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THE ROLE OF A PERSONAL-REFLECTIVE POSITION IN THE DEVELOPMENT OF THE INNOVATIVE COMPETENCE OF HISTORY TEACHERS

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ABSTRACT

The importance of the personal reflexive position in the development of the innovative potential of the history teacher is scientifically justified in the article.

KEYWORDS

Reflection, reflexive position, development, personality, pedagogical position, innovative potential, independent education, efficiency.

Introduction

The development of the innovative potential of history teachers cannot be realized without the formation of a personal reflexive position. The lack of a clear position prevents a person from

manifesting his inner potential by confronting him with conflicts and difficulties [5].

The issues of forming a person's position, which is the basis of a person's readiness for conscious

Volume 03 Issue 12-2023

21

VOLUME 03 ISSUE 12 Pages: 21-27

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independent activity, have been covered by many scientists, in particular: vital position (K.A. Abulkhanova, G.M. Kodjaspirova, N.E. Shurkova, Taylanova), subjective position (G.M. Sh.Z. Aksenova), pedagogical position (I.A. Zimnyaya, A.K. Markova, V.A. Slastenin, N. Egamberdieva), reflexive position (A.V. Bondareva, E.V. Yakovlev, A.V. Khristeva, Ye.L. Yerina, D. Khakimova, etc.).

The analysis of the above works allows us to conclude that the reflexive position is the basis for the development of all other points of view of the individual, including the innovative potential. In this regard, it is appropriate to analyze this personal-independent educational process in the development of the innovative potential of history teachers.

A number of scientists have dealt with the problem of reflexive position. In particular, T.A. Bondarenko [5] considers the reflexive position to be a component of a person's reflexive culture; L.V. Yakovleva [12] defines the reflexive position as a factor in forming the teacher's professionalvalue orientation; V. N. Belonogova [2] defines the reflexive position as a condition for the effectiveness of the process of humanizing the interaction between school and family, the subject's understanding of life reality, connecting

them with instructions, views, and imaginations based on life experience, manifesting this system of relations in new ways of functioning defined as ability; V.A. Metaeva [9] interpreted the reflexive position as a dynamic manifestation of the valuewill field. A. V. Khristeva [11] describes the reflexive position as a component of the teacher's pedagogical activity through the future teacher's desire to achieve professional maturity and his personal value attitude toward other subjects; E. L. Erina [8] interprets the reflexive position as the readiness subject's to understand the surrounding reality and self-awareness. readiness for future conscious activity aimed at self-development; T.V. Belozerseva [3] considered the reflexive position to be the analysis of all situations related to mutual relations that determine the personal image of "I," the image of other people as a whole, an integrative feature of the human worldview, and principles [10].

V.V. Davidov explains the reflexive position in connection with the subject's level of thinking, and it directs the individual mind to the means of independent cognitive activity, forming an idea about the inner world of another person and the reasons for his actions. He emphasizes that it

VOLUME 03 ISSUE 12 Pages: 21-27

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includes the ability to understand the situation [6].

Recently, the term "innovative thinking" has been frequently used in various sources. At the same time, when the concept of innovative thinking is used in many scientific studies, its essence is not clearly revealed. It is usually interpreted as a person's ability to innovate. However, the capacity for innovative activity is not only a thinking process but also includes personal qualities such as initiative, critical attitude, reflexive ability, and motivational orientation toward innovation.

The reflexivity of the individual and the construction of various mental modules, which in turn are composed of objective and subjective reality according to their content, V. P. Delia called the subjective reality that occurs by itself in the form of new knowledge acquired as a result of the need to understand, forecast, and model the meaning of life as noumenon (a Greek word, objective, understandable as it is) [7].

The main characteristic of innovative thinking is that it is directly related to activity. We cannot interpret this kind of thinking based only on mental models without motivation, and the final

result is the driving force of this process manifested in the material change of the environment. In other words, innovative thinking is characterized by motives leading to the creation of a mental model, personal thoughts, and external objective activities related to the implementation of this model.

The main goal of continuous professional development processes is to form the reflexive life experience of history teachers.

The law of reflection can be used to clarify the importance of this process. According to him, the basis of development is a person's knowledge and life experience. Internal-natural (genetic) and external (vitogenic, i.e., life knowledge and experience) principles are important for reflection.

In the development of the innovative potential of history teachers, the stages and levels of transfer of vital information to life experience were taken into account [4]:

- 1) perception of vital information in an undifferentiated and unclassified way;
- 2) the stage of evaluation and filtering, in which the importance of acquired information is first

Volume 03 Issue 12-2023

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determined in connection with universal, gnostic, and then personal points of view;

3) the guidance stage, which includes the creation of a spontaneous or conscious plan to memorize information with an estimated memory retention period. It depends on the importance of information, its vital and practical orientation, and also determines the level of assimilation of vital information. operational: related to the institution of poor memory retention ("just in case" memorization); functional: considered important for choice situations, determined by the duration of information storage in longer memory; base: for long-term memory; important for self-awareness in the educational process.

Based on the task-based form of teaching, the history teacher should be able to create a problem situation necessary for the implementation of certain actions: determining the diversity of the information field: reviewing current achievements in this field; comparing one's point of view with existing ones; and developing tools related to thinking activities to solve the problem. By performing these actions, the future teacher quickly revises his initial views and thereby develops.

This interpretation of the form of task teaching does not allow us to hypothesize how the history teacher can understand the problematic situation and, as a result, change his views on it.

Another important condition for developing the innovative potential of history teachers is the use of interactive methods in the development of a reflexive algorithm.

It is known that any system is based on a certain Therefore, the mechanism of mechanism. reflection serves to ensure the development of innovative potential. It implies a series of reflexive-thinking actions. An algorithm for performing such actions is required to achieve the result. This is a necessary condition for the development of the reflexive position of the history teacher.

The development of the algorithm of reflexive action is more effective on the basis of increasing and accelerating the learning activity of students using interactive forms and methods of teaching.

In the science of pedagogy, the interactive method means active communication between the student, the teacher, and the computer in dialog mode. Interactive methods not only increase

VOLUME 03 ISSUE 12 Pages: 21-27

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OCLC - 1276789625











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students' activity but also serve to develop their thinking.

Effectively structured discussions involve four stages of development: guiding, evaluative, reinforcing, and reflective analysis. An important aspect of the debate is its analysis, in which the results achieved during the training, the analysis of the conclusions of the audience, the correct understanding of the relevance of the problem, making a separate note, and determining the logical correctness or error of the expressed opinions are used to justify that some opinions expressed on the topic of discussion are irrelevant. The emphasis is placed on the expressiveness of oral speech, the scientific significance and deep understanding of evidence, the correct use of concepts, and the clear expression of thoughts. Also, the students' ability to answer questions, prove and disprove them, and use different tools is evaluated.

The main thing is that at the end of the discussion, the listeners will be able to treat others with respect, form and display a point of view to understand them correctly, effectively resolve conflicts, and choose optimal strategies for conflict prevention. In addition, during the discussion on constructive conflict resolution, the

audience develops a relationship not as the leader of the session and the bearer of the only correct point of view, but as an experienced colleague in joint activities. General principles are formed in the discussion: equal subject-subject relations; position "understand me correctly"; "I'm fine, you're fine" position; brevity is an indicator of intelligence; truth is above all else; be respectful and friendly when expressing opinions; rules for holding a discussion, including: I do not criticize people, I criticize ideas; my goal is to come to an adequate solution; I encourage everyone to participate in the discussion; I am tolerant and attentive to everyone's opinions, even if they are not close to me, even if they contradict my opinion; I first learn the facts and ideas of both positions; I think and try to understand both views of the problem; I will change my opinion when there is convincing evidence. Discussions, in our opinion, represent the essence of the algorithm of reflexive actions and help the teacher come to a reflexive position in the course of his professional activity in relation to himself, his professional activity. participants pedagogical interactions, and the subject being studied...

VOLUME 03 ISSUE 12 Pages: 21-27

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The choice of this form of training for the development of a reflexive position in our interpretation has a clear goal: all types of training should stimulate the positive state inherent in each person, form life skills and a positive attitude towards oneself and one's own educational opportunities, abilities. and professional activities, participants in mutual activities in the pedagogical process, and master the theory and practice of pedagogy.

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Volume 03 Issue 12-2023

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