

Abstract

Teacher's knowledge is a neglected issue for a long time in teacher study. It is a basic knowledge for teachers' development, and it depends on teacher's experience, exists in the current teaching behavior, and forecasts the possible prospective teacher's teaching. It is a continuous developing process, which penetrates the past, content and future teacher's teaching life. In order to researchers' practical knowledge, we must deep into the teacher's teaching life and teacher's daily life with suitable method.

Narrative research provides a new method for education research because it is close to personal experience. Furthermore, narrative research provides a suitable research method for teacher's practical knowledge because it is concerned with the teacher's personal experience. Accompanying with the growing of qualitative research in recent years, narrative research method was introduced to research the teacher's daily life and experience. And it is used to dig out the education significance by narrating the "story" which happened in teaching life. Teacher's practical knowledge hides in the teacher's teaching and the "story". We can comprehend them by explaining the "story".

Based on the theoretical research of the teacher's practical knowledge and phenomenology, the thesis selects myself as a case of my research. I narrate my own stories by using the on-site teaching, the stories out of classes and the experiences in my growing up. This paper tries to describe the practical knowledge from the several aspects: my education belief, thought of myself, situational knowledge and strategy knowledge. What is more, with the perspective of human and knowledge, this thesis discusses factors relating to the forming and development of teachers' practical knowledge.

Key words: practical knowledge, phenomenology, narrative research, reflection