

PROSPECTIVE TEACHERS' MATHEMATICS PROBLEM SOLVING ATTITUDES AND THEIR BELIEFS IN THEIR SELF-EFFICACY OF MATHEMATICS PROBLEM SOLVING

Yrd. Doç. Dr. Yasemin Deringöl
İstanbul Üniversitesi, Hasan Ali Yücel Eğitim Fakültesi
dyasemin@istanbul.edu.tr

Doç. Dr. Dilek Çağırğan Gülten
İstanbul Üniversitesi, Hasan Ali Yücel Eğitim Fakültesi
dilek.cgulten@gmail.com

Abstract

It is well known that students who believe that they can learn maths have self-confidence when they are dealing with maths, patience while trying to solve a problem while they do not have anxiety that will affect their positive attitudes towards maths and their success in maths. It is also known that, the situational and problem-based assessment of an individual's self-confidence in performing a task or solving a problem in maths successfully is an indicator of self-efficacy perception. It has been found that problem solving success of individuals with the same level of mathematical development differ depending on their self-efficacy beliefs. As mathematics education that starts at the primary school, affects the individuals' attitudes towards maths which has a very important place in an individual's life, in a positive or negative way, teachers have an important role. In line with this knowledge, a research of Mathematics Problem Solving Attitudes and Mathematics Teaching Self- Efficacy of Prospective Teachers of Class, Gifted Students and Mathematics has been planned. The research has been conducted in Istanbul on prospective teachers of class, gifted students and mathematics who study at educational faculties.

As data collection tool, "Mathematics Problem Solving Attitude Scale" and "Self-Efficacy Beliefs toward Mathematics Teaching Scale" have been used. The statistical processing of the data has been carried out with SPSS 16.0. It is believed that, the findings of the research will contribute both to the literature and to education of class, gifted students and mathematics teachers, while shedding light upon further research.

Keywords: Prospective teacher, mathematics teaching, mathematics problem solving attitude, self-efficacy belief toward Mathematics Teaching.