

The Value of Self reflection for the Career Growth of Education Masters——Practical Research Based on Educational Internship

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ABSTRACT

Educational internship is an important component of the practical curriculum system for Master of Education, and is a prerequisite for Master of Education to enter the workplace. The cultivation of reflective qualities in Master of Education can not only make up for the shortcomings of practical teaching in normal universities, shorten the adaptation period for Master of Education, but also promote Master of Education's understanding and adherence to educational laws, and promote teaching compliance. Compared to expert guidance and peer assistance, self reflection can accelerate the transformation of "student identity" to "teacher identity" in Master of Education, achieve the transformation from "experiential self" to "charismatic self", and soar from "experiential teacher" to "research-oriented teacher".

KEYWORDS

Self reflection; Master of education; Education internship; Career growth

1 Introduction

Educational internship is an important component of the practical curriculum system for Master of Education. According to the requirements, the Master of Education is required to undergo a one semester educational internship at a grassroots school before joining. This internship process is not only a learning process for Master of Education to face the real educational world and "learn to be" a teacher; It is also a tool based practical process for Master of Education to enter the workplace and test the knowledge learned; Or is it the experience process of Master of Education to experience the education process and pay attention to the work status of "educators"; It is also a transitional process for Master of Education to engage in self reflection and achieve identity transformation in education and teaching. Currently, there are common problems in educational internships for Master of Education, such as poor role transition, lack of timely teacher guidance, inadequate teaching skills, and lack of management abilities. To solve the above problems and maximize the effectiveness of educational internships, guidance from mentors is crucial, and self reflection is even more important. Teaching reflection ability occupies a core position in the structure of teacher abilities and is one of the more difficult to develop teacher abilities. It can be said that reflective ability is a catalyst for personal growth. Education masters who lack reflective qualities tend to focus on reviewing and imitating outdated experiences of past teachers for a long time after joining, making it difficult to generate teaching wisdom. And once encountering difficulties, one may fall into confusion due to incorrect attribution. Over time, teaching methods become monotonous, teaching efficiency is low, and professional identity is insufficient. Therefore, in order to facilitate the career transformation, personal growth, and sustainable development of the teaching staff of Master of Education.

2 Accelerating the Butterfly Transformation of Education Master's from "Student Identity" to "Teacher Identity"

In the ivory tower of universities, both theoretical learning and practical training are far from society, lacking direct exposure and care for social reality, and correspondingly lacking the motivation for self-development. The real educational internship scenario prompts Master of Education to think about how to transform from a learner on campus to an educator who guides others in their learning. This not only requires them to remember the ancient motto of "learning high as a teacher, being upright as a model", but also requires them to enter the role of teachers as soon as possible, cultivate the ability to control the classroom, achieve students, and help their sustainable development. If it is external forces on university campuses that drive the growth of education master's degree holders and enter high school campuses, the fragmented and complex work can easily make them exhausted. At this time, the driving force that drives their sustainable development is the external factors such as professional titles and honors; The second is the reflection and optimization of being responsible to students and oneself, psychological satisfaction, and peer recognition.

Heidegger believed that reflection is a human activity of self-awareness. The knowledge of teaching theory plays a significant role in the early stage of the formation of practical teaching ability among normal students, while the effective implementation of micro teaching and the self reflection ability of normal students have a significant impact on the development of their teaching ability... Reflection after practice is also very important for the development of normal students' teaching ability, which is also their weakness. Practice has shown that newly hired education masters often have a fresh and hesitant mentality, and their understanding of teachers, students, relevant educational policies, and teaching methods is rational. If there is a lack of reflective awareness, when encountering difficult problems in the practical process after joining the company, it will not only make them doubt the scientific and practical nature of theoretical knowledge related to education and psychology, but also make them stop imitating the experience of old teachers, lacking the internal motivation for sustainable self-development. Therefore, cultivating the teaching reflection ability of Master of Education and guiding them to learn reflection in educational internships is not only related to the reconstruction of professional identity and teacher identity of Master of Education, the application of theoretical knowledge and the formation of their educational and teaching abilities, but also to their self-management ability, work engagement, and satisfaction after joining the company. It is also related to their professional identity as teachers and to some extent, it also affects their intention to retain Master of Education. A high school teacher in Henan resigned under the pretext of "the world is so big, I want to go see it". Rather than being unable to adapt to the curriculum and teaching of the high school, it is more accurate to say that his accumulated psychological confusion for many years has prompted him to achieve liberation through resignation. Education masters who lack self reflection awareness and ability not only find it difficult to adapt to the external world's expectations for teachers after joining, but also find it difficult to achieve identity recognition for teachers from within the subject.

3 Promoting the Transformation of Master of Education from "Experiential Self" to "Charismatic Self"

After joining some education master's programs, there has been no "lack" or "rupture" in teaching ability, and even a stable professional state can be quickly entered: classroom teaching is lively and interesting, teaching methods are appropriate and appropriate, and teaching activities are

flexible and flexible. Why can one achieve such career results? On the one hand, current frontline schools attach great importance to the cultivation of new teachers. If implementing the "Blue and Blue Project", mentors and apprentices pair up, and mentors pay attention to guiding their apprentices through the form of "following and listening to lessons - teaching imitation", this imitation ensures the safety bottom line of the new teacher's teaching process and results. But its side effect is that although newly hired teachers can imitate the experience of their teachers and quickly move towards "experiential self", facing the new situation and requirements of education and teaching reform, it is difficult to make breakthroughs due to the lack of reflection and optimization awareness. On the other hand, many newly hired teachers actively utilize online resources to "draw gourds" and make their classrooms lively and colorful. However, this convenient way of self growth has replaced the necessary learning in making courseware, writing lesson plans, and organizing teaching, ultimately leading to a lack of progress in one's professional development. The above situation may appear to be a manifestation of the strong adaptability of newly hired education masters, but it cannot be ignored that teachers are absent from the subject. This is because imitative teaching belongs to the subject's "adaptive change" based on experience, rather than a breakthrough promotion truly built on their own charm.

Mao Zedong said in "On Practice": "If you want to know the taste of pears, you need to transform pears and eat them yourself. If you want to know the composition and properties of atoms, you need to conduct experiments in physics and chemistry to transform the situation of atoms." After entering the Master of Education program, in order to achieve the transformation from "adaptive change" to "breakthrough improvement", you must personally practice and complete the entire process from teaching design, courseware production, classroom implementation to exam paper production. Only in this way can we truly grasp the scale of education and teaching, discover our own shortcomings and problems, and cultivate a sense of reflection in the interaction between student evaluation and self-improvement; Through countless reflections and improvements, teachers have found a teaching path that conforms to the regularity of student acceptance. At this time, teachers not only have a deeper experience and understanding of the teaching content, but also have new insights into the teaching methods for mastering this content. In this way, the 'superpowers' of education and teaching are stimulated, and the spirit of continuous improvement in teaching reform is activated. Self reflection helps Master of Education to make progress in reviewing, reflecting, and analyzing the successes and failures of teaching, and to improve themselves and enhance the charm of teaching by criticizing their own teaching behavior.

4 Promoting the Evolution of Education Masters from "Experienced Teachers" to "Research oriented Teachers"

Master of Education places great emphasis on accumulating experience during educational internships and early stages of employment. It not only humbly learns from mentors and peers, but also attempts to summarize effective experiences in managing classrooms and organizing teaching through various online resources. But "experience" is a double-edged sword for teachers. On the one hand, it can help education masters quickly enter their roles, be competent in teaching, and "stand firm on the podium"; On the other hand, experience can also constrain teachers' teaching ideas. When dealing with textbooks or teaching problems, they habitually rely on experience as support. Over time, their thinking becomes rigid, resulting in narrow teaching perspectives and outdated knowledge.

In fact, the object of education and teaching is people with ideological consciousness and agility, who are lively individuals with multiple personality and temperament characteristics in the real life

world. It is necessary to use the educational wisdom of individualized teaching to transform the general teaching experience. Nowadays, with a broad perspective, active thinking, and a pursuit of truth and reality, the teaching of teachers must vary, adapt to the times, and innovate according to the situation. Experience can help education masters solve temporary difficulties, but it is not a dogma that can be adhered to. In the face of new situations and problems that arise in work, only through continuous self reflection, can one become an innovative teacher who constantly teaches and updates by overcoming educational and teaching bottlenecks, blind spots, and confusion.

Reflective teachers are teachers who constantly pursue the goodness of education. They not only possess knowledge and skills in education and teaching, but also have the awareness and ability to constantly reflect and explore to improve the rationality of educational practice and their own literacy. Posner pointed out that experience without reflection is narrow and can only generate superficial knowledge at most. Experience without reflection cannot promote teachers to achieve research-oriented development. Therefore, Master of Education needs to soberly recognize that experience is formed in past practice, needs to accept the challenges of the times, and needs to be continuously improved through reflection. Mr. Yu Yongzheng, a nationally renowned top-level teacher, proposed the "Five fold Teaching Method" after repeatedly considering and comparing the situation where he discovered that some students had poor foundations and could not keep up with the teaching pace of the class. Famous teachers without exception possess a transcendent and reflective personality of "examining, questioning, questioning, and criticizing". This reflective consciousness and character helps teachers to keenly capture the growth points of teaching, and through effective criticism and questioning, break through teaching inertia, form teaching paradigms that can be used for reference and replication, ultimately achieving a magnificent transformation from experienced teachers to research-oriented teachers. It can be seen that self reflection is an essential character for teachers to transition from qualified to excellent, and it is a self cultivation for education masters to transition from experience to excellence.

5 Conclusion

Self reflection is of great value for the career growth of Master of Education. The cultivation of reflective qualities in Master of Education can make up for the shortcomings of practical teaching in normal universities, shorten their adaptation period for employment, and promote Master of Education's understanding and adherence to educational laws, as well as promote teaching compliance. Self reflection can accelerate the transformation of "student identity" to "teacher identity" in Master of Education, achieve the transformation from "experiential self" to "charismatic self", and elevate from "experiential teacher" to "research-oriented teacher".

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