

This teacher's activity depends on his pedagogical knowledge, his beliefs and the pedagogical situation. He reacts on the basis of his beliefs and pedagogical knowledge and acts as a function of his routine and cognitive schemas. The filter function of beliefs can be observed when the teacher's activities and thinking did not match because of some external (time limit, school equipment, class composition) and internal factors (emotions, empathy, giving help, mutual acceptance of each other). The number and quality of beliefs influencing reflections and the schemas appearing in teaching activities gave us an opportunity to map the relationship of thinking and acting in different pedagogical situations.

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