



IMPORTANCE OF TEACHING AT REFLECTIVE LEVEL

DR. SARU JOSHI ¹

¹ ASSOCIATE PROFESSOR, PQH SCHOOL OF EDUCATION, UNIVERSITY OF SCIENCE AND TECHNOLOGY, MEGHALAYA.

ABSTRACT

Teaching at present is a matter of challenge for a teacher, as far as the knowledge imparted is concerned. Today, learner's are found to be very subjective with little or no insight into the acquisition of knowledge in a classroom transactions. If the students were to make well acquainted with the knowledge gained and with experiences in a real life situations then a teacher must know the pros and cons of teaching in order to stimulate and to make learners independent. In this paper an attempt has been made to highlight the importance of reflective teaching. It is a well known fact that, Classroom teaching practice is an intensely dynamic and complex process and is hard to meet the challenges where differences in learner exists in a classroom. It has therefore, became very imperative to maximize the students' benefits from teaching at the reflective level in a classroom. Reflective teaching can play a vital role in helping teachers and students, well in creating conducive environment and also to deal with teaching and learning better. To determine the importance of teaching at reflective level, the descriptive method was used. The study was done using secondary sources to collect and assimilate the information describe below.

Keywords: Teaching, learning, Reflective Level.

Introduction

Teaching is an important part of the process of education. Its special function is to impart knowledge, develop understanding and skills. Teaching is a tri polar process involving the source of teaching, students and set of activities designed and manipulated primarily to bring suitable changes in the behavior of the students. **Burton, Teaching is the stimulation, guidance, direction and encouragement of learning.** Reflection is a process and an activity which teachers undertake primarily for themselves. It is not about the production of mountains of paper evidence at the behest of teacher trainers or manager such 'other- directed' activity becomes a chore for trainees and teachers from which they will derive little value. Reflective teaching will help students to gain maximum out of it and also imbibe them with problem solving behavior to deal in real life situations.

The most distinctive approaches of very good teachers is that their practice is the result of careful reflection ... They themselves learn lessons each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time. **(Why Colleges succeed, of sted 2004,)** Today, a well-known place of teacher seems to be fading as the maximum uses or applications of new technologies and strategies were taken places in a classroom transaction. It is rightly said, that teaching is more art than science and technology. In this connection, **Mahatma Gandhi and others said that, real teaching has to draw out the best from the boys and girls to be educated. This can never be done by packing ill assorted and unwanted information into the heads of the pupils, for it becomes a dead weight crushing all originality in students and turning them into a mere automation.** The modern uses of advance

technologies are able to produce only the students with limited knowledge confined to memory- oriented, exam-oriented, degree oriented and sometimes detached with the knowledge. Assuming that, the teaching at Reflective level in classroom is very important especially at higher level and will be able to help in breaking all the stereotyped teaching behavior practiced in classroom transactions. Dewey (2000) , said that, reflective thinking along with the continual evaluation of beliefs, is important for a teacher to meet the maximal benefits among the students.

Objectives of the study

1. To highlight the Importance of reflective Teaching in classroom transactions
2. To identify the methods and techniques of using reflective teaching in classroom.

Importance of Teaching at Reflective Level

Reflecting teaching is a powerful thinking tool for a teacher to introspect the way of teaching for further improvements by channelizing past experiences and implementing new ideas. Collecting information about what goes on in our classroom, and by analyzing, evaluating this collected information, one can identify and explore one's practices and underlying beliefs in order to bring changes and improvements in our teaching. Reflective Teaching refers to reflecting on the teaching done in order to improve it further to make something better. It helps every teacher to introspect about the way teaching has been performed and to make teaching more interesting to hasten the speed of learning among students. Reflective teaching helps in high quality teaching and provides a wise and stimulating spring board for the

development of excellent teaching for professional development of the teachers.

Teaching is an act of thoughtfulness (Barell, 1995). Teaching unlike other profession is a complex phenomenon. Reflective teaching helps in removing the complexities arises during the teaching learning process in the classrooms. Teachers can gain insight to the taught material by recognizing and reconstructing the ideas to think from “**thoughtless to thoughtful**” experiences independently, therefore Reflective Teaching can also be called a Thoughtful Teaching. A thoughtful teachers engage in reflective practices as a way to think about their teaching, (Allington, 2002) Because, in this process of thoughtful teaching a teacher has to implies on systematic process of collecting, recording and analyzing one’s thought and observations as well as those of students, and then made changes according to the phenomenon occurs. **That is, teaching means being continuously thoughtful about how to support the learning of students as well as own (short, Garste, & Burke, 1997;Fisher, 1995).**

Reflective Teaching is concerned for getting doubt removed and for getting deeper intellectual curiosity by asking questions based on: what happened? How did it happen? What can be learnt from this for future actions? Etc. and the genuine problems are solved with the help of mutual discussions in the classroom transactions. Using inspiration and imagination to solve problems by looking at the problem from unexpected perspective, thinking differently, unconventionally or frame a new perspective is thinking reflectively it is relatively a process of self-observation and self-evaluation which is associated with What Next? Are the prime methods to provoke reflective teaching in the class. Knocking the door of one’s mind and gives necessary flows to that thought process from thoughtless to thoughtful activity in the reflective level of teaching which is at utmost. Reflective teaching is a kind of problem centered teaching. It is deal with how, what, and why of teaching experiences.

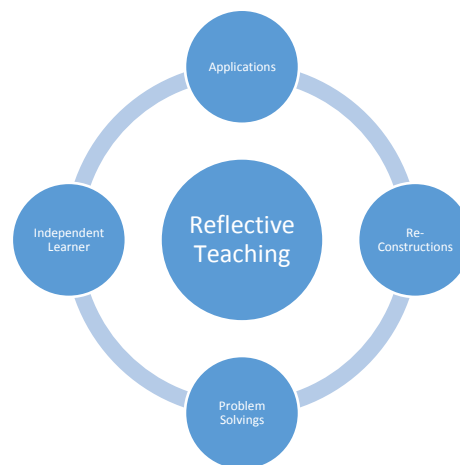
Reflective teaching can imbibe in controlling the classroom behavior

- by properly **nurturing** the special abilities among the children and help them in discovering their inner potential by proper channelization of the children’s instinct.
- **Motivation** is the prime source thoroughly involved in the situations by framing appropriate queries and also formulates suitable solution for the queries. It stimulates the curiosity to enrich their insightful thinking
- **Creativity** among the children can be manifest by reflective teaching. It magnified, transformed, and defied their thought process to reconstruct the experiences.

From the above discussion the importance of Reflective Teaching can be summaries in a following manners:

- It helps in optimizing in Open mindedness and free from biasness
- It emphasis on the maximization of the student’s participation
- Accept the mistakes to monitor our own development from raw beginner to experienced professional
- It allows Expressive atmosphere in which students act according to the desires with no interruption from teachers
- It helps both teacher and learner’s for mutual enquiry without any restrictions
- Increase motivation by providing favorable conditions and encouraging the students behaviors.
- Develop curiosity and critical thinking with Innovative thought practices
- Develop challenging attitude with lateral thinking by applying new ideas

Fig: Cycles of Reflective Teaching



Methods and Techniques to use Reflective Teaching in Classroom

Journal writing – what was taught ? how students respond? Did they understand? Do you need more time to prepare (reflect on this information at the end of the day and worked on it). As with any teaching method, there is no right or wrong way to approach journal writing. As the students grow in self-confidence and gain trust in the instructor, they begin to reflect and write about their real concerns. This leads to obtaining valuable feedback to empower our future certified athletic trainers to overcome those real-life concerns. It will enable the teachers and students to give thought to their actions and perform with the utmost skill, knowledge, and confidence that they have done their jobs in the best possible manner.

Observation- Students are very observant and love to give feedback. You can hand out a simple survey or questionnaire after your lesson to get students’ perspectives about how the lesson went. Think critically

about what questions you'd like to ask and encourage your children to express their thoughts thoroughly. It'll not only be a learning experience for you, but also an indirect exercise in writing for them.

Action research : Action research then, represents a potentially powerful means of developing reflective processes across the teaching profession. Without access to the idea of the action-reflection cycle, embodied in the different action research approaches, and the expectations and rigours of writing up, inherent in action research projects, reflection could remain tacit, amorphous, 'in' action and with little perceivable benefit to practice. In this sense, action research provides a tangible focus and structures for developing critical capacities – though the extent to which this occurs will be limited by the particular goals of such research. As one student teacher commented, the difference between undertaking a specific action research project and simply being a reflective teacher is that in the former individuals are forced to draw all their thoughts and ideas together in such a way that new observations can be made (Zeichner & Gore, 1995)

Video Recording: A video recording of your teaching is valuable because it provides an unaltered and unbiased vantage point for how effective your lesson may be from both a teacher and student perspective.

Get Feedback- collect the responses from the students, colleagues honestly. Invite a colleague to come into your classroom and observe your teaching. As a result, you'll be able to teach more naturally and give your colleague an honest perspective of your instruction methods.

Conclusion

In the classroom transactions, the reflective teaching can play a very important role in stimulating the students to enhance and their learning abilities. This also will increase the comprehensive level of students in their own. Reflection is not an end in itself; it is the starting point of becoming a reflective practitioner. For Jenny Moon reflection is used, 'with the sense of saying something not so much about what a person does as what they are' (Moon 1999). Reflective teaching may help in developing democratic attitude in teachers. At reflective level, a teacher behavior shall be judge on the basis of warmth, cognitive, organizations, indirectness, solving instructional problems and on the models of good teaching.

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