

# **The Application and Effectiveness of Reflective Teaching in the Training of English Normal Students**

**Suling Zhang**

**English Department of Heilongjiang International University, Harbin 150025, China**  
**Fund project: Reflective teaching research in the cultivation of English teacher students, project number: JJYJ50250.**

**Abstracts:** With the continuous development of education, teaching methods are also constantly innovating and improving. Reflective teaching is one of them. It is a teaching method developed on the basis of action research, aiming to help students reflect on their learning process, so as to better master knowledge and skills. As a language course, English teaching requires students to constantly reflect on their learning process and think about how to improve their language proficiency and teaching abilities. Therefore, this article will explore the application and effectiveness of reflective teaching in the cultivation of English teacher students.

**Keywords:** Reflective Teaching; Training of English Teacher Students; Application Effectiveness

## **1. Introduction**

Education is the fundamental way to cultivate talents, and the teaching mode of education is the key to the quality of education and the effectiveness of talent cultivation. In the cultivation of English normal students, traditional teaching models are no longer able to meet the needs of the times. Reflective teaching, as a new teaching model, has attracted much attention and is widely used in the cultivation process of English normal students. The cultivation of English teacher students needs to emphasize the combination of theory and practice, and pay more attention to the learning and mastery of English teaching methods and skills. In this situation, reflective teaching can help students better understand the practical significance of English teaching to improve teaching quality and effectiveness.

## **2. The significance of reflective teaching applied to the training of English normal students**

Reflective teaching plays an important role in the cultivation of English normal students, as it can stimulate their learning interest and growth motivation. By reflecting on their learning process, normal school students can better understand their strengths and weaknesses, find suitable learning methods and strategies, and improve their learning outcomes. Reflective teaching can help normal school students better master English teaching skills.<sup>[1]</sup> In the process of reflecting on their own teaching, normal school students can not only realize their teaching advantages and disadvantages, but also deeply think about how to better apply teaching theories and knowledge, improve their teaching ability and level. Reflective teaching can cultivate the self-management and innovation abilities of normal school students. By reflecting on their own learning and teaching processes, normal school students can continuously improve their self-management abilities, learn to adjust and innovate,

and thus achieve better results in future teaching practices. Therefore, the application of reflective teaching in the cultivation of English teacher students is crucial, which will help them become more excellent English teachers.[2]

### **3. The current situation of cultivating reflective ability among English normal school students**

The cultivation of reflective ability among English teacher training students is one of the important tasks of English education teacher training. However, currently, there are still some problems in the cultivation of reflective ability among English teacher training students.[3] Some schools do not have sufficient understanding and application of reflective teaching, and some teachers lack a deep understanding of reflective teaching. They do not fully realize the importance of reflective ability in cultivating English normal students, and also lack corresponding guidance and practice in classroom teaching. Some English teacher students do not attach enough importance to reflective ability, and some students may not have a deep understanding of the concept of reflection, or may not have enough motivation and enthusiasm to reflect. In the classroom, some curriculum settings and teaching models have not fully stimulated students' reflective consciousness.

Although reflective teaching has been widely recognized, there is a lack of more specific and effective teaching methods and means in specific teaching practices, such as how to guide students to reflect and how to evaluate the quality of students' reflection. Further research and exploration are needed. There are still some problems in the cultivation of reflective ability for English normal students. It is necessary to strengthen the understanding and understanding of teachers and students, innovate reflective teaching methods and means, and continuously explore and improve them in practice in order to better achieve the cultivation of reflective ability for English normal students.[4]

### **4. The application strategy of reflective teaching in the training of English normal students**

#### **4.1 Application strategies of reflective teaching in English teaching classrooms**

Reflective teaching is a student-centered teaching model widely used in English teaching. In the process of English teaching, teachers should guide students to reflect in a timely manner based on their actual situation. For example, in listening classes, teachers can guide students to reflect by asking them to recall the conversation content and describe the characters after listening to the conversation. Designing reflective tasks is an important teaching tool that can enhance students' thinking ability and reflective awareness. In English teaching, teachers can promote students' reflective ability by designing reflective tasks. For example, in oral classes, teachers can engage students in debate style conversations, allowing them to think and reflect from different perspectives.

Communication and sharing among students is one of the keys to reflective teaching. By organizing group discussions, student evaluations, and other forms, it can promote mutual learning and communication among students, improve their

thinking depth and reflective quality. For example, in reading classes, teachers can divide students into small groups to read articles together, and have each group discuss and share different issues. Evaluation is an essential part of reflective teaching. In English teaching, teachers can evaluate students' reflective level through exams, assignments, group discussions, and other methods, promptly identify students' problems and shortcomings, and help students improve through feedback. At the same time, in the evaluation process, teachers should also pay attention to students' self-evaluation ability and guide them to evaluate and summarize their own reflections.

The theme of "The Best Way to Travel" can be used as a topic in English teaching for reading and writing classes. Through reflective teaching strategies, teachers can guide students to engage in activities such as personal reflection, group discussions, and writing feedback, further improving their writing ability and depth of thinking. Before starting this topic, teachers can reflect with students to explore their views on travel and their views on the best ways to travel. This can stimulate students' interest and enable them to better participate in the following classroom activities. Teachers can allocate reading materials to students, such as travel magazines or guidebooks, to learn about different tourism methods and attractions. Afterwards, teachers can organize group discussions with students to share their understanding and experience. We should encourage students to reflect and debate on the topic of group discussion, such as 'Which tourism method do you think is the most interesting? Why?'. Through this process, students can further deepen their understanding of tourism and explore the advantages and disadvantages of various tourism methods.

Teachers can assign writing assignments before class and ask students to write an article about the "The Best Way to Travel". Then, in the classroom, teachers can organize group discussions among students, allowing them to share their writing content with each other and provide feedback to each other. Through this process, students can receive suggestions and opinions from their peers, further improving their writing skills. Finally, teachers can evaluate students' writing and provide timely feedback. At the same time, teachers should also encourage students to conduct self-assessment, allowing them to express their thoughts and reflections on their writing, and to think about how to improve their writing skills.

#### **4.2 Application strategies of reflective teaching in English education practice activities**

Reflective teaching has extensive application value in English education practice activities. In the process of practice, teachers can use various strategies to help students reflect, including asking questions, sharing experiences, organizing discussions, stimulating thinking, and so on. During the teaching process, teachers should fully understand students' learning situation and psychological needs in order to develop suitable reflective teaching strategies. To strengthen the interaction and communication between teachers and students, and provide students with the opportunity to express their ideas and opinions in the classroom, teachers should provide timely feedback and guidance to help students deepen their understanding

and application of the learning content. In addition, reflective teaching also needs to be combined with other teaching methods to form a complete teaching system. For example, teachers can organically combine reflective teaching with inquiry learning, cooperative learning, scenario simulation and other teaching modes to improve students' learning effect and interest. Teachers need to constantly try new teaching strategies, summarize experiences, and adjust their teaching ideas in a timely manner to improve teaching effectiveness and students' overall quality.

For example, when teaching vocabulary, English teachers require students to preview and memorize new words through reading materials or memorizing word lists before class. Then, in class, the teacher can first show the students 5 new words, and then let the students observe and discover the commonalities of these words themselves. For example, these words may all belong to a certain theme, such as "family", "holidays", etc. Next, the teacher can ask students to write an article and request the use of these new words in the article. By applying the knowledge learned to apply new words, students can better understand and remember these words. After students complete the article, the teacher can ask them to review and reflect on their learning process. For example, we can ask students to think about how they memorize these new words, which methods are effective, and which methods are ineffective. Finally, teachers can organize group discussions to allow students to share their knowledge and experiences with each other, so that students can obtain inspiration and suggestions from other classmates. Through the guidance of the above steps, students can not only master the use of new words, but also deepen their understanding and memory of words, and improve their writing ability and critical thinking ability.

#### **4.3 Strengthening reflective teaching in course learning to cultivate students' reflective awareness and habits**

When strengthening reflective teaching in course learning, teachers design reflective tasks after classroom explanations, such as asking students to summarize today's learning gains, analyze their own learning progress, etc., to encourage students to reflect on their learning. We can divide students into small groups and allow them to freely discuss the difficulties and problems they encounter during the learning process, and identify solutions and improvement measures from them. This helps students identify problems and improve through communication and communication. For students' homework and performance, it is necessary to provide timely feedback, point out shortcomings, and praise and appreciate their strengths to stimulate their enthusiasm and learning enthusiasm. We should encourage students to self-evaluate their learning process, allow them to reflect on their learning goals, methods, achievements, and improvement plans. Through this approach, students can better understand their learning situation, identify problems in a timely manner, and make adjustments and improvements.

#### **4.4 Strengthening reflective teaching in educational internships to improve students' reflective abilities**

In educational internships, strengthening reflective teaching can help students improve their reflective abilities and effectively guide them on how to reflect.

Strengthening reflective teaching in educational internships can help students improve their reflective abilities and effectively guide them on how to reflect. Among them, teachers can provide students with some academic or educational materials, such as academic journals, educational papers, or academic books, for them to read and provide reflective opinions. Through this approach, students can access more academic resources, expand their knowledge, and also exercise their reflective ability by analyzing and reflecting on these materials. In educational internships, teachers can divide students into groups, and each group member is responsible for sharing their internship experience with other group members and providing their own reflection opinions. During group discussions, educational internship students can improve their reflective abilities by sharing and listening to the opinions and opinions of other students. Students can combine their internship experience and knowledge to share their reflections and problem-solving ideas with other team members, and accept criticism and suggestions from other team members to continuously improve their reflective abilities.

In addition to the reflective teaching strategies mentioned above, normal school students can also promote their reflective abilities by writing reflective diaries or presenting internship reports. Reflective diaries are a way to record an individual's reflective process. By writing down their thoughts, feelings, experiences, and understanding of the knowledge they have learned, students can better summarize their learning process and improve their reflective abilities. Displaying internship reports is also a very effective reflective learning method. Students can review their teaching experience, analyze existing problems, and propose improvement plans in the report. Through this approach, students can reflect more deeply on their teaching process. Teachers can also provide reflective questions and encourage students to propose their own solutions to the observed situations and problems. In educational internships, teachers can play a guiding role, providing feedback and guiding students to analyze their own reflection process after they have completed their reflection. Through the guidance of teachers, students can better understand and apply reflective teaching strategies, thereby improving their reflective abilities. At the same time, teachers should also encourage students to carefully observe, analyze, and summarize experiences during the reflection process, in order to better apply the knowledge and skills learned in practical teaching in the future. Strengthening reflective teaching is a very important part of the educational internship process. Through reflective questions, reflective diaries, internship reports, academic materials, and group discussions, it can help students better understand the knowledge they have learned, exercise their reflective abilities, and lay a solid foundation for becoming an excellent educator in the future.

## **5. Conclusion**

Overall, through reflective teaching, English teacher students can have a deeper understanding of their teaching experience, analyze their teaching methods, and further improve their teaching level and quality. In teaching practice, teachers can use various methods such as discussion, case analysis, and reflective tasks to guide

normal school students to reflect, and promote the improvement of their educational ideas and teaching abilities. In addition, reflective teaching can also help English normal school students gain a deeper understanding of the essence of English teaching, better respond to students' different and personalized needs, and improve their English learning effectiveness.

**References:**

[1]Wang C. The application of reflective teaching in five-year vocational English teaching [J]. Overseas English2021;(23):258-259.

[2]Liu L. Professional Development of College English Teachers under Reflective Teaching [J]. China Arab Science and Technology Forum (in Chinese and English)2021;(02):127-129.

[3]Wan L. Types and Methods of Reflective Teaching Practice for Vocational English Teachers [J]. Comparative Study on Cultural Innovation2021;5(04):88-90.

[4]Shi J. The Application of Reflective Teaching in Landscape English Teaching: A Review of "Landscape English" [J]. Chinese Edible Fungi2020;39(11):280.