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A Brief Analysis of Reflective Teaching and English Teachers' Professional Development

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Abstract: Nowadays, the mode of training teachers has changed from the development of teaching skills to teachers' professional abilities. The aim of reflective teaching is to solve the problems in teaching, improve the teaching efficiency and promote teachers' professional development. In view of this, the paper mainly discusses the definition, characteristics and types of reflective teaching, the relationship between reflective teaching and teachers' professional development, and the effective ways of reflective teaching in order to stimulate English teachers' awareness of continuous self-improvement.

Keywords: Reflective Teaching; Professional Development; Teaching Efficiency.

1. Background Information

With the development of economic globalization, English has gradually become one of the most important courses in the world. With the proposal of the concept of "Strive to be a teachers", our country attaches great importance to the professional development of teachers, and requires teachers to have a firm belief in education, and carry out various teaching practices based on students' actual performance . All these should be carried out around reflective teaching.

Posner, an American educational psychologist, once proposed the formula of teacher growth: experience+ reflection= growth. It can be seen that reflective teaching plays a key role in teachers' professional development and growth.

In the process of teaching practice, teachers should constantly reflect, conduct in-depth thinking and research on their own teaching behavior, constantly review and summarize their problems in teaching, and constantly reflect themselves against the classroom teaching objectives in order to improve themselves.

2. Overview of Reflective Teaching

2.1. Definition

Reflective teaching was first proposed by western countries in the 1980s. It is a comprehensive expression that combines teaching practice with the teaching theory of teacher education development. It enables teachers to combine learning and teaching in the process of reflection, explore and solve the current teaching problems and adopt correct teaching methods to achieve the expected teaching goals.

2.2. Characteristics of Reflective Teaching

2.2.1. Initiative

In the process of reflective teaching, the reflective behavior is initiative in which teachers examine their own teaching and adjust themselves based on the actual situation of students. At the same time, the premise for the smooth running of teaching activities requires teachers to formulate teaching plans in advance so that they can be applied to the teaching process. After the completion of teaching, teachers can timely conduct self-examination and analysis, find out the problems in the teaching process in time, and further improve the teaching model.

2.2.2. Adjustability

In the teaching process, reflective teaching requires teachers to design clear teaching plans and teaching objectives through the feedback in teaching, and take effective adjustment and measures. In the process of teaching, students can adjust their learning methods appropriately according to their own learning situation to further improve their own learning effect; Teachers can adjust teaching methods appropriately through reflection in the teaching process, so as to improve teaching quality.

2.2.3. Effectiveness

In order to maximize the teaching effect, reflective teaching constantly coordinates various factors in teaching activities in order to achieve the ideal teaching goal. The traditional teaching goal is mainly to complete the teaching task, while the reflective teaching is to complete the teaching at a higher level. In the process of reflection, teachers can ensure the rationality and effectiveness of the teaching process through various ways. When teaching methods have achieved certain teaching results, it proves that teachers' teaching experience and knowledge have been developed after using reflective teaching, and they can continuously accumulate experience in teaching again and again, which is conducive to promoting their professional development.

2.3. Types

Reflective teaching can be divided into two types: reflection on the teaching process and reflection on the teaching concept.

The first type, reflect on the teaching process. In English classes, there are various problems. For example, the recognition of words is not reliable, roots and affixes are not familiar, morphology changes, sentence patterns cannot be analyzed thoroughly, etc. The teacher should reflect on the ways to improve students' English learning methods. When memorizing words, the teachers can help students divide the syllables of the words, analyze the root affix method, put it in the context to remember, and reduce mechanical repetition, which will greatly improve the memory effect of the words.

The second one, reflection on teaching ideas. Teachers' teaching concepts should also be improved with the continuous use of information technology in teaching. They should gradually abandon the old teaching concepts and

evaluation concepts, and use information technology to improve the efficiency of classroom teaching and student evaluation. For example, in the process of classroom teaching, the number of times each student participates in the classroom, classroom performance, etc., are finally presented with the help of information technology. And teachers can use this method to find students' problems.

3. The Relationship between Reflective Teaching and Teachers' Professional Development

3.1. Reflective Teaching Provides New Ideas for Teachers' Professional Development

In actual teaching, teachers usually teach the same course every year, adopt almost the same teaching strategies, and rarely consider the differences between student groups. And they lack the consciousness of reflecting and criticizing their own teaching experience and ideas so that they can't discover the problems of their own teaching behavior and resulting results.

These problems hinder their own professional development. Therefore, teachers should first cultivate a sense of reflection and constantly reflect on their own teaching ideas and behaviors.

The concept of reflective teaching provides a new idea for teachers' professional development. Under the concept of reflective teaching, teachers correctly recognize the importance of reflective teaching for their own professional development. And in the process of reflection and observation, teachers can adjust their own teaching methods through the acquired knowledge and teaching experience, so as to achieve the goal of teachers' self-development.

3.2. Reflective Teaching Provides a New Way for Teachers' Professional Development

In the process of reflective teaching, teachers, as the teaching subject, have the responsibility to discover teaching problems in time, design corresponding solutions according to actual problems, and constantly improve the teaching process while solving problems, so as to successfully complete the teaching task and further improve the quality of teaching.

Reflective teaching provides a good way for the development of teachers' professional ability which include preparation before class, classroom feedback and evaluation, classroom adjustment and reflection after class. When teachers reflect on their teaching behavior, they are not only reviewing what they have done, but also examining their teaching behavior with a new perspective. In the process of reflection, teachers began to reevaluate, think, adjust and make decisions on teaching materials, teaching contents, teaching plans, teaching methods, teaching concepts, teaching objectives and teachers' behaviors. When teachers found the answers to the problems they faced, their teaching practice level was improved accordingly. On the other hand, through teaching reflection, teachers learn how to teach and learn. This process is the exploration and discovery of the laws of education and teaching. The more teachers reflect, the more possibilities of recreation are provided for teaching . This can not only promote the development of teaching practice and improve teaching quality, but also enable teachers to have a certain understanding of their own teaching ideas, methods and effects.

4. Methods of Reflective Teaching

In the actual teaching process, English teachers can use a variety of methods to reflect. While constantly reflecting, they will find different reflection skills to achieve their own professional development.

4.1. Timely Summarizing and Reflecting after Class

The teacher will teach different courses in different classes every week. If the teacher can't summarize the teaching in time after class, the teacher's memory will be confused at the end of the day or week, and he will forget the key points in each class.

Therefore, the teacher needs to make a teaching summary of the previous lesson after each lesson, and record students' performance and learning. At the end of each week, teachers can compare the notes to see the progress and shortcomings of students or their own.

For example, teachers, especially young teachers, can write teaching logs and write down their teaching experience. Every week, they should summarize the problems they found in the process of classroom teaching and homework correction, and find the way to solve them step by step.

4.2. Making Full Use of Multimedia

In many cases, teachers only use traditional methods to carry out reflective teaching so that the curriculum is slowly improved. Moreover, they do not have too much knowledge and experience about reflective teaching, leading to low efficiency of reflective teaching.

At this time, teachers can search for materials related to reflective teaching and teaching videos of excellent English teachers through the network in order to reflect on their own teaching, generate inspiration from excellent teaching classes. In the process of watching teaching videos, teachers need to take notes in time, make a detailed record of the courseware content, teaching methods used by teachers in the videos so that they can find their own English teaching rhythm.

Moreover, through multimedia, teachers can record a class for 10-15 minutes, and repeatedly watch their own expression, posture, the expression when communicating with students, especially the state of students when discussing, analyzing or answering questions, so as to constantly find problems.

4.3. Communicating and Cooperating with Other Teachers

Teachers can take the initiative to carry out continuous research and discussion with other teachers on a certain problem in teaching practice. Everyone has different views and attitudes towards teaching and their ways of solving problems are also different.

Through communication with peers, they can quickly learn a lot of knowledge. For example, through discussion with English teachers for the review lesson, which aspects should be carried out in terms of words, phrases, sentence patterns, translation, article understanding, etc., and which activities should be set up will be more clear so that the review effect can be greatly improved.

In addition, the school can hold an English teaching reflection meeting to gather all English teachers together to summarize and report the teaching of English every

month.They can also put forward their problems and shortcomings in the reflection meeting and have group discussions, so that English teachers can discuss together and get professional suggestions.

At the same time, in such a collective reflection meeting, teachers can also learn from the advantages of other teachers and use them in their own English classes after digesting and absorbing them. For some English teachers' problems, other teachers should listen carefully to prevent such problems from appearing in their future teaching.

4.4. Improving Reflective Teaching Through Further Study

In order to give teachers a better reflective teaching environment, schools can encourage English teachers to participate in classroom evaluation and teaching competitions in province to constantly accumulate teaching experience in the competitions. At the same time, under the great pressure of the competitions, teachers can stimulate more potential for progress.

In addition to encouraging teachers to actively participate in teaching competitions, schools can also send teachers out to further study regularly, visit some high-level schools, absorb the teaching characteristics of different schools, and bring the learned knowledge back to schools. The school can also recruit some professors to carry out English teaching, enlighten teachers' enthusiasm for scientific research, encourage teachers actively learn English professional knowledge, invest in reflective teaching, criticize their teaching and find out problems in their class.

5. Conclusion

Reflective teaching is an effective way to assist teachers to improve classroom teaching in which teachers can find out problems in teaching and solve them in time, reflect on their own classroom, so as to accumulate more and more rich teaching experience.

In a word, reflective teaching plays a key role in the growth of teachers. Especially as an English teacher, we must keep up with the pace of the times. We cannot simply use the knowledge we learned yesterday to teach current students. Therefore, we should continue to develop and improve our professional ability through continuous reflection.

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