

2<sup>nd</sup> World Conference on Design, Arts and Education DAE-2013PROBLEMS BEING ENCOUNTERED BY TEACHER CANDIDATES AT THE PRESCHOOL  
EDUCATION SCHOOLS OF APPLICATIONHatice ŞİMŞEK BEKİR<sup>a</sup>, Remzi AYDIN<sup>b\*</sup><sup>a</sup> *Gazi University Industrial Arts Education Faculty Family and Consumer Sciences Education Department, Child Development and Human Relations Department Asst. Prof. Dr., Ankara 06830, Turkey*<sup>b</sup> *Gazi University Industrial Arts Education Faculty Family and Consumer Sciences Education Department, Ankara 06830, Turkey*

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**Abstract**

What is intended herein is to determine the problems being encountered at the application schools of preschool education. While this is a descriptive study in the form of assessment, qualitative research technique is applied herein. Workgroup is composed of 80 teacher candidates, having attended to the preschool education included within the branch teaching program of Gazi University in the education term of 2011 – 2012. Semi-structured interview form is utilized in order to determine what sorts of problems are being encountered by the teacher candidates at the institutions where they perform application. Data have been collected from the volunteer teacher candidates by way of face-to-face meeting. Findings, having been obtained from the research, have been assessed by way of descriptive analysis, and been assigned with frequency values. According to the result of the research, the problems being encountered the most by the teacher candidates in their school applications include inadequacy of tools, instruments, and corners, lack of any comment, correction, or orientation being performed by the class teachers in relation with the plans, teacher candidates' partial difficulty in preparing their plans.

**Keywords:** Teacher candidates, Preschool education, Preschool education course, Application school

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**1. Introduction**

While teachers compose the key element of the education system, the success of the said system is closely associated with the attributes being possessed by the said teachers. Among the teachers as a whole, those who are proficient in terms of general culture, possessing the essential knowledge and skills, and in addition to the aforesaid, those who are equipped with professional experience are deemed as qualified teachers (Sılay & Gök, 2004).

Field applications, which are practiced in teacher training, are of particular importance in prevocational training, and in the involvement of the teachers in the actual teaching duty. Field experience is one of the most important stages in teacher training. These experiences provide the teacher candidates the opportunity not only to apply the knowledge they have learned theoretically, but also to develop the essential habits and experiences, which will be of particular importance in their future careers (Ünlüönen & Boylu, 2007; Hacıoğlu & Alkan, 1995).

While it is required from the teacher candidates to conduct systematic observations at the schools by means of applied courses, on the other hand, it is required from the school and university to train the teacher candidates by

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means of the collaboration between the application teacher and the instructor, and in accordance with the respective activity schedule (Can, 2001).

It is essential to mingle theory and practice within the training programs, in order to bring professional competence in the teacher candidates. In terms of putting the theoretical knowledge into practice, what matters first of all is that, the teacher candidates are to observe, and examine the model behaviors within the educational environments at schools (Ođuz, 2004).

The primary professional qualities, which should be possessed by the teacher, are to recognize the learner, to establish relations based on mutual trust, and to assist the students for exploring, and exercising their skills of self-planning, organization, arrangement, and evaluation (Demir & amlý, 2011).

Training of teachers as being possessed with the required attributes is maintained by means of the theoretical and applied courses, which are given to them in the faculties of education. By means of the applied courses, teacher candidates become aware of the responsibility of the profession they are to serve in the future (Demir & amlý, 2011).

Main purpose of the application schools is consisted of making teacher candidates knowledgeable with the structure and operation of their schools, enabling them to organize suitable activities, so as to exercise the theoretical knowledge they possess therein, leading the students do applications individually, or in small groups, and making them hold views in their profession, and possess short period of teaching experiences (Demir & amlý, 2011; [www.yok.gov.tr](http://www.yok.gov.tr), 2012).

Inter-institutional collaboration and coordination are of critical importance in the management of applied courses. However, with regard to the duties and responsibilities, and the preparations and evaluations, having been put forth out of faculty-school collaborations, problems are being encountered in the realization thereof in class-school environments. At the schools, students tend to imitate their teachers, rather than the things they have learned in their universities (Can, 2001).

It is suggested that, the problems, which are encountered throughout the period being spent in the application schools, may cause the teacher candidates not only adopt negative opinions about their profession, but also seriously affect the levels of their education-training concepts, professional knowledge, and the levels of their capabilities and attitudes as well. Teacher candidates' frequent utterance of the trials and tribulations, which they have encountered during the application of the pre-school education courses, has caused it necessary to ascertain what the problems being encountered in the aforementioned issue are. At this point, ascertainment of the problems, which have been encountered by the teacher candidates at the schools, where they were performing applications, and creation of suggestions towards the solution of the aforementioned problems matter the most in causing this course achieve its objective.

This research has been planned so as to ascertain the problems, which are being encountered by the 3rd Grade Students of the Family and Consumer Sciences program of Gazi University in the application of their Preschool Education courses, and to offer solutions thereto.

## **2. Method**

While this research is a descriptive study in the form of assessment, regarding the ascertainment of the problems being encountered at the application schools of preschool education courses, qualitative research technique was applied therein. According to Yıldırım & Şimşek (2005), qualitative research is a type of research, in which data collection techniques such as monitoring, interview, and document analysis are utilized, and in which a process, which is intended for revealing the senses and events under natural conditions, and in a realistic and holistic manner, is pursued. Workgroup of the research is composed of 80 teacher candidates (53 of whom are female, and the remaining 27 are male), who were studying in the branch teaching program of Gazi University in the education term of 2011-2012, and also participated in the preschool education course application. Research data were collected by

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