

CRITICALLY ANALYSIS OF TEACHING PROCESS FOR TEACHER

DR. BIMAN MITRA*

*WBES, Assistant Professor, Govt Teachers' Training College, Malda.

ABSTRACT:

The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students own methods, and identify students common misconceptions. The concept of reflective thinking as a precursor for incorporating critical thinking has not been adequately researched. Most research has not given any effective strategies on how to incorporate these two concepts. There is a constant need to incorporate critical thinking into the classroom without much success. This study will attempt to show a link between reflective thinking and its ability to stimulate critical thinking. Teachers often perceive that critical thinking skills need to be taught, however research has shown that they may not know how to do this effectively. The use of reflective thinking may be a precursor to stimulating critical thinking in teachers. The research questions are on the reflective thinking skills of teachers and how they perceive themselves and their teaching. In this study to determine the level at which they reflected on their teaching practices as an indicator of their level of critical thinking. It was found that most of the teachers did not reflect deeply on their teaching practices. They did not seem to practice the four learning processes: assumption analysis, contextual awareness, imaginative speculation and reflective scepticism which were indicative of reflection. It would suggest that critical thinking is practised minimally among teachers. Further research need to be carried out on how to bring about reflective practices among teachers and how it would enhance the quality of lessons in terms of critical thinking. A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

Key words: Assumption analysis, Contextual awareness, imaginative speculation, Septicism.

INTRODUCTION:

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components. Pedagogy is the art and science of teaching. Effective teachers use an array of teaching strategies because there is no single universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school. There has been a concerted effort among universities and institutions of higher learning to incorporate critical thinking into their curriculum. However, as evidenced by researches students may not be able to think critically because their teachers are not able to integrate critical thinking sufficiently into their daily practice as it requires a certain amount of reflection. Added to this, critical thinking is equated to higher order thinking skills of Bloom's Taxonomy: *analysis, synthesis and evaluation* (Bloom, 1976) and teachers find difficulty incorporating these levels into their lessons. Therefore, this paper attempts to determine if teachers are practicing reflective thinking in their teaching. This is seen as a means to enhance critical thinking. The study also attempts to determine how teachers perceive themselves and their teaching practices as this is also indicative of the amount of reflective thinking they do. Reflective thinking (Dewey, 1933) is thought to enhance critical thinking. It is part of the critical thinking process specifically referring to the processes of analysing and making judgments about what has happened. Learners who think reflectively become aware of and control their learning by actively accessing what they know, what they need to know and how they bridge that gap. Therefore, critical thinking involves a wide range of thinking skills leading towards desirable outcomes and reflective thinking helps to integrate these thinking skills by helping with judgments. An important role of reflective thinking is to act as a means of prompting the thinker during problem solving situations because it provides an opportunity to step back and think of the best strategies to achieve goals. Therefore teachers who are able to use reflective practices will themselves be more attuned to using this strategy to help students think critically.

STATEMENT OF THE PROBLEM:

Teaching is an important part of modern Education. After the Independence of India all the committees and commissions recommended for education. Education is a part of indicates acquisition of knowledge and practical skill in different sector of economic and social life. It prepares an individual to select a particular vocation or occupation. In this profession teacher is a big part of role, part of modern education. A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components. So the researcher chose the topic "Teachers' Pedagogical knowledge reflected thinking in teaching".

REVIEW OF THE RELATED LITERATURE:

There are a number of sources of evidence about the skills, knowledge, behaviours, qualities and competences required to be an excellent teacher. A key feature of the current review is that we try to limit our attention to well-defined, operational sable behaviours, skills or knowledge that have been found to be related, with at least some justification for a causal relationship, to measureable, enhanced student outcomes. Following Rosenshine (2010, 2012) and Muijs et al (2014), these sources of evidence include: we acknowledge that the question of what teaching practices are shown by research to be effective remains contested. An example from England is Brown et al's (2001) analysis of different views of the research basis of the National Numeracy Strategy. From the US an example is Boaler's (2008) critique of The Final Report of the National Mathematics Advisory Panel (National Mathematics Advisory Panel, 2008). It is also clear that a lot of the research which has set out to discover the elements of effective teaching.. As Good and Biddle pointed out more than 25 years ago, looking back then over at least 20 years of this kind of research, At various times educators in this century have advocated as answers large-group instruction, small group teaching and individualised teaching!...However it seems clear that simple characteristics of instruction have never predicted instructional effectiveness...The issue is not individualised instruction or small-group instruction, but rather the quality of thought and effort that can occur within these structures. According to Boody (2008), teacher reflection can generally be characterized as: retrospection, problem-solving, critical analysis and putting thoughts into action. For this review, we have integrated the theoretical frameworks by Boody (2008), Hamilton (2005) and Schon (1987) and will discuss reflective thinking based on the following characteristics: a) reflection as retrospective analysis, b) reflection as problem solving, c) critical reflection of self, and d) reflection on beliefs about self and self-efficacy. Each of these will be discussed in turn.

OBJECTICE OF THE STUDY:

- 1) Are teachers practicing reflective teaching?
- 2) How do teachers think of themselves and their teaching practices?

METHODOLOGY OF RESEARCH:

The present research work stand upon well as statistical analysis of the data obtained in order to provide richer answers to the research questions unpinning this study. In the interpretive. Approach, the individual constructs personal meaning when they grapple with the environment around them to make it meaningful, implying the need for an in depth and insightful analysis of data. Statistical analysis was used in our attempt to get a more generalized understanding of the data obtained and to look for general trends among the participants. The results obtained from the analysis of two sections: ability to self-assess and awareness of how one learns was used to answer this research question. It was found in each of the sub-sections that teachers were generally more concerned about their own performance in their discipline rather than enhancing their teaching by reflecting on their practices.

DISCUSSION THE OBJECTIVES:

The results indicate that a majority of the teachers were self-assessing only to ensure that they were doing their jobs properly. There was no indication that they wanted to improve in their own performance in order to enhance and enrich student-learning. Noted that in order for teachers to become reflective of their teaching practices they must be motivated to change their teaching strategies when needed. Further to this, the results indicated only a few of teachers that were interested in continued assessment of their own discipline. They seemed ambiguous about using feedback from students to improve their lessons. They knew the importance of getting feedback but at the same time felt that they could not trust the feedback given which could provide valuable insights for them to learn about themselves. They did not seem able to carry out reflection-on-action as suggested .The results obtained for finding and analysing patterns seem to support the finding that these teachers did not value feedback from students. They did not connect between what they did in the classroom and how it could influence student performance. The findings for Making Judgments seemed to further support this. They did not agree that they could learn from mistakes and move forward. This did not seem to support research by which suggests that reflection is a necessary part of the process to analyse and articulate problems and make a connection with what they did in the classroom. It is interesting to note however, that in the awareness of how one learns section, about 40% of teachers indicated that they were willing to learn from their mistakes. This is

contrary to the previous section on ability to self- assess. Added to this, they did not seem intrinsically motivated to improve as they perceived they needed feedback from supervisors. This finding implies that they are not reflective about their own teaching practices and required external support and direction. Although some of them were open to using past experiences to help them improve, it is questionable whether they are actually reflecting on them. They seemed to have assumptions about how to conduct their lessons and how to relate to their students. They also did not seem to follow the four learning processes .The overall responses to the statements on the questionnaire showed a higher frequency for the introductory and intermediate levels except for three: *concepts and misconceptions, knowledge construction and met cognition*. In these three categories the advance statements had the most responses. This could be because the teachers thought it was important they learned from the past to help enhance their performance. Added to this, they perceived that students learned differently and needed new strategies in their teaching. However, this is contrary to their responses on using student feedback to help them reflect as they did not perceive the feedback as helpful and thought them judgemental. Generally, based on the results, it would seem that teachers were using reflective thinking to enhance the quality of their teaching, but for many it was in terms of personal performance and expectations rather than as a tool for social changes. They were not open to the idea of using feedback as part of the assessment criteria to develop their reflective thinking practices. They may not see a connection between what they are teaching and practicing with helping them be more reflective practitioners. The results were obtained from the analysis of two sections developing lifelong learning skills and influence of belief about self. It was found in each of the sub-sections that teachers generally accepted the idea that they were still learning to develop their skills. However, it is interesting to note that in general, teachers were of the opinion that they needed to put their own needs as priority. Developing lifelong learning skills developing identity as a learner transferring, learning to other contexts, understands learning as a lifelong process.

The teachers believed that they needed to take care of their own needs. The teachers were aware that their beliefs would influence their own behaviours towards others. That indicate that teachers were not interested in developing their identity as a learner that is to become aware of how they learn and their assumptions. Many of the teachers were not aware of the importance of developing this identity and how it could influence the way they taught. According to Lord and Lomicka (2007), the assumptions that teachers have about learning are often culturally and historically driven, as such this could influence the next generation. This results in a cycle whereby, methods of learning are passed on from teacher to student without reflecting on its effectiveness. There were only a small percentage of teachers who responded that they had awareness of their assumptions and how these could influence the way they teach. It is also interesting to note that these teachers felt that as long as the comments

were positive they were doing well. Most of them also perceived there is no need to reflect on their teaching practices. This implies that they did not perceive teaching as a lifelong learning process and that improvements needed to be made from time to time; and perhaps looked at the profession as a means to financial security rather than helping them be more effective individuals. The teachers were satisfied with getting good comments from students and perceived that such comments showed they were competent in what they were doing. The teachers seemed interested in developing themselves but putting this interest into action may be questionable. This is reflected by the contradictory manner in which they responded to the statements on the questionnaire.

CONCLUSION:

The results showed that teachers were on the whole not critically reflective as their responses did not show that they actively practiced the four learning processes: assumption analysis, contextual awareness, imaginative speculation and reflective scepticism. They were more interested in how they were assessed by their students and superiors although there was ambiguity towards the value of feedback from students. This would imply that they had problems with accepting assessments from individuals they perceived as subordinate to them.

This could hinder them from improving their teaching in the classroom. It would be interesting if further studies could be carried out to determine the perceptions these teachers have of their students and their superiors. These teachers also held many perceptions about learning, their students and superiors that were not reflected on. They seemed to teach and conduct themselves based on these perceptions. This could decrease the efficacy of their lessons. However, this study did not investigate in-depth the perceptions these teachers held about learning and their own self-worth. Further investigation on these perceptions and how it influences the strategies used in the classroom and student-teacher communication needs to be carried out. It is interesting to note that these teachers perceived that getting feedback from students is like being judged by them. This is also reflected in their belief that they must give priority to their own needs. They seemed to be more interested in maintaining their own perceived sense of self-worth and self-efficacy rather than using the comments by students as a means to help them improve. This implies that they do not have high met cognitive awareness of their own strengths and weaknesses.

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