

Self Reflection: The Subject Consciousness of Enhancing the Ability of Education Masters——Practical Research Based on Educational Internship

Bo Dong

Sichuan Normal University, Chengdu, 610068, China

ABSTRACT

Master of Education can cultivate the quality of self reflection through various paths during the process of educational internships. Slice analysis can provide practical care for the self reflection of Master of Education, comparative analysis can provide differential reference for the self reflection of Master of Education, student evaluation provides objective basis for the self reflection of Master of Education, and mentor evaluation is the growth direction of Master of Education's self reflection.

KEYWORDS

Self reflection; Ability improvement; Subjective consciousness; educational practice

In the process of educational internships, if the work is complicated but lacks self-examination, it is easy to encounter an identity crisis of "disappearance of sense of belonging, blurred sense of direction, and invasion of powerlessness", which will to some extent affect the degree of engagement, satisfaction, and sense of belonging after joining the company. Self reflection can promote normal school students to actively construct the intrinsic value of teachers. Master of Education can cultivate the quality of self reflection through various paths during the process of educational internships.

1 Slice analysis: a realistic reflection of self reflection

The so-called slicing analysis refers to the research process of extracting fragments of classroom teaching, repeatedly grinding the successes and failures, and then promoting the updating of educational and teaching concepts and the improvement of methods and methods. With the rapid development of China's economy, governments at all levels have increased investment in education, and classrooms in primary and secondary schools are generally equipped with front and rear cameras. This modern device provides the conditions and possibilities for educational masters participating in educational internships to conduct slice analysis.

For example, a master's degree in teaching (physics) in a certain subject, teaching two classes of physics in a certain middle school. After the monthly exam, the average score of Class B is 5 points or more lower than that of Class A. Therefore, the school suggests conducting slice analysis. The education master transferred ten classes from each of the two classes to analyze the learning status of students in the classroom. Analysis shows that students in Class A are able to listen attentively and take notes in their textbooks while teaching, while most students in Class B, although able to listen attentively, write down their emphasized points in their notebooks. The investigation found that the original physics teacher in Class A did not have special requirements for student notes, only requiring them to record the key and difficult points as well as the derivative points taught by the teacher in the book; The students in Class B carefully organized their knowledge into notebooks

according to the original teacher's requirements, and took notes much better than those in Class A. Is taking notes after class not conducive to improving grades?

Through visiting two classes, it was found that the quality of notes is not the main factor affecting learning outcomes, but whether students can review their notes on time is the key. Before the exam, most of the students in Class B didn't have time to review their notes due to too much homework, and only briefly read the textbook; Class A, on the other hand, has already summarized the key points, core points, and frequently tested points added by the teacher in the textbook, and reviewed them again while reading the textbook. Through the above analysis, the Master of Education Internship has gained a more precise and unique understanding of the classroom note taking requirements for students.

Slicing reflection has been applied in many disciplines and fields. In the above case, through slicing analysis of student learning behavior, differences can be identified from details, and correct attribution can be made through phenomenon analysis and self dialogue, forming scientific cognition. Slice analysis can have a broader application, which can be used to analyze explicit dimensions such as teacher language expression, classroom atmosphere, and teaching method selection, as well as implicit dimensions such as teacher-student interaction, student engagement, and learning styles. The contradictions and conflicts displayed by fragments can promote the improvement and reconstruction of Master of Education in reflection.

2 Comparative analysis: highlighting the differences in self reflection

Only by comparison can there be identification. Comparative analysis in the field of education refers to teachers comparing their teaching details, observing the learning status of students under different teaching methods and organizations, analyzing the relationship between teaching behavior and goal achievement, and forming a unique reflective method of educational cognition. The original intention of this reflective approach is to "improve through self comparison", and the process is to "compare teaching behaviors, analyze process gains and losses, identify reasons and improvement strategies, and take action to improve.". Many education masters believe during their internships that once the teaching process is completed and homework grading is completed, the task is also completed. In reality, this is not the case. There is a lack of comparison, reflection, and analysis of teaching behaviors that have already occurred, making it difficult to reconstruct experiences and innovate breakthroughs in practice.

For example, for a master's degree in ideological and political education in a certain subject, when attempting to teach the "most extensive, authentic, and effective democracy" in the compulsory course 3 "The Essence of People's Democracy: The People Being the Masters" of "High School Ideological and Political Education," I continued to use what I had learned in the past and old textbooks that "socialist democracy has universality, authenticity, and usefulness", thinking that "it will not go wrong.". During teaching, a large amount of materials were used to demonstrate and explain, but the instructor suggested that "it is best to adopt the expressions in the new textbook without understanding why the textbook has been modified."

The Master of Education began to search for relevant materials and carefully explore the differences between the two, which greatly improved his understanding of "socialist democracy". The expression in the old textbook is static and personalized, while the expression in the new textbook "adheres to the combination of electoral democracy and consultative democracy, connecting democratic elections, democratic consultation, democratic decision-making, democratic management, democratic supervision, etc.", which compares socialist democracy with capitalist democracy and highlights the unique feature of "whole process democracy" in socialist democracy.

At this point, the intern realizes that the use of new teaching materials in teaching can demonstrate the "temporary" nature of American style democracy during elections and the "full process" of Chinese style democracy implementation, and will not deviate from the original intention of textbook revision during the implementation of the new curriculum, in order to be consistent with the latest policies and guidelines of the central government. In addition, there is also a new understanding of the unity of political and academic rationality in ideological and political education teaching.

Self reflection is a thinking activity that accompanies the entire teaching process of monitoring, analyzing, and solving problems. As can be seen from the above case, what triggered the reflection of the Master of Education was the difference in the expression of the new and old textbooks, as well as the difference in the goals of the textbooks. In the process of comparing past textbooks with current textbooks, the Master of Education made the correct attribution, and then raised the teaching method of ideological and political courses to the level of the requirements of the Party and the country for ideological and political course teaching. This comparative reflection is beneficial for teachers to reconstruct their teaching philosophy, enhance their understanding of using comparative methods to explore teaching problems from the details of teaching, and awaken their essential pursuit of ideological and political education teaching.

3 Student evaluation: the objective foundation of self reflection

The Overall Plan for Deepening the Reform of Education Evaluation in the New Era points out that we must "bear in mind the mission of educating people for the Party and the country, fully leverage the commanding role of education evaluation, guide the establishment of scientific educational goals, and ensure the correct development direction of education.". Evaluation is indispensable in the process of educational internships for Master of Education. Students are the subject of learning and the object of teaching. The educational and teaching behavior of Master of Education can only be based on students, which can encourage them to explore personalized teaching according to their learning situation, strive to update themselves, and achieve mutual benefit between teaching and learning.

From a specific perspective, student evaluation in practice not only refers to the evaluation of teaching and learning organized by the school, but also includes the knowledge confusion, emotional expression exposed by students in classroom learning, and common problems encountered by students in homework. These are the objective basis for self reflection of Master of Education in educational internships. Focusing on these authentic evaluations not only promotes emotional communication between teachers and students, but also encourages Master of Education to reflect on their teaching behavior, improve the teaching process and quality, and achieve a spiral of professional skills.

For example, for an education master's degree in a certain subject teaching (English) major, traditional "teaching methods" are used during internships, and there are always some students who find it difficult to concentrate, and a few students who "confront" her and secretly do homework for other subjects. These performances of students are an outward manifestation of low teaching satisfaction. So she began to reflect on how "unintentional attention" in the classroom can be transformed into "intentional attention"? Thus, explore effective teaching methods. In the practical process, she will combine her understanding of movies and animations, and present the knowledge in the course through animations and movie clips. Soon, students will enjoy her classes, and each class will be full of interest and interest. Classroom discipline has improved, students have become more focused, homework is no longer a burden, and teaching grades have naturally

improved. After the educational internship, she summarized on her own: the process of students watching movie animations, the exciting content stimulated their interest in learning, heard the English expressions in the animations and movies, paid attention to the English subtitles below the films, and many students even imitated self talk. This is a comprehensive process that combines visual and auditory effects.

Student evaluation does not require students to "speak up". The expressions of dissatisfaction, confused eyes, and confused state are all feedback to the teacher's teaching. If a Master of Education can grasp and utilize this information to critically examine their teaching behavior, it will not only enable them to "learn how to teach", but also make it easier to achieve Maslow's "respect and self actualization" goals.

4 Mentor evaluation: growth orientation of self reflection

"Mentor evaluation" refers to the reminders, guidance, corrections, and even criticisms made by the internship supervisor during the education internship process. Most internship guidance teachers have rich practical experience and a profound understanding of education and teaching. Their opinions or suggestions often have strong pertinence, effectiveness, and construction. Practice has shown that if a Master of Education can reflect on and analyze the opinions of its instructors, it can promptly identify deficiencies in teaching design and problems in teaching methods, and correct them.

For example, both A and B have a Master's degree in teaching (ideological and political) and receive guidance from the same teacher. At the beginning of the educational internship, the supervisor requested to "follow the teacher for one and a half months, try to attend classes for two weeks, and take the school midterm exam.". Master of Education A listens to classes, does exercises, participates in homework grading on time every day, and understands the overall teaching requirements and student learning dynamics. Master of Education B believes that having learned all the textbook content in high school and listening to the instructor explain it again is boring and uninteresting. So, B listened to the class perfunctorily, and other teaching requirements were also saved if possible.

For a month and a half, Master of Education A, due to careful listening, focused on classroom introduction methods, teacher-student interaction forms, teaching situations, and problem design requirements. Additionally, due to his personal practice of giving lectures, he quickly achieved a role change. The classroom interaction of Master of Education B lacks, the classroom questioning is monotonous, and the key words and sentences that should have been in the textbook are not analyzed by students. After the midterm exam, there was a significant difference in grades between the two classes. The guiding teacher gave A this evaluation: "Diligent and eager to learn, good at independent thinking, able to draw inferences from other situations. One can create their own personalized classroom by writing teaching reflections."; The evaluation given to B is "to carefully study the textbooks, students, teaching methods, and learning methods. Teaching design should not only grasp the textbooks well, but also distinguish the learning situation and clarify the exam requirements".

In the case, the evaluation of the education master's degree by the guiding teacher was objective, indicating the direction of their efforts. If Master of Education A can maintain a proactive attitude and persist in teaching reflection, they can quickly create a personalized classroom that suits them; Master of Education B can only stand firm on the podium by following the guidance of their mentor and carefully studying teaching. It can be seen that reflecting and researching the evaluation of guiding teachers is a necessary move for the continuous development and higher

platform of the Master of Education.

Self reflection is not a catalyst for the external empowerment of the development of Master of Education, but rather the subjective consciousness of Master of Education's growth during educational internships. Reflection, reflection with substance, and reflection with methods are necessary to sprout wisdom, innovate teaching, achieve the "cocoon breaking transformation" of the "student teacher" identity, achieve a virtuous cycle of teacher development, and lead teachers towards maturity and success.

References

- [1] Hongmei Zhao and Xiaofei Xu, Crisis and Construction of Professional Identity of Normal Students, Journal of Liaoning University of Education Administration, Issue 5, 2021.
- [2] Shuhai Xie and Mei Xiong, Theoretical Development and Research Prospects of Professional Identity of Pre service Teachers, Journal of Teacher Education, Issue 6, 2014.
- [3] Xiaojie Luo and Jinjiang Mou, Action Research on Feedback Promoting the Development of Teaching Reflection Ability for New Teachers, Teacher Education Research, 2016, Issue 1.
- [4] Fuhai An, Reflection on Teaching: Connotation, Influencing Factors, and Issues, Journal of Hebei Normal University (Education Science Edition), Issue 10, 2010.
- [5] Hongli Yu, Analysis of Factors Influencing the Development of Practical Teaching Ability of Normal University Students, Journal of Xi'an University of Arts and Sciences (Social Sciences Edition), Issue 3, 2012.
- [6] Zhong Min, Towards Reflective Teacher Training in Higher Normal Education, Journal of Fujian Normal University (Philosophy and Social Sciences Edition), Issue 3, 2013.
- [7] Hongmei Zhao and Xiaofei Xu, Crisis and Construction of Professional Identity of Normal Students, Journal of Liaoning University of Education Administration, Issue 5, 2021.
- [8] Shuhai Xie and Mei Xiong, Theoretical Development and Research Prospects of Professional Identity of Pre service Teachers, Journal of Teacher Education, Issue 6, 2014.

About the Author

Bo Dong(1980-), male, Han yuan, Sichuan Province, Master candidate, assistant researcher of Marxism College of Sichuan Normal University. Research direction: Ideological and political education.