

Okul Öncesi Öğretmenlerinin Hizmet Öncesi Eğitimlerine İlişkin Görüşleri ve Hizmet İçi Eğitim Durumları

Opinions of Pre-School Teachers About Their Pre-Service Education And In-Service Education Status

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Talip ÖZTÜRK *, Filiz ZAYIMOĞLU ÖZTÜRK **, Niyazi KAYA ***

Extended Summary

Purpose

It is possible to do the teachers do their profession properly, in case of their conformity to the changes that occur around them. In order to do this conformity, both pre-service and in-service terms of the teachers need to be actively cooperated. This can be realized by both pre-service and in-service periods to be combined in an effective way.

Within this respect, the aim of this study to examine the preservice education quality and the in-service education expectations and needs of the pre-school teachers who work for the ministry of education in Turkey. In other words, pre-school teachers' pre-service and in-service educational processes are to be evaluated comparatively.

The main research problem of this study is: "What are the pre-school teachers' opinions about their pre-service education and the in-service education needs?" according to this problem statement, here are the sub-problems that are going to be resolved:

1. What are the pre-school teachers' opinions about their pre-service education?
2. What are the pre-school teachers' opinions about their in-service education needs?

* Yrd. Doç. Dr., Ordu Üniversitesi Eğitim Fakültesi İlköğretim Bölümü, e-posta: talipozturk@odu.edu.tr

** Yrd. Doç. Dr., Ordu Üniversitesi Eğitim Fakültesi İlköğretim Bölümü, e-posta: filizzayimogluozturk@odu.edu.tr

*** Milli Eğitim Bakanlığı, Temel Eğitim Genel Müdürlüğü, e-posta: niyaka-ya@gmail.com

Method

This study is designed as a survey model. Due the usage of qualitative research method, universe and the scope haven't been determined, so all the participants are included to the research. The working group consists of 208 pre-school teachers who attended an in-service education program in 2012-2013 education year which was coordinated by the ministry of National Education.

An interview questionnaire form was used to gather data, that are prepared by the researchers. The framework of the form was prepared after the examination of the studies about teacher problems and needs, and then the form was controlled by 3 experts who work in the universities as academic staff. The form was finalized after the expert opinions gathered.

Incompletion and invalid forms are kept out of the research, the data turned into frequency (f) and percentage (%) tables and then commented.

Results, Discussion and Conclusion

In the light of the findings, the results of the study are as follow;

It was seen that %51.9 of the students found their pre-service education "compatible" in general.

The sub-field that the pre-school teachers consider themselves more "compatible" is "counselling (%17.8)", while they consider themselves less compatible in "ICT in pre-school education (%15.9)" The pre-school teachers need an education mostly about "the techniques in effective preparation of activities in pre-school curriculum (%28.3)" and least about "using material effectively in pre-school education (%15.8).

Pre-school teachers found themselves the most competent in psychomotor field (%26.0) and least competent in cognitive field (%5.3). This was also their need for in-service education.

Teachers need in-service education in "drama", "language" and "class management" fields professionally and personally. Another research about pre-school teachers' educational needs, it was found that teachers need education in drama activitied and planning", "science and nature activities planning and practice", "studying with disabled children", "new approaches in pre-school education" (Temel, Ersoy and Şahin, 1999). The research which has been done by Uşun and Cömert (2003) says that the three in-service education that are pre-school teachers want to attend are "child psych health", "creative activities" and "lesson plans". These findings are similar to this research's findings. Besides, Doğan and Tatık (2014) found that %48,9 of the pre-school teachers need education about "special education" and %52,2 need "national and international project preparation".

%48.5 of the attendants joined and additional education during their pre-service education period, whilst %51.5 of didn't. They joined education about "pre-school education", "AÇEV seminar" and "drama seminar".

%72.6 of the attendants joined and additional education during their in-service education period, whilst %27.4 of didn't. They joined education about "ADP", "Educating educators' seminar" and "First step project seminar".

%37.5 of the attendants joined and additional education that are prepared by the Ministry of National Education during their in-service education period, whilst %62.5 of didn't. They joined education about "Basic Education", "Preparatory Education" and "OVÇEP". A study about the teachers attitudes about teaching profession reveals that in-service education programs do not properly done.