games related to the subject make the lesson practical and interesting. Therefore, it is advisable for the teacher to have some form of electronic or visual resource available at all times.

- **Pedagogical improvisation optimizes learners' cognitive motivation and creative thinking potential by providing variability in the learning process. 1. Creating an environment of cognitive activity and "live" communication:** Improvisation abandons the rigid script of the lesson and turns it into real-time communication. This increases the concentration of students' attention.²⁰ As VA Kan-Kalik points out, improvisation allows the teacher to control the emotional dynamics of the lesson, which in turn increases students' interest in learning (cognitive motivation).

- **"Disciplined improvisation" model of the learning process: In modern Western pedagogy, the learning process** is seen as "disciplined improvisation" . In this case, the teacher, without departing from the curriculum, enriches the lesson based on the questions ²¹and reactions of students. According to RK Sawyer, this approach develops critical thinking and independent problem-solving skills in students.

CONCLUSION

The analysis shows that the selection and application of pedagogical improvisational materials is not a simple random process, but a fundamental psychological and pedagogical act.

First, improvisation frees the student from stereotyped thinking, developing independent decision-making and cognitive lability (quick flexibility).

Secondly, this approach strengthens the "theory - experiment - analysis" chain and develops the ability to transfer theoretical knowledge to real practice and unexpected situations.

Thirdly, improvisational freedom fully realizes the creative potential of the student, bringing him to the level of a future competitive, self-motivated , and mature professional capable of making non-standard decisions. Therefore, the constant integration of improvisational and heuristic methods into the curricula of future teachers is an urgent need today.

²⁰ Kan-Kalik V. A., Nikandrov N. D. Pedagogical creativity. - M.: Pedagogy, 1990. - 94-bet.

²¹ Sawyer, R. K. Creative Teaching: Collaborative Discussion as Disciplined Improvisation. Educational Researcher, 33(2), 2004. - 14-16-betlar.

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