

THE RELATIONSHIP BETWEEN PROSPECTIVE PRIMARY MATHEMATICS TEACHERS' ATTITUDES TOWARDS PROBLEM-BASED LEARNING AND THEIR STUDYING TENDENCIES

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ABSTRACT

Problem-based learning (PBL), aims students to gain autonomous learning, independent study, inquisition and problem-solving skills; and it is an approach in which individuals are confronted with simulated situations like the ones they are probable to face in their daily lives and encouraged to learn individually through self-study and research. This method being used in mathematics classes has an importance for the permanent storage of knowledge. One other factor which affects the students' learning is their efficient and proper way of study. This study, which aimed to investigate the relationship between prospective primary mathematics teachers' attitudes towards problem-based learning and their studying tendencies, was conducted with 100 students who study at mathematics teaching discipline of primary education department of Hasan Ali Yücel Faculty of Education, Istanbul University. The Scale of Problem-Based Learning Attitude which was developed by Turan & Demirel (2008) and the Scale of Study Process which was adapted to Turkish language by Yılmaz & Orhan (2011) has been applied in this study. In this study a parallel relationship is determined between the prospective primary mathematics teachers' attitudes towards problem-based learning and approaches to the lesson study.

Key Words: Problem-based learning, approaches to studying, mathematics education.