

Examination of the Difficulties of Pre-school Teacher Candidates, Teachers and Teaching Staff in the Process of "Teaching Practice"

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Research article

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Introduction

This research aims to determine the difficulties encountered in teaching practices and the ways to improve them. For this purpose, answers to the following questions were sought:

- 1- What are the difficulties experienced in Teaching Practice?
- 2- What are the reasons of these difficulties?
- 3- What are the solution suggestions for these difficulties?
- 4- What are the professional contributions of Teaching Practice?
- 5- What kind of similarities and differences are on the difficulties, causes and solution suggestions based on stakeholders?

Method

This study was designed in a basic qualitative research design. In the study, Interviews were made with 18 teacher candidates studying at a public university primary education, 19 preschool teachers - with university degrees and their practice ranging from 6 to 36 years- in the classes where teacher candidates practice, 8 lecturers systematically observing teacher candidates' practices and giving feedback them.

In the process of data collection, "Interview Form", developed by researchers, consisting of semi-structured questions and Prepared separately for teacher candidates and teachers was used. While creating the observation form and checklist; The difficulties experienced by teacher candidates are listed according to the opinions of teacher candidates, teachers and lecturers. Two different dimensions have emerged regarding the plans and implementation process prepared in this list. While the checklist was created for the dimension for preparing the plan, the observation form was generated for the dimension for practicing.

The interviews were held face to face and each lasted approximately 25 minutes. observation form and checklist - Prepared by analyzing the data obtained from the interviews, are filled in by observing at least and half day for 8 weeks and by examining all the plans (864 activity plans) prepared by teacher candidates in this process.

Inductive analysis method was used in the analysis of the data. To ensure the reliability of the research, it was blindly examined and analyzed by three researchers, then the researchers came together and compared the codes. On the codes attributed to different categories, the codes that all three researchers agreed were decided.

Findings

Findings, obtained as a result of analysis; were gathered under four titles as teacher candidates' difficulties, the difficulties faced by teachers and lecturers, the reasons for the difficulties experienced and practice suggestions and professional achievements.

As a result of the research, It has been founded that the problems experienced in teaching practices arise mainly due to teacher candidates, teachers, university and undergraduate education, concerns about the appointment process and school-related reasons. It was observed that Teacher candidates had difficulty in these issues: courses remain in theory, teacher candidates coming from other institutions, lack of classroom management skills, teachers' intervention during the activity, other adults in the classroom, gender-based bully, teachers' lack of knowledge about the content of school experience, lack of cooperation between the school and the university and The intensity of the internship application.. Solution suggestions for eliminating the problems are firstly cooperation between universities and practice schools, then Increasing the hours of practice at school. In addition, rotation between schools in applications, increasing the quality of The content of the courses given in undergraduate education and Ensuring the effectiveness of the feedbacks received by teacher candidates at practice schools are the other solution suggestions.

Discussion, Conclusion and Recommendations

In the research carried out by Seçer, Çeliköz and Kayılı (2010), similar results are observed that is the teachers do not know the course contents, the cooperation between the school and the university and the difficulty of transportation. In addition, in the current study, it is observed that undergraduate courses remain in theory, teacher candidates from other institutions, lack of classroom management skills, teachers' intervention during the activity, other adults in the classroom and gender-based bully.

According to Seçer, Çeliköz and Kayılı (2010), the solution suggestions to overcome these problems are similar to the current study; Cooperation between universities and application schools and increasing the application hours are included. Unlike the current study, suggestions for not only the teaching practice process but also undergraduate education were presented.

When we examine the points where the stakeholders differ in terms of difficulties arising from the teacher candidate, the instructor and teachers stated that the teacher candidates had difficulties in communicating with the children. However, teacher candidates did not mention such a difficulty. This suggests that pre-service teachers are not aware that they have difficulties in communicating with children, or that teachers and teaching staff have expectations from pre-service teachers to communicate more actively with children.

When we examine the points where Stakeholders differ in terms of difficulties caused by the teacher; when pre-service teachers and lecturers talk about the difficulties caused by the teacher, pre-service teacher and lecturers talk about the difficulties caused by the teacher. this leads to the idea that teachers do not have a tendency to self-criticize or self-assess during the teaching practice process.

When the Challenges of Teachers and Instructors are examined, while faculty members express many difficulties due to the different expectations of the teacher and the university; teachers never addressed these difficulties. The main reason of this situation is thought that the expectations of the university are not fully reflected to the teachers and that even if they are reflected, teachers cannot be involved in the application process towards these expectations.

In addition, lecturers state that they have “no teaching experience” in the difficulties; is one of the remarkable findings of the study. Lack of teaching experience of the lecturers causes difficulties in conducting the process.

In order to increase the quality of teaching, primarily;

- Undergraduate programs should not be opened at universities that do not have enough faculty members.

- To provide teachers with information and training on teaching practice in cooperation with MEB for internship practices.
- Undergraduate courses given in two parts as theoretical and practical.
- Instead of giving intensive teaching practices in the final year, the implementation of all the periods of undergraduate education
- Implementation of criteria or standards in the selection of schools and teachers
- Cooperation of all stakeholders (school, university, YÖK and MONE) for teaching practice.