
On the Cultivation Strategy of Primary and Secondary School Teachers' Teaching Reflection Ability Under the Concept of New Curriculum Standard

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Abstract – The ability of teaching reflection is the most basic requirement of the new curriculum for teachers, and it is one of the educational abilities that teachers should have. To interpret "reflection" and discuss the cultivation methods of teaching reflection ability is conducive to improving teachers' teaching reflection ability, improving the level of education and teaching, and promoting the professional growth of teachers. Under the concept of new curriculum standards, it is particularly important to cultivate teachers' teaching reflection ability. This paper studies the cultivation of teachers' teaching reflection ability, mainly including: the connotation and significance of teachers' teaching reflection and teaching reflection ability, the cultivation content of teachers' teaching reflection ability in teaching, the analysis of the problems and reasons existing in the practice of primary and secondary school teachers' teaching reflection, and the Countermeasures of cultivating primary and secondary school teachers' teaching reflection ability.

Keywords – Teaching Reflection, Teaching Reflection Ability, New Curriculum Reform, New Curriculum Concept.

I. INTRODUCTION

Reflection is the symbol of individual maturity. Teaching reflection is not a simple summary of education and teaching experience, but a practical activity of monitoring, analyzing and solving problems throughout the whole process of education and teaching. It is a key factor and an important process for teachers to realize their all-round development in education and teaching practice. Teaching reflection is an important means for teachers to participate in teaching more actively and improve their own teaching level. It is the only way to promote teachers' professional development. Teachers' teaching reflection ability refers to the ability of teachers to actively plan, inspect, evaluate, feedback, control and adjust themselves and their teaching activities in the process of education and teaching. Teachers' teaching reflection ability mainly includes teaching design, classroom organization and management, promotion of students' activities, verbal and non-verbal communication, evaluation of learning behavior, reflection after teaching and so on. It should be cultivated from the aspects of enhancing reflection consciousness, strengthening systematic learning, multi-party communication, timely summary reflection and strengthening guidance [1-6].

The educational thought of teachers' teaching reflection ability originated in the United States in the 1980s, and developed and expanded in the educational circles of the United States, Canada, Britain, Australia and other countries, gradually affecting the whole world [1]. The fundamental purpose of teachers' teaching reflection is to improve the level of teachers' education and teaching. Through reflection, teachers are not only satisfied with the role of teachers, but also promote the transformation of teachers to the role of education researchers, so that teachers can find and solve problems independently in teaching practice.

Teaching reflection ability is an important measure of teachers comprehensive quality and an effective way of

of teachers' growth. "The first step of teachers' growth and development lies in Teachers' self reflection, teachers' self evaluation and teachers' self transformation." As caldersid said, "successful and efficient teachers tend to actively and creatively reflect on the important things in their career, including their educational purpose, classroom environment, and their own professional ability." Reflection is widely regarded as the decisive factor of teachers' professional development.

Since the reform and opening up, especially under the background of comprehensively deepening the reform in our country, with the deepening of the reform of the education system, the masses of the people have further requirements and expectations for the basic quality of educators.

Teachers' teaching reflection ability is one of the important standards for excellent teachers in the new century. It is the core content of teachers' professional quality development and plays an extremely important role in the new curriculum reform of basic education. Cultivating teachers' teaching reflection ability can help them better adapt to the needs of current education development and education reform, encourage teachers to establish lifelong learning awareness, constantly reform and innovate education and teaching concepts, avoid teachers' job burnout, and increase the vitality and vitality of education. It can help teachers to explore and sort out the principles contained in the daily education experience, make the teaching experience rise to the educational concept, internalize in the new, improve the rationality of education and teaching practice, eliminate teachers' fear of carrying out educational research, make teachers embark on the road of educational research through teaching reflection, truly become research-oriented educators, and enhance teachers' professional value and quality social achievement. It is helpful to improve the practical knowledge level of front-line teachers, enrich and improve the practical experience of education and teaching, and construct education and teaching theory and teaching proposition [2-12].

"China education modernization 2035" takes the use of modern technology to achieve large-scale and personalized personnel training, and the construction of teachers' professional development system as an important strategic task of education modernization. For a long time, there are two different paradigms of teacher professional development: skilled teacher development and reflective practice teacher development. With the change from the unified, passive and individualistic learning concept to the individual, active and cooperative learning concept, "reflective practice" teacher training has become a trend [7-11].

This paper follows the educational concept of teacher led and student-centered, adheres to the fundamental purpose of student-centered, systematically introduces the research situation of reflective teaching by consulting a large number of original works, papers and academic reports, discusses the connotation, methods, paths and process of teachers' teaching reflection, and puts forward some strategies to improve teachers' teaching reflection ability. The specific research contents mainly include:

- (1) The basic connotation and significance of teachers' teaching reflection and teaching reflection ability;
- (2) The training content of teachers' teaching reflection ability;
- (3) Analysis of the problems and reasons in the practice of teaching reflection of primary and secondary school teachers;
- (4) The Countermeasures of cultivating primary and secondary school teachers' teaching reflection ability.

II. THE BASIC CONNOTATION AND SIGNIFICANCE OF TEACHING REFLECTION AND TEACHING REFLECTION ABILITY

2.1. The Basic Connotation of Teaching Reflection

Teaching reflection is not a simple summary of education and teaching experience, but a practical activity of monitoring, analyzing and solving problems throughout the whole process of education and teaching. It is a key factor and important process of teachers' self cognition, self-evaluation, self-education, self transformation and self-improvement in the process of education and teaching, so as to realize their all-round development. It is a technology of independent analysis of teaching skills, which plays a positive and important role in promoting teachers' more active teaching and improving the quality of education and teaching. Teaching reflection has always been an effective way and means for teachers to improve their personal level.

2.2. The Basic Connotation of Teachers' Teaching Reflection Ability

Generally speaking, reflective ability refers to the basic comprehensive ability of analysis and judgment, comprehensive evaluation, self feedback and so on to complete reflective activities. From the practical point of view, reflective ability is the ability to guide us to think about how to summarize the old and new knowledge and past experience, form new ideas and make more reasonable behavior.

Teachers' teaching reflection ability refers to the ability of teachers to take self and teaching activities as the object of consciousness, constantly examine and analyze self and teaching activities and their results, and actively plan, inspect, evaluate, feedback, control and adjust in the process of education and teaching. This is the key factor for teachers to realize their all-round development in education practice, and plays an extremely important role in the process of teachers' sustainable development, mainly including teaching design, classroom organization and management, promotion of student activities, language and non-verbal communication, evaluation of learning behavior, reflection after teaching and so on.

2.3. The Dialectical Relationship between the New Curriculum Standard and Teachers' Teaching Reflection Ability

Under the background of new curriculum standard reform, all walks of life put forward new and higher requirements for teachers' quality. As an educator, teachers must have the ability of self reflection, and constantly carry out self reflection, self-evaluation, self transformation and self remodeling in the practice of education and teaching. Through the practice of education and teaching, we can change our role: from simple copy of the new education concept, from passive learning to active learning promoter, from control to guidance, from monologue to dialogue, from education to research.

Under the background of the new curriculum reform, teachers have new conditions and opportunities to cultivate their reflective ability. Adjusting the knowledge structure, deepening the professional knowledge, perfecting the knowledge system and expanding the educational vision are helpful to adapt to the current comprehensive teaching. The implementation of the new curriculum, but also to strengthen the learning of educational theory and practical knowledge, in order to adapt to a variety of uncertain factors in classroom situational teaching.

Only with the ability of teaching reflection, can teachers correctly deal with the new challenges brought by

the new curriculum reform, adapt to and effectively practice the concept of the new curriculum reform, and improve the education and teaching concept of the new curriculum reform.

In a word, the new curriculum reform and the cultivation of teachers' teaching reflection ability are mutual conditions, mutual preconditions, mutual promotion and mutual improvement.

2.4. *The Significance of Cultivating Teachers' Reflective Ability in Teaching*

Teaching reflection is a comprehensive and profound summary and reflection of teachers' self-conscious classroom teaching practice as the research object. Teachers' ability of teaching reflection is a kind of rational wisdom. Through teaching reflection, teachers can objectively and rationally understand, judge and evaluate their own educational ideas, effectively adjust them, and finally form their personal, unique and new educational ideas.

Through the development of teaching reflection ability, teachers' autonomous ability is gradually enhanced. It is of great significance to the growth of teachers.

“Experience without reflection is narrow experience, and can only be paid knowledge at most. If a teacher is only satisfied with the experience he has gained and does not think deeply about it, the development of his teaching level will be greatly restricted or even declined.” Posner said, and put forward the famous formula to promote teacher growth: “teacher growth = experience + reflection”. The formula fully reflects the vital importance of teachers' teaching reflection to teachers' growth.

(1) Through teaching reflection, teachers' perceptual knowledge of teaching experience can be raised to rational knowledge, which is conducive to the growth of teachers, the improvement of teachers' education and teaching level, and the development from “general” teachers to “backbone” teachers. Teaching reflection is not a simple “review”, but a reflection, reflection, exploration and solution to all aspects of the education and teaching process, with the nature of research. If a teacher only knows how to teach according to the book, but does not know how to summarize the experience and lessons in the process of education and teaching in time, and systematically and theoretically summarize the perceptual knowledge of teaching, then his understanding of teaching will only stay in the perceptual stage, and his teaching level can only stay in the “general” level, which is difficult to become a teacher “Backbone” teachers. Through reflection, teachers constantly update their teaching concepts, improve their teaching behaviors, and improve their teaching level; at the same time, they form their own independent thinking and creative opinions on teaching phenomena and problems. According to the process of teaching, reflection can be divided into three stages: reflection before teaching, reflection in teaching and reflection after teaching. Reflection before teaching is forward-looking, which can make teaching a conscious practice and effectively improve teachers' ability of teaching prediction and analysis. Reflection in teaching, that is, timely and automatic reflection in the process of action. This kind of reflection is monitoring, which can make teaching high quality and efficient, and help to improve teachers' teaching control and adaptability. Reflection after teaching is critical, which can theorize teaching experience and improve teachers' ability of summarizing and evaluating teaching. In the process of teaching reflection, teachers play a dual role, both a guide and a commentator, both an educator and an educatee. Only by combining teaching and research, teaching and reflection, can teachers become masters of teaching and teaching research, and improve the autonomy and

purpose of teaching work. At the same time, it can also help teachers to get rational sublimation and emotional pleasure in the labor, improve their spiritual realm and thinking taste, so as to obtain the recognition of their own existence value. Only through self reflection, self induction and self summary of teaching concept, teaching method, teaching process and teaching effect, can we correctly understand and grasp the essential characteristics and basic connotation of teaching activities, so as to refine processing perceptual knowledge into rational knowledge from existing teaching activities.

- (2) Teaching reflection can promote teachers to conduct teaching research and accelerate the transformation from “empirical” teachers to “research” teachers. Reflection is the teacher's thinking and research activities of the whole teaching process. Through reflection, teachers can re-examine the previous teaching process, teaching methods and problems in the teaching process, actively explore new ideas, new methods and new ways to solve problems, and improve their teaching level, which is conducive to breaking the shackles of teaching experience and promoting the growth of teachers as a teacher researcher.
- (3) Teaching reflection can help teachers form their own unique teaching style and characteristics, from “teaching” teachers to “expert” teachers. It is a process from quantitative change to qualitative change for teachers to grow from novice teachers to backbone teachers and then to expert teachers. Through reflection, teachers can realize their teaching style more clearly, adjust and optimize their teaching ideas and plans more rationally, improve their teaching process more actively, gradually form and develop their own educational ideas and methods with their own style and characteristics, and improve their own teaching level and ability, which is helpful to make teachers grow up into a unique educational model I'm an expert.
- (4) Teaching reflection is helpful for teachers to improve their ideological and theoretical level, expand their knowledge, cultivate their lifelong learning ability, and grow from “subject type” teachers to “scholar type” teachers. Teachers who are good at reflection must be good at learning all kinds of thoughts and theories and dabbling in all kinds of scientific knowledge. Reflective learning is that teachers draw lessons from the experience accumulated in the past education and teaching process, which has important guiding significance for the reconstruction of scientific teaching theory.

In short, teacher reflection is a process of self-development, self-improvement and self-improvement. Through reflection, it can help teachers continuously improve their ideological and theoretical level, improve the level of education and teaching, improve education and teaching ideas, and build education and teaching system, which is of great significance for teachers to grow into excellent expert and scholar teachers.

III. ANALYSIS OF THE PROBLEMS AND REASONS IN THE PRACTICE OF TEACHING REFLECTION OF PRIMARY AND SECONDARY SCHOOL TEACHERS

Since the implementation of the new curriculum, teaching reflection has been concerned, with reflection can promote teachers' professional development and improve the quality of education and teaching, but there are also some problems in the specific implementation process, mainly in the following aspects.

- (1) The consciousness of reflection is not strong. The theoretical foundation is weak. Many teachers can not correctly understand the value and significance of reflection, only see that reflection will increase the workload, do not realize the great role of reflection in promoting their own growth and teaching work. Even if there is reflection consciousness, it is very weak, so it often produces resistance in teaching work, and

even repels reflection. Some teachers think that the theory of education and teaching is profound and difficult to understand, and it has little to do with practice. In addition, they are busy with their work, so they ignore the theoretical study, resulting in a weak theoretical foundation. In addition, some teachers usually have too few opportunities to participate in refresher training and academic activities, which affects the improvement of their professional level and the renewal of their professional knowledge. As a result, their theoretical level and professional level are stagnant, and the teaching reflection lacking solid theoretical and professional foundation is doomed to have no substantive breakthrough.

- (2) Lack of cooperation atmosphere, communication barriers. Successful teachers are good at creating a strong atmosphere for teaching reflection. Friendly and harmonious cooperation and communication atmosphere help to carry out reflection. However, in the context of the current new curriculum reform, the atmosphere of teaching reflection is still very weak. Many teachers still regard reflection as extra work and habitually exclude reflection from routine teaching. The reason is that the concept of score first still dominates the school evaluation mechanism, and teachers' personal value is reflected in students' achievements. In order to get better teaching results, the competition between teachers is very fierce. They are always on guard against each other in their work, worrying about gains and losses, especially afraid of losing their competitive advantage. In this negative atmosphere of lack of trust and cooperation spirit, communication and reflection will become quite difficult, and the quality of classroom teaching will be difficult to improve.
- (3) The mode of implementation is single and lack of method guidance. The diversification of the goal of reflection inevitably requires the diversification of the ways of reflection. A single way of reflection can not complete all the tasks of reflection well. In practice, we can take collective lesson preparation, writing reflection diary, learning education theory and other reflection ways, but many teachers tend to equate teaching reflection with writing reflection diary for the sake of simplicity, which leads to the simplification of reflection way and is not conducive to the improvement of teachers' reflection level. In addition, because there are many links in the teaching process, the content is complex, and the amount of information is large, many teachers do not know how to find the best entry point for reflection, how to select the meaningful reflection goal properly, and how to grasp the depth and breadth of reflection. These are common problems in the practice of reflection. In addition, the current teachers' reflection mostly stays on the level of teaching technology, lacking of reflection on the deep-seated problems such as education concept, students' problems, professional development and personal growth.
- (4) Wrong understanding of concept and lack of initiative in reflection. Many teachers understand reflection only after participating in teaching observation activities, but their understanding of the concept of reflection is not thorough enough, and they mistakenly regard reflection as "criticism". They think it is a comprehensive negation of teaching achievements, and their enthusiasm for work is hit, resulting in a sense of frustration. The reason is that teachers usually lack systematic learning and training, teaching concepts are not updated in time, the theoretical basis of education is not solid enough, and the transformation and promotion of teaching experience lack of theoretical guidance. In addition, some teachers lack the consciousness of active reflection and do not actively reflect on it. They just regard it as a task that they are forced to complete to cope with the inspection of their superiors. Therefore, most of their teaching reflection is in the state of being tired of coping with it. Naturally, it can not reflect the value and

significance of teaching reflection.

IV. THE MAIN CONTENTS OF TEACHING REFLECTION OF PRIMARY AND SECONDARY SCHOOL TEACHERS

Education and teaching is a science. Almost every teacher will be confused in teaching theory and practice, and constantly experience the process of “practice cognition re practice re cognition”.

The new curriculum concept emphasizes the cultivation of teachers’ reflective ability and the strengthening of self reflective consciousness and self-control ability. And reflective teaching has gradually become a scientific concept of education, throughout the whole teaching work of teachers. Teaching reflection has been regarded as the most basic and important teaching principle throughout the whole process and all aspects of educational practice. Under the trend of the new curriculum reform, teachers’ teaching reflection is not only a psychological activity of teachers themselves, but also an activity process facing other teachers and the public. It is an interaction and exchange in a democratic, harmonious and warm atmosphere.

4.1. *Reflection on Teaching Design*

Reflection on teaching design mainly refers to the reflection on the stage of lesson preparation before teaching. For pre-teaching reflection, the main basis is the usual education and teaching experience. This link requires teachers to collect, analyze and summarize the information in the previous teaching work, combine their own teaching experience, and learn from the advantages of other people’s teaching process, objectively analyze and evaluate their own teaching preparation, the process and results of design, and form teaching design through comprehensive analysis, repeated comparison and screening, so as to achieve the best teaching preparation state.

First of all, as an important part of teaching design, the establishment of teaching objectives is very important. According to the requirements of the new curriculum standard, the establishment of teaching objectives should pay attention to the cultivation of students’ comprehensive quality, and strengthen the cultivation of knowledge and skills, emotional attitude and values. When setting teaching objectives, whether we fully consider what we should teach students, whether the teaching objectives pay attention to students’ acceptance, whether the cognitive, ability and emotional objectives of students are organically integrated into the teaching content, and so on. Reflection can guide learning and teaching.

Secondly, the formulation of teaching design should reflect on whether the introduction of the new course is reasonable and arouse students’ interest, and whether the students’ questions are reasonable and effective. In order to accurately predict the problems and confusions that students may encounter in learning this lesson, whether students can find solutions through exploration, cooperation, discussion and communication, reflect on the problems in the previous teaching process, and consider how to improve now.

Third, the ideological and political elements into the network teaching. In the process of teaching, teachers should consider how to integrate the relevant ideological and political elements into classroom teaching. Starting from the feelings of home and country, the socialist core values and so on, it is skillfully integrated with the content of higher mathematics curriculum, which plays the role of ideological, political and moral education in the curriculum, brings more exams for students, and stimulates students’ patriotic feelings, so as to realize the

promotion from knowledge imparting to value leading.

4.2. Reflection in the Teaching Process

The organization and management of the classroom plays an extremely important role in the reflection of the teaching process. In the classroom, teachers should pay attention to students' reaction time and arouse their enthusiasm. Teachers should reflect on students' reaction in class, adjust their teaching process and teaching methods, so as to achieve the highest level of classroom effect. Teachers' speech and body language is one of the indispensable means to convey information and communicate the feelings of teachers and students in classroom teaching. Teachers should reflect in time, adjust their attitudes in the process of reflection, drive students to learn, and establish a harmonious and equal relationship between teachers and students.

In order to effectively organize and manage the classroom, we should establish classroom teaching routines, cultivate students' self-control ability, and create a good environment for students' learning. In the teaching process, according to the learning objectives and requirements, stimulate students' learning enthusiasm and initiative, promote students to actively explore. In order to create a situation conducive to students' concentration, teachers should pay attention to the rational use of multimedia, and also pay attention to their own attire and behavior, etc. In a good class, the communication between teachers and students is very important, including verbal and non-verbal communication. For mathematics teaching, we should pay attention to the preciseness and logicity of the language. In the narration and explanation, we should be clean, quick and crisp, and use the most concise and clear language to explain to students. Nonverbal communication includes actions and eyes. With the help of necessary actions, it plays an auxiliary role in explaining the content. It always pays attention to observing the students' reaction and expression, so as to understand the students' understanding of the content. In the classroom, teachers should give full consideration to the students' current psychological and intellectual development level, carry out teaching activities effectively according to the students' actual situation, make students participate in the activities, actively explore and have the courage to speak.

4.3. Reflection after Teaching

Through reviewing the classroom practice, we can find the problems and then conduct self-examination and analysis. Analysis of the causes of teaching problems, in the end because of inadequate lesson preparation, resulting in their improper handling of the teaching content, or because of the preparation of the students' learning situation is not well considered, or because the class did not mobilize the enthusiasm of students and so on. In order to solve these problems, we can also communicate with colleagues, understand whether there are common problems in colleagues, analyze the causes of problems with colleagues, discuss ways and methods to solve problems, and have an open dialogue. We should also have heart-to-heart communication with students of different levels in the class to understand the students' mastery of the situation and problems encountered, and seek their opinions and suggestions.

Scientific method is an important way to solve the problem. Keeping a teaching reflection diary is a good reflection method. One is to remember the successful experience. After a class, teachers should make an objective evaluation of their performance in time, and affirm their success in this class, such as: the introduction is novel, the problems are reasonable and effective, highlighting the key points, breaking through the difficulties,

the use of teaching methods is reasonable, mobilizing the enthusiasm of students, and so on. In order to make our teaching unique, we should pay more attention to these unique teaching design, teaching methods, teaching method guidance, appliance use and other important factors, and consciously remind ourselves to reflect and summarize in these aspects. The second is to record the failures in teaching and the causes of the problems. In order to avoid the same or similar problems, we should reflect on the reasons for the failure of this lesson after class, find solutions, summarize in time, make records, and draw lessons, so as to continuously improve our teaching level. The third is to record the problems reflected by students in class. Some problems are not considered by teachers in the process of lesson preparation. Teachers should not ignore them or even ridicule them. Instead, they should respond to them and encourage students to ask questions boldly. This will help to activate the classroom atmosphere and sometimes help teachers broaden their thinking. The fourth is to record students' thinking and progress. Teachers should pay attention to each student in the class. By recording students' learning, it is helpful for teachers to reflect and make appropriate teaching plans, and to teach students in accordance with their aptitude.

In a word, in the usual teaching process, we should insist on writing teaching reflection, cultivate the consciousness of reflection, gradually cultivate and improve the ability of teaching reflection through the process of finding problems, self analysis, material accumulation, trying to explore, verifying hypotheses, experience exchange, and constantly improve their professional level.

V. THE COUNTERMEASURES OF CULTIVATING THE REFLECTIVE ABILITY OF PRIMARY AND SECONDARY SCHOOL TEACHERS

It is far from enough to cultivate and improve teachers' reflective ability. Schools should then establish a long-term mechanism of reflection, make full use of modern means and resources, and vigorously support and advocate teachers to integrate reflection into the normal teaching process, so as to promote the improvement of the level of teachers. With the joint efforts of the school and teachers, the teaching reflection ability will give full play to its dynamic role.

5.1. Principles of Cultivating Teachers' Teaching Reflection Ability

Whether it is the self-improvement of teachers, the training of schools and training departments should follow the basic principles of reflective ability training: spontaneous development principle, practical principle, timeliness principle, process principle and generative principle. The principle of spontaneous development is the fundamental principle of the cultivation and improvement of teachers' reflective ability. Only the cultivation and improvement of teachers' spontaneous development can truly promote the sustainable development of teaching reflective ability. On the basis of my own experience of education and teaching practice, reflection and summary, reflecting the practical principle. The principle of timeliness emphasizes timeliness and pertinence, which is one of the effective principles to speed up the growth of teachers. The process principle not only refers to the consciousness period, thinking period and correction period in the process of teachers' specific reflection, but also includes teachers' long-term unremitting self-learning and gradually becoming an expert teacher. Therefore, teachers should patiently and sustainably devote themselves to the improvement of self reflection ability. Generative principle refers to the self diagnosis, monitoring and adjustment of teachers' behavior in the teaching process. It requires that teachers' reflection should be a process of constantly changing the old and new

ideas. Through this process, teachers' teaching methods and strategies can be optimized and improved, so as to continuously carry forward the spirit of the new curriculum reform and fully reflect the value of reflection.

5.2. Strategies to Cultivate Teachers' Teaching Reflection Ability

For the country, it is necessary to formulate reasonable plans and objectives for the cultivation of teachers' teaching reflection ability. More importantly, it is necessary to establish a new teacher evaluation system according to the requirements of the new curriculum reform for teachers' quality and professional development, so as to promote teachers' continuous improvement of innovation ability.

For schools, we should create a favorable situation for the cultivation of teachers' teaching reflection ability, and actively provide a good external environment for the improvement of teachers' teaching ability. For example, it can help teachers to observe and reflect on their own teaching behaviors by recording classroom records, and provide methods and basis for further improvement of teaching; it can also make mutual evaluation and mutual learning among teachers through open classes, and carry out teaching practice reflection, experience exchange and discussion activities. In short, the school should be an active advocate for the cultivation of teachers' reflective ability.

For teachers, they should change their educational ideas, use all kinds of methods and ways to improve their reflective ability. Whether in theory or in practice, teachers and students should actively study, be conscientious and responsible, seize any opportunity to actively cultivate and improve their reflective ability, so as to improve their education and teaching level.

VI. CONCLUSION

Details determine success or failure. In order to continuously improve the teaching level and gradually grow into a teacher in the new era, we should insist on positive and effective teaching reflection in the teaching process, actively invest in research, pay attention to students, pay attention to the classroom, analyze teaching problems and find out the methods to deal with teaching details. Teacher reflection runs through all aspects of education and teaching. Therefore, the research on the cultivation of teachers' teaching reflection ability plays an extremely important role.

As long as teachers are rooted in the soil of education and teaching, dare to try, be diligent in practice, be good at thinking, concentrate on writing, and always maintain a spirit of reflection from writing teaching papers to writing books, they will be able to transform from expert teachers into real education experts and famous educators.

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