

Reflective Thinking: Strategies for Enhancing Self-Empowerment of Higher Secondary School Students

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Abstract: Reflective thinking is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its rapport with and connections to other practices and ideas. Therefore, reflective thinking gives middle level students with the skills to mentally process learning experiences, identify what they learned, revise their understanding based on new material and experiences, and transfer their learning to other situations. Scaffolding strategies should be assimilated into the learning environment to help pupils develop their ability to reflect on their own learning and should develop some reflective strategies for enhancing self-empowerment of higher secondary school pupils. Questioning Techniques. (Questioning is an essential tool for developing reflective thinking skills) Student led discussions, Inquiry-based learning, Collaboration. and Problem-based learning are some of the strategies used for enhancing self-empowerment of higher secondary school students. If student develops reflective thinking skill definitely the student will be good communicator, creative thinker, open-minded person, ability to face any problems and eager to ask thoughtful questions.

Keywords: Reflective thinking strategy, self-empowerment, higher secondary school.

1. Introduction

Reflection which means Serious thought about one's mentality, action, motives and active proses of perceiving one's own experience. It is also the combination of self-directed skills and imagination skills and also thinking about what one has done and also focuses about processing thoughts and feelings about an incident. Modern society is becoming more convoluted and information is becoming available and changing more rapidly motivating users to always rethink, handle directions, and change problem-solving plans Reflective thinking is a structured, vigilant, trained way of thinking, with its roots in scientific analysis. Thus, it is increasingly important to prompt reflective thinking during learning and help learners to develop strategies to apply new knowledge to the compound situations in their day-to-day activities. Reflective thinking helps learners a) to develop higher-order thinking skills b) relate new knowledge to earlier comprehension, c) think in both abstract and conceptual terms, d) apply specific actions in novel tasks, e) understand their own thinking and learning strategies.

Reflection is looking back at an occurrence or a situation, and

learning from it in order to improve for the next time around. There are three main aspects of reflection 1) Being vigilant 2) Constantly improving 3) Empower yourself. Reflective thinking is a meaning-making process that moves a learner from one experience into the next with harmony of its relationships with and connections to other experiences and ideas. Dewey (1933) suggests that reflective thinking is an active, single minded, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads.

2. Need and Significance

Reflective thinking involves "deliberation of the larger context, the meaning, and the implications of an experience or action." Reflective thinking means taking the bigger picture and understanding all of its outcome. It doesn't mean that just going to simply write down future plans or what done in the past. It means truly trying to understand why did, what did and why that is important. This often includes delving into feelings, reactions and emotions. Self-examination by being a reflective thinker gives life more value, acknowledge the limits of his knowledge and divides quality of mind from outside material objects in the world.

It is important to prompt reflective thinking in higher secondary school students to support them in their adaptation between childhood and adulthood. During this time period teenager experience major swaps in intellectual, emotional, social, and physical development. They begin to shape their own thought processes and are at an ideal time to begin developing logical thinking, learning, and metacognitive strategies. Therefore, reflective thinking provides middle level students with the skills to mentally process learning occurrence, identify what they learned, improve their understanding based on new advice and experiences, and transfer their learning to other situations. Scaffolding strategies should be absorbed into the learning environment to help students develop their ability to reflect on their own learning.

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3. For Strengthen Reflective Thinking Among Higher Secondary School Students

- Identifying a short time.
- Linking of care during an accident.
- Self-evaluation.
- Generating possible explanations.
- Nothing in a proper format so that it becomes easy to burst when needed.
- Applying it when the problem continue.

4. Benefits of Reflective thinking

- Broaden eye view
- helps to become more unprejudiced
- For better understanding the content
- Change and improve both on personal and professional level
- Generate more cognizent and understand ourself
- Take on new challenges
- Apply knowledge to other situations

5. Cycle of Reflective Thinking

- Plan
- Act
- Observe
- Reflect Plan all over again

6. Qualities of Reflective thinkers

- Observation
- Curiosity
- Objectivity
- Introspection
- Analytical thinking
- Identifying biases
- Effective communication

7. Obstrucles of Reflective thinking

- Lack of curiosity
- Judgemental attitude
- Stress
- Negative attitude
- Fear of failure
- Lack of correct information
- Lack of time
- Lack of motivation

8. Reflective Thinking Provides

- Skills to mentally process learning experience
- Identify what they learned
- Modify understanding based on new information and experience
- Transfer learning in to new situation

9. For Developing Reflective Thinking

- Provide enough break for students to reflect when

responding to inquiries.

- Provide emotional and intellectual supportive surroundings in the classroom to encourage mental stability
- Speedy reviews of the learning situation, what is known, what is not yet known, and what has been learned.
- Contribute clear and correct involving ill-structured data to encourage reflective thinking during learning activities.
- Induce students' reflection by asking questions that seek reasons and proof.
- Impart some clarifications to guide students' thought processes during investigations.
- Provide a less-structured learning habitat that help students to explore what they think is important.
- Provide social-learning habitat such as those essential in peer-group works and small group pursuits to allow students to see other points of view.

10. Reflective Strategies

- Self-explanation strategies on specific issue to help students build an integrated understanding of the process of reflection.
- Study advisor or advance organizer should be non-segregated into classroom materials to prompt students to reflect on their learning.
- Questioning scheme should be used to prompt reflective thinking, specifically getting students to respond to why, how, and what specific determination are made.
- Social learning environments should exist that prompt collective work with peers, teachers, and experts.
- Learning experiences should be designed to include advice from teachers and co-learners.
- Classroom venture should be relevant to real-world situations and provide consolidated experiences.
- Classroom experiences should involve delightful, concrete, and physical learning activities whenever possible to ensure proper attention to the unique cognitive, affective, and psychomotor domain development of higher secondary school students
- Give students more discussion time to explore and develop their ideas
- Allow for creative expression Involve students in real issue
- Study guides or advance organizer should be integrated into classroom materials
- Classroom activities Build respect for one's opinion
- Encourage emulation
- Develop a Positive Attitude & Practice Self-Care
- Teach Students to Cope with Mistakes and Failure

Both Sigmund Freud and Friedrich Nietzsche were hugely influential on the development of reflective thinking. When applied to both our personal lives and our profession this is one of the hardest questions we can ask ourselves. Yet, the benefits of taking on the exactness of this form of thinking are clear: The Reflective Thinker is an Artist, Scientist and Warrior of the Mind

To be honest and focus on reality in thinking need to be

philosophical and even artistic through techniques like mind mapping. Need to analyse the process like a scientist, to go beyond yourself and consider others. Ultimately, this practice involves metacognition itself.

11. Conclusion

Reflective thinking should practice in our schools. Practicing of reflective thinking in school works would help in student's development-reflecting on one's own learning practices and would help them in future to learn experiences in life-by listening, observing envisaging and evaluating life occurrence. Reflective learning is a way of allowing pupils to step back from their learning occurrence, helping them to develop free thinking skills and, improve on future show by investigating what they have learned and how far they have come Build in opportunities for students to find relations in learning, use correlation, promote interaction among students, ask open-ended questions, allow reflection time, use real-life problems, allow for thinking practice. It is expected that that reflective thinking, as promoted through this activity, will lead to the establishment of better awareness and skills among the

students. In addition, lecturers play an important role in guiding students to develop better reflective size through "reflection on their reflections".

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