



THE FORMATIVE VALENCES OF PERSONAL REFLECTION IN THE STUDY OF PEDAGOGICAL DISCIPLINES AT HIGH SCHOOL AND UNIVERSITY LEVEL

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Abstract. Pedagogical reflection designates a mental process, which maximizes on the inner language, focusing on meditation. The subject observes, analyzes and issues opinions, ideas, hypotheses, theories with reference to educational phenomena and processes in general and / or about their particular aspects. Individualistic reflection gives students the opportunity to compare their own way of solving the problem /situation / task with that of others, of the teacher, the standard model or with their own previously established guide. The educated have the opportunity to analyze and identify their own performance, to be aware of their difficulties in acknowledging and solving problems. Personal cognitive reflection has a special role in the development of cognitive behaviors of the learner, because it develops cognitive flexibility. Personal metacognitive reflection has the potential to enrich the formative valences of a learning situation. It allows students to identify some metacognitive meanings in the learning process that can be used later in learning effectiveness. In order to stimulate the personal metacognitive reflection of the pupils/students, the teacher can recommend the use of a variety of strategies and reflection tools. Among these we can put emphasize on: reflection /self-reflection journals, self-reflection guides, observation sheets, idea /reflection sheets, self-assessment sheets, learning portfolios.

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