

PROSPECTIVE MATHEMATICS TEACHERS' CONCEPTUAL STRUCTURE ABOUT CONTINUITY

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Abstract

The purpose of this research is to identify prospective mathematics teachers' conceptual structures about "Function" that is on of the basic subject of the mathematics. Participants of the research study were 125 prospective mathematics teachers studying in one of the public universities in Turkey. The Word Association Test is used as the data collection tool. The "Function" key concept were presented to prospective mathematics teachers through the Word Associated Test. Data obtained from the test results were recorded in frequency table. Conceptual Networks that present prospective mathematics teachers' conceptual structures about function key concepts were drawn by using the "cut-off point" technique on the frequency table. Based on the research findings, 12 categories with regard to "Function" concepts were derived and a total of 98 words are collected. In this study, 45 and higher frequency categories that were associated with "Function" key word were more important and remarkable. This categories were;function types, definitions of function, relationship, equation/variable, presentation, transactions, relation and set.

Keywords: Concept, Conceptual Structure, Word Associated Test, Function.