

MY TEACHING PHILOSOPHY (IN THE CASE OF ENGLISH)

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Abstract

The article discusses the author's teaching philosophy, which focuses on supporting students to become self-sufficient and error-correcting learners. The author believes that meticulously prepared lectures are not enough for students to deeply grasp the target language. They emphasize the importance of teacher feedback in helping students recognize and learn from their mistakes. The author, as a high school English teacher, provides individual feedback and assigns independent projects as homework to challenge students. This approach has resulted in positive behavioral outcomes. The author also emphasizes the role of teachers in encouraging students' progress and supporting their growth in language learning and beyond, including cultural immersion.

Keywords: approach, method, progress, high results, culture, effective instruction, outline, wide range, various races, encourage, support, principles.

Introduction: Teaching philosophy refers to an educator's beliefs, values, and principles that guide their approach to teaching and learning. It encompasses their views on the purpose of education, the role of the teacher, and the methods and strategies used to facilitate student learning. Teaching philosophies can vary widely, but some common themes include fostering critical thinking, promoting student engagement, creating a supportive learning environment, and tailoring instruction to meet individual student needs. Ultimately, a teaching philosophy serves as a foundation for an educator's instructional practices and guides their interactions with students in the pursuit of meaningful and effective learning experiences.

Main part: My teaching philosophy is to support students in becoming self-sufficient, error-correcting learners. I believe that teachers' meticulously prepared and thorough lectures fall short of what students need in order to gain a deeper grasp of the target language. When it comes to the end of the day, it is a case of the time being the best. The teacher's input is their most valuable resource in this circumstance. The feedback allows them to see their mistakes and avoid them in the future. If they don't accept responsibility for their mistakes, their learning process won't advance. I presently try to give verbal or written feedback to each of my students individually as a high school English teacher. I also give them homework that challenges them to finish independent projects away from the classroom. For my students, this strategy resulted in good behavioral outcomes. In my opinion, a teacher is the only one who actively encourages students to progress and supports their growth in particular areas, like language. As a teacher today, I constantly remind my pupils that learning a language is only the beginning; they also need to become immersed in the language's culture, science, history, politics, and economics not just those using the target tongue, but also those of others. I typically strive to adhere to the professional teacher identity development principles. (Waller et al., 2017). I can claim that the situated nature of the initiatives and practices was already mine.

The actual design of the classroom, according to Bloome (2012), is one of the key components of effective instruction. As my learners do not come from different cultural backgrounds, engaging them in

my courses is simple for me. I typically outline their final destination or the position they will hold once they have completed the program, which covers a wide range of topics like EAP, SLA, Language history, principles and proposals, and material creation courses. I make an effort to strike a balance in how receptive I am to my students. They are all treated equally in my class, despite the fact that there are students of various races, genders, levels, and goals. I am always attentive to the objectives of my students, and I tailor my methods to their needs.

The only way for students to grow and feel free, which also makes it easier for them to speak and get immersed in the language, is through dialogic engagement. In conclusion, the students will grow up accepting of others' differences and tolerant of them, but they will also be smart and knowledgeable enough to succeed in any international standardized institutions.

Conclusion: The role of teaching philosophy is to guide and inform a teacher's approach to education. It encompasses the beliefs, values, and principles that underlie their teaching practices and helps them make informed decisions about curriculum, instruction, and assessment. A well-developed teaching philosophy serves as a foundation for effective teaching by providing clarity on goals, promoting reflective practice, fostering student engagement, and shaping instructional strategies that align with the teacher's educational values. It also helps teachers create a positive learning environment, establish meaningful connections with students, and adapt their methods to meet diverse student needs. Ultimately, a teaching philosophy serves as a roadmap for educators to navigate the complexities of teaching and support student learning and growth.

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