

EXPERT AND NOVICE TEACHERS' APPROACHES TO PROBLEMATIC PEDAGOGICAL CLASSROOM SITUATIONS

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Abstract

Earlier psychology and pedagogy studies pointed out that there are important differences between novices' and expertise's problem solving process also in the field of teacher profession. A Hungarian research team carried out a national survey in 2014 involving beginning and experienced teachers.

Using stratified random sampling 120 beginner and 102 experienced teachers were selected to take part in this survey according to four subgroups from preschool to secondary school teachers and representing every region of the country and different type of schools. Beside more topics the survey examined teachers' opinion about initial teacher training concerning problematic classroom situation and their attitude towards pedagogical problems.

This paper examines three hypotheses of the survey, working with questionnaire method:

1. Experienced teachers look at problematic pedagogical situation from a deeper view while beginning teachers have less sophisticated strategies to solve a pedagogical problem.
2. Preservice teacher training does not give enough support for future teachers to handle class situations.
3. Novice teachers require support for handling classroom problems while experts do not.

The study highlights the most important results of the survey comparing novice and experienced teachers' reaction to the same classroom situation. Furthermore the aim of this study is to give suggestion for the development of preservice teacher training focusing on the improvement of prospective teachers' problem solving skill.

Keywords: experienced and novice teacher, classroom management, problem solving, initial teacher, training