



**REFLEXIVE - IMPORTANCE AND STAGES OF INNOVATIVE
TECHNOLOGIES IN TEACHER ACTIVITY**

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ABSTRACT

This article identifies the most important factors for improving the effectiveness of innovative activities and identifies the stages of adopting new ideas in pedagogical processes, identifying and solving problems, introducing innovations in reflexive innovative practice, and also emphasizes the importance of psychological training and adoption of pedagogical innovations to prepare teachers for innovative activities. The article outlines practical approaches to increasing the exchange of information and experience between teachers and students by creating an innovative environment and creating a creative environment, developing strategies for preparing teachers for innovative activities and introducing innovations in general, creating the necessary conditions for stimulating innovative activities in education.

KEYWORDS

Innovative activity, pedagogical process, new ideas, problem solving, reflexive innovative practice, innovation, stages, preparation of teachers for innovative activities, psychological training, pedagogical innovations.

Introduction

As you know, knowledge and skills become relevant in the form of clashes. With the features of these innovative situation conditions, the teacher implements self-intelligible methods of action. At the same time, the characteristics of conflict arise in its resolution. That is, contradictions of a personal nature between the methods of action which arise of the teacher as a person and the actual requirements which are presented to him in a particular situation.

Thus, the essence of the problem will consist of the contradictions that arise between the expression of "I" in the process of solution and the specificity of the requirements and actions of the process of innovation. These contradictions lead to the discovery of innovation in an independent way, and at the same time occurs as a reorganization of thinking, a personal and intellectual development consisting in the active reshaping of the individual.

The creation of novelty in creative activity causes special innovations to appear in the person, and it consists in a change in the teacher's perception of himself. Reflexive innovative practice is aimed at

the development of teacher's creative capabilities, where a creative attitude is understood not only to innovate in pedagogical subjects, but also to oneself, one's own work, students, the solution of any problematic situations and life in general. These are important for the teacher, because the dynamism of the complexity of modern situations requires freedom from him to be free from the usual specialized skills. At the same time, the distinguishing features of the teacher's innovative activity are the ability to be as free as possible in this situation and to independently determine the introduction of innovation in the kindergarten. At this stage, innovative efforts are the process of development that we think of as "disrupting" and "repurposing" homogeneous habits that resist the creation and introduction of innovations.

In particular, to break old habits is not to eradicate them, because they are easily replaced by new ones. Methods of initiating innovative actions at this stage include: polylogical, debate, reflexive, inversion, interview, teaching creativity, positive skills cannot be unleashed, as if it were some kind of skill or a set of knowledge and skills. Creativity signifies the need to develop creative abilities. We introduced this idea to the topic of reflexive-innovative practice with a large group of students.

It is known that these concepts are not specially studied in pedagogical disciplines, which gives students the impression that the innovative process is "without contradictions and without struggles" and takes place in the sand. We have carried out this stage of innovation formation in a reflexive-innovative practice. All processes of reflexive-innovative technologies can be divided into the following stages:

- 1) the stage of search for new ideas;
- 2) the stage of innovation;
- 3) implement innovations;
- 4) the innovation reinforcement phase.

The stage of search for new ideas is preliminary work on the presentation of information, innovative conditions, updating the problems and requirements of the kindergarten, expressing the ideas of creating goals and innovations, visualization of the conditions of the future kindergarten. The stage of innovation formation consists of actively designing innovation works, testing selected innovations, making decisions on the introduction of innovations in the kindergarten.

The implementation of the innovation phase will include creating conditions for experimenting in the kindergarten, analyzing the experimental process, innovating and fixing the content. The stage of strengthening the introduction of innovations consists of psycho-correctional methodological work on strengthening the newly formed image of the kindergarten in the minds of teachers, improving the innovative actions of the teacher.

The main goal of all four stages is to develop the mastery of innovation and to have a subjective attitude to the innovation being mastered. The model of preparing teachers for reflexive innovative technology is shown in the table. The technological schedule of the formation of the teacher's readiness for innovative activities and the technological schedule of professional training is as follows:

Table 1 Technological schedule of stages of professional training and formation of the teacher's readiness for innovative activities

Name of the stage	Stage Contents
Functions:	Master of pedagogical attitude and general technology of pedagogical activity, improved technology of innovative activities.
Contents	mastering the methodology of the author's software correction Planning of experimental stages, analysis of applied innovation, preliminary analysis, development, introduction and revision of innovation in the pedagogical process, monitoring the results of experimental works.
Technologies	Organizational – activity games. The study of the author's concepts of reflexive innovative practice. Composing Authorship Programs. Participation in practical work and various advanced training in innovative educational institutions. Pedagogical workshops.
Level	Psychological training is methodological, reflexive analytical skills are developed with high responsibility, creative activity.

First of all, mass pedagogical movements, concepts and educational options that gave impetus to the development of humanistic pedagogy are studied. Students study different educational institutions, they are engaged in explaining the purpose, the specifics of the organizational system, the content of education and upbringing, the description of practical experience in their work. Students' independent work has its own characteristics: at the second stage, it is largely associated with an independent understanding of existing educational projects; In the third stage, it is concerned with the creation of their own creative product, the development of the concept of an alternative kindergarten in an individual or creative team.

The study of individual alternative models of education and upbringing and the corresponding types of kindergartens is carried out on the basis of students' choice based on their interest and abilities. Reflexion, in its general view, is a re-perception. Creating a reflexive environment allows the teacher to create a separate, very good environment in relation to him. It will not only be his/her personal and intellectual experience insufficient, but it will also be a particular obstacle to achieving the goal. At the same time, it opens up as a problematic intellectual contradiction.

In practice, we relied on the idea of a methodological and methodological environment to spread joint creativity. One of the main issues is the creation of a favorable innovation climate. Because the participants of the reflexive innovative practice are in a real pedagogical setting, they are able to dispel previous stereotypes in a short period of time. Reflexive innovative practice allows for updating previous experiences, rethinking them, identifying new problems and relationships of the future kindergarten. One of the key issues is to reorient the process of self-perception and self-awareness into the realm of innovation. Creating a separate creative environment results not only in the exchange of knowledge and experience on this problem, but also through the creation of a separate creative environment, new ideas will be achieved, which will then serve as the basis for innovative activities. Thus, the implementation of reflexive innovative practice provides a solution to the following issues:

- 1) Furthers the discussion;
- 2) provides faculty adaptation to rapidly changing circumstances;
- 3) predicting the news.

Therefore, it can be said that it is important to identify the following indicators that can indicate readiness for innovative activities in education:

- ✓ awareness of the need for innovative activities;
- ✓ prepare for the attraction of creative activities on introducing innovations into the kindergarten, the belief that efforts to introduce innovations will bring results;
- ✓ compatibility of personal goals with innovative activities;
- ✓ willingness to overcome creative failure;
- ✓ The combination of innovation with specialization and personal culture;
- ✓ Acceptance of previous experience from the point of view of innovative activities, the influence of innovation activity on the independence of specialty;
- ✓ ability to specialty reflexion.

The ultimate goal is to see the concept of a single authorship, which will be subject to discussion in small groups. To encourage students to work on research, the instructor - the novices will share their experience of introducing innovations. The final stage will be the written expression of the author's concept. The seminar deals with such problems as the organization of work, the stages of innovation. As mentioned earlier, the innovative conditions for the implementation of the technologies discussed begin with the actualization of the problems of the kindergarten. At the heart of this is innovative pedagogy, which introduces students to the main sections of innovation. It is necessary not only to reveal the causes, factors and obstacles of teacher innovation, but also to reveal psychological preparation for the acceptance of innovation, to develop the acceptance of pedagogical innovations. Creative activity is carried out in the conditions of training, the solution of psychological laws, the search for and the mechanism of choice.

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