concerned with “What is effective and important in teaching” to
understand the knowledge and process behind teaching.

To improve teaching, we need to
point of questioning. As an educator, should be the
students’ everyday reality should be the

More and more teachers educators and educators come to
understand that efforts towards simplifying this model should focus
more on studying the practice of educators, their "clinical" experience.

Barbara Krtl

Implications of Studies on Expertise in Pedagogy of

LUBELSKY, MATERIALY NEPOLOLOGICNE NR 26, 2002

FOREIGN LANGUAGE TEACHING

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FOREIGN LANGUAGE TEACHING
Implications of studies on experts in teacher education.

There are no clear indications of an understanding of the relationship between expert performance and knowledge representation. A study by Naccarato et al. (1977) suggests that experts have a better understanding of domain knowledge, which is not consistent with the findings of the current study. A more comprehensive understanding of the cognitive processes involved in expert performance is needed to fully understand the implications of this research.

In summary, the current study highlights the importance of knowledge representation in expert performance. However, further research is needed to fully understand the relationship between expert performance and knowledge representation. Future research should focus on understanding the cognitive processes involved in expert performance and how these processes can be used to improve teaching and learning.
are generally less selective when asked to regress or convert information into different forms than experts, and in many instances, experts actually identify and prioritize important pieces of long-term memory that are not on the test. The ability to do this, however, requires a deep understanding of the material, and this ability is not something that can be taught. The information is similar to previously acquired categories; they are not limited to facts, figures, or memorized procedures. Experts accurately identify which items in memory are most important, and they use this information to construct mental frameworks that allow them to organize and recall information efficiently. Though experts may not be able to perfectly recall all the information they have ever encountered, they are able to access and use the information they need to solve problems effectively.

If this is true, then the nature of expertise may be more complex than we previously thought. The key to this complexity is the ability to selectively process information, to identify the most important elements, and to organize them in a way that makes sense. This ability is what we call "expertise," and it is the hallmark of expertise. It is the ability to filter out the irrelevant and focus on the relevant, to prioritize information, and to use it effectively.

This is not to say that experts are always better than novices. In fact, experts can make mistakes, just like novices. However, the way they make mistakes is different. Experts are better at identifying and correcting their mistakes, and they are better at using feedback to improve their performance. This is why experts can perform tasks more efficiently and effectively than novices.

In conclusion, the nature of expertise is complex and multifaceted. It is not simply about having a large amount of knowledge, but rather about being able to use that knowledge effectively and efficiently. This is why it is important to understand the nature of expertise, and to develop ways to teach and assess it effectively.
Expert teachers exercise planning conceptions (Thompson, 1992), build in a "scaffolding and negotiation" manner, focusing on principles, strategies, and knowledge. They emphasize the importance of students actively engaging in the decision-making process, using their knowledge and skills to make informed choices. This approach fosters critical thinking and promotes independence in students.

In contrast, novice teachers often rely on direct instruction, providing step-by-step guidance and explanations. They may struggle to transfer their knowledge to students, leading to limited engagement and less effective learning outcomes. Expert teachers, on the other hand, encourage students to take ownership of their learning, facilitating a more dynamic and interactive classroom environment.

The teacher's role is crucial in this process, acting as a facilitator and guide. By providing appropriate scaffolding and support, teachers help students develop the skills necessary for independent thinking and problem-solving. This approach not only enhances students' learning but also builds their confidence and self-esteem, preparing them for future academic and professional challenges.

In conclusion, the expertise of teachers significantly impacts student outcomes. By adopting an expert-like approach, teachers can create a more effective and engaging learning environment, fostering a lifelong love for learning and preparing students for success in the 21st century.
of teacher and teacher as a learner and thinker. Research in cognitive psychology provides a powerful array of theoretical and methodological tools for examining the components of teaching as a cognitive skill and teacher as a learner and thinker. The concept of expertise as a domain-specific ability has been found to be crucial for understanding the processes involved in the development of effective teaching. The study of expertise in teaching has been influenced by the work of experts in related fields such as psychology and education.

Conclusion

The concept of expertise in teaching challenges the traditional view of teaching as a learned, cognitive skill and teacher as a learner and thinker. Research in cognitive psychology provides a powerful array of theoretical and methodological tools for examining the components of teaching as a cognitive skill and teacher as a learner and thinker. The concept of expertise as a domain-specific ability has been found to be crucial for understanding the processes involved in the development of effective teaching. The study of expertise in teaching has been influenced by the work of experts in related fields such as psychology and education.
References

Serious scholarly attention to the development of teacher professional knowledge is starting to receive the attention it deserves. The field of education is concerned with the acquisition of knowledge by the teacher and the ways in which this knowledge is used to inform and improve teaching practice. The knowledge that teachers need to teach effectively is best described as a combination of content knowledge and pedagogical knowledge. This chapter focuses on the development of pedagogical knowledge and its role in the classroom.

A new model is needed to help teachers develop their pedagogical knowledge. This model should be based on the following principles:

1. Teacher education programs should include opportunities for teachers to engage in reflective practice and to develop their own professional knowledge.
2. Teacher education programs should include opportunities for teachers to work with experienced teachers and to learn from their practice.
3. Teacher education programs should include opportunities for teachers to engage in research and to develop their own research skills.
4. Teacher education programs should include opportunities for teachers to develop their own professional reflection and to learn from their own experiences.

These findings point to a need for teacher education programs to be restructured to put the needs of teachers at the center of the learning process.
Implications of studies on expertise in teacher education.


