

REFLECTIVE THINKING: A PENETRATION

ABSTRACT

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking. Dewey's definition of reflective thinking repeated over the years was: "Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends". (Dewey, 1933) However, other researchers added to this definition and modified it. Thus, "The purpose of Socratic Seminars is to enlarge understanding of ideas, issues, and values. The intent is to create dialogue that gives voice to rigorous thinking about possible meaning... Seminars are structured to take the student thought from the unclear to the clear, from the unreasoned to the reasoned. . . from the unexamined to the examined." (Lambright, 1995) Many other definitions exist, but what all have in common is conviction. Some are of a more generalized nature, such as the two above. Others assume that true reflective thinking can only be derived from the application of the various intellectual disciplines.

INTRODUCTION

Dewey (1933) suggests that reflective thinking is an active, persistent and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge and further conclusions to which that knowledge leads. Reflective thinking and critical thinking are found to be used interchangeable at many places. The two terms are closely associated but are quite different from each other. Critical thinking can be described as a process where an individual actively and skillfully conceptualize, apply, analyze, synthesize or evaluate information gathered from experiences, reflection, reasoning, observation and communication. Critical thinking is also known as directed thinking as it emphasizes much on the desired conclusions or outcomes. Reflective thinking, being a part of critical thinking can be defined as the process where we are making us aware about something; on analyzing we are trying for the improvements required and thus empowering ourselves. Reflective thinking help learners in identifying that what they have already learnt as per their experiences and what they need to learn by incorporating few changes. Reflective thinking is not static but a dynamic process which develops as you learn from your experiences and apply it to solve real life problems. The process of analyzing and making judgments about what has happened is called reflective thinking.

ELUCIDATION OF REFLECTIVE THINKING

At the highest level of reflective thinking individuals recognize that knowledge is obtained from a variety of sources and is best understood in relationship to a specific context. Although it may be impossible to reach a perfect judgment about a given problem, some judgments might be more accurate than others Reflection is a process of deriving meaning It is the process which helps the learner to move from one experience to another, from theory to practice with a better understandingofconnectionsandrelationships. It maintains the continuity of learning. It completely ensures the development of pupils and ultimately society.

POINTS TO BE FOCUS

1. Identifying a moment
2. Linking of feelings during the incident.
3. Identifying the factors responsible for its occurrence.
4. Self Assessment.
5. Generating possible solutions.
6. Noting in a proper format so that it becomes easy to access when needed.
7. Applying it when the problem reoccurs

SIGNIFICANT OUT LOOK OF REFLECTION

The reflective attitude is all about understanding. First of all, it is about understanding that you are not just a physical mind. You are also a non-physical Higher Mind, and beyond that, you are the Love-Light of the Unified Nature—the combination of all of your expressions in one, which is the Higher Self. Dewey suggests that reflection is best realized when individuals express attitudes of whole heartedness (a passion and curiosity for learning), directness (confidence to question and evaluate without being too anxious), open-mindedness to new ways of thinking and understanding and responsibility to act upon carefully. Three attitudes of reflective teachers as proposed by Dewey, i.e. open-mindedness, wholeheartedness, and responsibility. They are considered as part of the keys in identifying the reflectivity state of the teacher.

CONSTITUENT OF REFLECTIVE THINKING

To think reflectively we need to –• Experience something• Think about what happened
• Learn from our experience

FACTORS THAT STIMULATE REFLECTIVE LEARNING

Reflective thinking includes: (1) continuous self-analysis and self-evaluation; (2) openness to different ways of working than those already established; (3) identification of quality practice examples; (4) openness to sharing experiences with colleagues; (5) willingness to change the pre-established plan

SUBSTANCE OF REFLECTIVE THINKING

Using reflective thinking techniques enables to discover each student's unique way of approaching the learning process. This can help to learn more about your students' personalities, making it easier to engage with them and create a safe and comfortable learning environment. It can promote innovation. Reflective thinking has huge benefits in increasing self-awareness, which is a key component of emotional intelligence, and in developing a better understanding of others. Reflective thinking can also help to develop creative thinking skills, and encourages active engagement in work processes. Reflective thinking is essential for success in unpredictable and complex situations such as working with customers or clients. Reflective thinking helps to: Develop a questioning attitude and new perspectives. Identify areas for change and improvement. Reflection allows to identify and appreciate positive experiences and better identify ways that can improve practice and service delivery. It can also be useful when have more challenging experiences; helping to process and learn from them Reflective thinking helps learner to • Relate prior understanding of the concept to new knowledge. Hence function as a bridge or connector between what is known and what is unknown. • Identify areas for change and improvement • Develop a questioning attitude and new perspectives • Respond effectively to new challenges • Apply knowledge of what they have learned and generalize • Think in both abstract and conceptual terms Apply specific strategies in solving life related problems • Understand their own thought process and learning strategies

SIGHT ON REFLECTIVE THINKING

Being reflective can become meaningful if the understanding that is gained from reflection is used to affect change (Adam, 2002). • Individuals must critically question their own beliefs. If the component of reflection is not a part of the questioning, beliefs may continue to be biased, or encapsulated in stereotypes, or misperceptions (Ash and Clayton, 2004). • Dewey (1991) believed when individuals reflected upon their beliefs they either accepted them blindly or they examined, altered, and then accepted them as their own. A state of questioning can instigate reflective thinking. The questioning can become an action that investigates a suggested belief • Reflective practice must be incorporated with passion and foresight if critical thinking is to be obtained. Teachers must be encouraged and supported to contemplate the connection between theory and practice (Smith & Lennon, 2011) • Allen (1998) believed that reflective thinking was developed through thoroughness of recall and experience. CONCLUSION unfortunately, self-reflection is rarely taught in school. And if students are following prescriptive lessons, there may not be much for them to reflect on. Too often students learn to wait for teachers to tell them how they're doing. They're not alone, since our standardized "test-prep" school culture now has teachers and administrators caught in an unproductive web of external evaluation. o Teachers should encourage students to write dairies and teach them proper format to make it fruitful. o Dairy writing will help students to become more alert and precise in describing the situation. o Regular group discussion at school along with peers will help them to overcome the problems. O Inculcation of moral values will be seen. o Students will become more independent. o Adjustment problems will be solved

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