

THE IMPORTANCE OF REFLECTION IN CREATING AN INNOVATIVE LEARNING MODEL

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The concept of reflection based on the creation of an innovative teaching model is of key importance. Reflection is a way of organizing the optimal activity of consciousness, the process of thinking, the ability of a person to understand his own mental activity¹.

Reflection as one of the mechanisms of thinking provides the following processes in educational activity:

- understanding of pre-defined educational tasks and results;
- compare the tasks required for future activities with the needs;
- understanding and mastering the learning material by motivating learning activities, logical connections between the elements of the learning material and memorizing the content;
- evaluation and correction of the achieved results;
- solution of problems by means of methods, schemes of comparison of tasks and requirements by the analysis and generalization of results;
- self-management, self-control with the help of feedback in educational activities is the result of reflection, the development and transformation of students, their activation as a subject of educational activities. In the process of developmental learning, the content of education should contribute to the creative development of the psyche.

Innovative education is, by its very nature, a model of reflexive interaction between teacher and learner. An innovative approach to education has been studied more as an educational phenomenon than as a cultural phenomenon of society. The main idea of innovation is the qualitative renewal of pedagogical activity. In this process, reflexive education technology plays an important role:

Purpose	Focusing the perceived pedagogical process on the mechanisms of personal self-government through the reflection of one's own activity
Tasks	Creating conditions for the process of education and upbringing through their own personal experience. To enable learners to perform and master reflexive activities
	Strengthening students' internal learning motivations
	Students' understanding of the importance of self-development
Principles	<ul style="list-style-type: none"> ▪ scientific; ▪ creativity; ▪ existentialism; ▪ dialogic

¹ Корвяко Г.Е. Философское сознание как рефлексия // Вестник Московского университета. Сер.7. Философия. – 1992. - №3

Tools	The dialogue of the teacher with his inner "I"
	Pedagogical communication of the teacher with the inner "I" of students
	The student's dialogue with his inner self
	Monitoring the quality of educational activities
Results	Feedback
	Follow the concepts now and here
	Valuable attitude to data
	The development of subjectivity, personal characteristics, which is important for the perceived activity
	Creating a healthy environment

It is known that the decision of a student's conscious attitude to learning activities is inextricably linked with the nature of their system of self-awareness. In particular, reflexive learning technologies encourage the student to self-analyze the individual, to realize the strengths and weaknesses associated with the learning process. Therefore, the following are distinguished as the basic principles of reflexive education and upbringing:

- scientific principle - the application of scientific data, modern achievements and evidence in reflexive education and upbringing;
- the principle of creativity - means the creative readiness of the educator to implement reflection;
- The principle of existentialism - to work in the process of training, taking into account the results in understanding the data and analyzing the situation;
- dialogic principle - the use of dialogue in the implementation of reflection activities.

Reflexive education and upbringing technology is organized on the basis of dialogic communication and offers different forms of dialogic communication:

The dialogue of the teacher with his inner "I". In this case, the teacher looks at his inner world with the following questions. How did I feel in this session? What was my goal from the training? What did I do? What have I achieved? What could I not do? What do I need to do to achieve the goal?

Pedagogical communication of the teacher with the inner "I" of students. In doing so, the educator asked the students: How did you feel in class? What information did you understand? What information did you not understand? What aspects of the training were helpful?

In the process of the student's dialogue with his inner self, he asks himself the following questions: What did I learn from the lesson? What did I expect from the training? What did I do in class? What did I learn through the training? What did I not understand? What was new to me?

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