

The Significance and Strategy of Teaching Reflection on Teachers' Professional Development

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Abstract

Teaching reflection is an important part of teachers' professional development, the core element of self-growth, and the focus of middle school teachers' teaching. Teaching reflection is of vital significance for teachers' professional development. Teaching reflection refers to the teachers' exploration and transformation of the success and deficiency in classroom teaching, especially the confusion and thinking, which is a crucial way to improve the teaching quality, and an important driving force to promote the development of teachers. Therefore, it has become a more important topic to improve teachers' teaching ability and train qualified teachers in the new era (Chen, 2021). Then, what is the connotation of teaching reflection? What is the meaning and value? How to write? This paper uses the literature analysis method, focuses on the significance of teaching reflection to efficient classroom, and explores the important measures to improve teachers' teaching reflection ability and achieve efficient classroom, and finally puts forward some thoughts.

Keywords: teaching reflection, teachers development

1. Introduction

As an important path of teachers' professional development, teaching reflection has reached a clear consensus in the field of educational theory and practice. Posner once put forward the famous "teacher growth formula": experience + reflection = teacher growth. He believes that if teachers are only satisfied with gaining experience and cannot think deeply about it, then even many years of work experience may only be a year of work experience, and it is difficult to benefit from the experience and lessons. Professor Ye Lan also said, "It is difficult for a teacher to write a lifetime of teaching plan, but he may become a famous teacher after writing three years of reflection." (Yang Jie & Cheng Ling, 2022) In the field of educational practice, many excellent teachers also have the habit of diligent reflection. Teaching reflection plays an indispensable role in promoting teachers' professional growth and improve teachers' education and teaching level. In order to improve teachers' teaching reflection ability in teaching, we should first clarify the basic connotation of teaching reflection.

The ultimate goal of teaching reflection is to promote teachers own growth and students' development. In fact, reflection can be regarded as a philosophical way of thinking. According to Dewey's definition of reflection, we can logically believe that teaching reflection is a kind of reflective activity, the subject is the teacher, while the object is the activity or event in teaching practice, and teaching reflection is a process of inquiry and creative problem solving. In a literal sense, reflection has the meaning of introspection, in essence, it is also a kind of critical thinking, that is, to investigate the essence of things through analysis and examination (Tao Lihong, 2021). Usually, reflection refers to the ability of the subject to put itself outside, and to critically examine the situation and its own behavior. For teachers, it refers to an activity in which teachers analyze the consequences generated by their own educational decision-making behavior in the actual educational and teaching activities. Thus, reflection can improve and enhance professional quality and promote the development of teaching monitoring ability.

2. The Significance of Teaching Reflection

2.1 It Is Conducive to Improving the Quality of Classroom Teaching

As the leader of classroom teaching, teachers' professional level directly determines the quality of classroom teaching. The implementation and transformation of teaching reflection is directly related to the growth of teachers, and more related to the improvement of classroom teaching quality. Just as an old saying goes "learn and then know insufficient, teach and then know difficulties". Teachers will always encounter the joy, confusion, regret and emotion in the specific teaching practice, so some people say that the classroom is never a perfect art. However, it is the teaching reflection caused by these joy, deficiency and confusion that leads teachers to constantly improve their professional quality and teaching level, so as to effectively improve the quality of classroom teaching and lay a foundation for the achievement of efficient classroom (Shen Feiyu, 2020).

2.2 It Is Conducive to Improving the Professional Level of Teachers

Teaching reflection is a process in which teachers constantly find the deficiencies of their own cognition, overturn the preset, correct their ideas, improve their own teaching skills, and practice self-training and self-transcendence in the collision of practice and theory (Liang Xiaoxia, 2021). Reflection can help the teachers to better digest the ideas in the books, and then generate the new ideas of self-education and teaching, and effectively refine the teaching ideas. Teachers should conduct in-depth reflection in the process of education and teaching activities, explore, reflect on and solve the problems, and further promote the promotion of their own value. The process of teaching reflection is also a process for teachers to accumulate teaching experience and improve their personal professional level. Thus, teaching reflection is an effective way for teachers to grow up, an important method to improve teachers' professional level, and a necessary prerequisite for achieving efficient classroom.

2.3 It Is Conducive to Improving Teachers' Scientific Research Ability

Scientific research begins with discovering problems and asking questions. Novice teachers will encounter various problems in education and teaching, and some problems have strong academic and research value, which requires novice teachers to screen and dig. By writing the teaching reflection diary, novice teachers can record the teaching problems around them and think deeply, which can improve their own problem awareness and develop keen observation and judgment; on the other hand, they can also accumulate rich practical materials to provide detailed materials for later paper writing or subject research.

3. The Way to Write a Teaching Reflection

3.1 Write Down the Success

In teaching reflection, we should record: (1) the practice of teaching resonance effect; (2) the temporary measures in classroom teaching; (3) the clear hierarchy and clear board writing; (4) the penetration and application of some teaching methods; (5) the use of some basic principles in pedagogy and psychology; (6) the reform and innovation in teaching methods. Thus, we should be detailed to the local records, for reference in future teaching, and on this basis can constantly improve, perfect, innovation.

3.2 Write Down the Failure

Even in the successful classroom teaching, there are inevitably omissions and mistakes, so it's necessary to review and comb them, and make a profound reflection, exploration and analysis, so that it can be a lesson that we can learn in the future.

3.3 Write Down the Highlights

With the development of the teaching content, the thinking development of the teachers and students and the harmony of the emotional communication are often instantly inspired by some accidental events, these "spark of wisdom" is often involuntarily, suddenly, therefore, if we do not timely use the after-class reflection to capture, it will disappear with time passing by which may let us feel regrettable.

3.4 Write Down Students' Opinions

In the process of classroom teaching, students are the subject learning, they will always have a "spark of innovation" in the flashing, teachers should fully affirm some unique opinions put forward by students in class, which can not only make the students' good methods and ideas be promoted, but also is a kind of appreciation and encouragement to them. At the same time, these valuable insights are also the supplement and improvement of the classroom teaching, which can broaden the teachers' teaching ideas and improve the teaching level. Therefore, recording it can be used as a material nutrient to enrich the teaching in the future.

3.5 Write Down the Whole Teaching Process

After a class, what teaching rules have you found out? What are the innovations in teaching methods? What are

the findings on the knowledge point? What are the new measures in organizing teaching? Is there a breakthrough in solving many problems? etc. Write down these gains and losses in time, and make the necessary classification and choice, consider how to do when teaching this part of the content again and write the “reteaching design”, so as to foster strengths and circumvent weaknesses, and improve their teaching level to a new realm and height. Therefore, teaching reflection can be based on teaching content, teaching process and teaching strategy.

4. The Strategy to Improve Teaching Reflection Ability

4.1 Enrich Theoretical Knowledge

To ensure the effectiveness of reflection, teachers also need to conduct in-depth theoretical study. In practice, the confusion is to some extent a reflection of the theoretical deviation. Only through effective correlation theory and practice, teachers can find out the root cause of the problem, and further expand and improve the rationality level of the subject. Therefore, we should continue to learn theoretical knowledge, make our own professional knowledge more solid, then to analyze the problems in practice, and through the practice of the test, so as to promote the development of teachers’ reflection and teaching ability.

4.2 Enhance Conscious Awareness

Teachers should be aware that education and teaching is endless, and should be deeply reflected on their own teaching practice, and do not meet the status quo. Only by forming the reflective consciousness, can we quickly enter the state of reflection when some problems occur in the process of educational practice (Jing Li, 2020). Teachers should have the ability to reflect, which depends on the teacher’s own theoretical level and self-restraint ability, which requires teachers to keep reading and writing. Reflective teachers should be practitioners of lifelong learning, and regard reading as a part of their own life. In addition, teachers should develop the habit of writing. In a certain sense, writing and reading are both important ways to cultivate critical thinking and develop reflective habits. Therefore, teachers can record their professional life by writing educational diaries, stories and cases, etc.

4.3 Emphasize Peer Communication

In ancient times, a hundred schools of thought have argued, and today, we also stress the importance of gathered wisdom. If teachers want to reflect on the ability, it is essential to conduct peer communication. Through the communication and dialogue of different teachers, on the one hand, the teachers’ thinking can be further clarified, and the feedback of other teachers can also trigger their in-depth thinking, and their ideas and creativity will be generated accordingly. Discussions and exchanges between different teachers can be carried out through special topics or themes. This way of resource sharing and brainstorming also plays a crucial role in teachers’ professional growth.

5. Conclusion

The process of teachers’ teaching reflection is a process in which teachers constantly explore and solve the teaching objectives, teaching tools and their own problems with the help of action research, it can constantly improve the rationality of teaching practice, the teaching efficiency and teaching and scientific research ability, and promote teachers’ specialization. The implementation of the new curriculum reform requires teachers to have the skills of teaching reflection, which is also the internal requirement for teachers to get professional development. The improvement of teachers’ professional ability is related to the development of students and education. Therefore, teachers should constantly improve their teaching reflection ability to achieve self-growth. Finally, there is still a long way to go in the study of teaching reflection. Due to the writer’s shallow talent, this paper only stays on the surface, and there are still many deficiencies. I do hope this paper can pave the way for the follow-up research.

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