Study of Reflection Experiences of Primary School Teachers to Determine Reflective Themes

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Abstract

The aim of the present study was to investigate the reflective narratives of elementary school teachers to determine the topics on which specialized teachers are working. The present research method was qualitative and narrative research. Narrative research is a phenomenological research strategy for studying the living experiences of individuals in the form of specific narratives. The statistical population of the study was all professional and specialized primary school teachers in Paveh city who were selected by snowball method. After 5 interviews, the researcher saturated the data in terms of data collection, i.e., new information and data that could determine other dimensions of the research questions were not produced. Data analysis was performed based on narrative content analysis. The results of the first question showed that specialized teachers express 5 narratives of reflection, which indicate the 5 main topics on which they study is based. These 5 topics include: 1) cognition and knowledge 2) learning 3) teaching 4) evaluation and 5) Classroom management. Overall, the narratives of expert teachers suggest that reflection plays an important role in recognizing teaching situations, learning from situations, improving teaching performance, and providing new methods for better classroom evaluation and management.

Keywords: Reflection, Living Experience, Specialized Teachers, Elementary

INTRODUCTION

Today, schools, as dynamic educational structures and interacting with the environment, increasingly need to empower teachers and take advantage of new capacities [1]. One of the most important capabilities that is often neglected in schools in developing countries is thinking, reflecting, and reflection about the environment, social actions, and processes. Clear and deep reflection facilitates learning and teaching [2]. Reflection is a rational process that is the solution to a problem or subject. In this process, when a person is faced with a problem, such as a person seeking scientific research, he/she solves a problem and, like a researcher, goes through steps that include: Definition of the problem, gathering of the information and resources, formulation of hypotheses, test hypotheses, and drawing of conclusions [3, 4]. From John Dewey's point of view, contemplative thinking is "the active, continuous, and precise study or any hypothetical form of knowledge according to the reasons that affirm that belief and the further consequences that this belief tends to have" [5]. From Maziro's point of view, contemplative activity must be separated from non-contemplative activity. In his view, any awareness of thoughts and feelings is not contemplative [6]. He singled out two types of activities: non-thoughtful practice, which is a common practice, such as typing and driving, and thoughtful practice, which includes a selective review of previous learning to deliberate evaluation. He has considered four subsets for contemplative thinking: normal action, understanding, reflection, and critical reflection [7]. Among teachers, an experienced teacher is the one who has over the years gained a lot of experience from thinking or self-reflection (thoughtful thinking) or has been involved in reflective experiences, but student teachers have not had reflection within their own experiences or have little experience [3]. It should be noted that the type of teacher training in a country like Iran is also associated with several challenges that many student-teachers do not have a clear understanding of real teaching situations and internships are cross-sectional and partial. This makes them not have living reflection of situations, connections, etc. but specialized teachers have a deep understanding of teaching situations, so

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they are a real source of reflective experiences that can pave the way for student-teacher education.

When a teacher reflects on his or her living experiences at school in relation to teaching methods, communication with colleagues, and students, he or she will be able to redefine and build capacity his or her abilities to analyze all aspects of the problem, find new and creative solutions, and make better decisions [8]. When this reflection takes place, the teacher enters a stage of thinking called contemplative thinking. According to Dewey in reflective thinking, the reflective teacher critically examines and analyzes his or her actions (reproductive rethinking) and develops ideas in his or her mind about how to improve his or her performance to improve students' learning and then implement these ideas in practice [9]. Reflective thinking creates more capacity to take advantage of teachers' abilities. According to Donald Sean, when a teacher encounters a unique problem or situation while teaching in a classroom, he/she uses their knowledge treasures instead of using previous theories or experiences to reorganize the situation and find new solutions [10]. From Giddens' point of view, the teacher's knowledge treasure means rethinking in the current situation and is interpreted as a kind of living experience. This rethinking leads to the emergence of new information and knowledge for the teacher due to reflection on the business experience, or social performance and activity, in other words, thought-provoking thinking that generates knowledge and stores it in the teacher's mind [11]. Such reflective thinking leads to a constant understanding of the teacher's actions and motivations; the actions and motivations that result from interacting with other actors (students) and reflect the current activities, social and material contexts of the actors [12]. When meditative thinking takes place, the teacher concludes that he or she has the motivational, communication, scientific, and knowledge skills to successfully perform his or her duties (competence) and that the teacher is a valuable opportunity that is essentially valuable [13].

The results for internal and external backgrounds are shown in Table 1.

Table 1- Summary of research background		
Background	**Researcher(s); year**	**Results**
Domestic	Saheb Yar et al. (2019)	Reverse learning strategy has been effective on students' reflection thinking; also, according to the results, the effect of reverse learning on all components of reflective thinking (normal, understanding, reflection and critical thinking) is positive and significant.
	Jamshidi Goharrizi, Akbari (2017)	Suspicion based education by Descartes has a positive and significant effect on the contemplative thinking of the students of Shahid Aghasizadeh Conservatory in Mashhad.
	Rahimi, Haqqani (2017)	Reconsideration has been accepted as an important and reinforcing learning tool in academic teaching.
	Benisi, Mirzaei (2017)	There is a strong relationship between learning approaches and reflective thinking.
	Mousavisal (2016)	The results of the analysis showed that there is a significant difference between students of smart and non-smart schools in the variables of motivation to progress attitude towards school and reflective thinking.
	Saffari Ahmadabad and Zamani (2016)	For Heidegger, contemplative thinking is about how man lives in the universe and how he relates to beings in the form of abandoning them away from any induction of authoritarian thought.
	Maleki and Mehr Mohammadi (2016)	Reflective narrative is a context in which students discover and develop their personal practical knowledge, and it is an opportunity to explore experience.
	Amani (2015)	Postoperative reflection is the most common type of reflection that is encouraged and used in universities or teacher training centers. Meditative thought and action is a process that has a developmental aspect that has stages.
Foreign	Bavane et al. (2020)	The rate of application of reflective teaching methods by science teachers is somewhat low.
	Judith et al. (2019)	Reflective thinking can connect the problems of life with the content of science and encourage the learner to identify solutions. Also, the highest level of reflective thinking is to identify problems and issues.
	Junior and Yurdakul (2019)	Doing small group tasks, writing down content and feedback can be effective in redefining, understanding and reflecting on the situation.
	Yuan, Mack (2018)	Doing small group tasks, writing down content and feedback can be effective in redefining, understanding and reflecting on the situation.

Susan Guarin and Wongwarich (2014)	The reflections and identities of teachers and students are formed through a system of two-way activities.
Selmo, Orseniju (2014)	Meditation is one of the key components of teaching quality, and teachers who meditate on teaching practices and practices learn better.
Radolsko (2013)	Reflection is directly related to self-awareness and learning.
Celarz (2012)	Reflective thinking is a very valuable capacity and capability to review teaching methods.

Given the theoretical literature and empirical background of the research, it should be said that reflective thinking plays an important role in perceiving, identifying the problem and redefining situations and solving the problem in the educational environment. Accordingly, the aim of the present study is to answer the question: What topics do specialized teachers reflect on?

RESEARCH METHOD

The present study is qualitative in nature and is a type of narrative research. Narration is the representation of an event or a series of events. Narrative research is the study of people's experiences through the stories they tell. Narrative research is considered as a way to study and understand the experiences of teachers in different places and times, which requires effective and positive cooperation between the researcher and the participant, and focuses on research in the social and individual fields. In the research narrative, we have to look at people based on texture and position [14]. The main source of data collection for this study was in-depth and semi-structured interviews conducted with the participants. In the present study, the statistical population included all teachers of ten years of service an higher of elementary school of Kermanshah province, Paveh city. Five sample primary school teachers were selected by sampling. In the present study, content analysis was used based on the narrative, so that after examining the teachers' narratives, common themes were extracted among the participants in relation to each question, and first the common concepts were extracted and then became the desired theme or theme.

FINDINGS

The results showed that specialized teachers reflect upon five main topics, including cognition and knowledge, learning, teaching, evaluation and classroom management.

Table 2 - Findings related to the reflection topics covered by expert teachers

Cognition and knowledge	Learning	Teaching	Evaluation	Classroom management
Education in the field of practical wisdom - tree systems -Network systems / and The hierarchical structure of knowledge - Rhizomatic and transverse structure - Man is volumetric epistemology. cognition is intrinsic to human Cognition is the twin of human existence - man is about to become existence - Extended Man Departing for Tomorrow - Delay-see Touching -Questioning What-Question Being independent of what Accurate knowledge of different areas of school entry - Recognition of individual differences Understanding students' different perceptions - Knowing teaching skills And educational skills - Having a lesson plan	compare learning to a game - Language communication function - Learning to be like a conversational conversation - Extracting and Evaluating What You Have Learned - Teaching Like Nightshade - Understanding the other side - Finding the right communication channel - Correction of misunderstandings Correction of misunderstandings Learning-Teaching Regular and up-to-date study Learning from the environment Learning the teacher from a colleague is the same Collective learning Exploratory learning	In-depth teaching - Teaching as a game of chess - Fruit teaching from the tree to the teacher's burden - Teaching a new observation for the student - Meaningful Problem - Student issue - Teaching the field of manifestation-Teaching and listening- Art teaching - Professional Entertainment Teaching - Teacher Patrol Teaching - Teaching in artistic language - Teacher's eyes and ears flow on the words and biology of the student - Teacher of his ship's captain - Teaching Skills -	Participatory evaluation-Existence has no ascending process-There is no more perfect existence-Man is a mystery-Secret is for reflection-Secret is not to be naked-Deep assessment is to face the student's secret-Deep in evaluation seeks astonishment-Evaluation It has an aesthetic quality - phenomenological evaluation - hermeneutic evaluation - Self-competition - Evaluation of educational and training activities to improve school efficiency - Evaluation for the effectiveness of "schools" - Evaluation for active student participation in	Different meanings of words - Prohibition of corporal punishment - Punishment of soul and psyche-humiliation-intimidation ignore- Gainsay- Spending money on religion and God - Using alternative methods - Love is the result of a deep-seated biological life. Understanding Management - Urban and rural schools are different - Lack of good management in urban schools - Feeling responsible for the behavior - Assignment of responsibility - Observance of teachers' composure - Model of teacher behavior -

Adequate knowledge of the subject of the lesson Study before teaching Previous preparation for teaching Class preparation Brief knowledge of class position Brief knowledge of the situation of students - Observance of the principle of diversity and vitality in education - Lesson plan as a question for students - Questions about the contents of previous lessons - Movement during teaching - Avoid sitting in one place - Listen to students' words Pay attention to student criticism Use of teaching aids and tools- Motivation-Mental readiness -Knowledge of educational environments- Paying attention to the shape and arrangement of classes-Paying attention to interior decoration - Recognition of students 'physical, emotional, moral and social characteristics - Recognizing students' weaknesses and strengths - Recognizing cognition in thinking Reconstructing the student's idea-recognizing the motivations of learning in the student	Participate in intergroup discussions - Participate in thinking processes - Participate in research on teaching-Collaborating with other classmates-Communicating between individual desires and the system of self-thinking-Achieving a conscious understanding of the problem-Suitable environment and away from fear- - Giving children the opportunity to ask questions about the design of equipment in the size of children - the school environment reflects the real living environment - Equalization of equipment and decoration with children's culture-Creating a safe environment-Having a kind mood-Learning at any time and in any situation and time-Creating an exploratory role for the student-Providing opportunities for students' personal experience-Using open learning and Previous for information dissemination - - Teacher's practical knowledge - retelling experiences - Learning narratives - Professional narratives by teachers - Rethinking -	How to communicate - Learning the process - teaching with a deep look at the child - Using different teaching styles - Beneficial use - Using active learning methods and methods - Recognizing students in teaching - Understanding students' talents - Understanding students' past experiences - Recognizing the needs of students - Having the desire to teach - Good listener - Students learn from each other - Forming small groups - Visual teaching - Having a multifaceted method -	the teaching-learning process Informing students about the progress of education and training - Parents 'knowledge of student status-Identification of students' interests-Evaluation with existing skills-Evaluation with checklist-Evaluation with student work-Evaluation with excerpts from the best works-Evaluation with products and processes indicating individual tendencies-Demonstrate research results in the form of an exhibition - Parents' comments on their children's work - Performance appraisal with video reports - Emotional Behavior Evaluation - Evaluation with verbal behavior Evaluation with nonverbal behavior Evaluation of the prediction device	Demonstrating interest in students - Private conversation with students about their behavior - Using special family members to manage the student - Displacement of the student - Condemnation of the student's wrong behavior Recognizing the cause of behaviors - Eye contact - Lack of sensitivity and reaction - Ignoring some student movements - - Teacher's decisiveness - Effectiveness of the teacher's coverage - Using non-verbal methods - Avoidance of extremes in establishing emotional communication - Using the levers of power

1. Cognition and knowledge

One of the main concerns of human beings is self-knowledge and knowledge about the world around them. Because knowledge and cognition is one of the basic issues of human life and cognition is a prerequisite for human action. Thought has always been concerned with what is reality? Is it possible to have cognition? In this case, how can cognition be learned? Does what is known as cognition conform to reality or vice versa? What are the tools of cognition, and what limitations and errors does each of these tools impose? In epistemology, as one of the main parts of philosophy, many different opinions and views have been raised. Philosophers, thinkers, theologians, mystics and scientists have given different answers to the above questions. On this occasion, we intend to listen to the stories of specialized teachers and, from their point of view, to study knowledge and cognition. According to the narrations of specialized primary school teachers,

reflection or deep thought can bring them different dimensions of cognition. The interviewee A believes that in various philosophical systems, knowledge is represented and defined in different ways. In a general classification, all of them can be classified into two categories: tree systems and network or rhizomatic systems. Classical epistemologies generally view education as the foliage of a tree that feeds on one root and grows on one trunk. This system has seen the teachings over time and believes in the structure of the hierarchical series. But the second form is rhizomatic knowledge or networking, which has introduced a cross-curricular relationship between knowledge. This view does not accept the hierarchical system of knowledge, rather they believe in the convergence of knowledge. According to him, in common epistemological systems, the subject acquires knowledge from objects through concepts. Therefore, if the concept does not have sufficient scope and capacity to cover the phenomenon, that phenomenon will not have a chance to

emerge and be fully recognized. The first interviewee continues: Cognition is inherent in man, and man is in the process of becoming. Knowledge is the twin of human existence, because man is the observer being. Therefore, unlike tree and rhizomatic knowledge, knowledge does not affect human beings; rather, human beings themselves are epistemological volumes. It is said that in conceptual approaches, man is a slave to his own curiosity. Continuous knowledge makes a problem for it to open a problem and it thus makes a problem. One of the questions that is rejected in continuous knowledge is the question of why of knowledge. Human beings have taken permission from the universe by asking questions of the universe. But he believes that instead of asking the world, the reflective teacher recommends openness to it. He argues that the mystery of the universe is not solved by our children's questions, but by the questions that lead us to the predetermined answers. The extended man is a mere pragmatist. He illustrates the situation of an extended human being in an allegory as follows: Imagine a man riding a ladder, and all his life he has been occupying a new staircase; If this man is asked why he is doing this, what can he say but "it is good to go up"! But why is it good to go up !? In his view, the illusion of evolution has rid man of his life.

And rushing doesn't give you a chance to see and be seen. Procrastination, seeing and touching have no place in continuous knowledge. The reflective teacher should analyze the question of what it is or the question behind the question. The universe must be confronted without worry. To free thought, one must avoid definitions. One must allow the universe to speak regardless of what it is.

"Primary school students, because they have entered the school with different backgrounds, especially in public schools, seem to be able to accurately understand these differences," says interviewee B. Individual differences between all human beings, including students in a classroom, are very significant and can have a significant impact on teacher education and work.

According to interviewer C: Elementary school teachers need to know a wide range of teaching and learning skills for students. The teacher who wants to teach a subject needs to pay attention to the following topics before the class: having a lesson plan with appropriate materials and content, sufficient knowledge of the text of the lesson, reading before teaching and prior preparation for teaching, classification of subjects.

Interviewee D says: In the elementary school observation period, the main pillar of environmental knowledge is the characteristics of students, knowledge of problems, attention and knowledge of educational environments.

"There are a lot of opportunities for collaboration in the school environment," said the E interviewee. If the spirit of cooperation between teachers and students to implement a joint program is high, identification and classification and role-playing to students to implement the program is accelerated, and this makes it possible for the teacher to achieve a rethinking knowledge in his thinking with a powerful tool such as cooperation.

In general, from the perspective of the participants in the research, cognition includes empirical and sensory cognition, which is the field of natural sciences; rational cognition that is more in the field of abstract concepts and its realm is logic, philosophy and mathematics, is the narrative personality of predecessors and leaders. Intuitive and mystical cognition that is obtained without the mediation of the face and the mental concept and sensory experience, and it is a kind of esoteric vision. So if the reflective teacher is asked what the truth is and what the way of knowledge is, he says I know and I do not know, because if he had said , he does not know, so the truth must be thought of by the reflective teacher to tell you the truth (Hafiz, 22). Therefore, reflective awareness of cognition to the profound teacher inspires the strategy that a teacher should take a romantic path, otherwise it will be very difficult and painful for him along the way, and it is never wise to follow this path. Through knowledge and attainment of truth and knowledge, there are only two ways, either the way of the world or the way of life.

2- Learning

Learning is a communication approach between teacher and student, and both actors learn different things from each other. For teachers, learning is like a game in which they identify and redefine rules and situations. This principle initiates profoundness.

Interviewer A believes that learning can be likened to learning a game. The purpose of teaching games is to create the ability to play in the learner. Our students may learn as a result of our training, but they will not be able to play on their own. This problem is the result of conventional approaches to education that tend to limit learning in language actions. Learning, on the other hand, focuses on language ability, and language ability cannot be measured by conventional assessment and evaluation tools in conceptual approaches. Language ability is savvy more than a skill, it is a feature that cannot be evaluated quantitatively, although its signs can be observed. The reflective teacher tends to pursue learning at the language proficiency level and uses a variety of procedures to do so, including metaphorical and artistic expression, painting, technical activities, drama, lengthening observation periods, open exams, and more. A thoughtful teacher should be able to make his teaching look like a conversational conversation. Its classroom should be like companionship and daily courses. During a night companionship, people often understand what the other person is saying, correct their misunderstandings and predictions, and learn and teach. An hour of night companionship is much more productive than a typical class hour. Whether or not an elephant moves according to chess standards in a game of chess does not occupy a chess expert.

He seeks to find the beauty of the moves and tactics of the actor. He has lost the spirit of the game, focusing on adapting movements to the standards of the game. He has to anticipate and evaluate the actor's plans behind the scenes. The same is true of a reflective teacher. They slowly abandon the ostentatious pretense of language in order to enjoy the unique game of the student of learning how to know and how to learn. Such a process is teaching and evaluation at the same time.

The interviewee B says that regular reading and updating, the teacher can bring some kind of knowledge and learning from the environment. The teacher's learning power from a peer-to-peer partner includes the effective strategies we use to teach classmates and learn from each other.

"Teachers need to be involved in all aspects of the classroom and school in order to achieve a conscious understanding of the problem in order to strengthen their learning," said the interviewee C. One of the most important characteristics of a thoughtful teacher is to reach a comprehensive understanding of his or her problems and surroundings. Achieving practical teacher knowledge is the awareness that teachers act in a special way.

Interviewer D believes: "As a teacher, I believe that learning is the key to education and, in the next step, learning to create a comfortable, non-fearful environment." Because I have found that teachers who do not insult the child in an intimate environment where the teacher's and student's boundaries are respected, the student is given a better opportunity to ask questions, and learning is better.

"Not only is teaching a classroom, and teaching is not just a teacher, but learning can happen at any time and in any situation, and anyone, for us, can be a teacher and teach us a lesson," said the interviewee E. This should be passed on to students so that they know how to look at the world around them with a clearer vision.

In general, the narrations of specialized teachers can be understood that the teacher's learning methods can be the main source of reflective study. Learning is fluid and originates from several sources and the teacher can achieve creative solutions by recognizing these sources and reviewing them. On the other hand, learning focuses on the only learner so that the output is exactly what the learner expects. Inconsistency in teacher expectations with the result of teaching is not only undesirable, but also increases the richness of educational processes. If you are looking for iron ore and get traces of gold, isn't it bad?

3- Teaching

Teaching is part of the education or some kind of education that is formally done in the classroom by the teacher and separates it from other non-formal education. Therefore, education has a more general meaning than teaching. Pointing to the Aristotelian wisdom that "teaching is the highest form of understanding," Boyer argues that it is no longer easy to claim that knowledge can only be obtained through research, but that there are other ways in which knowledge is best. The shape is obtained, the most important of which is teaching. And teaching requires understanding beyond what theories provide. This understanding is achieved in a practical situation at the moment of selection and decision, by the agents who suddenly realize the limitations of conventional thinking and by not giving in to pre-determined criteria and procedure; and start a movement to correct their understanding in the moment of experience; a movement that they call "reflection-in-action" [15].

"I believe that in-depth/reflective teaching is like playing chess," says interviewee A about teaching. In chess, there is a board with a number of black and white pieces and the position that each piece has. If there is a movement, the game takes a different form and the position and value of the pieces and the whole game changes; this change, while creating another game, changes the actor's mentality. What plays chess is neither the pieces, nor the positions and the pauses, nor the existence of two actors, but all of them. The game of chess makes sense in its entirety. You can take a picture of the game, but the picture of the game does not benefit from the game. Just as the game acquires its meaning while it is being taught, so too does its teaching depend on movement. "Self-fulfilling prophecy" is a scourge that has contaminated common educational approaches. The reflective teacher is at war with history, his notes, his notebook. Setting aside presuppositions is a prerequisite for a reflective encounter with the learner. Every time a teacher encounters a student, he or she must be open to new perceptions. Teaching should be a platform for student design move; the job of teacher training centers is not to teach teachers how to teach students to understand students; rather they should teach the teacher how to embody him/herself. Teacher training is the training of an artist who makes teaching indigenous to the design of the student. Teaching is a field of progress; it is listening; it is a work of art. Brief and straightforward answers to what teaching is, "Fast food as an extension of knowledge that leads to epistemological malnutrition and the reflective teacher being reluctant to do so". From a profound point of view, there have been technical prescriptions for teachers, big and pathological deviations that have put the education system in a state of disarray.

In his view, knowledge is not transmitted, it is created. Knowledge in the teaching process is produced for teachers and students in a variety of ways and forms, each of which is essential. In the world, every person is born with a meaning that cannot be predicted, because every meaning predicted is a dead meaning before being used or re-paid, which takes on a new form and content. The teaching process is the creator of the meaning of teaching, and this creation is as relevant to the learner as it is to the teacher. So the learner and the teacher are learning in the same sense. The teaching plan is the transfer of the past to the time of teaching; therefore, it is not compatible with the realities of teaching. Teaching is not a

task, it is a professional pastime. Entertainment fills the heart, whether it's watching a football game or walking on a busy street; teaching is fun. Teaching is movement by a teacher with a student on the streets of the classroom. Works of art are not the product of rules. These are the rules that are inferred from the outstanding works. The same goes for teaching. There are no fixed principles for artistic teaching. The art of teaching wisdom is practical, not the way it is taught in teacher training centers. Teaching is an art, and art is like listening to dervishes' dancing. You can't say that listening should be like this. We said that teaching is a work of art without any conditions, and as it is not possible to determine the format for art; it is a model for teaching and determining the error, just as a teacher emerges in the teaching process and crystallizes his identity, he must allow students to let them show themselves and not to overshadow us. If we get to that area, every moment is a ascension.

Interviewer B states: The more teachers are equipped with the science and knowledge associated with teaching and professional skills, the better they can understand the dimensions of the problem. The teacher must first be aware of the knowledge of education and know the student's morale and social class. He must have sufficient knowledge of the textbook. A reflective teacher is a teacher who can have the necessary study and knowledge before teaching.

Interviewer C says: Teaching skills are an integral part of how communication and learning work. Teachers understand their knowledge of student learning through descriptive study of the learner. In the process, they inform their peers about a particular student. "Primary school teachers need to know a wide range of teaching and learning skills for students," says

interviewee D. Teachers who use teaching methods appropriate to students' learning methods should be familiar with teaching patterns and learning theories.

In general, the narrators' interviews show that teaching cannot be reduced to technical and technical activities. So, a reflective teacher is constantly challenged, and the teacher is the captain of his own ship. It is up to him to decide how to steer the ship according to his situation, facilities and time and place.

4- Evaluation

Evaluation has diversified today, and successful evaluation is essentially participatory activity; the results show that from the perspective of the participants, evaluation is a kind of participatory and sustainable interaction.

Interviewee A added: "Evaluation of educational activities is one of the tasks of teachers, which must be done for the efficiency and effectiveness of the 'school' and the active participation of students in the process of teaching and learning." Right and wrong are given the purpose of the presumed meaning. In fact, speaking of right and wrong cannot be for the sake of acquiring knowledge and finding the truth, because in order to make a correct diagnosis, there must be obligation in relation to the real. In other words, if we do not already have an understanding of a circle and we do not intend to draw a circle, the shape of the semicircle is not incomplete. If there is no goal, everything is perfect.

Who can say which of the following forms is more complete?

Adding a round, or subtracting one of the rounds, their form, even large and small, cannot be evidence of the completeness of one of the shapes. Each is shaped in a special way. So is every being. With any movement and change in the way one being is, we are faced with another. The point is, you can't draw an upward or downward map for things like this. These figures are aligned and are relatively similar. It cannot be said that "football" is more complete than "child games". One cannot speak of a more complete being or a being on the path to perfection. Each type of game is just one type of game. There is no superior game and no lower game. Based on the above, the in-depth teacher does not want to equate students. He doesn't want to have a pattern that brings learners closer to him. He appreciates this uniqueness and, instead of dismantling it in his presumed patterns, provides an opportunity to make this uniqueness manifest. The human being is mysterious, and the secret is not to expose but to procrastinate. Confrontation with the secret forces us to think

deeply. From such a perspective, in-depth evaluation is not a measure of a student's compliance with pre-contracted standards and patterns, but an opportunity to confront the student's mystery. The experience of the mystery enriches the experimenter like a mystery. But in conventional educational approaches, the teacher is clearly not accustomed to clarity and objectivity, which he considers to be a meaningful and criterion for knowing. Her eyes are alienated by the shadows of the lights and the beauty of the foggy scenery. It's as if the hidden thing is trying to be revealed. You don't have to go deep to get the truth. To find beauty, you don't need to dissect the trunks and slaughter the skins. What is hidden under the skin is not human right. Conventional cognitive approaches to claiming the truth of things are engaged in the truth-making of things and phenomena. They continue to be transparent enough to show the roots of the universe under their skin. This is naked, disgraceful and nauseating.

This poisoned mind sees the universe as a secret to opening, but the universe is a mystery, and with the opening of the mystery, the universe disappears. The open secret is not the secret. Existence is a work of art. Facing the universe benefits from the usefulness of facing a work of art. A work of art is what it is. Man, like a being, must be seen as a painting. The reflective teacher is not trying to unravel the mystery. The heartfelt teacher is astonished. He looks at the secret and is amazed. The secret is an aesthetic quality. A reflective teacher sits watching the universe and invites others to watch it. We seem to have moved away from the subject of consideration, which is evaluation. But this is not the case. Any evaluative activity must have a phenomenological quality. If our thirst for measurement is not yet satisfied, we must move towards hermeneutical evaluations. But the predominant approach of reflective teachers is qualitative and open evaluation. Such teachers use different ways of expressing themselves in their assessments. They take into account what is said and what is not said. Passivity, silence, and hesitation are as much the focus of such teachers as their actions, words, and expressions. Reflective teachers also review and retrieve students' white sheets.

The interviewee B adds: Constructivist teachers use a variety of assessments to identify students' strengths and interests. In a way that students are also involved in it and increasing learning is one of its goals."

Primary school teachers need to be able to critique the results of their efforts, but unfortunately the criterion for judging teachers' performance in education is simply the level of acceptance in the class without realizing the teacher's actual performance," said the interviewee C.

Interviewer D says teachers' thinking should be accompanied by instruction that provides them with cognition, assessment, complete analysis, and re-correction. In teaching activities, the teacher, with the existing methods and facilities, provides the conditions for changing students' behavior. Students engage in a variety of activities in the teaching process and experience a variety of situations.

"Unfortunately, many teachers, principals and parents of students do not have the right interpretation of continuous assessment, and often when they hear the word 'assessment', they often remember the final exams each time," Interviewee E said.

In summary, it can be seen that educational evaluation is not only the last link in the educational process and should not be used only to measure to promote students to higher education, but also as a process in all stages of learning and learning. It should be studied in practice.

5- Classroom Management

Classroom management is essentially like evaluating communication-emotional characteristics, such as teacher love and affection, which can motivate students to be more active and engage with students and attract more support and cooperation.

Interviewee A: Believes that love is the difference between man and animal. The ability to love is a human trait. Therefore, classroom management should be based on love and affection, and the love or affection we want is not the result of an emotional state. Rather, it is the direct result of a profound biological life.

"The more students feel responsible for their behavior, the more they help the teacher to manage the class better," says interviewee B about classroom management. Therefore, teachers should try to work with students who do not accept responsibility and usually cause problems for the teacher in the classroom and help them accept responsibility. Assignment of responsibility can take many forms.

"We all know that children and teenagers have a certain amount of energy," says interviewer D. Often the cause of the disorder is the presence of this energy hidden in the student, which frees itself. Therefore, teachers can create conditions in the classroom while being alert so that this energy is released and students are given a chance to be organized. With different styles, one can release this energy, such as letting the kids talk for a few minutes, laughing, and so on.

"It is better for teachers to use non-verbal methods to control and guide the class," says interviewee E. Non-verbal methods include pointing to prevent a particular action or drawing students' attention to a particular thing, staring; a long-term view of a student because of a particular action that has occurred to him.

In general, the narratives of the interviewees in order to manage the class of reflective teachers should avoid excessive work while establishing a proper emotional connection and use the levers of their power and authority to manage the class in time. Sometimes the external or internal factors of the operating class are distracted and eventually create disorder in the classroom. In these cases, the teacher's job is to remove the barriers that have distracted the students. Students need respect and dignity in terms of developmental characteristics. This need can be the best tool in the hands of teachers to use it to exercise good control over the classroom.

DISCUSSION

The results showed that specialized teachers express 5 narratives of proficiency, which indicate the 5 main topics on which they reflect on. These 5 topics include: 1) cognition and knowledge 2) learning 3) teaching 4) evaluation and 5) classroom management. Basically, the subject matter of the specialized teachers is not outside the scope of their training and experience; these subjects are experience-oriented and their experiences also show their deep knowledge of the issues in this field; the knowledge of specialized teachers is

more comprehensive and includes identifying a set of teaching capacities and skills, approaching the subject and dominance over the subject. Reflection is based on cognition and knowledge; based on the concepts extracted from the first question, the topics considered by specialized teachers are questioning in nature; questioning of learning, teaching, evaluation and classroom management; questioning creates cognition, correction of previous information and judgment as an external observer. Of course, the reflective teacher in his classroom has to wait until he sees what is going on inside him and inside his students. So reflection slows down the mind so that it can endure. The reflective teacher doesn't start with a question, because at the heart of every question is a reflective teacher's mind. The goal is to go. The third topic is teaching, which is basically challenging, multifaceted, and very meaningful to the teacher-student life and communication process. It is one of the essentials of teachers-learners approaches. Teachers who are equipped with a variety of strategies, techniques, and teaching methods will be able to improve their teaching methods, which also emphasizes the set of capacities and potentials of the students themselves and is not just a one-sided subject. But the fourth issue is the evaluation participants; evaluation is the source and place of communication and problem solving between teacher-student. Teachers who can make a serious contribution to school and class through diverse evaluation will have a better cognition. Assessing participatory-oriented participation will lead to the physical and mental activation of students and ultimately will lead to the growth of initiative and creativity. Classroom management is more meaningful than communication; teachers who have good classroom management communicate well to prevent children from being ignored, denied, intimidated, or humiliated, and to try to replace kindness with harshness. This increases student responsibility and participation. Perhaps classroom management is a thought-provoking process that immerses the teacher more and more in all aspects of communication-teaching and interaction with students. Therefore, rethinking the topics of knowledge, learning, teaching, evaluation and classroom management is one of the most important characteristics of a profound teacher.

Finally, based on the obtained results, the following suggestions are presented:

- It is suggested that comprehensive programs be developed to teach and design classroom preparation for teacher-teacher teaching.
- It is recommended that student-teachers make a classification of the material that can be presented before entering the class and change that category after the students' feedback.
- It is suggested that students-teachers participate in the interdisciplinary discussions of students in order to best understand the students' shared experience.
- It is suggested that teacher students be instructed to teach practical thought processes in the classroom.
- It is recommended that all student-teachers attend research centers on teaching methods during part of their training to get acquainted with the teaching methods and new methods of communication with students.
- It is recommended to use different teaching styles, especially teaching style in nature, better and more.
- It is suggested that the evaluation methods move from the written evaluation of the score to the evaluation of the activity and the focus, especially the participation in the teaching processes.

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