

A STUDY ON THE CONSISTENCY OF PRIMARY SCHOOL MATHEMATICS TEACHER BELIEFS AND TEACHING BEHAVIORS

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With the gradual advancement of education reforms all over the world, teacher beliefs and teaching behaviors has gradually become one of the important tasks for improving teaching practice and teacher education. This study uses qualitative and quantitative research methods such as questionnaire surveys, interviews, and case studies, analyzed beliefs and teaching behaviors of 84 elementary school mathematics teachers from 12 cities in China and three case teachers. Solved following questions: the current status of teacher beliefs of elementary school mathematics teachers; the consistency between teacher beliefs and teaching behavior; the reason that leads to the inconsistency between teacher beliefs and teaching behavior.

INTRODUCTION

In recent years, with the gradual advancement of curriculum reforms all over the world, the requirements for teachers to update teacher beliefs and improve teaching methods have become increasingly prominent. This research hopes to make a subtle supplement to the research on the beliefs of primary school mathematics teachers, and provide a certain theoretical reference for the related research on the relationship between the beliefs and teaching behaviors. It is necessary to carry out further research on the consistency between teachers beliefs and teaching behaviors. What kind of teacher beliefs does elementary school mathematics teachers hold at this stage, and how consistent are their teacher beliefs and teaching behavior? Research will focus on the above questions.

RESULTS

Declared beliefs tend to be a positive modern; Consistency and inconsistency coexist in elementary school mathematics teacher beliefs and teaching behaviors, we should understand this inconsistency through these two factors.

Subjective factors: The difference between the teacher belief system and the intensity of teaching behavior: the strength of different beliefs in the teacher belief system is different. It can be divided into deep beliefs and superficial beliefs, and the corresponding practical behaviors can also be divided into deep practice and surface practice. Some ideas that exist in teachers' superficial beliefs are not reflected into deeper practice under the influence of deeper beliefs, and transformed into corresponding teaching behaviors.

Objective factors: The curriculum reform is gradually changing the belief system and teaching behavior of teachers; Teaching behavior of teachers is restricted by the evaluation system.

References

Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research*, 62(3):307-332.