

عنوان مقاله:

Comparison between Mathematical Problem-Solving Approach Under Iranian and Iraq Teachers' Views

محل انتشار:

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خلاصه مقاله:

Being mainly a process of knowledge transmission, mathematics education evolves during time in accordance with the strong assumptions and beliefs which are considered as parts of the mathematics teaching profession. This suggests that explaining the problem-solving process, transmitting the clear and flawless information, and showing the problem-solving procedures, were parts of the role the mathematics teachers have. The main purpose of this study was to compare the mathematical teaching experiences based on the problem-solving approach among the Iranian and Iraq mathematics educators. Through survey method, views of secondary teachers of mathematics are studied. It is used of questionnaire that is proposed by Matlala's (۲۰۱۵). The validity and reliability has been proved by researcher using Cronbach's alpha method with a value more 0.89 . This questionnaire was designed with the purpose of identifying challenges and opportunities that every individual encounter with in the way of using a problem-solving approach to facilitate mathematics learning. The statistical population of the study included all the secondary school math teachers in Iran and Iraq. Using the simple random sampling method, ۱۶ secondary school math teachers from the Republic of Iraq (from its capital:Kurdistan) and ۱۴ secondary school math teachers from the Islamic Republic of Iran (from its capital: Tehran) were selected. The use of an electronic questionnaire, was sent to in-service teachers during the school year ۲۰۱۸-۲۰۱۹. findings indicated that Iranian and Iraq teachers' view regard to the implementation of .problem solving procedure were positive and they have applied problem solving procedure in their math classes

کلمات کلیدی:

Problem solving, mathematics, Teaching method, teachers' views, secondary

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