

INVESTIGATION OF PRESERVICE TEACHERS' REFLECTIVE THINKING TENDENCIES IN TERMS OF VARIOUS VARIANCES

Assist. Prof. Dr. Cengiz POYRAZ
Istanbul University
Hasan Ali Yucel Educational Faculty,
Department of Educational Sciences
Istanbul, TURKEY

Res. Assist. Seda USTA
Istanbul University
Hasan Ali Yucel Educational Faculty,
Department of Primary Education,
Istanbul, TURKEY

ABSTRACT

Education is a significant issue in social and economical development of countries. The most important element of education is "teacher". Having various thinking abilities is worthy for teachers. Especially development of knowledge and attitude intended to reflective thinking is the determinative factor in effective teacher education.

In this study, it was aimed to investigate the pre-service teachers' reflective thinking tendencies in terms of various variables. This study was practiced in 2011-2012 Academic year with 449 preservice teachers who studied in various departments of education faculty in a public university in Istanbul. The findings were analyzed with ANOVA and independent group t test with SPSS software.

At the end of the study, it was seen that preservice teachers' reflective thinking tendencies were significantly different by growing up place and gender. In addition to this; there were no significant differences found by mother and father education levels, number of siblings, the type of high school and the undergraduate program type. Based on the findings of the study, several recommendations were given.

Key Words: Reflective thinking, Teacher Education, Education and Teaching.