

Teaching Reflection in Practical Teaching

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Abstract

Practical teaching in cultivating high-skilled talents plays an important role. In the process of the changing requirements of the practical teaching of science and technology to always maintain a high quality of teaching, teaching reflection is the essential means to improve the teaching quality, teaching reflection is of great significance in practice teaching. This paper illustrates the concrete embodiment of teachers' reflection on teaching in practice teaching at their own and teaching level. Finally, the author puts forward some Suggestions on how to improve teaching reflection in practical teaching.

Keywords

Reflection; Teaching reflection; Practical teaching; advice.

1. The Connotation of Teaching Reflection

1.1. Define

In the 1930s, John Dewey, an education scholar of American pragmatism, studied the importance of "reflection" in teaching and started the process of teaching reflection. Until the 1980s, "reflective teaching" appeared as a technical term.

Teaching reflection can be divided into two words: teaching and reflecting. The subject of teaching is the teacher, so what is reflection? In modern Chinese dictionary, "reflection" is interpreted as thinking about the past and drawing lessons from it. When applied to teaching, teachers think about the teaching process, summarize the experience and improve the teaching level. Reflection has a long history in China and the west. In ancient China, zeng zi, a son of Confucianism, said, "five days and three times save my body" ("the analects: learning"), which emphasizes the importance of reflection in the process of self-cultivation. In the Qing dynasty, zhu xi also pointed out that "we should not resort to action but turn to others". In the west, Locke believed that reflection is an indispensable and important means to produce "internal experience". Hegel regards reflection as a movement of the ruminating and thinking self, a process of mastering the external essence to the internal essence. Reflection has a long history, but the real attention to teaching reflection begins with Schon's "reflective teaching". As the academic community has not yet formed a unified definition of teaching reflection, this study defines teaching reflection as the process of teachers' self-reflection, self-summary and improvement of their teaching behaviors to finally realize their professional growth.

1.2. Characteristics

1.2.1. Practical

Teaching reflection must be completed in the process of teaching practice, it cannot be separated from teaching practice and exist alone. Without the practice of teaching, there will be no teacher's reflection. The link between teaching and reflection is the teaching activity. Practicality is the most important characteristic and theoretical quality of Marxist philosophy. From the perspective of "humanism", Marx emphasizes the decisive role of practice in the existence and development of human beings and society. Through practice. We know things we didn't know before, we know the world. Therefore, teaching reflection has the characteristics of practice.

1.2.2. Personal

The reflection of teaching has an inseparable relationship with the subject teacher of teaching. The teaching methods, teaching methods, teaching modes and methods used by teachers in the process of practice have a great personal nature. What teachers really believe in and use and/or display in education teaching practice is their practical knowledge of education teaching. (Chen xiangming, 2003) It has a very important relationship with teachers' personal study experience, life experience, important influence of others and academic background. Therefore, teaching reflection has a great personal nature.

1.2.3. Persistence

The formation of teaching reflection is not accomplished overnight, it is not short term, it has the characteristics of persistence. Teaching reflection has always existed in the teaching process of practical teachers. Teaching reflection is accompanied by teachers' teaching reflection. Therefore, teaching reflection is persistent, and it always exists in teachers' teaching activities.

2. Teaching Reflection in Practical Teaching

2.1. Definition of Practical Training

Practical teaching refers to the teaching activities which aim at cultivating students' professional ability (especially practical ability), and are guided or guided by teachers to participate in the practical training related to relevant professional courses after students have learned certain professional theories. (Ou jinxiong, 2004) Wu hong and zhang li (2001) believed that practical teaching refers to the teaching aimed at cultivating students' practical ability and comprehensive quality, including various internship, experiment, market research, product promotion, professional planning and other activities. Zhang Qingqiu, RaoGuiSheng (2006) argues that training teaching is to develop students as the main body, taking market demand as the guide, with ability as the standard, adopting the combination of "teaching, learning and doing" teaching method, it adopt the way of project practice, comprehensive practical training to cultivate the students' comprehensive vocational ability, practice ability and innovation ability. In this study, practical teaching is defined as the teaching of cultivating students' skills in specific training places and students' practical ability.

2.2. The Significance of Teaching Reflection in Practical Teaching

2.2.1. Promote Teacher Professional Growth

In 1989, American psychologist posner proposed the formula of instructing teachers' professional growth: "growth = experience + reflection" (Lin chongde, 1999) [6] in the process of teachers' professional growth, the accumulated experience of teachers in daily teaching activities is the first step toward teachers' growth. No practice, no experience, no reflection. Especially in the practical teaching, some tacit tacit knowledge and the accumulation of experience. Only the accumulation of experience to a certain extent can better understand these tacit knowledge. In the process of teacher professional growth, experience is not enough. Teachers must also have reflective awareness and reflective ability. In addition, teachers' professional development is not "static", but a "dynamic" process of development. Teachers' attitudes, values, beliefs, knowledge and skills and behaviors all need constant adjustment, revision, re-evaluation and acceptance of challenges.

2.2.2. Improve the Teaching Ability of Practical Teachers and Promote the Improvement of the Teaching Quality

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Improve the teaching ability of practical teachers and promote the improvement of the teaching quality

Because the teaching reflection has the individuality and the practice characteristic. Therefore, the improvement of teaching ability and teaching quality is closely related to the teachers themselves and teaching practice engaged in education. Teachers should reflect deeply on the teaching process in a proper way. Only lasting reflection can be applied to the teaching process. Teachers should reflect again in the teaching process and finally achieve a virtuous cycle of persistent reflection and improve their teaching ability. The improvement of teachers' teaching ability is directly related to the improvement of teaching quality. In the practical teaching, the improvement of teachers' teaching ability means that teachers can teach these tacit or explicit knowledge to students in a way that students can understand more. Students can learn more in the process of learning knowledge. Finally realized the skill teaching and the teaching quality enhancement.

3. Specific Manifestations of Teaching Reflection in Practical Teaching

3.1. The Teacher Sets An Example

In practical teaching, teachers' speech and behavior affect students, and they will form an ideology in their memory, that is, "if I become a practical teacher in the future, I should have such mental outlook and such behavior and speech". Therefore, teachers should be full of energy at each stage of practical training, itinerant guidance, technical explanation and improvement summary, and strictly require themselves and comply with the requirements of professional accomplishment at all times. Each training should understand, elaborate and explain the specific requirements of the training course, so that students can know what needs to be achieved and gradually form a good code of conduct and professional quality. When students meet with difficulties, such as the amount of work put, machine tools and health problems such as incomplete, the teacher be the first to conduct a comprehensive and detailed display, demonstration, lead the difficult task, so as to let students understand the teachers are willing, take the initiative to complete tasks, ensure the quality, students must go all out, duty-bound to complete. Therefore, it is very important for teachers to lead students to establish correct learning concept, and even establish correct career view, and even establish the life value before graduation. Therefore, the practical teacher must think repeatedly about his own behavior and become a model for students.

3.2. Teachers Focus on the Improvement of Basic Skills

The school has a mixed source of students. In the training, there are many students who have participated in competitions and won awards. Some students even win gold and silver in national competitions. How to convince students of the teacher? In addition to the basic requirements for teachers to carefully prepare for courses and actively participate in practical teaching, teachers should set up the image of "model of skills" and "idol of skills" in students' minds. Only when a student serves you from the heart can he be attracted and guided correctly so that students with a certain skill base can also gain from the low-difficulty training content,

and students with poor skills can be trained carefully and seriously to meet the training requirements, which is the real significance of practical teaching. In the training, we should timely and quickly solve students' problems, spare no effort to consider for the students, and to improve the students' skills to find solutions and countermeasures is to reflect the true meaning of "being a teacher with high skills and being a teacher with integrity".

3.3. Teachers Constantly Overcome Their Shortcomings

In addition to basic teaching skills, teachers also have their own shortcomings, such as personality and temperament. These shortcomings in addition to teaching skills also affect the practical teaching of teachers. Teachers with different personalities influence the learning atmosphere of the class, and teachers' temper is also a major factor influencing the communication with students. For the deficiency of teachers themselves, teachers should make conscious changes in the teaching process. Reflect on teaching and improve teaching quality. Practical training is always an important part of the school teaching work, but also the key to the success of student's exports. As a practical teacher, we should lead by example, try every means to improve the teaching quality, and make efforts to cultivate more qualified talents for the school.

3.4. Single Path Learning Is Combined with Double Path Learning

Single path learning and double path learning are proposed by agilis and scheen. Single path learning is a process in which teachers believe in their own values in teaching activities and maintain the existing value system through action changes. Dual-path learning is the process of teacher learning to change the invariant domain itself, that is, to change the dominant variable, that is, to choose between competing sets of standards (such as values or theoretical paradigms). (Li lichun, sun hailan, 2010)Therefore, in the process of teaching reflection, teachers should use both single path learning and double path learning. Especially in the practical teaching process, teachers should consider students' receptivity and students' learning characteristics at this stage, and make appropriate teaching methods.

4. Suggestions on Teaching Reflection in Practical Teaching

4.1. Improve the Awareness of Teaching Reflection

"Only when an idea enters a person's mind can it become his own idea". Therefore, it is the fundamental solution to enhance the teachers' reflective consciousness and make the teaching reflection become a kind of "nature" of teachers. Teachers' education concept is different from knowledge. It is intangible and has a subtle influence on teachers' teaching ability. In practical teaching, the cultivation of teaching reflective consciousness is especially important. There is a lot of tacit knowledge in the practical teaching process, which is different from ordinary teaching. This kind of unutterable knowledge needs teachers to teach students in a proper way. In the process of teaching, students' characteristics should also be considered. Therefore, it is necessary for teachers to adjust their teaching methods and improve the teaching quality according to students' different characteristics and changes.

4.2. Cultivate the Habit Of Reflection in Teaching

Reflection is a way or means of teaching activities, which helps to solve the problems in teaching activities and improve teaching behaviors. The formation of the habit of teaching reflection can be developed by writing teaching logs or teaching essays. With the rapid development of science and technology, we can also record the teaching behavior through chatting software and electronic devices. Teachers record the teaching behaviors in various ways, summarize the valuable events in the teaching process and their own treatment methods. In the process of the summary to think repeatedly, their own teaching behavior to improve space. I think about the

teaching events in teaching every day and regard teaching reflection as a habit, which not only cultivates my reflective consciousness, but also improves my teaching ability and wisdom.

4.3. Collaborative Reflection

The method teacher's use in teaching is the experience they have accumulated over the years and the teaching belief they believe in. It is not easy to change fundamentally. Practical teachers can cooperate with each other to exchange teaching experience. For the teaching problems encountered in the practical training courses, special cooperative groups can be developed for collective discussion. Teachers can also collectively observe the teaching process, and the teachers present their own opinions. In short, we should adopt multi-personnel and multi-angle to conduct the teaching discussion, create a good group of common discussion on teaching reflection, and improve teachers' teaching reflection ability.

4.4. The School Establishes A Reasonable Teacher Evaluation System

Enhancing teachers' reflective ability is not only related to teachers' personal professional growth, but also related to the improvement of school teaching quality. Therefore, schools play an important role in improving teachers' reflective ability. In the management of teachers, schools should incorporate teachers' reflective ability into this system. The evaluation of teachers in schools is generally reflected in the evaluation of teachers. Therefore, schools should pay attention to the reflective ability of teachers in practice when formulating evaluation standards. However, few schools regard teachers' reflective ability as their rating factor. Schools should establish a reasonable evaluation system to encourage and urge teachers to reflect on teaching. Only when the school has established a reasonable, scientific and effective evaluation mechanism can it provide a strong guarantee for teachers to reflect on their teaching.

4.5. Create the Cultural Atmosphere of Teaching Reflection

When a teacher teaches a class, he/she often pays attention to the construction of the class learning atmosphere, which is helpful for all students to enter the learning state and smoothly conduct the teacher's teaching behavior. Similarly, in the process of teachers' reflection, schools can create a cultural atmosphere of teaching reflection. Provide a good environment for teachers to reflect on their teaching. Cultural atmosphere building can also be a subtle role of prayer. In human development, there are environmental factors besides heredity and education. The environment is the external world around the individual and affects the individual spontaneously. It is the external objective condition of the development of human body and mind, and it has certain restrictive effect on human development. Therefore, the school can set up a platform for teachers to reflect on their teaching and promote their self-reflection and mutual reflection. Form a community of reflection and create a strong atmosphere of teaching reflection in the campus.

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