

## Mentoring in Developing Questioning Behaviors

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### Abstract

Asking questions is one of the important pedagogical strategies that a teacher should have. This study, it was tried to develop the questioning behavior of a pre-service teacher with the support of an expert in the field. In this context, the research was carried out with studies aimed at improving the questioning behaviors of a teacher candidate who received formation training in the branch of Mathematics Teaching at a state university. During the studies, brief information was given to the pre-service teacher about the questioning behaviors by the expert researcher, and the questions that could be used for the gains of the lesson were discussed with the teacher candidate. The data of the study were obtained from the records obtained as a result of the 4-hour teaching of the pre-service teacher, the researcher's field notes, and the self-evaluation form. As a result of the analysis of the data and the evaluations, it was revealed that the pre-service teacher could better decide the questions that he could use in the lessons with the support of experts and thus manage the questions more easily. As a result, expert support played an important role in preparing an effective plan and deciding on the questions to be used by the pre-service teacher during their teaching practices.

**Keywords:** Asking Questions, Prospective Teacher, Development, Mentoring