

Contents

Introduction	5
1 Psychological aspects of teacher personality	7
1.1 Motivation and its importance	10
1.1.1 What if motivation is missing?	14
1.2 Perceived self-efficacy	16
1.2.1 Related concepts	18
1.2.2 Self-efficacy and its sources	20
1.2.3 Professional teacher beliefs	21
1.2.4 Measuring teacher self-efficacy	28
1.2.5 Problem solving efficacy	32
1.2.6 Collective teacher efficacy	37
1.3 Attitudes and their regulatory function	40
1.4 Critical thinking	42
2 Professional teacher identity	49
2.1 Teacher training course – beginning of professional growth	49
2.1.1 Self-efficacy in the preparation of pre-service teachers	51
2.1.2 Knowledge of pre-service mathematics teachers	52
2.1.2.1 Content knowledge	53
2.1.2.2 Pedagogical content knowledge	54
2.1.2.3 Curricular knowledge	55
2.2 Teaching as a regulated profession	56
2.3 Standards of the teaching profession	58
3 Key moments in pre-service teachers' beliefs about their preparedness	62
3.1 Empirical background	64
3.1.1 Research sample	64
3.1.1.1 First group of respondents	64
3.1.1.2 Second group of respondents	66
3.1.2 Data interpretation	67

3.2 Positive constructivist effect of the teacher in mathematics classes.	68
3.2.1 Preparedness to communicate.	70
3.2.2 Use of effectively formulated questions	72
3.2.3 Promotion of pupils' critical thinking.	75
3.2.4 Working with difficult pupils	76
3.3 The importance of defining educational objectives	78
3.3.1 Educational objectives must be adequate	79
3.3.2 Activities to achieve the set objectives	80
3.3.2.1 Using the potential of appropriate tasks	82
3.3.2.2 Non-routine tasks in mathematics	83
3.4 Learning aids and stimulating environment in teaching mathematics	94
3.4.1 Digital technology in classes	96
3.4.2 Stimulating mathematics teaching.	97
3.4.3 Classroom management.	99
3.5 Learner assessment in mathematics	101
3.5.1 Assessment as a feedback instrument	104
3.5.2 Development of appropriate teaching systems	105
3.6 Cooperation with colleagues and parents as a prerequisite for teacher's professional identity.	107
3.6.1 Cooperation with parents.	108
3.6.2 Cooperation with colleagues.	110
Conclusion	113
Summary.	115
References	117
Index	130
List of figures, tables, graphs	133
Apendix: Beliefs about preparedness for teaching mathematics . .	134