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## A Study on Exploring Reflexive Practice Techniques and Examine the Approaches Which Is Used To Improve and Develop the Teachers' Ability and Aptitude in Teacher Education

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### Abstract

In modern educational system reflexive practice has long been an issue in proficient put into practice especially in teacher education but when we search out the research, still waiting to get the proper studies in the field of teacher education. This research article trying to explore the possibilities of reflexive practice techniques utilized in teacher education and evaluating the approaches in which it's been used so that it will broaden the teachers' abilities and aptitude to imitate on their own exercise and the way they can overcome difficulties via this kind of practice. The article trying to find out the key difficulties and challenges may arise and also overcome from these difficulties and challenges.

**Keywords:** Reflective practice, Teacher Education, Reflective practice techniques, in-service teacher, Pre-service teacher, challenges of reflective practice

### Introduction

In order to higher understand reflexive practice techniques used in teacher education and study the methods in which this technique has been used and stepped forward to broaden the academics' abilities and aptitude to reflect on their personal exercise it's far essential to state a commonplace understanding of what reflexive exercise represents.

When we talk about reflective practice then two of the influential theorists in the field of reflexive practice, Dewey (1933) and later Schön (1983), have provided a foundation for presently understanding the perception of reflection. Dewey (1933) defined reflexive exercise as an motion that entails 'active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads' (p. Nine). Schön (1983) made the distinction among mirrored image 'in action'- sort of reflection that happens while a problem is being addressed, and 'on movement'- that takes location after the occasion, it's consciously undertaken and documented. Eraut (1995), criticizing Schön's notion of mirrored image 'in movement', contributed to the literature on mirrored image by means of introducing the concept of mirrored image 'for motion', which adds a greater prospective value to reflection. That is why Eraut proposes to redefine the important thing prepositions so that 'in' refers to context, 'on' refers to recognition and 'for' refers to reason. Taking these kinds of in consideration we can slim down our place of investigation and recognition on reflexive practice in instructor education.

In what teaching is worried, like many different professions, we may also state that it's far a tremendously complex and skilled exercise. While teachers' expert competences are formally acknowledged with accreditation, the perception of being an instructor is socially legitimised through the authorized teachers' interactions with other teachers, mother and father, college students and other individuals concerned within the academic procedure (Coldron & Smith, 1999). The 2nd kind of 'accreditation' said earlier than, interprets itself within the development of the expert identity as a teacher.

In practical terms, we can also country that growing the professional identity approach the

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deconstruction, construction and reconstruction of the academics' assumptions of his/hers profession via their regular interactions, as Gouldner (1970) said 'There is no understanding of the world that is not a information of our own level in of it and in relationship to it' (p. 28). In the view of these kind of, we start to see the instructor as a reflective practitioner which, thru a manner that includes interpretation and reinterpretation of experiences, profits expertise approximately the coaching career and develops his/hers expert identity as a teacher.

### **Teacher education and reflective practice**

Reflexive practice in teacher education is with none doubt a wide area of research. This is why we can try to consciousness on a few factors that we consider which might be important in order to higher recognize the evolution of this exercise and to identify the demanding situations which could get up and advise means to meet them.

### **Pre –service teacher to in-service teacher**

Teachers ought to have sufficient incentives at some stage in their careers to study their exercise, gaining knowledge of wishes and to accumulate new understanding, skills and competences (European Commission, 2010). In order to acquire the goals said via the European Commission, reflexive practice is being utilized in initial and in-provider teacher training to smarten teachers' capability of assessment, observation and analysis.

In what teacher education is worried, the development of the expert identification begins inside the initial teacher education, as pre-service teachers make the transition from scholar to accredited teacher.

In this context, a question may additionally stand up: On what do pre-provider teachers reflect upon and thru this means that do they increase their expert identification as instructors? Flores and Day (2006) discover the pre-provider period as a pre-teaching identity via which pupil's professional identification arises from their pupil photographs of teachers, their preliminary beliefs and ideas of what represents a terrific trainer. Through the methods of mirrored image, the pre-teaching identity is refined as the pre-service teachers expand better information in their works as teachers, via the instructional experiences in their formal research in universities and their paintings in faculties (Geijsel & Meijers, 2005; Korthagen & Vasalos, 2005).

There is a consensus between unique authors (Brookfield, 1994; Fook, 2010; Mezirow, 1990) that there are greater steps between reflection and vital reflection that contain more than thinking about our reviews. Engaging in important reflection approach that instructors must both understand their reports within the social context and also to apprehend how they are able to use that knowledge to increase their exercise within the destiny. This is what Eraut (1995) stated when he stated the significance no longer simplest of the mirrored image in and on movement, however more crucial the one of mirrored image 'for movement'.

By shifting from reflection to important mirrored image, instructors pass from studying a single element of a lesson to thinking about the moral, social and political implications of coaching exercise (Larrivee, 2008).

From other angle, Fook (2010) recommended that crucial

reflection involves both idea and exercise and explained that the 'critical' in important reflection includes reflection via the lens of essential principle. However, now not all of us remember that reflection and crucial reflection are applicable practices and react to the term 'critical'. To overcome this boundary, Thompson and Thompson (2008), who analysed the similarities between mirrored image and important reflection, defined that their use of the time period 'crucial' was used inside the context of know-how the depths of practice, in place of to consciousness at the negative interpretations of the term.

Larrivee (2008) described, based on an extensive evaluation of literature, 4 degrees of reflection:

- First level of reflection represents the 'zero' degree of reflection wherein instructors react to college students and lecture room situations robotically, without aware consideration of options.
- Second level of reflection represents the teachers' reflections focus on techniques used to reach predetermined desires.
- Third level of reflection represents the instructors reflect on academic desires, theories underlying approaches, and connections between theoretical concepts and exercise.
- Fourth level of reflection represents the instructors reflection on moral and ethical implications and consequences in their study room exercise on students

In widespread, reflexive exercise is considered as evolving in tiers, even though an character trainer's evolution is not important linear. Teachers might also mirror at one of a kind degrees simultaneously, thinking specific areas in their practice.

### **Analysis of Reflective practice in teacher education**

For teacher educators and education, reflective practice analyzing and develop tendencies of to how teacher educators had been capable to see how this practice has developed through the years. In order to better apprehend how is going to evolve within the fortune we have to become aware of the challenges that could get up and advise method to fulfill them.

As stated earlier than, pre-provider teachers increase higher expertise of their paintings as instructors, via the academic experiences of their formal studies in universities and their work in schools. Even though, there's a mismatch between knowledge and knowledge of coaching, evolved in unique contexts: formal coursework undertaken at university or at different instructor education establishments and practicum reports in colleges (Flores & Day, 2006).

This is why, taking also in consideration the fact that reflexive practice is a complex method in growing the professional identification of teachers, a project arises: reflections of pre-provider instructors have a tendency to be more descriptive than those of experienced instructors, failing to connect theoretical framework to day to day issues that can arise. This challenge appears ordinarily from the discrepancies inside the expertise foundation and employer cultures between faculties and trainer schooling institutions. In order to triumph over these discrepancies, it is vital to develop better coordination between the diverse strands of trainer training – from preliminary education to in-carrier expert development, via extra early career guide (induction programmes). Of maximum relevance for this

cause, the 'induction section need to be visible as a measure of shared interest and gain of the newly certified trainer, the workplace and the teacher training group and consequently wishes to take vicinity in close cooperation among those three stakeholders' (European Commission, 2010).

One of the principle challenges when the use of this practice in trainer education is, as said through Korthagen & Wubbels (1995), that reflective practice is a concept surely 'too large, too indistinct, and too standard for everyday software' (p. Fifty three). This is why we recollect that without cautiously built guidance instructors can be not able to engage in crucial mirrored image a good way to enhance their practice. Taking this in attention we will identify two means to meet this undertaking: constant guide from an expert or facilitator and providing tools to evaluate instructors' degree of reflective practice. As we stated before, reflection is an abstract construct and an instructor's ability to reflect is embedded in values, assumptions and expectations.

A valid and powerful tool to asses' instructors' degree of reflection need to offer a few indicators of key behaviors, attitudes and practices of a reflective instructor. Without any doubt this form of device should be developed in accordance no longer only to the degree that a trainer is in (pre-carrier, beginner or in carrier), however also to the continued changes inside the society and the cultural aspects of the faculty surroundings.

Another caution that desires to be taken in consideration is the 'overuse' of mirrored image in teacher education programmes. Following similar lines, Brockbank and McGill (1998) warned that the overuse of self-mirrored image can also result in humans being seduced by using their personal stories and beliefs and consequently, aren't capable of critically examine their assumptions. In other words, we will argue that what they see is what they are looking for (Hickson,2011)This can be a giant issue and it is able to result in the scenario wherein instructors 'pay more interest to the effects of mirrored image rather than to the system itself' (Mena Marcos, Sánchez Miguel & Tillema, 2009, p.Thirteen) One way to fulfill this project is by way of continuously assessing both the wishes and the mastering styles of the academics which may fit this kind of technique.

When taking in attention the usage of this exercise in teacher schooling and development we must examine the social context and the organizational way of life of the school wherein it'll take location. That is why we propose that reflexive exercise must be considered as a situated practice, enabled by means of teachers' participation in numerous school contexts. It is necessary for this to be taken in consideration due to the fact certain contexts can be to conductive for reflection to take area. For example, it may be very tough for a teacher to engage in crucial mirrored image if the school management is one in all control, as opposed to a permissive environment.

### Discussion

The evidence shows that reflexive practice has a tendency to be broadly used in teacher education. This enables us to agree upon the fact that it's far an effective practice and that it brings a number of blessings to folks that practice it and can enhance their abilities and aptitude. Even though reflexive practice is undoubtedly a top notch way to

develop the teacher's ability to reflect and enhance their personal practice, it's evolution inside the destiny may be 'threatened' via the demanding situations that may get up inside the destiny. Taking this in consideration we may additionally nation that it is wholly essential to analyse this demanding situations or dangers as a way to be able to manage them. That is why it is essential to take a notice of caution each time we recollect the usage of reflexive practice in instructor education programmes. However, in addition studies wishes to be accomplished which will discover methods to enhance reflexive exercise in teacher education and to keep it up to date in a discipline that is constantly converting.

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