



RELATIONSHIP BETWEEN PROSPECTIVE MIDDLE SCHOOL MATHEMATICS TEACHERS' LOGICAL AND REFLECTIVE THINKING SKILLS

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Abstract

The aim of this research is to explore relationship between prospective middle school mathematics teachers' logical and reflective thinking skills. A total of 165 prospective mathematics teachers (111 female) enrolled to a government university's faculty of education were volunteered to participate in the study. In this correlational study, the data were collected through logical thinking test and reflective thinking skill scale towards problem solving. Descriptive statistics, normal distribution tests and Spearman correlation coefficient were used to analyze the data. According to results, prospective middle school mathematics teachers' logical thinking skills were high, while their reflective thinking skills were moderate level. Moreover, prospective middle school mathematics teachers' logical thinking skills were negatively correlated to evaluation factor and entire reflective thinking skills scale.

Keywords: Logical thinking skill, Reflective thinking skill, Prospective mathematics teacher.