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**Analyzing of the Sufficiency of Turkish Language Teachers  
within the Scope of Undergraduate Program**

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**ABSTRACT**

Teacher education and teacher sufficiency are issues dwelled on all the time in a businesslike manner and needed to be emphasized. Besides teacher sufficiency, teacher training programs are also ranked in issues investigated and discussed. Since, teachers and the programs framing them supply the qualifications of the students being output of the ministry of education and input of the universities. The aim with the applied undergraduate program is to train qualified teachers. Ordering some of the qualifications aimed by this means is possible: Having a good knowledge of branch, planning the course and activities, using teaching methods and techniques, and having the sufficiency of making a straight assessment and evaluation. Additionally, having a nice communication with the students, standing open to the new ideas, and having the ability of regarding self-perpetuation as necessary are also needed. The aim of the research is to evaluate the problems Turkish language teachers encounter while they maintain education and training activities within the scope of undergraduate program. Undergraduate program is scrutinized in the sense of sufficiency which is oriented to theoretical information, in-class activities, and teaching practices. In consequence of results obtained from the study, landing up to what extent teachers reflects their information and skills acquired during the undergraduate program to the practice is aimed. The research is carried out Turkish language teachers working in Van city centrum. 12 Turkish language teachers graduated in the last four years carve out the working group. In order to determine how much of their knowledge and skills they reflect to their practices, some views are received from newly graduate teachers. In the research, semi-structured interview form is used. Teachers in the working group were talked face to face and content analysis will be done on the purpose of examining the data attained from the study. According to the results of the study, Turkish teachers find that the education they receive during the undergraduate period is insufficient. The results of the study reveal that the problems of the Turkish teachers are mainly due to the undergraduate program. Teachers stated that the practices they learned during the undergraduate period are more useful than the theoretical knowledge.

**Key Words:** Teacher sufficiency, Turkish undergraduate program.

## 1. Introduction

In today's world has a rapid change and transformation and it is inevitable that the education is affected from it. In order to be a development of this change, as (Uygun, 2013) indicates, superseded factors need to be built on solid basis and therefore the structure and problems of the system must be known.

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The education is very important thing that all societies point it up. The main purpose is to upbringing qualified individuals on behalf of a healthy lifestyle and permanent future. In this context, (Sonmez, 2003) emphasizes that the most important elements in educational process of the school systems are student, program and teacher and if it is being lack of one of these, either the school or the education will not exist, and he points out the close relation between them.

The teacher is regarded as the cornerstone of the educational process. Under the head of 43<sup>th</sup> of 1739 numbered Basic Law of National Education; teaching is defined as a particular specialization job undertaking education of the state related to management duties of the country. According to (Sonmez, 2003) the teacher is defined as a professional person who "brings desirable behaviours in educational process". In the educational process, there are expectations from the teacher. This is defined as proficiency. The proficiency is an ability "to do a required work, in a certain place, at the required time" (Bursalioglu, 1981). The proficiencies of the teacher are defined as "the teacher who is able to fulfill the teaching profession effectively and efficiently that requires having a knowledge, skills and attitudes" (MEB, 2008). According to (Sisman, 2009), teacher's sufficiency expresses qualifications like information, ability; attitude, value, and treatment need to belonged to teachers. The teacher must have adequate knowledge and skills for three main areas including general knowledge and general ability in professional field, professional knowledge and field knowledge (Sisman, 2009). It can be sorted that the teachers should have a lot of competences and features besides these basic competences. (Celikten at all, 2005) state that a good and talented teacher who is open-minded and objective to the students, cares the needs and expectations of the students, opens to the innovation and developments, follows the educational technology, encourages, supports, affectionate, witty, understanding, and a good observer.

Council of Europe and European Commission specified some principal about sufficiency of teacher. These are: "collaboration (with colloquies), technologic and informational cooperation working with society and working in society (stake holders, families, society, and institutions, etc.). The European Union see the role of the teachers, their lifelong learning and their vocational development in priority areas. It is predicted that the teachers are trained as full equipped up against the challenge of information age. Therefore, each teacher should have the understanding of lifelong learning as autonomous learner. The teachers have an important role to fit the students to the European citizenship, to get the students to learn different cultures" (Sisman, 2009).

The qualified of new generations will be identical with the qualified teachers who raise them undoubtedly. In this context, generally all teachers, in particular in the Faculties of Education as (Guzel, 2010) stated, the importance of the department of Turkish Education will increase with changing country and world circumstances every day.

Teacher trainee program has an important role besides many factors that the teachers have necessary sufficiency. It is expected that the teachers, who have been trained in an education program, train the students approximately like a program. The program licking into shape teachers in a sense giving form to society are one of the topics discussed upon for years because of this sensibility. It is in this sense inevitable that undergraduate programs training teachers are always discussed as changeable and developing aspect of education world. In other respects, that aforesaid discussion has a considerable amount of aspect appealing to hitches in the matter of teacher training and teacher's sufficiency is a clear indicator that there is a need to more intense and realistic researches on this issue.

The proficiency of children affects the quality of education directly, and also it is an important factor to raise qualified individuals. If it is considered that teacher candidates have a Professional proficiency that they have completed four-year undergraduate education, the importance of the undergraduate education is understood.

It is known that the teachers face to several problems in teaching process. Especially, the first years in this profession, teachers are hard put to get used to the profession and they try to imply the proficiency in the field. During this period, the identification of the problems and determine the source of the problems and seek solutions to them according to the teachers' views, is an important step to minimizing these interferences that brings to a standstill the teaching process. Not only Turkish Language teacher but also the teachers of different departments' problems can be stated in five groups as problems due to the licence program, faculty members, teachers, students and schools. Teachers who face to this or similar problems do not seem to be removable completely. But it is important to evaluate for improving teaching profession standards to minimize these problems. In this study, the problems that the teachers face are tackled in the context of undergraduate education.

In this study, it is limited to only Turkish language teachers. But the situation that is aimed to reveal relates to the other branches of teachers.

### 1.1. Aim and sub-goals

The aim of this study is to evaluate the problems when Turkish language teachers face them that carry out educational process on the verticle of undergraduate program. The subgoals of this main aim as follows:

What is the adequency level that Turkish language teachers gain in undergraduate period?

What is the adequency level that Turkish language teachers gain in undergraduate period for various situations (using of teaching methods and techniques, planning lessons and activities, preparing course materials)?

What is the adequency level that language teacher gain in undergraduate period for various situations taht attributes the teaching process (school experience and teaching practice, performance-oriented lessons, theoretical knowledge, classroom activities)?

Which lessons that Turkish language teachers take in the undergraduation education but do not use in professional life?

As Turkish language teacher carry out educational activities, the problems are among them:

What are the problems that are caused by faculty members?

## 2. Method

This section includes the research model, working group, data collection tools, data analysis, validity and reliability information.

### 2.1. The research model

This research was conducted according to the case study. A case study is an empirical research model "that studies a recent phenomeon in its real-life frame (context), works within the boundaries between phenomenon and content which are not marked with a sharp line in it, resides evidence or used in situations where the data source is available" (Transferred from Yin by Yildirim and Simsek, 2011).

The point that it is different from the other research method is, it bases on “how” and “why” questions of the case study, it leads an opportunity to review in-depth that the researcher does not control the event and fact (Yildirim and Simsek, 2011).

In the study, a qualitative research method was used. A qualitative research model is defined as “observation, interviewing and document analysis, using qualitative research models, to reveal perceptions and events in a natural environment as a realistic and holistic way, and it pursues a qualitative process (Yildirim and Simsek, 2011). In our study, to determine the Turkish language teachers’ problems reasons when they carry out educational activities, a semi-structured interview method was used. A semi-structured interviews combine both fixed-choice answer and to go in-depth in the relevant field (Buyukozturk, 2010). For this reason, the teachers were interviewed face to face. Face to face interview is a data collection tool that allows both the interviewer and the respondent a good and positive bound, and also it allows observing both of them (Buyukozturk, 2010).

## 2.2. Working group

The working group of the study is consisted of 12 Turkish language teachers who work in the center of Van city and have been graduated from the university in four years.

**Table 1.** The demographic informations about teachers

| Variables              |                    | Frequency |
|------------------------|--------------------|-----------|
| Gender                 | Female             | 6         |
|                        | Male               | 6         |
| Total                  |                    | 12        |
| Professional seniority | Yearling teacher   | 3         |
|                        | Biennial teacher   | 4         |
|                        | Three-year teacher | 2         |
|                        | Four-year teacher  | 3         |
| Total                  |                    | 12        |

## 2.3. Data collection tool

“A semi-structured interview form” has been prepared that consisted of questions that will be asked to the teachers. To prepare this form, related literature was investigated carefully and many questions have been prepared. After studying onto these questions, the questions which will be served to the aim were chosen. Thus, the prepared form has been shared with the experts to take advantage of their opinions and suggestions. In line with the feedbacks, the semi-structured interview form has been reprepared and was put into final form. At the end of this process, in the “Form of Interview Related to Turkish Language Teachers’ Proficiencies In the Axis of Undergraduate Program”, six questions that have various sub-dimensions would serve the purpose of the research.

During the data collection process, the semi-structured interviews were done with volunteer teachers. The interviews took almost twenty minutes and they were recorded with the voice recorder. After, the records were written on the purpose of making an analysis.

## 2.4. Statistical analysis

The data was analyzed according to the qualitative data analysis techniques. In the content analysis, "the process basically, the data which is similar to each other, to gather them in the frame of specific concepts and themes and interpreting them that the readers can understand" (Yildirim and Simsek, 2011). Therefore, our study's obtained qualitative research data was analyzed in four stages. In the first stage, the data is coded, then themes were founded, after that codes and themes were organized and finally the findings were identified and interpreted (Yildirim and Simsek, 2011).

## 2.5. Validity and reliability

In this study, for validity, it was benefited from the experts' views, it was tried to reflect the situation as it was. For reliability, it was appointed to coder reliability. The 20% of the data were coded separately by the researchers' of the study and the other researcher. Then, it was arrived at a consensus after debating required discussions between the coders. As a final step, the rest of the data were analyzed by the researchers of the study.

## 3. Findings

The findings that were obtained at the end of the study tabulated and these tables were interpreted and evaluated.

### 3.1. Findings and interpretations related to the problem of the study

The answers that were given to the question of "Do you think that your knowledge and skills that you have gained in the undergraduate education are sufficient for carrying out the teaching profession?" were given in table 2.

**Table 2.** The knowledge and skills that teachers have gained in the undergraduate education are sufficient for carrying out the teaching profession

| Situation of Competence | Freq. | Sample Statements   |
|-------------------------|-------|---|
| Sufficient              | 1     | "Sufficient. I took a good education." T1   |
| Insufficient            | 8     | "When I began to teaching profession, I said that I had learned nothing in my undergradiation education." T2; "Not sufficient, when I began to teaching profession, I understood that." T3; "When I'm doing my job, I don't remember the things that I have learned in the university in practice." T8; "Insufficient, because they remained theoretically." T9; "Insufficient, because the knowledge that we have took in undergradiation education were theorique; but the school demanded us the sub-level knowledge." T10 |
| Partially               | 3     | "Only 40% of it sufficient, the rest is up to us." T4; "We use very little of the knowledge that we have gained in undergradiation education." T7; "Sometimes it is sufficient, but sometimes it is insufficient. It depends on the student." T12   |

As seen in Table 2; only one the 12 teachers said that their knowledge is sufficient, the eight of them said that it is insufficient, and three of them said that it is partially sufficient. More than half of the teachers claimed that their knowledge from the undergraduate education is insufficient (can not transform to practice). The insufficiency as seen there does not a lack of knowledge or theoretical knowledge. The thing they complained of is lack of implementation. And also, the justification for insufficiency depends on that non-Turkish academics give lectures in Turkish Education.

Do you think that using of teaching methods and techniques that should be used in Turkish lessons, planning lessons and activities and in the preparation of the course materials you received during the undergraduate education period, the training is insufficient? The responses to the question are given in table 3

**Table 3.** According to the various conditions, the insufficiency level of lessons that were taken in undergraduate period

| Lectures / Activities               | Situation of Competence | Freq. | Sample Statements  |
|-------------------------------------|-------------------------|-------|--|
| Use teaching methods and techniques | Sufficient              | 6     | "We learned many techniques to do in the university for class environment, I'm looking at them when I want to go back and do something." T1; "The training that I have received is being supportive when I apply methods and techniques in the guide book." T3; "I'm using my undergraduate knowledge with the contribution of teaching methods and techniques in school." T6                  |
|                                     | Insufficient            | 4     | "In this course we learned not only theory. Because we didn't practice, it wasn't helpful." T2; "I can't use teaching methods and techniques in an effective way still because you have not been taught this topic in the under graduation education," T11; "I got in a theoretical sense, but in practice, we didn't do it. Students are not taught with the under graduation knowledge." T12 |
|                                     | Partially               | 2     | "The knowledge I obtained in undergraduate helps me a little" Ö4; "We recieved this lesson in university, but it would be benifical if had opportunity to practicet." Ö5   |
| Planning lessons and activities     | Sufficient              | 5     | "While I designing lesson activities, what I've learned in college helps." T1; "The knowledge I obtained in under graduation helps for lesson planning." T4  |
|                                     | Insufficient            | 5     | "I have not received sufficient training on behalf of the planning course." T5; "Not in the university, I learned lesson planning for myself." T8; "The courses I took in university have nothing to do with lesson planning at school." T12   |
|                                     | Partially               | 2     | "We have learned planning in university, but we have not learned to adapt to different situations. For this reason sometimes it is not easy." T3   |
| The preparation of course material  | Sufficient              | 5     | "What I've learned in university help in preparing the material." T1; "To prepare the material, because the under graduation has been done in a tangible way, it was very useful." T4  |
|                                     | Insufficient            | 5     | "I did not take any helpful material courses form department, so I don't think so it is sufficient." T10<br>"We have not been taught anything about it in the universiyt. I'm looking on the internet when I'm preparing the material." T11  |
|                                     | Partially               | 2     | "Partly with regard to the use of the course material is involved." T6; "We have made materials in university, but how to use it, their effects were not taught." T12  |

As looking at table 3, the under graduation will be handled in the professional life of teachers teaching methods and techniques in the training that they received on how to use, half of them said it was sufficient; 4 of them said it was insufficient; 2 of them said that it was partially sufficient. Teachers, who find it insufficient, dubbed as the theoretical methods and techniques of teaching; indicates whether the application has been shedding. Teachers who found it partially sufficient related to the lack of teachers who complained of the point of implementation is found sufficient.

In planning lessons and activities, 5 teachers stated that they received sufficient training. 5 teachers said that they did not get sufficient training in this regard. Two teachers, found they have received partially sufficient training.

Five teachers indicated that they received sufficient training about the preparation of the course material; five teachers said that they did not get sufficient teacher training in this regard. Two teachers said that they got partially sufficient training. More than half of the teachers received the training was insufficient and that the education indicated that they are preparing material for the fields.

As the first question, this question is an important part of the teacher complaining about the lack of implementation. In the planning of training courses and activities they claimed that they couldn't make themselves informed enough. Similarly (Temizkan, 2008) said that the attitudes of Turkish language teacher candidates towards teaching profession according to the findings of a survey to determine students 39, 75% in terms of preparation of equipment and related materials are forced at a rate of 26% feel themselves insufficient in terms of ability to use methods and techniques.

*Do you think while you are practising the teaching profession school experience and teaching practice courses during the undergraduate period that you received the theoretical knowledge and obtain practical classroom activities conducted on the contribution made to submit sufficient?* The responses to the question are given in table 4.

**Table 4.** According to the various conditions, the attribution level of lessons that were taken in undergraduate period

| Lectures / Activities                   | Situation of Competence | Freq. | Sample Statements   |
|---|-------------------------|-------|---|
| School experience and teaching practice | Sufficient              |       | <i>There is no teacher who thinks that there is not sufficient yield in school experience and teaching practice.</i>  |
|   | Insufficient            | 7     | <i>"As the concern of many of my friends in the time of assignment, I suppose that I could pass without going to school, I don't see the benefit." T8; "Schools are missing in this regard. It is not given enough importance." T5<br/>"I did not get efficiency because the teacher didn't come to class or explained lesson with the traditional method." T11; "Required value of trainee teachers is not supplied and hence I think it is not getting efficiency." T12</i> |
|   | Partially               | 5     | <i>"At school I learned by watching the teacher in a class more or less what he was doing. But we should have more be in classes and go to school." T3; "Just need to be in the last class and the teachers at the school and our job the attention it deserves because we can show the contribution of 10%." T4; "It was helpful but not in the last year, if this application would be in first and second grades, it would have more contribution." T9</i>                 |
| Application-oriented courses            | Sufficient              | 3     | <i>"We've learned more from the practical courses." T1; "This course has helped me, I think I use most of the information I've gained from the practical courses." T3</i>   |
|   | Insufficient            | 3     | <i>"We have not implemented classes in university so it had no contribution." T2; "In university you couldn't go beyond the theoretical knowledge, no practice." T4; "Practices at university were very low..." T11</i>   |
|   | Partially               | 6     | <i>"Course is applied for the practice very low, I wouldn't call it fully effective." T5; "The lessons I learned the most practical I've seen the benefits, but a lot of them are missing." T7; "It has contribution, but the number of practical classes should be increased." T9</i>  |

|                              |              |   |   |
|------------------------------|--------------|---|---|
| <b>Theoretical knowledge</b> | Sufficient   |   | There is no teacher who thinks that there is not sufficient yield in practical lessons.   |
|                              | Insufficient | 4 | <i>"To have been forgotten most of the theoretical knowledge for the profession, while I don't think is useful to us." T8; "It didn't match the theoretical information with the Ministry of national education in university because it is not sufficient." T11</i>  |
|                              | Partially    | 8 | <i>"It's not completely effective, but from time to time I look what we've seen at university." T1; "Drowning in theoretical information than the practising, it is more useful to rather, but without theoretical knowledge happens." T3; "Sometimes theoretical knowledge helps." T4; "We have received the theoretical knowledge, but I wish it were in a style that can be applied in the field." T7; "Very little theoretical information given in the guide book to teach while teaching I obtained the university information that you don't need to." T10; "I got the theoretical knowledge in undergraduation, but I think it is something that should have more theoretical knowledge." T12</i> |
| <b>Classroom activities</b>  | Sufficient   | 2 | <i>"Classroom activities are more beneficial than theoretical knowledge because it can be practiced." T1</i>  |
|                              | Insufficient | 4 | <i>"At university, there is no classroom activity so we can't have effect on the students in this regard." T3</i>   |
|                              | Partially    | 6 | <i>"In the undergraduation, we did one or two activities, so it gives very little help." T5; "The undergraduate we make classroom activities, partially relaxes us." T6; "Although the number is not a lot, at university we did a few classroom activities, help me when I do my job." T2</i>  |

According to table 4, school experience and teaching practice from a teacher who thinks that there is not sufficient yield. The teachers and 7 of this application is Insufficient, while 5 partially considers sufficient. This application is in the process of preparation of civil exam it fell, and depending on the concerns of consecration, especially by teachers, is understood to have been ignored. Again, the statement from the teacher on the basis of need among the reasons for failure to yield sufficient school experience and teaching practice in schools as teachers and scholars, and insufficient lack of attention may be considered.

While finding sufficient insufficient 3 practical lessons teacher find teachers, and 6 teachers considers partially sufficient. What you remember from an undergraduate these courses are sufficient teachers who indicate that they use in their professional lives. 6 partially sufficient numbers or in the universities of teacher of this course who found that the weights should be more states.

The training they received sufficient theoretical knowledge about the profession of the teacher whose contribution is not found there. While Insufficient 4, 8 partially considers sufficient. This link is insufficient; the theoretical information is missing not because oblivion was quickly connected. The theoretical information is not configured, or event and applications are not accompanied by the cause of the absence of permanence.

Undergraduate in-class activities 4 teachers 2 teachers about the usefulness of the training received while they find sufficient Insufficient finding, and Partially 6 teacher considers sufficient. Understood from the statements of the teachers in fact, many of these activities are useful, but leaves very little time to them, and hence, that they can't get the required yield. Applications need to made the lessons more efficient.

*During the undergraduate period of the courses you have taken in your professional life that you think there are lessons you don't use or doesn't work?* the responses to the question are given in table 5.

**Table 5.** Received but Unused During the Undergraduate Period in Professional Life Lessons

| Codes  | Sub-codes                      | Freq | Sample Statements  |
|--|--------------------------------|------|--|
| <b>It is believed to be of personal benefit, but unused lessons in professional life</b> | Literature lessons             | 8    | "Good information in the old literature but in practice is useless information." T9; "Contributed literature about reading poetry to me, but I don't use the information in the lesson about literature." T4; "I'm using literature and information from place to place, but it is unnecessary to have numerous courses in our section." T8; "Divan literature to have more of children's literature the lessons of the unnecessary information, it would be more functional." T11 |
|  | Scientific research methods    | 2    | "If I hadn't graduated if I will never use anything else." T3  |
| <b>Hardly any unused lessons in professional life</b>                                    | Uigurand Gokturk Languages     | 1    | "Uygur and Gokturk Languages I didn't use I won't use any of what I've learned in class." T1   |
|  | Literature lessons             | 7    | "I don't use literature at all information." T3; "I would if I was a high school teacher but right now I don't use." T5; "Our literature section to be given to the shortage I am having because I don't use it. Instead it could be related to our own field courses." T6   |
|  | Grammar                        | 2    | "Our language lessons are very heavy, it was academic, and many of them subsequently useless information." T1; "I don't use what I learned in grammar courses. Remain at a very abstract and academic level." T4   |
|  | History                        | 2    | "It's not my business when I was in the profession of the history of civilization I saw." T10  |
|  | Teaching Turkish to Foreigners | 1    | "I haven't seen any benefit of teaching Turkish to foreigners, I don't use." T8  |

When looking at literature lessons from teachers in table 5, 1 of 8 teachers had Ottoman course, they believe that there is personal benefit of the course research methods 2, but indicate that they haven't had in their career. Teachers who think more than necessary of lessons in the undergraduate program Literature, Divan literature in their field are more closely related classes such as children's literature rather than courses that require the processing of weighted think. Similarly, if the Ottoman is not being used, and research methods courses to master while in the profession are made to be used if it has been reported.

Teachers 1 Uighur, and Gokturk language, 7 literature lessons, 2 grammar lessons, 2 history and 1 courses teaching Turkish to foreigners but they saw these lessons in civics class during undergraduate education, indicate that they are almost never used. In high school literature lessons in secondary schools is handled in the noticeable here where it is important to emphasize that are processed in. So the grammar is also taken at the senior academic level undergraduate, however, cannot be described, it is stated that at this level of junior high school students. Abstract the expression of the grammar lesson that remains reduced to the level of the student, it can be seen that the problem. However, according to Borekci (2009) language awareness in their students in primarily Turkish language teachers to create positive attitudes and behaviors about the language for them to demonstrate what they think to think and the habit of reading and/or written are expected to demonstrate the ability to express in verbal form. Considering this truth, language courses, teacher candidates in this regard it is intended that the students should get sufficient training so they can give sufficient (p. 419).

When you carry out the teaching profession, what kind of problems are you experiencing and what's the reason for these? the responses to the question are given in table 6.

**Table 6.** Difficulties in carrying out the profession and their resources

| Themes                               | Codes   | Subcodes   | Freq.                       | Sample Statements  |   |
|--------------------------------------|---|--|-----------------------------|--|---|
| Undergraduate program-based problems | The relationship between the university and schools Ministry of National Education-related issues | The lack of collaboration in schools the Ministry of National Education University                 | 4                           | "If the undergraduate information to be useful to us universities in partnership with the Ministry of national education schools if they are supposed to be. The current situation is not realistic." T9   |   |
|                                      |   | Undergraduate programs the curriculum does not coincide with each other with Ministry of Education | 6                           | "We'll forget what we learned in school that our teacher, linguist undergraduate in college, if that is what the rules of Ministry of Education was saying We will implement it. Really the story was very different." T5; "We saw in the lessons except for education Sciences College here, and I do not know." T6; "I believe that the Ministry of Education curriculum with undergraduate programs should overlap with each other. Very are incompatible." T11 |   |
|                                      | Problems with credits of courses in the undergraduate program                                     | The lack of handwriting courses credits  | 2                           | "We related to we did not study handwriting but in the handwriting of the students it grows. We feel that we are insufficient of ourselves in front of the student to use this article we ended." T9   |   |
|                                      |   | Lack of number of field courses  | 4                           | "Usually the lack of the relevant courses section in the shortages we are experiencing in our field, we could be better equipped." T6, 8   |   |
|                                      |   | Lack of children's literature credits  | 1                           | "Other children's literature course instead of literature lessons mainly because if you do, we would be more useful." T11  |   |
|                                      |   | Lack of effective communication of the course credits  | 3                           | "Effective communication is very important. She can express more of themselves in environments where people must be increased." T9   |   |
|                                      | The difficulties arising from the absence of courses in the undergraduate program expected to be  | the lack of courses for inclusive education  | 1                           | "I'm having trouble in my class my students too much and too inclusion. I've had this training because in the undergraduate." T3   |   |
|                                      |   | The lack of child psychology courses   | 2                           | "There should be a class aundergraduate in child psychology, the child we need to treat we need to know." T12  |   |
|                                      |   |  | The short internship period | 7  | "School experience and teaching practice, only the last grade of the course is that it's supposed to be in class rather than at the previous, we can get the required yield." T1; "This should start from the first year of application. The candidate teacher to the profession may lead to a different profession if he thinks he can't do. But in the last year and a teacher's too late to have to be true." T9 |

|                               |   |  |   |  |
|-------------------------------|---|--|---|--|
|                               | Problems related to school experience and practice teaching                         | This practise does not be provided adequate care by teacher candidates | 4 | "In Kpss process, because we were not able to show the necessary attention." T8; "We were not aware of the seriousness of the situation, and listen to the lessons we were going out." T4  |
|                               |   | The Counselor does not provide adequate care to the practise           | 7 | "Our Counselor did not follow us." T4; "Perhaps an additional course fee for the teacher's speech to interns taking the course." T4; "He was going to leave us in the class the teachers sometimes. Watching us they did not consider." T7; "Those leave us with the class teachers, and were concerned with other matters." T10; "I did not get efficiency from teachers. With the traditional method because it didn't come to class or lesson." T11 |
|                               |   | The absence of this application functional                             | 4 | "The plan with this application, course we didn't catch." T5; "If each school is given as a course teacher candidates and college application service, the application will be functional." T12; "In schools corporate operations, polling, we've had situations, including topics such as seizures that may be functional." T10   |
| Faculty member-based problems | Turkish lessons for teachers in different branches                                  |  | 2 | "My knowledge is quite insufficient undergraduate. Because our teachers were coming from different departments, and they were confessing the shortcomings in this area." T11   |
|                               | The contents of field courses not loaded  |  | 3 | "Field courses based on the memorization of right now we have committed to me for I can't apply." T2<br>"Field courses in the university I learned not in the classroom." T11  |
|                               | It's not loaded the content of formation courses                                    |  | 4 | "Formation courses are very important. These lessons teachers many benefits if applied in professional life, but work is being done on this in college." T5  |
|                               | Does not handle according to the purpose of the grammar lesson                      |  | 2 | "In the course of teaching Turkish to foreigners how to do we literally while there is no such thing in grammar that I have." T4; "I'm giving functional grammar in the schools if the Ministry of national education, if I had to get the undergraduate information." T11   |
|                               | The course of theoretical applications that may be of sufficient to remain rendered |  | 9 | "Constructivism theoretical information immediately forget about because it was zero." T4; "We have learned in the theoretical application, without the undergraduate information is forgotten." T5; "With the application of theoretical knowledge it is necessary to find the middle way. There is much distance between them." T7   |
|                               | Insufficient classroom activities   |  | 6 | "In-class activities, but there is very insufficient." T2; "The contribution of activities me the most it was, but it was insufficient." T7; "Any presentation without the undergraduate I graduated." T11   |
|                               | Lecture processing method   |  | 3 | "We had a lesson that a teacher tells the class that income without leaving your desk, get up and go. This they didn't cost us anything." T5; "Were committed contribution in the form of presentation of courses was not usually therefore." T7   |

Teachers are evaluated under a few general headings on them when the problems they faced; undergraduate program-based problems, faculty-centered, teacher-centered student-centered difficulties and the Ministry of national education school-based problems you can sort through.

According to table 6, in the undergraduate program based problems when it comes to the relationship between universities and the Ministry of national education, it is observed that the problems arising from schools. That is, teachers from schools of Ministry of national education to be in collaboration with 4 universities, 6 of undergraduate programs with the Ministry of National Education connect to coincide with each other. The difficulties in being experienced on a loan of course in the undergraduate program. The teachers of 2 of the credits of courses handwriting the insufficient, 4 an insufficient number of field courses, 1 children's literature course, 3, expressed insufficiently effective communication of the course of the loan. Difficulties arising from the absence of courses in the undergraduate program are expected to be there. A teacher, courses for inclusive education, as the psychology of the child that 2 of them have reported that they experience the distress results from a lack. School experience and teaching practice related to the difficulties being experienced. The teachers and 7 of the period of internship is short, 7 have in college and the Counselor showed sufficient attention to the implementation of the Ministry of national education in schools, and 4 students in gaining corporate operations learning and professional they didn't take it seriously because they could not learn anything that is not functional Sufficient for this application expresses. (Ozmen, 2008) school experience similar difficulties partially to evaluate the opinions of teacher candidates in the study of the course is reached. Accordingly, the problem of the candidates is seen in most of their subjects are collected under five headings. These are: the teaching staffs do not give enough feedback, the application is not sufficiently useful for teachers as a teacher too much to be sent to the number of students, and school experience be insufficient for the guide, some activities and assignments among faculty members in the evaluation of the understanding of the lack of a standard.

Faculty member-centric problems when looking at the teachers, 2 of teachers in different disciplines in the University, went to Turkish lessons, if the content of the courses are full of 3; 4-in-formation of the content of courses is full if the 2 that has been committed for the purpose of grammar lessons, 9 was sufficient for the applications that processed the course of theoretical weight, 6 of the classroom activities remains insufficient, the lecture method is handled by 1 teacher and 3 courses – communication between students/and there is a lack of empathy that expressed such circumstances of hardship that has created stated. The remarkable thing here is that nearly all of the teachers, the theoretical weight given in graduate level courses are effective for the lack of a sufficient level of applications processed. Application received without the theoretical knowledge is forgotten and hence the difficulty of remembering them stated that was taken while practicing the profession. Similarly, half of the teachers stated that the classroom activities remain insufficient. Of course in universities of these into consideration, outweigh the thought that was processed in the constructivist way.

*In order to minimize the problems you experienced in the undergraduate program, any changes would you make?* the responses to the question are given in table 7.

**Table 7.** Teachers in the Undergraduate Program of Changes

| Codes   | Sub-codes  | Freq. | Sample Statements   |
|---|--|-------|---|
| <b>The relationship between the university and the Ministry of National Education schools-related changes</b> | The Ministry of national education of schools of the University should be in partnership           | 4     | <i>"If the undergraduate information to be useful to us universities in partnership with the Ministry of national education schools if they are supposed to be. The current situation is not realistic."</i> T9   |
|   | Undergraduate programs the curriculum should overlap with each other with The Ministry of national | 6     | <i>"We'll forget what we learned in school that our teacher, linguist undergraduate in college, if that is what the rules of Ministry of national education was saying We will implement it. Really the story was very different."</i> T5; <i>"We saw in the lessons except for education Sciences College here, and I do not know."</i> T6; <i>"I think it should not exactly match with the Ministry of national education curriculum the undergraduate program."</i> T10 |
|   | The credit field courses should be increased   | 4     | <i>"The lack of courses related with the department are usually shortages we are experiencing in our field, we could be better equipped."</i> T6  |
|   | The credit should be increased children's literature   | 1     | <i>"Other literature children's literature course instead of lessons mainly because if you do, we would be more useful."</i> T11  |
|   | Effective communication of the course of the credits should be increased                           | 3     | <i>"Effective communication is very important. She can express more of themselves in environments where people must be increased."</i> T9   |
| <b>Lectures in the undergraduate program are expected to be</b>   | Inclusive education must be for courses  | 1     | <i>"I'm having trouble in my class my students too much and too inclusion. I've had this training because in the undergraduate."</i> T3   |
|   | Child psychology courses must be   | 2     | <i>"There should be a class undergraduate in child psychology, the child we need to treat we need to know."</i> T12   |
| <b>Related to changes in teaching practice and school experience</b>  | The internship period should be longer   | 7     | <i>"School experience and teaching practice, only the last grade of the course is that it's supposed to be in class rather than at the previous, we can get the required yield."</i> T1<br><i>"This should start from the first year of application. The candidate teacher to the profession may lead to a different profession if he thinks he can't do. But in the last year and a teacher's too late to have to be true."</i> T9   |
|   | Exercise sufficient care to the practice Counsellor  | 7     | <i>"Teachers have been watching us."</i> T7   |
|   | This application must be functional  | 4     | <i>"If each school is given as a course teacher candidates and college application service, the application will be functional."</i> T12; <i>"In schools corporate operations, polling, we've had situations, including topics such as seizures that may be functional."</i> T10  |

According to table 7, teachers in the undergraduate program in order to minimize the problems of the opinions on the changes they want to be when looking at their responses to the previous question, we see the translation of their desire to positive to negative. Overall, the solution; the University of schools should be in partnership with the Ministry of national education, Ministry of national education curriculum with undergraduate programs overlap with each other, especially in the credit field courses to increase child psychology courses should be included in the undergraduate program of the school experience and teaching practice must demonstrate the need for sufficient care and attention of advisors, and the internship period needs to be longer and more functional.

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#### 4. Result and Discussion

The teachers in this study, the problems which face when pursuing the profession, especially in the context of the undergraduate curriculum are discussed. They are evaluated under a few general headings, the problems they faced teachers; undergraduate program-based problems, faculty-centered, teacher-centered student-centered difficulties and the Ministry of national education school-based problems. (Alyilmaz, 2010) a survey to determine the problems of Turkish language teaching, Turkish language education, the current problems of the programs, books, educational environments, teaching methods, equipment, examination system from the central Turkish teaching institutions, employment policies, teachers/faculty members and students it has determined that it stemmed from. This has shown that the identified problems partially arise from similar situations.

Insufficient undergraduate education of the study of Turkish language teachers observed that they found. Most of the teachers indicate that their implementation lessons at university are insufficient. Seen here insufficiently, lack of information, or insufficient theoretical knowledge in the league. The thing complained of lack of implementation. The training they received sufficient theoretical knowledge about the profession of the teacher whose contribution is not found there. This link is insufficient; the theoretical information is missing not because oblivion was quickly connected. Turkish language educators in this regard non-department classes in the Turkish language education constitutes a justification for academics to enter the insufficient links. From the problems which have a place in the study of (Erdem, 2013) "The case study related to the today and future of faculties of education at state universities: It is seen that some topics like existence of education both poor and based on rote-learning, being a lack number of academic member, being so much academic, not being given in the practice direction, being inadequate/unhealthy of the communication between academic member and student" have similarity with the results of our study.

The results of the study reveal that Turkish language teachers have problems derived from especially undergraduate program. During the undergraduate period of the study half of the Turkish language teachers teaching methods and techniques in professional life that they found they received sufficient training on how to use the other half of the course is mainly theoretical at the universities of reading, told, enough, it is observed that loss of expression into practice. Planning lessons and activities with regard to the undergraduate information, it is noted that the majority of teachers did not find sufficient. There is a similar case in the preparation of the course material. The majority of teachers in this regard, it is understood that they do not find sufficient licensing information. Most of the teachers during the undergraduate period because they are preparing for the industry and stated that they felt that their own lack of material. The evaluation of (Sisman, 2009) who is in the idea that adequate cooperation between faculty and school in the education of teacher could not be provided is that:

"It is expected that candidate of a teacher at the faculty need to get ready for the job, learn professional ethic, value and principles. As to school, these happen and are practiced. So, teachership is a job which is learned in practice. Even though some regulations about the application in the result of reorganization practiced at the faculties of education have been done. However, the models of teacher training based on practice and research in the world become crucial. As to our country, the perception of academy weighted teacher training is continued."

School experience and teaching practice of the study from a teacher who thinks that there is not sufficient yield. This application would be equivalent to the process of exam preparation because of the civil consecration is understood to have been ignored by the concerns of teacher candidates. School experience and teaching practice from the teacher on the basis of expression among the reasons for failure to yield sufficient and insufficient attention in schools need teachers and scholars, and they show that the period of the internship the internship was too short facilities of schools are insufficient in gaining corporate operations sufficient for this application because they could not acquire sufficient learning and professional skill they observed that it was not functional.

The aim of school experience and teaching practice is to introduce teaching job to teacher candidates at the real environment and to make them teaching practice (Yeşil, 2014). The study of practical courses the practical courses at the universities of reading, most of the teachers observed that they found insufficient. Teachers stated that these courses of the universities should be more in number or frequency. Similarly, the undergraduate for in-class activities the majority of teachers about the usefulness of the training they received does not endorse sufficient. Understood from the statements of the teachers in fact, many of these activities are useful, but leaves very little time to them, and hence, that they can't get the required yield. As school experience and teacher training lessons are practical ones which are practiced in the school depending on Ministry of Education, relevant institutions need to be within cooperation in the name of achieving the goal of the lessons. Practices of school experience need to be made real within cooperation seriously and efficiently by students, counselors or academic members who are responsible for practice as Cansaran, İdil and (Kalkan, 2006) have remarked. "It is a legal obligation that the institutions and people who have duty and responsibility in school experience and teacher training are within cooperation according to -The Direction about Teacher Training which Candidate Teachers will make real in the Institutions of Education depending on Ministry of Education (Özenç, 2014)". But, in a lot of researches done, it has been revealed that the problem lived in these lessons result from the lack of cooperation among relevant institutions (Göktas and Sad, 2014; Alkan and Erdem, 2013; Kilinc and Altun, 2010; Cakir et al., 2010; Cansaran, İdil and Kalan, 2006; Yapici and Yapici, 2004) which this result has had parallelism with the results of our study.

According to study results, teachers of lessons what they believe to be personal benefits that the majority of literature, however, it is observed that they did not use this information in your professional life. Teachers complained of what these courses in the undergraduate program than it needs to be more literature lessons in high school rather than middle school and is handled. See the work of children's literature, Divan literature related to their fields find useful lesson that understanding is superfluous to the result. Some of the teachers and Gokturk, Uighur, History courses during their undergraduate education, they saw the Ottoman in professional life but these lessons are almost never functional to indicate that they have used these courses shows that they didn't find. Some of the teachers in grammar lessons is explained that the licensing of so senior academic level, however, it is stated that at this level of junior high school students has been described. Abstract background reduced to the level of grammar this student in the course of the narrative, it can be seen that the problem. (Alyilmaz 2010) also refers that "linguistics base of the students don't develop enough, linguistics courses are studied theoretic format but not practice, students perceive linguistics as if it is a sub-branch of grammar by ignoring its determinant feature and make it imperative and

prescriptive” are ones of the problems related to the Turkish language teacher undergraduate program.

The shortage is caused by the undergraduate program of study. Working with the College of teachers, it is seen that the relationship between the school and it was weak. The teacher of the expressions without the cooperation of the Ministry of national education with the University undergraduate programs with schools that don't correspond with each other and they understood the curriculum of Ministry of national education. It was also mentioned problems with credits of courses in the undergraduate program. Accordingly, the handwriting, of course, of course the credits of field courses, it is stated that effective communication is deemed inadequate. In addition, for inclusive education courses, child psychology courses in the undergraduate program of first reading and writing lessons and also the lack of Turkish language teachers giving you a hard time. (Alyilmaz 2010) also remarks that training courses (Instructional Principle and Methods, Classroom Management, Instructional Technology and Material Design etc.) have different contents and in this manner it is one of the problems related to Turkish language teacher undergraduate program.

There are difficulties in the universities from faculty members who go through the classes of the study. The frequency of these courses is treated as the traditional and theoretical methods. Teachers, instead, applications of the classroom activities and stated that they expect to be increased. In addition, Turkish language teachers in different disciplines into lessons, area and formation courses learn effectively, the grammar does not handle according to the purpose of the lesson, and student and teacher communication between/among the teachers of the troubles that were expressed by the presence of lack of empathy. It is supposed that one of the most important issues which should be discussed in these questions is the relationship between the student and instructor.

## 5. Suggestion

An ineffective candidateship or mentor support is needed to submit to teachers at the first year of their jobs. A disconnected relationship shouldn't be between instructors and teacher candidates; instead, there should be effective communication based on empathy between them. Effective plans and programs not detached from life and more realistic are needed in respect of teacher training and teacher's sufficiency. Researches about this issue are needed to increase hectically. The content of the courses in the undergraduate curriculum is aimed at helping to gain vocational skills rather than academic knowledge gain is important. Department courses in the undergraduate program according to the frequency of the sections should be increased. Theoretical lectures in the universities, it needs to be supported as much as possible with practices. Universities which provide vocational skills in the practising of classes to be performed with care will be effective. Still in some universities courses with a course instructional technologies and material design principles and methods conducts of instruction instructors of the Department of educational Sciences. These courses should be given by the faculty members. Firstly, grammar, Literature / literary and information transfer courses should be dysfunctional. School experience and teaching practice courses in collaboration with stakeholders, a more robust universities and schools must bring in this skill. School experience and teaching practice courses from the second year onwards should be given. Teacher candidates do an internship in a different school few should be provided.

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