

An Applied Research on the Teaching Reflection of Novice Teachers

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Abstract: Teaching reflection is an important link in the process of teaching practice. Effective teaching reflection can help novice teachers to understand their shortcomings in the pre-class preparation and classroom teaching. Adopting a variety of ways to reflect on teaching and studying the problems encountered in the teaching process and their solutions can help novice teachers adapt to the teaching practice, integrate into the role of teachers, improve their teaching level and contribute to improving the quality of school teaching.

Keywords: Teaching Reflection; Novice Teachers; Teacher Growth.

1. Introduction

Novice teachers are in the teaching adaptation stage from learning to teaching. In this stage, novice teachers not only need to overcome the psychological pressure brought by the change of identity, but also need to face various problems encountered in the process of teaching practice. Novice teachers lack practical teaching experience and their ability to apply what they have learned to teaching practice is insufficient. If this situation is not improved in time, it will not be conducive to the growth of teachers.

American psychologist Posner proposed a formula for teacher growth: $\text{teacher growth} = \text{experience} + \text{reflection}$; Lin Chongde, a famous Chinese psychologist, proposed a teacher growth model of "excellent teacher = teaching process + reflection"; Professor Ye LAN also proposed that "a teacher cannot become a famous teacher by writing teaching plans for a lifetime; if a teacher writes teaching reflection for three years, he may become a famous teacher." It can be seen that reflection plays a very important role in the growth of teachers. The growth of teachers is inseparable from the summary and reflection of their own and others' teaching practice experience.

2. Organization of the Text

2.1. The Definition and Rationale of Teaching Reflection

Teaching reflection refers to teachers' re-understanding and re-thinking of the teaching practice, and then summing up the experience and lessons to further improve the teaching level of teachers' education. Teaching reflection includes three aspects: the reflection before teaching, the reflection during teaching and the reflection after teaching. For novice teachers, there is insufficient teaching experience, the ability of reflection before teaching and reflection during teaching is weak, so post-teaching reflection is the main means for novice teachers to carry out teaching reflection. Post-teaching reflection is a process in which teachers review, think and analyze the teaching process after completing the classroom teaching practice. Teaching reflection can help teachers sum up experience and lessons, further improve the teaching level, and is an effective way to help novice teachers grow up.

Reflective teaching originates from Dewey, an American

pragmatist educator and psychologist, who put forward the concept of reflective thinking in his book *How We Think*. He believes that reflection is the active and continuous careful thinking of any belief or assumed form of knowledge according to the foundation supporting it and the further conclusions it tends to reach. The process of reflective thinking includes a state of doubt, hesitation, confusion and mental difficulties that cause the mind, and an act of searching and probing for practical solutions to problems and perplexities. Later, it was developed by the American thinker D.A.Schon, who formally proposed the concept of "reflective practice" in the book *The Reflective Practitioner*, and proposed that reflection may occur in the early, middle and late stages of the action process in the book *Educating the Reflective Practitioner*. Professor Xiong Chuanwu's *Reflective Teaching* is the first work in this field in China. He believes that reflective teaching is a process in which teaching subjects, with the help of action research, constantly explore and solve problems in themselves, teaching purposes and teaching tools, combine learning to teach with learning to learn, strive to improve the rationality of teaching practice, and become a learning teacher.[1]

2.2. The Characteristics of Novice Teacher Groups

Novice teachers mainly refer to new teachers who have just started working for 1-2 years or normal university graduates who practice in primary and secondary schools. This group has the following characteristics:

2.2.1. Single Knowledge Structure, Lack of Teaching Experience, Lack of Sufficient Education and Teaching Knowledge and Skills

Novice teachers have a relatively solid basic knowledge reserve, and have mastered a certain degree of pedagogy and psychology knowledge, and initially have some educational teaching concepts. However, due to the simple knowledge structure, insufficient teaching experience, insufficient teaching skills, and incomplete grasp of education and teaching theories, [2]novice teachers will appear the phenomenon of rigid application of education and teaching theories and rules in actual teaching activities, and lack of flexibility in the teaching process.

2.2.2. Novice Teachers do not have a Strong Sense of Teacher Identity and have Vague Career Development Plans.

Novice teachers start teaching for a short time, can not immediately complete the transformation from student to teacher identity, in the process of teaching practice can not clear their own role, [3] sometimes due to lack of self-identity awareness will lead to problems in classroom management, may appear loose classroom management, students do not respect teachers and other problems. Novice teachers for the teacher's responsibilities, requirements are not very clear, for their own career development planning is also more vague. Due to the lack of teaching experience, novice teachers tend to focus on the training of teaching skills and the learning of teaching experience, ignoring the promotion of professional knowledge.

2.3. Problems Encountered by Novice Teachers in the Teaching Process

Novice teachers have just entered the teaching post, and in the process of adapting from students to teachers, there will be many problems. The author discusses the problems encountered by novice teachers in the teaching process based on their own teaching practice. Specific questions are as follows:

2.3.1. Problems in the Pre-class Preparation

Teachers need to prepare the environment, students and lessons before class. The preparation environment means that teachers should observe and arrange the teaching environment in advance. In daily teaching, it generally means to remind students to clean and keep the class clean. If the class content needs multimedia playback, you should open the multimedia and courseware, close the classroom curtains, and turn off the lights in the classroom before class; Students should prepare the materials and tools needed for class in advance. Preparing students means mastering students' attendance, understanding students' health status, checking students' homework completion and mastering the knowledge of the last class. Lesson preparation is the process of discussing and researching the teaching content and determining the teaching ideas and methods with the teachers in the same group before teaching, including the study and research of the teachers' individual teaching content, the teaching and research activities of the teachers' collective, the integration and utilization of information teaching resources, and the production of courseware.

In the pre-class preparation environment, novice teachers usually open multimedia courseware after the class bell rings, and sometimes forget to let students close the curtains and turn off the lights, leading to questions from students. This will affect the speed of students entering the classroom learning, which is not conducive to the management of classroom discipline. It is common for novice teachers to let students take teaching materials and tools that are not assigned in advance in class, which can also distract students and affect classroom discipline. In the preparation of students, novice teachers often ignore the importance of attendance, unable to timely grasp the situation of students, novice teachers are also easy to ignore the grasp of students' health, unable to deal with students' emergencies in a timely manner. There is a single way to check the mastery of students' homework and the content they have learned. Students often do not write or hand in their homework, and there will be inadequate checks on students' knowledge mastery at

different levels. As for lesson preparation, novice teachers will have poor courseware making ability, unable to complete the integration and utilization of information resources, confused teaching ideas, incomplete grasp of teaching content and so on.

2.3.2. Problems Encountered in the Course of Classroom Teaching

The classroom teaching process involves the following aspects, such as the organization and arrangement of teaching content, the use of courseware, the management of classroom discipline, the organization of classroom activities, classroom questions and feedback, blackboard writing, homework assignment, etc.

Novice teachers may have the following problems in the process of classroom teaching. Due to the lack of teaching experience, novice teachers cannot flexibly arrange the teaching content, resulting in the connection of teaching content is not smooth; Novice teachers are not proficient in the operation of multimedia courseware, and may turn the page by mistake. As new teachers are in the transition stage, they do not have a strong sense of identity and a clear sense of role, so there are some problems in the management of classroom discipline. They are often not strict enough, and there are no clear punishment measures for students who violate classroom discipline. The way of the novice teachers organizing classroom activities is simple and lack of innovation, and they often use the textbook methods in the classroom teaching activities. The way of novice teachers to ask questions in class is not diversified enough and lacks pertinence, and the feedback and evaluation words to students are single and lacking pertinence. The blackboard writing structure of novice teachers is often not very reasonable; The homework assignment of novice teachers is not diversified enough, and the amount of homework is often not very reasonable.

2.4. The Way of Teaching Reflection for Novice Teachers

The problems encountered by novice teachers in teaching can be analyzed and summarized through teaching reflection, which is helpful to the growth of novice teachers. Novice teachers conduct teaching reflection in the following ways:

2.4.1. Observe Classroom Teaching

The classroom includes both novice teachers watching the classroom teaching of experienced teachers and experienced teachers watching the classroom teaching of novice teachers. Novice teachers can observe the classroom of experienced teachers and learn their teaching methods, teaching process arrangement and classroom discipline management. Observing the classroom of experienced teachers can help novice teachers find their own teaching style and teaching methods, which is helpful to improve the teaching level of novice teachers. Experienced teachers can give effective suggestions to novice teachers based on their rich teaching experience and help them adapt to the rapid growth of teacher status.

2.4.2. Actively Teach and Research, Seeking the Help of experienced Teachers

In view of the problems in the teaching process, novice teachers can actively participate in teaching and research activities, and seek help from experienced teachers in teaching and research. Experienced teachers are also novice teachers who have encountered similar problems and

difficulties, and can give practical suggestions to help novice teachers grow.

2.4.3. Writing a Reflective Journal

In view of the problems encountered in the teaching process, the most common way for novice teachers to conduct teaching reflection is to write a reflection diary. Reflection diary refers to the analysis and summary of teachers' teaching situation after a day's teaching work. Reflection diary can help novice teachers to record their problems and solutions, help teachers to sum up teaching experience, and help novice teachers to exchange and learn with other teachers.

2.4.4. Understand the Student Feedback

The purpose of teaching is to help students grow up, and students' mastery of knowledge is the criterion to evaluate the success of teaching. Novice teachers do not know whether their teaching methods can help students master knowledge, they can communicate with students, understand students' needs and problems in classroom teaching, and then adopt corresponding teaching methods to improve teaching quality.

Using the above teaching reflection methods can help novice teachers analyze the problems encountered in the pre-class preparation and classroom teaching process, and sum up the experience, which is conducive to the improvement of the teaching level of novice teachers and the growth of novice teachers.

2.5. The Effect of Teaching Reflection on the Growth of Novice Teachers

Teaching reflection plays a role in the growth of novice teachers in the following aspects: First, to help novice teachers adapt to teaching practice, the process of teaching reflection is the process of novice teachers mentally reviewing classroom teaching activities, and the process of novice teachers finding their own problems in teaching and summarizing them. Continuous teaching reflection is to constantly review and practice the classroom teaching process. It can help novice teachers adapt to classroom teaching practice. Secondly, teaching reflection can help novice teachers integrate into the role of teachers. Novice teachers are in the stage of role transformation from students to teachers, and the awareness of teacher identity is not clear. Thirdly, teaching reflection can help novice teachers improve

their teaching level. Teaching reflection can help novice teachers summarize their own experience and shortcomings, further learn relevant knowledge and theories, and learn from other teachers' experience to improve their teaching level. Finally, teaching reflection can help novice teachers establish the professional development concept, and the career development plan of novice teachers is vague. Teaching reflection can help novice teachers gradually clarify their career development direction on the basis of analyzing their own abilities and shortcomings and actively learning and improving.

3. Conclusion

Novice teachers must pay attention to the teaching reflection link, analyze and summarize the experience and shortcomings, carry out targeted learning, and improve the teaching quality and level. Faced with the problems encountered in teaching practice, novice teachers can analyze and summarize lessons and experiences by observing classroom teaching, seeking the help of experienced teachers, writing reflection diaries and understanding the feedback of students, so as to promote self-growth.

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