

ANALYSIS OF PRE-SERVICE SCIENCE TEACHERS' VIEWS ABOUT THE METHODS WHICH DEVELOP REFLECTIVE THINKING

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ABSTRACT

In this study, we investigate of science and technology pre-service teachers' opinions about the methods developed reflective thinking and we determined at the level of reflective thinking. This study is a descriptive study. Open-ended questions were used to determine the views of pre-service teachers. Questions used in the statistical analysis of data for obtained student's through. Solution to the problems encountered in practice as a method for the production of research so descriptive research approaches used in the survey method. This study was applied Department of Science Teaching at the Faculty of Education students in the third class. Department of ScienceTeaching 32 students participated the study in Bayburt University. The 32 students in the sample and all of the mare 18 female and 14 male. The findings of the study about students opinion for reflective thinking skills that most of the prospective science teachers' technical reflective thinking skills were beter than critical reflective thinking skills. In the area of critical reflective thinking skills is not at all note worthy. In addition, pre-service teachers have expressed their positive contributions to the teaching skills of the methods developed for reflective thinking. Work towards the development of preservice teachers' reflective thinking skills are complemented by recommendations.

Key Words: The methods developed reflective thinking, Descriptive reflective thinking, Critical reflective thinking, Pre-service science teachers.