

case, tending to challenges such as the computerized separate, computerized diversions, and computerized education holes is fundamental for realizing the complete potential of advanced integration in scholastic perusing instruction. As innovation proceeds to advance, teachers must adjust their guidelines hones, grasp educational developments, and use advanced instruments viably to cultivate comprehensive and transformative learning encounters for all understudies.

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REFLECTION IN INNOVATION AND PEDAGOGICAL ACTIVITY

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A necessary component in the structure of innovation activity is reflection - knowledge and analysis by the teacher and other participants of innovation of phenomena of own consciousness of activity, i.e. a view of own thought and actions as from the outside. The innovative culture of the teacher is a multidimensional system of his reflexive abilities to manage the self-organization of the trainees.

Reflection (from lat. reflexio - turning back) is the process of self-knowledge of the subject of internal mental acts and states. The concept of "reflection" originated in philosophy and meant the individual's process of thinking about what was happening in his/her own knowledge. Reflection from the point of view of psychology is not just knowledge or understanding by the subject of himself, but also finding out how others know and understand "reflexing", the personality features, emotional reactions and knowledge-related perceptions. When the content of such a presentation is the subject of joint activity, a form of reflection develops in subject-reflexive relations.

There are two traditions in the interpretation of reflexive processes:

- 1) reflexive analysis of consciousness leading to explanation of object values and their design;
- 2) reflection as an understanding of the meaning of interpersonal communication.

In this regard, the following reflexive processes stand out: self-knowledge and understanding, self-evaluation and evaluation, self-incorporation and interpretation.

In 1933, J. Dewey put forward the idea of reflexive thinking. Since then, reflection has been recognized as a separate stage of teacher professional development.

The teacher's professional development includes the following stages:

- mastering of techniques of class management;
- expansion of the repertoire of teaching techniques and methods;
- deepening and expanding the content of training programs;

- mastery of reflection skills.

Not all teachers reach this last, reflexive, stage in their professional development. The critical reflection is difficult to achieve alone. With the cooperation of schools and universities in this sense, the role of a teacher in management is important. The cooperation of colleagues in the development of reflexive thinking is also necessary. When assessing the situation in the classroom, it is important to distance yourself from events in the process of self-recognition, honest recognition of shortcomings and perseverance in analysis.

Let us give a definition of reflexive thinking given by J. Dewey: "Reflexive thinking, compared to other operations to which we apply the term "thinking", includes: 1) the state of doubt, hesitation, difficulties in conclusion in which the thought process is born, and 2) the state of search, detection, investigation, discovery of material that will resolve doubt, eliminates the difficulty.

In defining the mechanism of reflexive thinking, J. Dewey says of the dual movement of reflection: "In any reflection there is a double move: a movement from partial and vague given facts to the resulting broad (or comprehensive) common position and back - from the arising whole, which as a derivative is a meaning or idea, to individual facts so that to link them to each other and to the incremental facts that the called view focused attention to./1/

The following three elements of teacher's reflexive thinking can be highlighted:

1. A cognitive element describing the teacher's information gathering and decision making process.
2. A critical element focusing on substances, guiding thinking, is experience, purpose, value, social subtext.
3. A teacher's narrative is the teacher's own interpretation of events that have occurred in their personal context (experience). The cognitive element of reflection reveals how a teacher uses knowledge in planning and decision-making. Six categories of knowledge are taken into account: a substantive area of knowledge; pedagogical methods and theory; training programs; characteristics of learners; teaching contexts; pedagogical goals.

The critical element of reflection defines the substances guiding thinking - experience, beliefs, sociological values and goals of the teacher. This type of reflection has five components: recognition of the pedagogical dilemma; responding to the dilemma by recognizing the adequacy of situations as well as the specifics of individual situations; determination and redistribution of dilemma boundaries; experimenting with these dilemma to test the validity of different solutions; investigation of significant and insignificant conclusions and results of the applied decision and evaluation of the decision based on the results obtained.[1;37]

The teacher's narrative (the third element of reflection) includes the teacher's questions on his practice, the way in which he uses literature and purposeful conversations, the teacher's interpretation of certain events in teaching practice, and the context of teaching in which decisions are made.

The teacher's penetration into the essence of his activities turns out to be the result of reflexive self-analysis and a condition of adequate support of the process of innovations.

The value of reflection in teacher innovation is that it provokes action. Reflection is activity-oriented, and it is socially and personally directed. Its product is the practice most expressive and socially significant in the form of human activity.

In innovative learning, reflection involves participants, teachers and pupils, as well as organizers of innovations in the following processes:

- targeting and planning of activities based on the results of the reflection;
- using these plans in future practice;
- diagnosing, reviewing or monitoring the processes, conditions and consequences of these activities;
- assessing activities in the light of the qualities and parameters that are reflexively collected about these activities;
- rescheduling and further actions based on the evaluation performed.

Thus, in innovative learning, there is a spiral of self-reflection consisting of the cycles of planning, activity, diagnosis, reflection, rescheduling, further action, further diagnosis, further reflection, etc.

It can be argued that innovation begins with a search for meaning. Sometimes the design of goals by the teacher begins with clearly insufficient information about the way the concept model is built, about the conditions of activity.

Reflection is associated with another important action - targeting. The learner's setting of the goals of education involves their fulfillment and subsequent reflection - awareness of ways to achieve the goals. Reflection in this case is not only the result, but also the starting link for new educational activities and setting new goals.[2;37]

The reflection on targeting in teacher innovation has the following characteristics:

- direct analysis - targeting from the current state of the pedagogical system to the final planned target;

- reverse analysis - targeting from final state to the relevant;

- targeting from intermediate targets using both forward and reverse analysis.

The ability of the teacher to carry out targeting depends on how much he can understand and control the processes of goal-setting, break them down into components, monitor these processes. Success in targeting is determined by the ability to recognize the importance of innovation for children and for themselves, ownership of algorithms for choosing an innovative goal, ability to see oneself in the way of building a pedagogical concept, more clearly to present the peculiarities of their actions, ability to independently build activity algorithms to achieve goals, adequate to act in analysis, assessment of results and consequences of achieving the goal.

Reflection on targeting in the innovation activity of the teacher has the following characteristics: activation of reflexive position in the innovation activity of the teacher is related to the teacher's personality, his orientation to self-development. The source of this process is a system of teacher-conscious contradictions in pedagogical activity, necessary to create situations in educational and professional activity that would update the reflexive position, form positive self-perception, and stimulate processes of self-approval.

Reflexive consciousness controls the process of building and testing certain innovations in school, and critically contemplates all stages of activity. There is also reason to suggest that innovation is not always clearly understood, at least at the stage of program creation, by the goals. It is often realized as conscious and unconscious, spontaneously and consciously used ways and forms of pedagogical activity.[3;256]

At the next stage of reflexive activity, the teacher analyzes himself as overcoming, correcting his activity of the subject. He is able to update and form complex, adequate to the solved problem, scales of assessment, perceive himself as a person who correctly or wrongly solves pedagogical tasks, constructively treat the boundaries of his activities. As a result of reflection on successful performance of activities the teacher with developed "I-concept" experiences satisfaction, confidence, sense of freedom and happiness. Such a teacher is self-affirming as a person, as he knows that on the achievement of the goal of innovation in school he is able to overcome (and really overcome) obstacles of personal and spiritual growth. He integrates in the pedagogical society, transmits his "findings" to others, is responsible for his innovative activities to learners.

Reflexive activity is a necessary attribute of activity not only of the innovator-teacher, but also of the learner. Objectives of the educated reflection: to remember, identify and understand the main components of the activity - its meaning, types, methods, problems, ways of solving them, results obtained, etc. Without understanding their particular teachings, knowledge mechanisms and activities, students will not be able to learn the knowledge they have acquired. Reflection helps learners to formulate the results obtained, to redefine the goals of further work, and to adjust their educational path. If the physical senses for a person are the source of his external experience, reflection is the source of internal experience, the way of self-knowledge and the necessary tool of thinking.

The implementation of the reflexive function of the learner as the main subject of educational activity is appropriate to present in the form of an educational situation, understanding under it such pedagogical mechanism, which puts the learner in new conditions, changing the usual course of his training and requiring from him new models of action. Reflection helps to understand and rethink the situation, as well as to determine the next steps in the educational process. The learner's model of reflexive self-organization includes at least three main reflexive processes: self-determination, self-knowledge and self-actualization. Thus, the reflection of the subjects of the innovative educational process not only performs the local tasks of introducing innovations, but also has a general educational role, developing the key competence of the teacher and the learners –that is, reflection.

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ENHANCING SPEAKING SKILLS: STRATEGIES FOR PRIMARY AND SECONDARY EDUCATION

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This article explores strategies for enhancing speaking skills in primary and secondary education. It emphasizes the importance of developing confident communicators from an early age and provides practical approaches for educators to cultivate speaking abilities in students. From interactive games and show-and-tell sessions to debates, presentations, and role-playing activities, the article offers a comprehensive framework for fostering effective communication skills in diverse educational settings. Additionally, it discusses the importance of regular practice, constructive feedback, and the integration of technology in enhancing speaking proficiency. By incorporating drama activities and public speaking contests, educators can further enrich students' speaking experiences, preparing them for academic success and personal growth.

“Knowledge of a foreign language is a very important and essential component of this training. The state standard of higher professional education requires taking into account professional specifics when studying foreign languages in non-specialized universities. It provides a professionally oriented approach to learning and aims to develop students' ability and willingness to communicate in professional, business, and scientific fields. Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities”.[7;6]

Effective communication skills are essential for success in academic, professional, and social contexts. Among the various facets of communication, speaking skills play a crucial role in conveying ideas, expressing thoughts, and engaging with others effectively. In the realm of education, the development of speaking skills is paramount, as it not only enhances students' academic performance but also equips them with essential life skills.

This article focuses on strategies for enhancing speaking skills in primary and secondary education, recognizing the significance of nurturing confident communicators from an early age. By exploring a range of engaging and practical approaches tailored to different age groups, educators can create supportive environments that foster speaking proficiency and empower students to articulate their ideas with clarity and confidence.[2]

From interactive games and storytelling activities to structured debates, presentations, and role-playing exercises, there exists a rich repertoire of teaching strategies that can be leveraged to cultivate