

ASSESSING THE USING OF TECHNOLOGICAL INNOVATIONS IN TEACHING MATHEMATICS CURRICULUM FROM THE TEACHERS AND SUPERVISORS' PERSPECTIVE IN TABUK REGION

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Abstract

The main aim of this research was assessing technological innovations of mathematics teachers in the teaching curriculum from the perspective of mathematics teachers and supervisors. To achieve this aim, literature and previous studies were analyzed to characterize the variables of the study, and building the tools of this search, that identified with the four dimensions: (support the educational environment in a mathematics class - planning and implementation of teaching - evaluating the performance of students – reflective teaching and professional development for teachers of mathematics). The research was based on descriptive analytical method, the sample consisted of (62) teachers of mathematics, and a number (13) educational supervisor in Tabuk city schools, and after field application procedures, the main finding was low of performance of mathematics teachers in support of the educational environment in a mathematics class the technological tools to encourage the learner to interact positively, and inadequate employment of technological innovations in the planning and implementation of teaching and evaluating the performance of the learner, and employ them in order to self-professional development for teachers of mathematics. The study found a set of recommendations the most important building training programs procedural to employ innovations of technology in support of learning environment school mathematics and improve their performance teaching through the development of positive attitudes towards their relevance and effectiveness in mathematics.

Keywords: Assessing Teaching Performance, Teaching Mathematics