

TEACHING PRACTICE FOR CONCEPTUAL AND PROCEDURAL KNOWLEDGE OF MIDDLE SCHOOL MATHEMATICS TEACHERS

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***ABSTRACT_** The study aimed to identify teaching practices for conceptual and procedural knowledge of middle school mathematics teachers; and to identify reasons for the mathematics teachers whether they focus on conceptual knowledge or procedural knowledge. The researcher used mixed method approach between the descriptive and qualitative and used two tools to achieve the objective of research: an observation sheet and interview techniques. The sample consisted of (27) teachers from five educational offices at Bisha governorate. After administering the tools and statistical data analyses, researcher reached the following conclusions: The level of teaching practices for conceptual knowledge of middle school mathematics teachers were a medium degree where the overall average scores on the first axis of the observation sheet (3.27) and by (65.4%). The level of teaching practices for procedural knowledge of middle school mathematics teachers were a high degree where the overall average scores on the second axis of the observation sheet (4.08). And by (81.62%). The degree of balance in teaching practices for conceptual and procedural knowledge of middle school mathematics teachers were a medium degree where the overall average scores on the third axis of the observation sheet (3.28) and by (65.6%). There is a clear difference in the reasons for the focus of middle school mathematics teachers in the teaching practices of conceptual knowledge and procedural knowledge and the balance between them are defined.*

***KEY WORDS:** Teaching practices - conceptual knowledge - procedural knowledge.*