

<https://doi.org/10.34142/2709-7986.2021.26.1.02>**TECHNOLOGY OF FORMING FUTURE TEACHERS' READINESS FOR  
PEDAGOGICAL IMPROVISATION**

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**ABSTRACT**

*The article grounds the relevance of the special preparation of students of pedagogical universities for pedagogical improvisation based on the analysis of psychological and pedagogical literature and the ways in which future teachers acquire professional knowledge and skills.*

*Having analyzed the content of the educational programs of psychology and pedagogy we proved that no purposeful training of future teachers for pedagogical improvisation has been organized. It caused the need for developing an appropriate technique.*

*The **purpose** of the article is to develop a technique to form future teachers' readiness for pedagogical improvisation in the process of studying psychological and pedagogical disciplines.*

**Methodology.** *The research was conducted with the application of theoretical (analysis of psychological and pedagogical literature to define a conceptual-categorical apparatus; grounding the technique of forming future teachers' readiness for pedagogical improvisation) and empirical methods (surveys, questionnaires, testing, observation, conversation, dialogue, methods of expert evaluation, self-assessment analysis of learning outcomes, content of educational programs of psychological and pedagogical disciplines).*

*In the course of the research the following **results** were achieved: the essence of the concepts «readiness for pedagogical improvisation», «learning technique» was defined; structural components of readiness for pedagogical improvisation were singled out; surveys, interviews and questionnaires were conducted among the future teachers to identify their level of readiness for pedagogical improvisation. Moreover, the research contributed to the development of a technique to form future teachers' readiness for pedagogical improvisation, which led to the gradual formation of students' skills to improvise.*

*The conducted research allowed us to draw the **conclusion** that the readiness for pedagogical improvisation is a stable individual quality that integrates the values, knowledge, skills, which should be formed in several stages. Motivational-targeted stage was aimed at stimulating the development of positive motivation for improvisation; content and procedural stage that provided for acquiring the necessary knowledge and skills of pedagogical improvisation; evaluation-reflexive stage involving evaluation and correction of personal and professional development, content, forms and methods of training.*

**KEY WORDS:** *pedagogical improvisation, readiness, teacher, technique, training.*

**INTRODUCTION**

Any activity consists of stereotypes and improvisations, the relationship of which is manifested in especially bright ways. In particular, the stereotype in pedagogy is the structure of the educational process, programs, plans, textbooks, methodological tutorials, on the one hand, work experience or lack of it on the other hand. The latter

means the existence of clichés, dogmas, and this is not the driving force behind the educational process in the modern school.

Children expect something new, interesting from the teacher, so improvisation is determined by the specifics of pedagogical activity, the conditions of its course. Educators not just have the right to improvise, they have to improvise, must

constantly work on themselves in order to be in a state of improvisational readiness, readiness to create and search for the best solutions in the lesson to fully and effectively realize their intentions.

Scientists have studied various aspects of training future teachers for professional activity. In particular, the technologies of training specialists are studied by Gorbanyova (Gorbanyova, 2016), L. Katrevych (Katrevych, 2015), N. Lozins'ka, I. Krets'ka (Lozins'ka et al, 2012), C. Moorman, A. Miner (Moorman, Miner, 1998), O. Rusanova (Rusanova, 2014), S. Zolotukhina, O. Bashkir, O. Zhernovnykova (Zolotukhina et al, 2018), A. Montuori (Montuori, 2003).

The issues of training future teachers to perform professional activity are in the focus of attention of O. Vaganova, I. Vinnikova, I. Sundeeva, M. Kutepov, A. Popkova (Vaganova et al, 2020), educational technologies, namely discussion techniques within the learner-centred vocational education, are developed by G. Klinkov, M. Rodionov, O. Kozlova, E. Vezetiu, E. Vovk (Klinkov et al, 2020).

Interactive technologies are researched by O. Vaganova, I. Rudenko, A. Lapshova, M. Bulaeva, A. Popkova (Vaganova et al, 2020). Ways of preparing future teacher for pedagogical improvisation are covered in scientific works by O. Bashkir (Bashkir, 2013), O. Ben-Horin (Ben-Horin, 2016), I. Denysiuk (Denysiuk, 2015), S. Dezutter (Dezutter, 2011), V. Kharkin (Kharkin, 1992), V. Zahviazynskyi (Zahviazynskyi, 1987) and others.

However, there has not been developed a unified technique for the formation of improvisation skills among students, taking into account their majors.

**The purpose** of the article is to develop a technique to form future teachers' readiness for pedagogical improvisation in the process of studying psychological and pedagogical disciplines.

## METHODOLOGY

The following methods were used in the course of the research: theoretical: analysis of the philosophical, psychological and pedagogical literature for the purpose of defining a conceptual-categorical apparatus, grounding the technique to form future teachers' readiness for pedagogical improvisation; empirical: surveys, questionnaires, testing, observation, interview, dialogue, methods of expert evaluation, self-assessment of learning outcomes, analysis of the content of educational programs of psychological and pedagogical disciplines.

In the context of the research the essence of the concepts «pedagogical improvisation», «learning technique» was defined, structural components of the readiness for professional activity were singled out, the content of the educational programs of Psychology and Pedagogy was analyzed: future teachers were interviewed and questioned with the aim of revealing their skills in improvising, which gave grounds for developing a technique for the formation of future teachers' readiness for pedagogical improvisation.

The experimental work was carried out at the Faculty of Foreign Philology of H. S. Skovoroda Kharkiv National Pedagogical University and at the Faculty of Social and Pedagogical Sciences and Foreign Philology of the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council in the course of studying psychological and pedagogical disciplines («Fundamentals of Pedagogical Excellence», «Pedagogy», «Psychology», «Modern Approaches to Teaching Foreign Languages»).

## RESULTS

Pedagogical improvisation is a quick, flexible and adequate reaction to newly created situations or those ones that spontaneously, suddenly arose in pedagogical activity and require a teacher to react instantly. The goal

of pedagogical improvisation is to immediately find a new solution in the specific conditions of education and upbringing.

The stages of pedagogical improvisation are: enlightenment as a result of the problem evaluation; instant comprehension of the idea and the choice of ways to implement it; public embodiment of the idea; an immediate analysis of the result. There are three main types of pedagogical improvisation: classical, improvisation with homemade preparation and mixed type (Bashkir, 2013, 97–103).

Pedagogical improvisation is characterized by an obligatory pedagogically relevant end result, combines formal, regulated activities with creative ones and acts as an indicator of the quality of interaction between its stereotyped and improvised components, bears a public character, requires teacher's expertise in verbal and non-verbal means of communication, which provide a vivid expression of thought, the logic of the utterance, the effectiveness of persuasion.

The educational-upbringing effect of pedagogical improvisation is achieved due to general culture, pedagogical attention, imagination, inspiration, intuition, taking into account the experience of the teacher-improviser (Bashkir, 2014, p. 93).

In the process of developing the technique for forming future teachers' readiness for pedagogical improvisation, the essence of the concept «readiness» was specified.

The complexity of the issue of readiness for activity is proved by various approaches to defining this concept, which gave grounds for singling out its following components: psychological, theoretical and practical, ensuring the formation of future teachers' positive attitude towards the acquisition of theoretical knowledge on pedagogical improvisation and mastering relating skills.

Having analyzed the educational programs of psychological and pedagogical disciplines for the purpose of formation of future teachers' readiness for pedagogical improvisation, we found out that the process of preparing students for improvisation in the conditions of a higher pedagogical education institution is spontaneous, there are no purposeful activities aimed at the formation of skills to improvise.

In order to identify the level of future teachers' readiness for pedagogical improvisation, a special diagnostics was carried out according to Table 1. It included training participants' self-analysis, peer analysis, as well as clarifying analysis carried out by the lecturer during classes.

**Table 1.** *The scheme of analyzing the readiness for pedagogical improvisation (Kharkin, 1992).*

Level of knowledge of the subject and the methods of teaching it	<b>A</b>
Level of the skill to apply pedagogical and psychological knowledge	<b>B</b>
Level of the skill to distribute and concentrate attention	<b>C</b>
Level of imagination development	<b>D</b>
Level of creativity (state of inspiration, creative search)	<b>E</b>
Level of the communicative skills	<b>F</b>
Level of speech proficiency and the whole psychophysical apparatus	<b>G</b>
Level of intuition development	<b>H</b>
Level of the transformation skill	<b>I</b>
Level of the skill to instantly and adequately analyze the situation	<b>J</b>
Level of the skill to make instant decisions	<b>K</b>
Level of the skill to instantly and publicly implement taken decision	<b>L</b>
Level of the skill to naturally switch from improvisation to the planned	<b>M</b>

The conducted analysis of the level of future teachers' readiness for pedagogical improvisation not only showed a low formation level of these skills among the students, but also contributed to their acquaintance with the subject of the study.

Therefore, the definition of the essence, the place of improvisation in the system of professional teacher training, the identification of a low level of students' mastery of the skills of pedagogical improvisation, the lack of purposeful work on the formation of students' readiness for pedagogical improvisation in universities became the basis for scientific grounding the relating technology, which involves psychological, theoretical and practical components of professional readiness.

The concept «technology» (from the Greek "techne" – art, craftsmanship, skill, and logos – the word, science) means a set of knowledge, information about the sequence of individual production processes and operations. Technological approaches in pedagogy began to be used in the early 1960s, which was associated with the development of scientific research in the field of educational processes, especially in the field of pedagogical psychology, didactics, methodology of teaching educational disciplines.

However, today the term «pedagogical technology» cannot boast a generally accepted definition. Here are some of the most common examples of the interpretation of the concept «pedagogical technology»:

- pedagogical technology can be represented by scientific, process-descriptive and procedural-active aspects. Pedagogical technology functions as a science that studies the most rational ways of learning, and as a system of methods, principles and regulators used in teaching, and as a real learning process (Selevko, 1998, p. 14–15);
- pedagogical technology is a system set and the order of functioning of all

personal, instrumental and methodological tools used to achieve the pedagogical goal (Klarin, 1989, p. 10);

- pedagogical technology is a systematic method of planning, applying, evaluation of the whole process of learning and knowledge acquisition taking into account human and technical resources and interaction between them to achieve the most effective form of education (Pekhota, 2013, p. 29).
- In the context of our research, the technology of forming future teachers' readiness for pedagogical improvisation is treated as «actions and coordination of the elements of the educational process, the implementation of which guarantees the achievement of the set goals» (Prokopenko, 2013, p. 51).

In addition to the above, the development of the technology to form future teachers' readiness for pedagogical improvisation is grounded on the following requirements:

- systemacy, which means that the process has to be logic, its parts have to be interrelated;
- purposefulness, which means that all actions have to be aimed at reaching the main goal – students' theoretical and practical readiness for pedagogical improvisation;
- manageability, which involves diagnosing the achievement of goals, fixing the intermediate and final results; correction, if necessary, without disturbing the content of the technological process;
- optimality and effectiveness, which means selecting optimal ways, forms, methods, actions, operations in accordance with the main goal; ensuring achievement of results. The effectiveness of the technology is determined not only at the end of the entire technological cycle, but also at intermediate stages. If the real result

differs significantly from the expected one, the suitability of this technology has to be questioned;

- reproducibility, which involves repetition and creative reproduction of the technology and its components by other subjects in educational conditions of the same type.

The technology to form future teachers' readiness for pedagogical improvisation is presented in Figure 1. It involves implementing motivational-targeted, content-procedural and evaluation-reflexive stages.

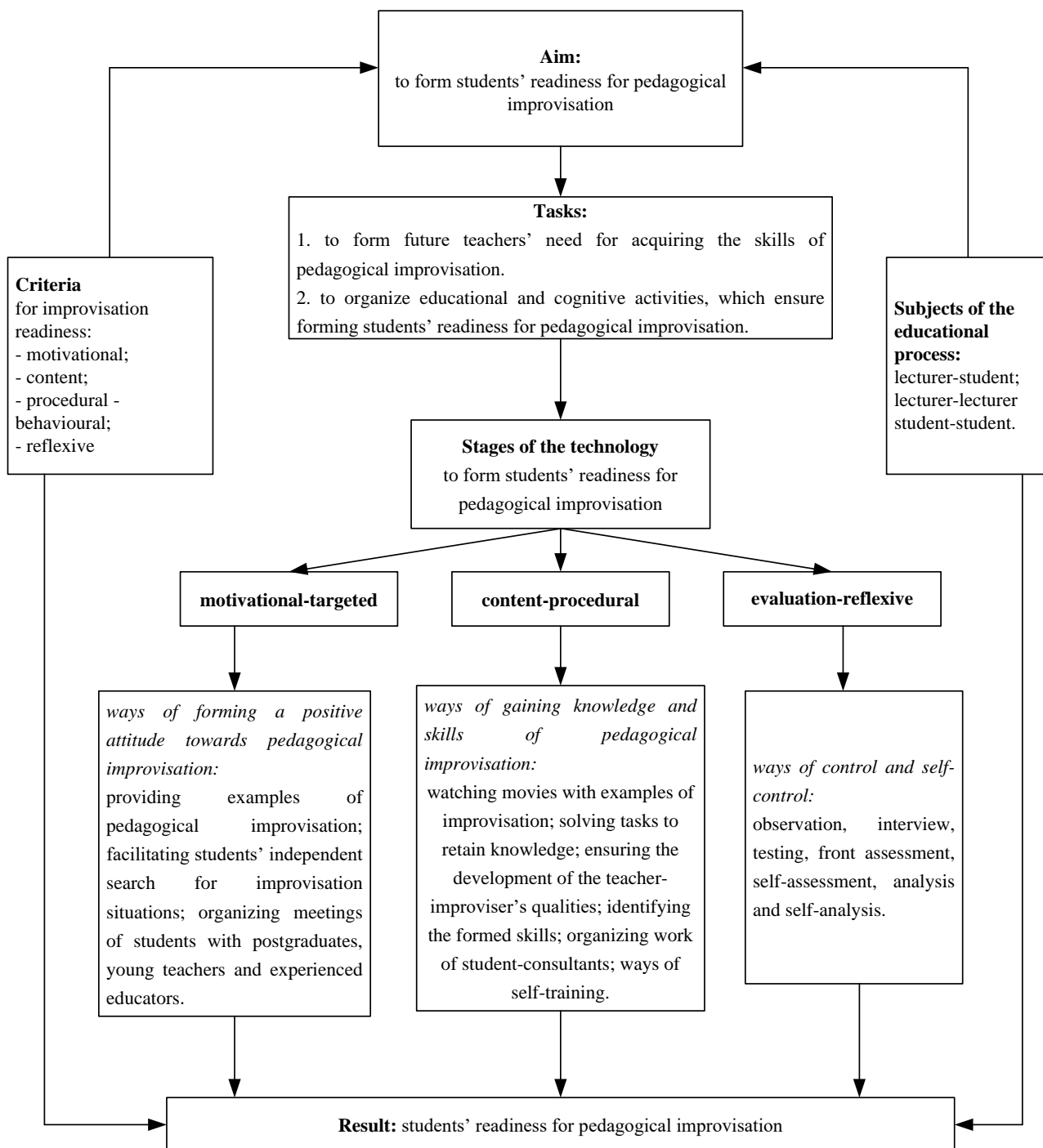


Figure 1. The technology to form future teachers' readiness for pedagogical improvisation

The main objectives of the motivational-targeted stage are:

- stimulating the development of students' positive motivation for improvisation;
- ensuring awareness of the specifics of future professional activity, which requires a steady need to achieve a high level of professionalism, creativity, activity, initiative as the basis for the implementation of pedagogical improvisation;
- determining students' educational needs through identifying specific knowledge, skills, qualities, which should be mastered by the future improviser;
- clarifying students' individual characteristics, which provides for effective organization of the educational process, engaging students into certain types of work;
- stimulating educators' personal and professional growth through the recognition of their needs, opportunities, analysis of their own improvisations;
- defining the aim of learning, that is, identifying specific knowledge, skills that the teacher-improviser lacks;
- selecting and developing a learning strategy, which includes determining a structural contribution and the alternation of theoretical, practical, experimental learning, practices, etc.

The next stage – content-procedural – requires students to gain knowledge (about the nature of improvisation, its role in providing the necessary atmosphere in the lesson, ways to form the skills of pedagogical improvisation) and the skills to improvise.

They are the skills associated with the situation evaluation: to concentrate and distribute attention, to activate the acquired knowledge and search for bright, original solutions in unpredictable situations and ways of their implementation, to instantly

reasonably evaluate pedagogical problems, respond quickly and urgently to students' questions, remark, actions, act in the natural way under the changing circumstances of the activity.

The skills that enhance the effectiveness of pedagogical improvisation: to transform, to think outside the box, anticipate situations that can cause improvisation, to assess students, to interest and engage them in improvisation, to evoke required reaction, communication skills (verbal and non-verbal ones).

At this stage, the following tasks are solved:

- creating favourable educational conditions;
- selecting knowledge on the fundamentals of the phenomenon under study, namely: on the nature of improvisation, its specificity, structure, types, functions, peculiarities, the interrelation of improvisation with creativity, as well as its role in providing a comfortable interaction between participants of the educational process;
- educators' engagement into various types of educational activities;
- stimulating internal motive forces, actualization of knowledge and experience through solving various situations of educational nature;
- developing and doing the exercises aimed at the formation of skills to improvise;
- encouraging students to self-prepare for pedagogical improvisation.

The evaluation-reflexive stage involves the evaluation and correction of the content, forms and methods of preparing future teachers for pedagogical improvisation; determining the effectiveness of the implemented technology.

## DISCUSSION

The research proved that the effectiveness of any technology depends on the methods of its implementation. Pedagogical dictionaries

define a work method as a component of the dynamic structure of activity, a set of methods and techniques of activity that ensure its result (Mizherikov, 2004).

Effective ways to form future teachers' readiness for pedagogical improvisation include:

- ways-recommendations for success (Kaloshyn, 2003, p. 11):
- be an activist. Act, do business. Be active, not sluggish;
- don't wait for ideal conditions. They will never exist. Try to foresee possible difficulties and obstacles. Overcome them if they arise;
- remember that ideas only will never lead to success. Ideas become valuable only if they are implemented;
- overcome fear and gain confidence through action. Do what you fear, and fear will pass away. Try it yourself and realize these words are true;
- tune your mind to work. Don't wait when inspiration comes, you can wait for eternity. That's why act, and you will trigger it yourself,
- be a person who starts everything immediately. Get rid of 'tomorrow' or 'next week' promises;
- get down to work immediately. Do not waste time preparing for action. It is better to start acting. Take the initiative in your hands. Show that you have the ability;
- ways of self-control, which contribute to the formation of students' ability to cope with their feelings and emotions, to prevent being seized with them;
- ways of rational thinking (Kaloshyn, 2006), which involve analyzing a critical situation, our own feelings, beliefs, self-arguing, making a conscious decision, avoiding unreasonable behaviour;

ways of self-criticism, because turning to yourself means understanding the signals you give to your students. It contributes to successful implementation of ideas during improvisation.

Therefore, N. Tarasovych (Tarasovych, 2004) gives some tips on effective improvisation:

- it is necessary to analyze your own activity more often, trying to step into students' shoes (identify their point of view);
- attend your colleagues' lessons and compare their behaviour with your own;
- see how personal flaws affect work, students' attitudes;
- admit your mistakes, analyze teachers' nicknames;
- ways to overcome pedagogical conflicts as a means of positive impact on students. K. Levitan (Levitan, 1990, p. 151-154) treats them as «art of persuasion».

Researching the area of conflicts D. Scott stresses that one of the main sources of conflicts is the lack of ability to listen properly (Ziaziun, 2006, p. 141). When people understand that no one is listening to them a feeling of hostility, prejudice or condemnation may arise. A gloomy look, haste, restless gestures can indicate lack of interest, respect or sympathy for the speaker. This can upset a person and create some tension in the relationship, although you didn't intend it.

And, vice versa, if you demonstrate that you are really listening to the speaker, understand and sympathize, you will reduce the probability of conflict to minimum. Moreover, the information received during a conversation may further be useful.

This, by the way, does not mean that you should agree with all that has been said. But people need to feel heard and understood. To listen properly means hearing and perceiving the true feelings of the speaker. This is the key principle according to D. Scott (Ziaziun, 2006).

It is known that pedagogical improvisation involves identifying the reasons, recognizing contradictions, complications that arise in relationships or studies, searching for

effective ways to overcome them, applying teachers' experience and inventiveness. Therefore, one of the main ways of preparing future teachers for pedagogical improvisation is to solve problem situations, which are the source of classical, unprepared pedagogical improvisation. They happen regardless of the teacher's will and their solutions ensure the continued effectiveness of education.

A problem situation is a difficulty, impossibility to explain a fact or solve a problem, relying on the available knowledge (Moiseiuk, 2001), an obstacle to the realization of the goal (Lozhkin, 2000), a set of circumstances and conditions in which the activities of a person or group unfold that cover contradictions and do not have a single-valued solution, a psychological model of the conditions for the generation of thinking on the basis of the cognitive needs that arose situationally (Mizherikov, 2004). Awareness of any contradiction in the process of activity is the basis for improvisation.

The realization of the idea during pedagogical improvisation is carried out in a communicative way. When implementing the developed technology ways of communicative influence have been identified. They contribute to the formation of future teachers' readiness for pedagogical improvisation at the stage of intention realization and include: suggestion, persuasion, imitation, inspiration (with one's mood).

They differ in essence, objectives, psychological mechanisms of influence on the individual, but if teachers are perfect at using such techniques, it allows them to relieve tension, to sound clear and convincing.

Communication, as well as the language system, obeys certain laws. They are related to the regularities of the communication process, psychological characteristics of the communication participants, their social roles. Communicative laws are not rigid,

they can change over time, vary from nation to nation. At the same time, they can be manifested in any type of interpersonal or mass-communication, so they can be regarded as objective laws of communication.

Developing the technology involved introducing students to the following laws: mirror development of communication, dependence of communication effectiveness on communication efforts, progressive growth of listeners' impatience, lowering the IQ level of the audience with increasing their number, communicative self-preservation, the rhythm of communication, speech self-influence, confidence in clear statements, attraction of criticism, information self-emergence, modification of non-standard communicative behaviour of communication participants, accelerated dissemination of negative information, information corruption («spoiled phone»), emotional affiliation («infection»), speech amplification and emotion absorption.

The ways of forming readiness to improvise also include exercises, assignments, trainings, business games aimed at the development of various components of pedagogical improvisation (imagination, originality, speech, intuition, response rate).

In our opinion, the whole educational process at the university should focus on preparation for pedagogical improvisation. The whole set of knowledge, abilities and skills acquired by future teachers, is the basis for the overall cultural development of students, which is the key to successful improvisation.

When developing the technology of forming future teachers' readiness for pedagogical improvisation, two methods were used (Kharkin, 1992).

The first one is inclusion of improvisation elements when teaching various academic disciplines throughout the entire period of studying. For example, conduct a lecture on improvisation as a phenomenon of

pedagogical creativity in the course «Introduction to the specialty»; introduce the structure of pedagogical improvisation, its stages, etc. during practical classes; demonstrate the development and implementation of pedagogical improvisation in a particular lesson while teaching methodology of different subjects.

The second method is training of pedagogical improvisation, the content of which can be different. It depends on the pedagogical experience, creative potential, development of trainers' pedagogical skills.

In addition, the mandatory ways of implementing the developed technology include studying the structure of the improvisation process, analysis of lessons from the point of view of real and the possible use of improvisation, express-analysis of various pedagogical improvisations, creation of group pedagogical tasks, their improvisational demonstrations and solutions, theatrical production of improvisational situations, compiling «a box of improvisations», etc.

## CONCLUSIONS

Thus, the readiness for pedagogical improvisation is a stable individual quality, which integrates the values, knowledge, skills, necessary for the implementation of pedagogical improvisation in the educational process. The readiness for pedagogical improvisation depends on a substantiated technology, which will

provide psychological, theoretical and practical components.

The technology of formation future teachers' readiness for pedagogical improvisation in the process of studying psychological and pedagogical disciplines is treated as actions and interactions of the elements of the educational process, the implementation of which guarantees the achievement of the set goals. The effectiveness of any technology depends on the way it is implemented.

It is proved that the main stages of the technology of forming future teachers' readiness for pedagogical improvisation are motivational-targeted, aimed at stimulating the development of positive motivation for improvisation; content-procedural, which provides for acquiring the necessary knowledge and skills of pedagogical improvisation; evaluation-reflexive, when personal and professional development, content, forms and methods of preparation are evaluated and adjusted.

Theoretical substantiation of the technology for the formation of future teachers' readiness for pedagogical improvisation when studying psychological and pedagogical disciplines is not a final solution to the issue of students' readiness to improvise. Further studies, apart from the practical implementation of the developed technology, should be focused on the difficulties associated with the unpreparedness of university lecturers for such work.

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## CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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**АНОТАЦІЯ / ABSTRACT [in Ukrainian]:****ТЕХНОЛОГІЯ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ДО ПЕДАГОГІЧНОЇ ІМПРОВІЗАЦІЇ**

У статті на основі аналізу психолого-педагогічної літератури й способів формування в майбутніх учителів професійних знань, умінь і навичок обґрунтовано актуальність спеціальної підготовки студентів педагогічних університетів до педагогічної імпровізації.

Проаналізовано зміст навчальних програм із психології та педагогіки, що засвідчило відсутність спеціально організованої підготовки майбутніх учителів до педагогічної імпровізації й зумовило розробку відповідної технології.

**Мета статті** – розробити технологію формування готовності майбутніх учителів до педагогічної імпровізації в процесі вивчення психолого-педагогічних дисциплін.

Досягнення мети стало можливим завдяки використанню наступних **методів** дослідження: теоретичних (аналіз психолого-педагогічної літератури з метою визначення поняттєво-категоріального апарату; обґрунтування технології формування готовності майбутніх учителів до педагогічної імпровізації) та емпіричних (опитування, анкетування, тестування студентів, спостереження, бесіда, діалог, методи експертних оцінок, самооцінки, аналіз продуктів навчально-пізнавальної діяльності, змісту навчальних програм психолого-педагогічних дисциплін.

У ході дослідження було досягнуто наступні **результати**: визначено суть понять «педагогічна імпровізація», «навчальна технологія»; виокремлено структурні компоненти готовності до майбутньої професійної діяльності; проведено спостереження, опитування й анкетування майбутніх учителів з метою виявлення в них рівня готовності до педагогічної імпровізації. Проведена робота сприяла розробці технології формування готовності майбутніх учителів до педагогічної імпровізації, що спричинила поетапне формування в студентів умінь імпровізувати.

Проведене дослідження дозволило зробити **висновок**, що готовність до педагогічної імпровізації – це стійка риса особистості, що об'єднує цінності, знання, вміння, формування яких здійснюється у декілька етапів. Мотиваційно-цільовий етап був спрямований на стимулювання розвитку позитивної мотивації до імпровізації; змістово-процесуальний передбачав оволодіння необхідними знаннями й уміннями педагогічної імпровізації; на оцінно-рефлексивному етапі здійснювалася оцінка й корекція особистісно-професійного вдосконалення, змісту, форм і методів підготовки.

**КЛЮЧОВІ СЛОВА:** педагогічна імпровізація, готовність, учитель, технологія, підготовка.

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