

Explaining Dreyfus's phenomenological model of skill acquisition and its implications for teaching profession

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Abstract

Dreyfus's skill acquisition model is a phenomenological explanation of skill development over time. This model has five stages: novice, advanced beginner, competent, proficient, and expert. The more one's skill increases, the more he/she distances himself/herself from the rules and propositional knowledge and finds a kind of skillful engagement with one's skill belonging. Teaching is one of the professions, mentioned in Dreyfus's literature. This research is qualitative and its method is descriptive-analytical. The main issue of the research is to investigate the implications of the Dreyfus skills acquisition model in the teaching profession. For this purpose, it is necessary to first examine the components of Dreyfus's phenomenological approach to skill acquisition, the most important of which are the relationship between propositional knowledge and skill, the role of following rules in skill development, and the position of position and intuition. Then, considering these principles, the implications of Dreyfus's model of acquiring skills in the teaching profession from the novice teacher up to the highest level, i.e. the expert teacher was extracted. Findings shows that to expertise in the teaching practice, the teacher should change his/her attitude from abstract situations of theoretical ideas to energetic action in the real space of the classroom. As a result, the expert teacher would be able to rely on his/her own experiences in the real-life classroom situations instead of abstract principles and he/she could plan as she grows in the skill development phase.

Keywords: Phenomenological Explanation, Skill Acquisition, Teaching Profession, Descriptive-Analytical Method

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Introduction

The Dreyfus model of skill acquisition is a phenomenological explanation of skill development over time. This model has five stages: novice, advanced beginner, competent, proficient, and expert. Dreyfus & Dreyfus (Hubert Dreyfus and Stuart Dreyfus) have examined the everyday skills such as walking, talking, and driving up to specific skills such as chess, driving, teaching, nursing, and piloting to draw this model (Dohn, ۲۰۱۱, p. ۶۸۹). In this model, progress in acquiring the stages of skill instead of learning abstract rules and principles derived from abstract knowledge is the result of the best way of dealing with real situations and physical conflict with the subject of skill. According to Dreyfus, the different levels of skill are different ways of discovering and reacting to the world. The higher one moves from the novice stage toward the higher stages, the more he/she detaches from the position of a neutral observer of the action and his/her engagement with his/her skill is increased. And consequently, his/her responsibility and concern for successful or unsuccessful consequences would be followed by action.

Teaching is one of the mentioned professions in the skill acquisition literature of Dreyfus. Dreyfus believes that to expertize in the teaching practice, the teacher must change his/her attitude from abstract situations of theoretical ideas to action in the real space of the classroom with embodied and emotional engagement. In fact, learning in abstract situations of educating the teaching profession and based on the theoretical teachings is very different from learning in real-world situations in the classroom in which the results of the action lead to satisfaction or dissatisfaction of those who belong to the skill and experience of a proficient teacher. The expert teacher at the highest level of the Dreyfus skill model differs from other teachers at various levels, and this distinction is not directly related to the propositional and classical knowledge that he/she has learned. The main issue of the present study is to explain the phenomenological model of skill acquisition from Dreyfus's viewpoint and its implications for the teaching profession. To investigate this problem, it was necessary that first the components of Dreyfus's phenomenological approach to the acquisition of skills to be considered and then, taking into account these principles, the implications of Dreyfus's skill acquisition model in the teaching profession; from a novice teacher up to the highest level, i.e., an expert teacher to be investigated.

Phenomenology of skill

The phenomenology of skill acquisition indicates that actors with different stages of skill, engage in various activities, from everyday practice to expertized activity. The main factor for daily action is the reaction to usually similar situations. Therefore, one can predict and trust everyday action, however the expertized action is the reaction to different situations and that's why it could not be predicted (Annas ۲۰۱۱, p ۱۰۲). Our daily engagement and coping do not require our minds to impose meaning on the world. Still, we use our bodily needs, interests, and abilities to organize the world as physical beings, because the world already has meaning in our daily confrontation with it. So, the most basic way that we are in the world is a skillful physical function, and we are involved with the world as a whole, not a mind. Therefore, the acquisition of skills familiarizes us to our

world, opens it to us, and capacity development takes place in an unintelligible way (Dreyfus, 2005, p. 61).

Skillful physical function in this approach is the most basic form of human engagement with the world. We are all familiar with skillful physical activity in our daily lives, and we perform these activities without resorting to rational assumptions and seeking advice from them. According to Dreyfus, skillful coping is the perfect form of the human intellect. There is no room for any intentional content (Dreyfus, 2013, p. 28), and the expert does his/her job like a sleepwalker (Dreyfus, 2013, p. 43). In fact, the person is engaged in some type of absorbed coping (Dreyfus, 2007b, p. 373) which is a form of unconscious coping (Dreyfus, 2013, p. 28). In this type of action, there is no gap between the subject and the situation or between the subject and the object. The expert's skill becomes part of him/her, and there is no need for the person to be aware of his/her body in performing the competent activity. As a result, the expert acquires such a skill that the skill becomes a part of him/her that he/she is not even aware of it when using it, because the expert's work tools somehow become a continuation of his/her body, and they do not focus on their tools when working. For example, in the case of glasses, which, if used for a long time, the person may not feel the glasses in his/her eyes; provided that the glasses are not folded or dirty. One of the most important features of the phenomenological explanation of skill is its opposition to the rationalist view that considers competent practice under the guidance of the propositional knowledge.

In Dreyfus' explanation, humans have a dual structure. On the one hand, they have a pre-conceptual, pre-objective, pre-mental, pre-linguistic engagement (Dreyfus, 2007a, p. 364) which exists in our everyday expertise and on the other hand, they have the ability to engage in the abstract rational thinking that Dreyfus contrasts with the intuitive phenomenology of expertise (Dreyfus, 2005, p. 57). He points out that physical skills have a kind of non-conceptual, non-propositional, irrational, and non-linguistic content when a person is immersed in his action (Dreyfus, 2007a, p. 364). The first two stages of skill acquisition in the Dreyfus model, i.e., novice, and advanced beginner represent the role of the propositional knowledge in the form of following rules in the acquisition of skills. While, in the case of the final three stages of competency, skill and expertise, it has been spoken of knowing how to react flexibly to the existing situation.

Dreyfus's description of the acquisition of skills contrasts with the traditional notion that considers expertise as including inference. Skill is based on a person's physical and effective connection to the world. In Dreyfus's view, the relationship between concept and the world has been organized according to the relationship between our body and practical interests. The world is not presented to our thought and it has motivational content instead of thoughtful content. The world is discovered through the body and its practical skills (Dreyfus, 2005, p. 61). Dreyfus believes that the reflective action distorts our understanding of human action; Because action does not require intention as the explicit cause of success, and in fact, the expertise action is performed directly and non-reflective (Dreyfus, 2007a, p. 355).

In Dreyfus's view, the theory has been described as explicit, general, abstract, detached of the context and systematic and it does not consider the human interests. Accordingly, the theory is a body of organized propositional knowledge, and for this reason, Dreyfus has called the rationality arising from theoretical knowledge as the position of a detached and indifferent observer towards the context (Dreyfus, 2013, p. 34). In this case, the person becomes an objective observer who reflects on the world in a way that is detached of it and he could no longer act in this detached and free orientation (Dreyfus, 2007a, p. 354). Whereas in the phenomenological approach, the expert person is in a completely different position from the rational view towards the world of action. He/she deals with his/her experience and skills in a way in which the reason has no role (Dreyfus, 2005, p. 52).

At the highest level of skill, the computational or inferential rationality does not apply. Dreyfus & Dreyfus believe that reflection is not important for performing an expertise action, and that the expert relies on knowing how to do things instead of thinking of propositional type (Dreyfus & Dreyfus, 1986, p. 100). Of course, the expert can retrieve the general principles and implicit rules that he/she once followed as a competent person (Dreyfus, 2000, p. 04). He/she is someone who benefits from his/her knowledge of knowing how, and this has no direct relationship with the amount of information he/she has stored on a topic. So, in this model, we are not dealing with a simple skill such as knowing how to ride a bicycle, but rather an intuitive understanding and decision-making for cycling on a busy street that requires more skill (Dreyfus & Dreyfus, 1986, p. 116).

Dreyfus has made a clear distinction between knowing-that and knowing-how. Knowing-how could never be explained in terms of rules and principles, or even it does have the capability of being tested based on causal explanations. So, answering the questions of knowing-how type is difficult and, in some cases impossible. Dreyfus considers the world of reflection as a determinate, unified, and thinkable world. In contrast, he calls the knowledge that leads to the explicit and direct reaction of an expert to a situation, a non-conscious one (Dreyfus, 2007a, p. 360). Therefore, in competent engagement, there is no room for planning, categorizing the information, and propositional knowledge. In this sense, instead of reflecting on the facts and rules, one seeks to know how to open the way to the world (Dreyfus & Dreyfus, 1986, p. 4).

As a result, Dreyfus has challenged the claim that the competent action is based on reasoning because he believes that thinking is the enemy of expertise. (Dreyfus, 2007a, p. 354) According to Stanley (2011, p. 23) two facts have led to such a conclusion; First, the phenomenology of action implies that we do not refer to reasons before acting. Second, when an expert engages in the mental action of referring to the reasons before acting, it will hinder his/her successful performance. According to him/her, human beings do not use separate signs and rules which are the same as propositional knowledge, to understand and make decision for their practical skill. Instead, they have a kind of holistic attitude. As a result, Dreyfus does not accept the view that we can only act if we have reasons to do so (Dreyfus, 2005, p. 52).

Following the rules

For Dreyfus, trying to teach rules or propositional knowledge to reach higher levels of expertise is futile. In his view, rules are like training wheels in a bicycle that we need when we learn to ride but must be eventually set aside (Dreyfus, 2008, p. 50). Dreyfus believes a kind of dichotomy between skillful coping and following the rules, and in his view, these two are opposed to each other but are supplementary (Dreyfus, 2013, p. 21). Hence, expertise is not based on knowing complex rules because the expert does his/her work without them and becomes involved in dealing with the situation (Dreyfus, 2008, p. 52).

The flow of skill development proceeds from the stage of following the rules to a flexible coping. At the stage of following the rules, meditation leads to the approach that one must follow a series of inflexible guidelines. Dreyfus believes that we always deal with our environment skillfully. This physical exposure is a form of skill learning because there is no need for rules to perform a function (Dreyfus & Dreyfus, 1986, p. 29). Therefore, we can choose to live in the world without any formulation of rules (Dreyfus & Dreyfus, 1986, p. 31). According to Dreyfus, we can learn and apply the rules without knowing them (Dreyfus, 2001, p. 196).

Because just following the rules leads to poor performance in the real world, the rules must be set aside at the expertise stage. The expert does not think about rules and representations in his/her subconscious practice because conscious rules prevent the subconscious using of expertise. Still, they must continue to be used even if they are no longer comprehensible (Dreyfus, 2001, p. 182). Dreyfus does not deny the existence of rules because when we face unforeseen obstacles, we are forced to change our way towards a deliberative and conceptual solution and follow the rules. As a result, skillful coping is not made by following the rules but always happens in the appropriate background (Dreyfus, 2007a, p. 354).

Overall, the phenomenology of Dreyfus' skill acquisition indicates that learning is a move from abstract rules toward recognizing a particular situation. Dreyfus believes that no one is ever faced with a world devoid of context-free features, and therefore never relies on rules to address these situations. Dreyfus's position can be summarized in these three claims: (1) Rationality is based on observation, reflection, following the context-free rules along with the intentionality factor, which has a conceptual content. (2) Skillful coping is a distanceless context that directly responsiveness to the requirements of the situation and is not based on rule-following. (3) Rationality and skillful coping cannot be combined. Dreyfus considers logical inference, rule-following, and critical reflection as the hallmarks of this approach (Hoffding, 2014, p. 53).

Situation

The Dreyfus model seeks to provide the best response to the world and others in specific situations. Our engagements with the world are situated, and we perceive the world through the physical movements and interaction resulting from our embodiment (Coeckelbergh,

2019, p. 280). From this point of view, in the skill domain, one encounters a vast number of completely different situations, many of which can neither be named nor precisely defined, so no one can prepare for the learner a list of possible situations and what to do or look for in each (Gottlieb, 2012, p. 53). For this reason, one must decide in each situation based on the perspective that chooses without being sure that the consequences of one's action are appropriate or not (Dreyfus & Dreyfus, 2004, p. 779).

In the expert practice, Context-free rules and analytic and deliberative thinking are gradually replaced by situational discriminations. Finally, both understanding of the task and deciding what to do about it becomes a state of conflict with the subject (Bucelli, 2017, p. 91). Such a person generally knows how to act based on a full understanding of the situation, which results from a combination of rules and decisions made about the best form and manipulation of the environment (Dreyfus & Dreyfus, 1991, p. 237). Consequently, when we gain expertise, we must change our path from following context-free rules to skillful processing tailored to the specific situation (Dreyfus, 2004, p. 52). In this model, we are attracted to a situation and react to that situation quickly and flexibly. The learner must be in the context and background of the practice to acquire practical knowledge. Therefore, knowing the results of experiences is sometimes painful (Dreyfus & Dreyfus, 1986). So the skill, instead of interpreting and arguing about the domain in which it operates, is a kind of physical reaction to a situation that is much more complex than the ability to express and reason (Dreyfus, 2002, p. 378).

The main trajectory of expertise is mainly due to identifying the practical situations and distinguishing between them (Eraut, 2002, p. 125). The expert reacts directly to the holistic pattern of situations based on the many situations he or she has encountered before. The requirements drive an expert to the meaning of action, and the world seems to him as a whole. Success in action depends on discovering new possibilities for the continuation of action in the face of challenge. Therefore, for Dreyfus, expertise contains practical wisdom (Dreyfus & Dreyfus, 2004, p. 51). That is, one knows how to follow the rules and principles and refine one's moral reactions according to the particular situation (Dreyfus & Dreyfus, 1991, p. 237).

Dreyfus & Dreyfus distinguish between involved deliberation that occurs when an expert encounters a familiar but complex situation and detached deliberation that occurs when an expert encounters a new situation about which he/she has no intuition (Dreyfus & Dreyfus, 1991, p. 240). In detached deliberation, the expert resorts to inevitable principles and achieves this only in cases where a disorder has occurred (Dreyfus & Dreyfus, 1991, p. 247). Because as long as things work in their normal process, the expert does not solve problems and does not make decisions, he does his job naturally (Chambers, 2012, p. 110). According to Dreyfus's phenomenology, emotional engagement with the situation is necessary to acquire skill, and reflection on our experience of skillful action reveals an

emotional engagement with the subject. What shapes a person's world is an emotional and skillful engagement with the world, and we would not be able to function skillfully until we react to a real object in the world (Dreyfus, 2008, p. 4).

According to Dreyfus, when we set aside the physical, emotional, intuitive, and situational self in learning, we lose the ability to make sense of things and the power to distinguish between the unrelated and the related matters that is necessary to learn (Dreyfus, 2008, p. 6). But on the other hand, avoiding the risk of engagement in an action to avoid failure leads to a decline in one's skills (Dreyfus, 2008, p. 10). Thus, emotional engagement and acceptance of the excitement and stress of choice and responsibility lead to skill development, and positive and negative emotional experiences reinforce the perspectives of the skilled person.

Intuition

Dreyfus & Dreyfus emphasize the intuitive dimension of expertise as one of its salient features. Intuition plays a very important role in Dreyfus approach toward the issue of expertise, and, in their view, expertise is a kind of intuition (Dreyfus, 1986, p. 29). An expert is someone who acts based on his/her intuition. He/She thinks intuitively and does not rely too much on rules or principles. According to them, people are praised not only for what they have intended to do, but also for their brilliant intuitive reactions as experts. They claim that, a person's reflection is based on intuition (Dreyfus & Dreyfus, 1991, p. 236).

The expert engages in deliberation when there is some obstacle behind his/her intuitive reactions. Otherwise, he/she is immersed in his/her skillful coping toward the world. Therefore, in problematic situations, rather than applying abstract principles, the expert deliberates about the appropriateness of his/her intuitions (Dreyfus & Dreyfus, 1991, p. 241). He does his work effortlessly and flexibly, regardless of rational principles, so his deliberation cannot be described as inferential or analytical deliberation (Dreyfus & Dreyfus, 2004). This is what Dreyfus calls the mindless coping with the topic of skill. The expert reaches the non-analytical stage, where he/she does his/her work intuitively regarding the current situation (Dreyfus & Dreyfus, 1986, p. 12).

Reflection for the expert is more intuitive than based on measurement and calculation and it cannot be expressed quite explicitly (Lyon, 2015, p. 92). In fact, the expert has a tacit or intuitive knowledge that resists codification and expression (Luntley 2009, p. 357). Based on professional intuition, the expert has an appropriate reaction to his/her field, which is done involuntarily and instinctively towards problems (Dreyfus & Dreyfus, 1991, p. 235). According to Dreyfus, intuition is the product of deep situational engagement and holistic expertise. According to Dreyfus, intuition is an ability that manifests itself in one's experience and leads to decisions about the best way to manipulate the environment for skillful performance (Dreyfus & Dreyfus, 1986, p. 29).

According to Dreyfus, intuition is one of the most important aspects of human-machine differentiation. Specialized machines lack intuition and apply the rules absolutely and context-free and detached, however machines and computers' ability is related to conceptual world, instead of the perceptual world. The conceptual world is a place where the problems are perfectly codified and calculated (Dreyfus, 2001). Dreyfus believes that specialized machines at best perform at the level of human non-experts, while human experts are those who act intuitively and using context-bound knowledge can apply their practical knowledge in an expertise way (Gobet, 2017, p. 68).

According to Dreyfuses (Dreyfus & Dreyfus, 1986), the procedure adopted to reach the expertise stage emphasizes the experience in a very important and particular way. Recognizing the practical situations of movement is from regular explanations towards experience-based reactions to the situation. Understanding the situation with its possibilities and problems enables the expert to go beyond rule-based thinking to an intuitive understanding of the situation. Dreyfuses describe a situation in which the expert, intuitively organizes and understands his or her own tasks, elements that present themselves as important factors, thanks to his experience (Eraut, 2002, p. 126).

Now, after a brief study of the fundamentals of Dreyfus's phenomenological approach to expertise, it is time to examine the implications of this approach in the teaching profession. This will be done following the Dreyfus's five-stage model to determine whether the teacher will move from beginner to expert by the benefits of the components of the phenomenological approach and distances himself/herself from teachings of abstract and analytical ideas, diminishing the role of reasoning and pure following the educational rules, and with a better understanding of the important role of intuition in teaching according to the situation and immersing in the skillful practice of educating students, instead of acting independently of the classroom context.

Novice teacher

The first stage is acquiring a new skill through instructions and guidance. The novice person follows the rules and principles of guidance and learns the basic information and rules which are necessary pre-requisites for his/her learning. He/She is guided by the rules or principles that lead him/her to understand the relationship among situations, actions, and outcomes. The novice teacher spends most of his / her time memorizing information and tries to follow pre-designed rules in his / her profession. Like a computer following a program, he/she does his/her work by relying on rules and following the rules governing action that is explicit and context-free (Dreyfus & Dreyfus 1991, p. 232).

The application of explicit rules by the novice teacher places great limitations on his/her performance. The novice teacher follows the rules because he/she is incapable of gestalt and holistic recognition or the importance of various situational dimensions. As a result, he/she lacks a comprehensive understanding of his/her responsibility and seeks appropriate rules to follow in each new situation. The novice teacher acquires the rules that determine his/her action based on this fact and features (Lyon, 2014, p. 90). In this case, the behavior

of the novice teacher lacks the necessary flexibility in accordance with the situation and it is done only with an emphasis on educational standards. A novice teacher is also evaluated based on how well he/she follows the rules. The components of the situation are quite clear and objective to him/her, and therefore he/she can recognize them without having experienced them in a particular situation. Such components could be context-free because the rules that apply to these categories of facts are not based on particular context.

In the early stages of acquiring skills, the teacher lacks any experience in dealing with a practical situation. In fact, a novice teacher's learning is not context-based, and his/her actions have no basis in his/her past experience, and he/she is always waiting for predictable things that are not based on his/her previous experience (Benner, 2004, p. 189). The novice teacher is confronted with the realities and characteristics of his/her field of activity in an objective and context-free manner. The gradual growth of the novice teacher requires a lot of experience in real classroom situations. He/She examines the world as separate components in the simplest ways, however, as his/her skill develops, he/she can recognize the importance of things in the context or situation of teaching, and the teacher's reaction to the principles governing his/her actions would be different according to different characteristics in the world of education (Dreyfus, 2006, p. 7).

Advanced beginner teacher

The rules and principles of guideline are defined by reference to new situational dimensions (Dreyfus & Dreyfus, 1991, p. 233). The advanced novice teacher gradually gains experience in the face of real situations and expands his/her understanding of related contexts. Practical experience plays an important role for him/her, and he/she gradually understands information in terms of teaching situation and context. Having the experience of coping and dealing with situations, the advanced novice teacher will be able to react to the characteristics of his/her environment in ways beyond the novice teacher. Due to his analytical mind and the fact that he examines information separately and detached, he/she still does not have a macro perspective of his practical activity (Dreyfus, 2006, p. 177).

The advanced beginner teacher gradually becomes involved in concrete situations and could understand the meaningful components of his/her practice. These situational components are not necessarily context-free and are defined according to the situation (Dreyfus & Dreyfus, 1986, p. 23). As a result, his/her activity is shaped by reference to these situational components. Patterns of advanced beginner activity in teaching practice could not be limited to specific rules. In addition to recognizing the context-free facts and applying complex rules, he/she gains a more comprehensive understanding of his/her activity. So, the rules find a new meaning for him/her, and therefore, unlike the novice teacher, he/she can apply the rules and principles of his/her practice guideline automatically, and therefore at the moment of teaching, due to little but effective experience and understanding of the classroom atmosphere and students' morale, he/she can apply the rules personally.

Competent teacher

The competent person has the experience that the advanced beginner does not have it (Dreyfus & Dreyfus, ۲۰۰۵, p. ۷۸۴). With increasing experience, he/she is able to make better decisions in real situations, and with more experience, he/she recognizes the variety of salient features of the activity. At this stage, the competent teacher trusts his/her intuition and instinct rather than dealing with rules and principles designed for his performance. He/she finds that every rule applies to a particular class and student and no set of objective characteristics and dimensions is entirely relevant to successes and failures. At this stage, one moves from following the rule to abandoning propositional knowledge and acting according to knowing how a flexible response to the situation is important. Thus, according to Dreyfus, competency leads to intuitive rather than sensible reactions only if it is accompanied by some kind of physical experience and non-theoretical method (Dreyfus & Dreyfus, ۲۰۰۵, p. ۷۸۶).

A competent teacher is able to choose a plan or vision for his/her activity. Of course, this is not easy for him/her because the competent person struggles with the choosing a design and feels responsible for the result of his/her work. At the same time, with informed planning and design, he/she can decide on new issues that will be successful or unsuccessful. Therefore, he/she adopts or discards a perspective in different situations depending on the performance. Nevertheless, the choice of a plan is inevitable for him/her (Dreyfus & Dreyfus, ۱۹۹۱, p. ۲۳۳).

At this stage, he/she can choose the appropriate design based on the situation he/she is faced with and focuses on the diverse data of the classroom environment. Instead of carrying out his/her work by the pre-determined rules or parrot-like using of principles, the competent teacher, should independently choose a plan based on the new situations and the capacity of his students. This makes him/her responsible for the success or failure of the new method (Dreyfus & Dreyfus, ۱۹۸۶, p. ۲۵). The importance of choosing among different plans to deal with a situation at this stage is due to the fact that a competent teacher cannot do this with the help of explicit rules or simply by applying common principles. He/She is able to design or adopt a suitable perspective based on which he/she can determine the important elements of his/her position or domain of activity and ignore the unimportant ones (Dreyfus & Dreyfus, ۲۰۰۵, p. ۷۸۴).

However, the competent teacher is still engaged in reflection and deliberation, and at the same time deals with the requirements of the situation, including opportunities, risks, expectations, and possibilities that give meaning to a situation. For the competent teacher in the skill development stages, the information-oriented position, detached from the context and the rules, would gradually give way to situational distinctions. This level of skill requires independent selection, and progress at this stage requires a certain type of emotional engagement with the activity and its consequences. Therefore, the competent teacher also has emotional reactions to the consequences of his/her decisions (Dreyfus & Dreyfus, ۱۹۸۶, p. ۲۵). At this stage, he takes responsibility for his/her mistakes and feels satisfied with his/her success when uses his/her knowledge and skills correctly (Ward, ۲۰۱۸, p. ۴۳۱).

Proficient teacher

The difference among a proficient person and the previous stages depends, above all, on its proportion of following the rule. According to Dreyfus, a proficient person is one who is sensitive to the rules of the game but does not store them in his/her mind and does not follow them (Dreyfus, 1986, p. 53). A proficient person does not need to remember and enumerate the rules of proper performance in order to do his job, but he/she can recognize and choose the best way of acting in accordance with the current situation by recognizing and selecting it. According to Dreyfus, proficient action requires the abandonment of isolated and impartial rules, so instead of relying on decision-making rules and criteria, a proficient teacher will react immediately to the current objective and concrete situation. However, if one seeks to follow the rules safely and securely, one will not reach a higher level of proficiency.

The first signs of intuition in the Dreyfus model show itself in the proficient stage. A proficient teacher is someone whose responsibility and self-confidence have increased and he/she can quickly identify relevant and irrelevant features of teaching. Instead of the power of analysis, he/she has a kind of intuitive holistic discernment. Decision-making for him/her is a hassle-free thing, and with some kind of intuition, it happens automatically. At this point, he/she relies on intuitive insights and views he/she has learned from real-world examples. However, according to Dreyfuses, a proficient person could think analytically about performing his/her activity, while organizing and intuitively understanding his/her task (Dreyfus & Dreyfus, 1986, p. 29). Therefore, the most obvious characteristic of a proficient teacher is that he/she can make decisions about his/her work and in order to make the right decision, it is necessary distance himself/herself from rules and principles. To do so, he/she examines the needs of his/her activity and decides on meeting them. He/She can violate the conventional rules and patterns when appropriate (Persky & Robinson, 2017, p. 73).

At this stage, the proficient teacher has a deep understanding of the rules, theories, and alternatives, and he/she is deeply involved in his/her task and experiences it from a certain perspective. In fact, the teacher knowledge at this stage is more than theories and technical skills (Smith, 2001, p. 76). The elements that present themselves as important factors depend on the experience of the proficient person, and this is the result of a combination of rules and decisions made about the best shape and manner of manipulating the environment (Dreyfus & Dreyfus, 1986, p. 29). In fact, proficient action is experienced in response to the subject's perception of the situation (Dreyfus, 2002, p. 8). The proficient person becomes fascinated by a suitable program, goal, or perspective, and this attraction would continue as long as it is not disrupted by detached conscious planning (Dreyfus & Dreyfus, 1991, p. 234).

Based on his/her past experiences, a proficient teacher can easily identify the similarities and differences among the current situation and previous situations. With a rich memory of the previous experiences in various situations, he/she makes decisions and faces new

situations. What happens in the proficient person's practice is apparently due to the empirical qualification of the person in a series of similar situations experienced in the past (Dreyfus & Dreyfus, 1986, p. 28). A proficient teacher cannot give a reason for choosing his/her plan because he/she immediately understands his/her situation. He/she automatically selects perspectives that are appropriate for the situation and identifies important and salient elements by which he/she could combine them in an innovative and unique way.

In fact, the proficient teacher pays attention to the elements that are hidden in the background of the action. He/she does not need to express his/her performance patterns in the form of recognizable independent elements, but he/she can apply his/her skills in specific situations, using personal judgment. He/She could judge the similarities or differences of the new situation with his/her previous experiences and adjust his/her actions according to the previous successful results. Because in the proficient practice, the situation is the guideline for the appropriate reaction; we do not need to visualize the image of the goal in our minds. In fact, the teacher's action is a continuous flow of skillful activity in response to a situation according to the recognition and perception of the actor (Dreyfus, 2002, p. 378).

Expert teacher

The performance of an expert teacher cannot be generalized to rigid and general rules in all similar situations. He/She will use new methods by accepting the risks of changing teaching practices based on the capabilities of the classroom and students, and even the environment and space of the community in which he/she works, relying on his/her intuitive understanding. The expert teacher, with an intuitive attitude, understands his/her position and field of action well, and using the experiences, engages in a physical and emotional action with teaching. Without separating himself/herself from the objective and concrete situation, he/she actively demonstrates the ability to understand the differences and similarities of the new and unforeseen situation, and this leads to the setting of rules in a personal and flexible way that is completely context-oriented and therefore to gain it, there is no choice for experiencing and watching. This type of teacher acts on the basis of intuitive understanding based on his/he experiences, rather than conducting his/her behavior under the guideline of rules (Dreyfus & Dreyfus, 1986, p. 157).

But the difference between an expert teacher and other skill stages is in the amount of experience gained and using them in new situations. Providing sufficient experience with various situations requires different decisions that the expert teacher makes unknowingly and causes a particular reaction. He/she considers all aspects of the topic with sufficient experience in various teaching situations, but this requires different careful and skillful decisions (Musschenga, 2009, p. 67). The difference between the teaching method of an expert teacher and others is that he/she distances himself/herself from the teaching as a daily task. In fact, the success of an expert teacher in engaging in an action has a lot to do with his/her prior learning of experienced situations, which can be stressful for him/her. Increasing the experience leads to a better understanding of the expert teacher of the nature of the practical situations of the teaching profession, including its opportunities and

limitations. An expert teacher is the one who not only automatically selects the appropriate perspectives but also automatically selects the stream of actions that the perspective prescribes. He/She can directly understand the salient features of the situation in a way that is not possible for a novice teacher. Dreyfus believes that skillful performance occurs when an expert who no longer needs principles can stop consciously paying attention to his/her performance and allow all the mental energy he/she previously used to control his/her performance to lead to a proper immediate perspective for the situation of action (Dreyfus, 1980, p. 14). As a result, he/she can create new possibilities in various ways in a particular situation by understanding and accepting theories and action goals.

The expert teacher has the power to face new situations and feels responsible for himself/herself, others, and the environment, and performs his/her action based on a complete and mature understanding of the practical activity. In fact, the expert teacher can categorize different situations and classify them into different sub-categories based on different situational reactions, each of which requires its own reaction and approach. He/She does not solve problems or even thinks about his/her work but naturally does his/her job according to the situation (Dreyfus, 2004, p. 180). The expert teacher can react appropriately to complex situations without reflecting. This reactive action is not the result of his/her prior study and reflection because expertise embodies the idea of non-reflective behavior combined with physical character when facing a situation and does not consciously pay attention to what it is doing. By engaging in a particular situation, he/she can perceive subtle changes and act based on his/her creative search and path-breaking sensitivity to them.

Based on an intuitive attitude, the expert teacher can recognize and respond fluently to the needs of the classroom situation and is committed to the outcome of his/her work, and this does not necessarily mean being the best in his/her profession, because one can be committed but not the best. In other words, the specialized results are not necessary condition for calling an expertise practice (Dreyfus & Dreyfus, 1986, p. 144). The expert teacher is not only looking at the needs of his / her skillful activity but also due to his/her wide perspective gained from situational expertise; he/she is also looking for a way to achieve the goals of his/her activity. According to Dreyfus, expertise means an intuitive reaction appropriate to a situation, so the more intuitive our reaction is, the more obvious the world of action becomes to us. As a result, the appropriate reaction towards a situation is done intuitively. Doing tasks in such a way is what Dreyfus has called the maximal grip or optimal coping for a situation.

Table 1. Components of the five-step pattern of acquiring teaching skills

Novice teacher	Advanced beginner teacher	Competent teacher	Proficient teacher	Expert teacher
Theoretical knowledge	Theoretical knowledge	Practical knowledge	Practical knowledge	Practical knowledge

Non-situational understanding	Semi-situational	Situational understanding	Situational understanding	Situational understanding
Abstract	Semi-concrete	concrete	concrete	concrete
Non-engaging reflection	Non-engaging reflection	Non-engaging reflection	Engaging reflection	Engaging reflection
Analysis	Analysis	Intuition	Intuition	Intuition
Non-emotional communication	Non-emotional communication	Emotional communication	Emotional communication	Emotional communication
Following the rules	Following the rules	Text-based rules	Leaving the general rules	Proposing new rules
Without perspective	Without perspective	With perspective	With perspective	New perspective
Without experience	Little experience	Experienced	Rich experience	Rich experience
Lack of responsibility for decision making	Lack of responsibility for decision making	Lack of responsibility for decision making	Lack of responsibility for decision making	Lack of responsibility for decision making

Conclusion

The Dreyfuses' model of skill acquisition is one of the famous models in the skill acquisition stages. In this model, skill development is more related to some phenomenological elements rather than to the amount of theoretical knowledge and propositions learned in the textbooks, as opposed to the propositional knowledge. The highest stage in the Dreyfus model is to gain expertise. In the teaching profession, the expert teacher, unlike the novice teacher, does not act only on the basis of rules and instructions, but he has a kind of tacit understanding of problematic teaching situations. In fact, at the expertise stage, conscious engagement and coping, resulting from reflection and reasoning give way to engaged and attractive involvement. That is why an expert teacher is one who communicates physically and emotionally with his/her students, instead of transferring purely propositional knowledge to the students' minds and enriching their mental treasury. The more the teacher grows in the skill development stages, the more he/she relies on his/her concrete experiences instead of abstract principles, and therefore immerses himself/herself in the world of opportunities, threats, strengths, weaknesses, hopes and fears. From a neutral observer position, he/she becomes an active actor in the learning process. Thus his/her character is not independent of the teaching context but completely context-oriented and in constant dialogue with students whose correct understanding of their personality elements such as language, gender, race, and cultural background leads to a proper emotional connection with them and the optimal transfer of the educational material according to the existing capacities.

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