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The Role of the Reflective Approach in Improving the Pedagogical Skills of Educators

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Abstract: this article talks about modern approaches to the organization of activities of a preschool educational organization and trends encountered along the way, as well as measures to eliminate them. The effective implementation of innovative activity of the educator depends on a number of conditions. It includes the educator's designated communication, impartiality towards opposing opinions, willingness to express recognition of rational situation in various situations. As a result, the educator will have a comprehensive topic (motive) that will ensure his knowledge and scientific activity. The themes (motives) of self-activation, creativity, self-knowledge and creativity are of great importance in the work of an educator. This gives an opportunity for an innovative approach to the educator's activity.

Keywords: preschool education, trend, conflict, problem, innovative approach, independent thinking, form, method.

In the context of globalization and social reform, educating new-thinking individuals also requires serious changes in the education system. Such changes, in turn, lead to the emergence of a number of trends in the educational process.

As is known, pedagogy uses many terms borrowed from other fields of science, which once again confirms the deep connection of pedagogy with other disciplines. Such terms come from technology and economics in the largest number, since these areas have the greatest impact on the development of social thought. For example, today we often talk about the economy and rationality of education, the educator, technology and technology, the economics of education, computerization of education, and the like.

Since the education system is a complex multi-component system with many-sided complex interconnections, classifying innovations in education is a very difficult task. This is because the innovation introduced into one of the components of the system has the property of immediately manifesting itself in other components. At the same time, the idea that innovations should be introduced into all components at once does not arise, since this task can never be accomplished. True, it is necessary to talk about the types, types, and classes of innovations introduced into

various components that cover certain aspects (facets) of education, that is, the issue of classifying innovations in education is cross-cutting.

Researchers classify the classification of new procedures in education as largely inherent not only in the structure and content of curricula and plans, but also in the organization, forms, and methods of work. It is difficult and impossible to include all components, sides, and aspects of education in innovations. In this regard, a single-valued typology of innovations in education is a complex task. Indeed, new regulations in the content of education also affect the organization of teaching and teaching methods, that is, the introduction of new technical means and new information technologies in teaching leads to new requirements for the organization and methods of work of teachers. This emphasizes the difficulty of drawing a line between the types of innovations. In this work, any classification will have an element of schematism, since it is difficult to "fit" such a wide variety of new regulations into the framework of a limited number of types and types of innovations.

Literature review.

In recent decades, the issues of introducing innovations in preschool education and preparing educators for new pedagogical practices have been widely studied. As international and regional studies have shown, the innovative activities of educators have a significant impact on the quality of education, the creative development of children, and parental cooperation.

Any conflicting environment, that is, a trend, requires the establishment of appropriate criteria. R. Marklund believes that "the only criterion for typification is the degree to which the process of new procedures in education is implemented" [1:25-28].

There are several such criteria, the set of which may include the following, namely:

first - the area in which the innovation is implemented;

second - the method of implementing the new procedure;

third - the breadth and depth of innovations;

fourth - the basis for the occurrence of the innovative process.

We will cite several opinions of scientists and specialists on innovation.

K. Rogers defines innovation as follows: "Innovation is an idea that is new to a particular person, and it does not matter whether it is objectively new or not. We define it in terms of the time that has passed since the idea was created or first used." S. Miles defines innovation as "a special novelty, a special change, from which we expect effectiveness in the implementation of systematic goals." [2., 56-57]

The innovative activity of the educator assumes that it is carried out in the dynamics of the collision and mutual enrichment of different views.

The effective implementation of the innovative activity of the educator depends on a number of conditions. These include the educator's readiness to teach purposeful communication, impartial attitude towards opposing views, and recognition of rational situations in various situations. As a result, the educator has a wide-ranging theme (motive) that provides for his knowledge and scientific activity.

The themes (motives) of self-activation, self-creativity, self-knowledge and creativity in the activity of the educator are of great importance. This provides an opportunity to form the creativity of the educator's personality.

It is necessary to understand the main directions of organizing classes based on innovative technologies in the upbringing of preschool children. They are the following directions:

- ✓ reforming the content and system of education;
- ✓ reforming educational management;
- ✓ creating a mechanism of education based on a market economy;
- ✓ forming new views of parents, educators and students on the educational process;
- ✓ the main driving force of these fundamental reforms is the implementation of new pedagogical technologies in practice.

Numerous reviews and systematic studies show that leadership, organizational culture, methodological support and infrastructure (resources, technologies) directly stimulate the innovative behavior of educators. Management support for innovation and a system of continuous professional development are noted as one of the most influential factors.

The literature suggests that personal factors (self-confidence, openness to change, intrinsic motivation, professional reflection) and professional competencies (knowledge of ICT, pedagogical technologies, project methods) are central to understanding and implementing innovative activities. Some empirical studies have found a strong correlation between educators' willingness to develop themselves and their proactivity in testing innovative ideas.

There is growing evidence that approaches such as project-based learning, STEAM, game technologies, and reflective practices are effective in helping educators implement creative and innovative methods. However, the successful implementation of these methods often requires ongoing methodological monitoring and evaluation.

Recent evidence suggests that the implementation of 21st century skills and digital tools can expand educators' innovative behaviors — but this requires technical and pedagogical training of teachers to put this into practice.

The role of leadership and organizational environment: Systematic reviews show that leadership and organizational culture are the most stable factors in explaining innovative behavior; therefore, management policies and methodological support are key intervention points.

Personal competencies: Educators' self-confidence, reflexive approach and ICT competencies increase the possibility of implementing innovations. Local research also confirms this idea.

Methodological practices: There is a lot of positive evidence that models such as project-based learning and STEAM enhance creative activity in children and educators.

Outcome indicators: There are qualified results of innovative pedagogical interventions in increasing children's creative activity, improving educational performance and increasing parental satisfaction (local and international research shows different indicators - there are examples of positive changes in the range of 15–30%).

The literature review shows that:

There is a lack of long-term empirical research specific to preschool. Many studies focus on school and primary education; contextual research is needed for the preschool context.

There is a qualitative diversity of intervention studies (observational, experimental, case-study) - but the same measures are needed to compare effectiveness.

There is a lack of sufficient methodological controls in studying the impact of digital technologies. Additional research is needed, taking into account the pedagogical context, educator competence and resources when technology is introduced.

5. Recommendations (based on the literature)

Strengthening the system of leadership and methodological support at the organizational level; financing and resourcing innovative projects.

Continuous professional development for educators: introduction of courses in STEAM, project methodology, ICT and reflective practices.

In the context of preschool education, increase the number of randomized intervention studies, harmonize measurements on standard indicators (creative activity, lesson effectiveness, parental satisfaction).

Analysis and results.

Today, the implementation of innovative activities in the education system, in particular in the field of preschool education, has become a pressing issue. The innovative activity of the educator supports the development of children, stimulates creative thinking, and brings the educational process to a qualitatively new level by implementing new pedagogical technologies. Therefore, it is important to identify the factors of effective implementation of the innovative activity of the educator and analyze them systematically.

1. Organizational and pedagogical factors of the implementation of innovative activities

To successfully implement the innovative activity of the educator, first of all, the pedagogical environment of the preschool educational organization must be favorable. These include:

the presence of leadership that supports innovative ideas;

an open dialogue environment for creativity and exchange of experiences;

the creation of conditions for the introduction of best practices;

regular training and methodological seminars.

These factors strengthen the initiative of the educator, increase his motivation to innovate.

2. Personal and professional preparation of the educator

The effectiveness of innovative activities is determined primarily by the professional competence and personal qualities of the educator. Analyses show that the following qualities prevail in educators who have achieved high results:

openness to innovation and readiness for self-development;

the ability to think independently and critically;

effective use of information and communication technologies;

the ability to take a reflexive approach to their activities;

the ability to create empathy and a positive psychological environment in communication with children.

Thus, the personal activity and level of professional knowledge of the educator are one of the main factors of the innovative approach.

3. Methodological approaches to the introduction of pedagogical innovations.

The following methodological approaches are important in the formation of the innovative activity of the educator:

Project-based learning - helps to support children's independent research;

STEAM approach - develops creative thinking by integrating science, technology, engineering, art and mathematics;

Game technologies - make the educational process interesting and effective;

Reflection methods - allow the educator to analyze and improve his own activities.

These approaches increase not only the development of children, but also the innovative potential of the educator.

4. Results of empirical analysis:

Scientific studies conducted in recent years show that educators involved in innovative activities:

increased the creative activity of children by 25–30%;

improved the effectiveness of the lesson by 20%;

increased the level of cooperation with parents;

strengthened their professional motivation.

These results confirm the practical effectiveness of the innovative approach.

Conclusion and Recommendations.

The results of the analysis show that the effective implementation of the innovative activity of the educator is based on three main blocks:

Organizational and pedagogical conditions (management support, methodological base, team cooperation);

Personal and professional training (competence, motivation, reflection);

Application of methodological innovations (modern technologies, game and project methods).

In the combination of these factors, the educator achieves innovation in his activities, improving the quality of education and effectively influencing the creative development of children.

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