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## Teachers' Opinions on the Teaching Skills of Primary Teacher Candidates

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**Abstract.** The purpose of this research is to determine the opinions of primary teachers regarding the teaching skills of teacher candidates taking the teaching practice course. In order to achieve this purpose, the opinions of 3 primary teachers working in a primary school were examined. The classroom teachers who participated in the research were educators with at least 25 years of experience in their profession. In the research, a semi-structured interview design, one of the qualitative research methods, was used. The primary teachers who shared their experiences teach 1st-2nd-3rd-4th grades in a primary school. The interviews lasted 1 hour and 50 minutes in total. According to the research findings, the problems of primary teachers working in a primary school were gathered under the themes of “subject field knowledge, field education knowledge, planning, classroom management and communication”.

**Keywords.** Primary teachers, preservice teachers, teaching skills.

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The future of a society is directly related to the quality of education that individuals who make up a society receive. Because education enables individuals to reach the necessary knowledge and skills of the age they live in and to develop the society they live in with this knowledge and skills. The concretization of the first knowledge and skills learned is through the solving of reading and writing. The education period in which reading and writing are learned, the individual gains awareness of himself and his environment, socializes, and is an important step towards preparing for his future profession is primary school (Gültekin, 2007). One of the most important goals of education is to carry out this important period in the most efficient way, with qualified teaching programs and qualified teachers (Taşkaya, 2012). For this reason, teachers who can provide qualified education must be aware of responsibility and be useful educators for themselves and their environment. Therefore, teachers who will raise individuals who make up a society must be well-educated and equipped with knowledge and skills that change and increase every day (Bayrak Özmutlu&Ergan, 2022). Since teaching, which is the most important concept in this process, is defined as “organizing, directing and facilitating the changes that will occur in the behavior of the individual”, the teachers who will teach should be trained with this goal in mind so that they can provide the most accurate guidance (Girgin, 2015, p.315). Teaching can also be considered as a profession that requires being in touch with people as well as field knowledge and skills. The fact that a profession dedicated to educating and developing people is described as a “sacred profession” by society shows that it is related to the status of the teaching profession and its respect in society.

When the sacred profession is described, the branch that comes to mind the most is classroom teaching. In the important and critical years of childhood, they need to be trained to be well-equipped and qualified as they are important stakeholders of social life. In this way, it is expected that they have a leadership spirit that can be a role model for the students they address, and that they have qualities such as guiding, inspiring and receiving. Therefore, teaching exists together with the individual as an activity. For this reason, the family in which the individual first socializes after birth can also be interpreted as the first structure in which they receive education. However, such education is “... unplanned and unprogrammed, a typical public education that is done as much as the need felt at the moment. It is not the case that every parent has gone through a private teaching course.” (Çelikkaya, 2010). The only competent person in educating and guiding the child at the basic education level is the classroom teacher. The characteristics such as knowledge, skills and attitudes that a classroom teacher must have in order to successfully fulfill their profession also constitute the competence areas of the teaching profession. Social values and differences are

effective in the classifications related to these areas. Nevertheless, it is possible to talk about three different competence areas in the teaching profession as “field knowledge, teaching professional knowledge and general culture” (Şişman, 2010). These competences may require various adaptations in terms of conditions and time. Because teaching is a profession that requires adaptation according to changes at the national or global level. The most recent example of this is the global pandemic Covid-19, which has engulfed the whole world in 2020 and disrupted the routine with its effects. In special cases such as the global pandemic that affects every country, the knowledge and skills required by the teaching profession can be updated, changed or re-evaluated. Because social changes and technological developments caused by major events with global impact necessitate the development of teaching-learning approaches and the review of currently used methods and techniques. In order for teachers to be trained with the flexibility to adapt to all these changes, this “flexibility” skill must be provided or its foundation must be laid in undergraduate education. Mustan (2002, p.116) grouped teacher training under three headings: “individual and social readiness, university education, and in-service training.” The individual and social readiness mentioned here needs to be updated according to the requirements of the period.

It is important to evaluate the teaching profession together with the issue of “how to create a future”. The future that is built is connected to young people; and the people who will educate young people are connected to teachers. A “teacher candidate” who receives teacher training at the faculty is considered as a faculty student who has completed the necessary conditions for teaching practice and will perform school practice (YÖK, 1998, p.5). Therefore, it is obvious that a teacher who has completed his education needs experience in order to gain the competencies appropriate to his field. In addition to the information a teacher acquires from the courses he takes at the faculty of education and the books he reads, the view that he can learn by experiencing in the field -in other words, in the classroom- has been seen in the studies in the literature. Kudu, Özbek and Bindak (2006, p.108) reached the finding in their study that “A large portion of teacher candidates find the teaching profession more difficult than they know, but their interest in the teaching profession increases thanks to the practice courses”. This data shows how important practice courses are for teacher candidates to gain experience. In order to train teacher candidates who are learning how to learn, eager to teach, and have a guiding and leading spirit, the state should determine the qualified schools and experienced teachers in the schools where these candidates can do their internships; and faculties of education should prefer faculty members who will guide them at every stage of the teaching practice process.

The changing course content in education faculties in recent years raises the question of whether all these needs have been met. Despite this, the fact that they have been subject to so many changes may indicate the importance given to education faculties and teacher training (Abazaoğlu et al., 2016). The content of the Teaching Practice 1-2 courses updated by the Council of Higher Education has been stated as “making observations on field-specific special teaching methods and techniques; making micro-teaching applications using field-specific special teaching methods and techniques; being able to plan a lesson independently; developing activities and materials related to the lesson; preparing teaching environments; managing, measuring, evaluating and reflecting on the class” (YÖK, 2019, pp.11-12). In addition to the Teaching Practice 1-2 courses mentioned above, the School Experience course, which was removed from the program after 2019 and eliminated the opportunity for teacher candidates to gain more experience in schools, is the first experience of teacher candidates before they start their profession. It is thought that such changes in the field of education “reflect the social, cultural, scientific and economic characteristics of each curriculum, regardless of the paradigm it is prepared in” (Özcan, 2011, p.62). School Experience is defined as “a process consisting of planned activities that are introductory to the teaching profession, which is the preparation phase for teaching practice, so that the prospective teacher can observe the teaching practices and skills” (YÖK, 1998, p.5). The School Experience course in the old programs enables the prospective teacher to self-criticize himself by observing both the students, the teachers and the school administration in detail before starting teaching in the presence of the class. However, it can be said that the removal of this course with the new program has disrupted the observation of the environment before the prospective teacher takes the stage. The criteria required by the Teaching Practice 1-2 course and given by the Ministry of National Education for the evaluation of the faculty members in the faculties of education are the same as the criteria issued in 1999. These criteria are; (1) subject area and field education knowledge, (2) teaching-learning process (planning, teaching process, classroom management, communication), (3) evaluation and record keeping, (4) other professional competencies”. When the current teacher competencies taken as reference in the research were compared to the teacher competencies listed in 1999, it was seen that the subject area and field education knowledge and teaching-learning process titles remained the same.

In light of these explanations regarding teacher training and the problems that the teacher to be trained will encounter, the purpose of the research is to determine the “opinions of classroom teachers about the skills of classroom teacher candidates within the scope of teaching practice”. In order to achieve this aim, the following questions were sought:

Classroom teachers, teacher candidates who come to the teaching practice internship;

1. What are their opinions regarding subject matter knowledge?
2. What are their opinions regarding field knowledge?
3. What are their opinions regarding lesson planning (teaching process and classroom management) skills?
4. What are their opinions regarding communication skills?

### **Method**

The type of research, research group, data collection tools, validity and reliability, data collection techniques, analysis of the data should be detailed in the method section.

### **Research Model**

In this study, which revealed the opinions of the teachers about the teaching skills of the prospective teachers, the interview design, one of the qualitative research methods, was used. The interview was conducted in order to determine the opinions of the prospective teachers about the teaching skills of the prospective teachers taking the Teaching Practice course. The research is a descriptive study that reveals the current situation of the prospective teachers based on the opinions of the teachers. Interview is one of the most common data collection techniques used in the qualitative research method. Interview, which is a very powerful method in terms of revealing the data, opinions, experiences and feelings of individuals, is based on the most common form of communication, speech. When considered in terms of its basic dimensions, it is a data collection process that requires special training. In this process; ensuring that the other party responds to the questions asked comfortably, honestly and accurately is defined as the main task of the interview (Yıldırım, Şimşek, 2000).

### **Study Group**

The study group consists of 3 class teachers who teach different classes in a primary school in the city center of Eskişehir. The research data were collected in the “practice school” where teaching practices were carried out. Practice School is defined as “public and private primary, secondary schools and non-formal education institutions affiliated to the Ministry of National Education where teaching practices are carried out” (YÖK, 1998, p.5). In addition, the teaching staff who conducts Teaching Practice I-II within the scope of the research is the “practice teaching

staff”. Practice Teaching Staff is defined as “a person who carries out teaching in the field of the teacher candidate and provides guidance and counseling to the teacher candidate by observing him/her during the practice studies at school, and is specialized in field teaching” (YÖK, 1998, p.5). In the process of determining the research group, primary school teachers who have been mentoring pre-service teachers for many years to share their teaching experiences in the same school were chosen as the sample. The demographic information of the three practice teachers in the study group is given in Table 1.

Table 1.

*Information about the Classroom Teachers in the Study Group*

<b>Teacher Name</b>	<b>Gender</b>	<b>Years</b>	<b>Undergrad. Depar.</b>	<b>Number of times graduated</b>	<b>How many interns evaluated</b>
Teacher F.	male	19	classroom teaching	4	28
Teacher Y.	male	23	French lang. and lit.	5	46
Teacher H.	male	23	classroom teaching	5	30

When the demographic information of the teachers in the study group is examined (Table 1), the class teachers who participated in the study voluntarily work in the same primary school. In addition to being a primary school teacher, they also worked as administrators for a while after starting their profession. “Teacher F.”, with 19 years of experience in class teaching, has worked in many parts of Turkey. He is an experienced teacher who taught a combined class in addition to being a primary school administrator for 4 years. “Teacher Y.” is an educator who has been working as a class teacher for 23 years. Graduating from the French language and literature department, “Teacher Y.” earned the right to become a primary school teacher by receiving pedagogical formation and, like the other teachers mentioned in the study, he also worked as an administrator for a while. “Teacher H.” has also been a class teacher for 23 years. He also worked as an administrator for 8 years, 4 years in a secondary school and 4 years in a primary school. The class teachers in the study group share their experiences with the prospective teachers who come for internship practice during their teaching career and observe these candidates. Teaching practice course is a course in which prospective teachers in their final year of the classroom teaching department gain professional experience, and it is a course that provides continuity, gradualness and solidarity by preparing teaching-learning activities related to different classes and units.

Table 2.

*Prospective Teachers in the Study Group*

<b>Term</b>	<b>Number of teacher candidates</b>	<b>Gender</b>
<b>2015-2016</b>	Fall: 17 people	14 women / 3 men
<b>2017-2018</b>	Fall: 15 people	10 women / 5 men
	Spring: 16 people	11 women / 5 men
<b>2018-2019</b>	Fall: 8 people	7 women / 1 man
	Spring: 8 people	8 women / --
<b>2019-2020</b>	Fall: 8 people	7 women / 1 man
	Spring: 8 people	7 women / 1 man
<b>2020-2021</b>	Fall: 5 people	2 women / 3 men
<b>2021-2022</b>	Fall: 9 people	9 women / --
	Spring: 10 people	9 women / 1 man
<b>6 years</b>	<b>104 teacher candidates</b>	<b>84 women / 20 men</b>

Three primary teachers in the study group provided support to a total of 104 intern primary school teacher candidates within the scope of the Teaching Practice course for 6 years. 84 of the teacher candidates who were interviewed by these teachers were female and 20 were male. Due to the global pandemic in 2020, 5 teacher candidates experienced teaching practice within the scope of distance education.

### **Data Collection Tools**

The data collection tool shows the criteria that the practice academic and practice teachers observe and evaluate the teacher candidates. These are listed under 5 headings as “subject field knowledge, field education knowledge, teaching process, classroom management and communication” as given in Table 3.

Table 3.

*Teacher Practice Course Teacher Candidate Observation Criteria Topics*

<b>Subject Area Knowledge Criteria</b>	
1	Knowing the basic principles and concepts related to the subject
2	Being able to relate the basic principles and concepts in the subject with logical consistency
3	Being able to use the verbal and visual language required by the subject appropriately*
4	Being able to relate the subject to other subjects in the field
<b>Field Education Knowledge Criteria</b>	
5	Knowing special teaching approaches, methods and techniques
6	Being able to benefit from teaching technologies
7	Being able to determine incorrectly developed concepts in students
8	Being able to create appropriate and sufficient answers to student questions
9	Being able to ensure the safety of the learning environment*
<b>Teaching Process Skill Criteria</b>	
10	Being able to relate the subject to previous and subsequent lessons
11	Being able to determine methods and techniques appropriate for the achievements
12	Being able to use time efficiently
13	Being able to organize activities for the active participation of students
14	Being able to continue teaching according to individual differences
15	Being able to select and prepare appropriate tools and materials
16	Being able to use teaching tools and materials appropriately for the class level
17	Intermediate summarization during the lesson to be able to
18	To be able to give feedback according to students' level of understanding
19	To be able to relate the subject to life
20	To be able to use assessment techniques appropriate for the outcomes
<b>Classroom Management Criteria at the Beginning / During / End of the Lesson</b>	
21	To be able to make an appropriate introduction to the lesson*
22	To be able to attract interest and attention to the lesson
23	To be able to provide a democratic learning environment
24	To be able to ensure continuity of interest and motivation in the lesson*
25	To be able to take appropriate precautions against interruptions and obstacles*
26	To be able to benefit from praise and sanctions
27	To be able to wrap up the lesson
28	To be able to provide information and homework about the upcoming lesson
29	To be able to prepare students for dismissal from the classroom*
<b>Communication Skills Criteria</b>	
30	To be able to communicate effectively with students
31	To be able to give understandable explanations and instructions
32	To be able to ask thought-provoking questions appropriate for the subject*
33	To be able to use tone of voice effectively
34	To listen to students with interest
35	To be able to use verbal language and body language effectively



Among the above criteria used by both the practice teacher and the practice instructor within the scope of the Teaching Practice course, the subheadings of “teaching process” and “classroom management” are included under the title of “teaching process”. The title of “classroom management” consists of three subsections: “at the beginning of the lesson”, “during the lesson” and “at the end of the lesson”.

## **Process**

The data of the study were obtained from three classroom teachers who volunteered to participate in the study and were assigned to a public school in the city center of Eskişehir. The opinions of 4th grade students sent to them by the Department of Classroom Teaching of the Faculty of Education of Eskişehir Osmangazi University between 2015-2021 about their teaching skills were collected based on the criteria mentioned above. In order to collect the research data, an interview form consisting of semi-structured questions was developed by the researchers and in-depth interviews were conducted with 3 primary school teachers using this form. The interviews with the teachers lasted an average of 50 minutes, a total of 150 minutes of interviews were recorded with three teachers, and a data file was obtained from the transcripts of these interviews. All interviews were conducted at the school where the teachers worked, on a day and at a time convenient for the teachers, in the school meeting hall, in a seating arrangement opposite each other. It was stated that there was no obligation to speak in a certain order during the interview. A name was used for each participating teacher and the interviews were recorded using a digital recorder.

## **Data Analysis**

The main purpose of content analysis is to reach concepts that will clarify the data obtained (Yıldırım & Şimşek, 2011). Within the scope of the research, the “Teaching Practice Observation Form” was taken as a reference to evaluate the teaching skills of pre-service teachers in faculties of education and the subheadings of “subject field knowledge, field education knowledge, teaching process, classroom management, communication” were determined for the teaching skills of pre-service teachers. Based on these criteria, semi-structured interview form questions were prepared. Thanks to the data obtained by collecting the opinions of the teachers, the sub-heading “problems arising from the system” was added to the sub-headings. The data obtained within the scope of the research was analyzed by transferring the teachers' opinions to the electronic environment by remaining faithful to the audio recordings. The audio recordings listened to by the researcher were

written under the appropriate items in the interview form. The opinions that repeated each other were written once and their frequencies were written on the edges of the items. In order to ensure the reliability and validity of the research and to consider whether the teachers' opinions were distributed appropriately to the items in the data collection tool, opinions were obtained from 3 experts working in the field of classroom education, measurement and evaluation, and classroom teaching. A similarity of 84.7% was obtained between the expert opinions. The findings that differed between the expert opinions were reviewed again and brought together at a common point. In the data analysis process, Miles & Huberman's (1994) reliability formula "Reliability = Consensus / (Consensus + Disagreement)" was used, and the agreement between the researchers was found to be 84.7%. This result shows that the results obtained are reliable.

## Results

In this study, where the opinions of classroom teachers about the teaching skills of prospective classroom teachers were examined, the findings were given and interpreted under six headings as "subject field knowledge, field education knowledge, teaching process, classroom management, communication, problems originating from the system" based on the five headings determined in the data collection tools. While analyzing the teachers' opinions, findings regarding the teaching practice system and some problems originating from the education system were also reached and added under a sixth heading.

### 4.1. Findings Regarding the Subject Area Knowledge of Prospective Teachers

This section includes the findings regarding the opinions of three teachers regarding the subject area knowledge of prospective teachers. The three teachers interviewed expressed their opinions regarding the first of the four interview questions in this section. The table regarding this is given below.

Table 4.

*Teachers' Opinions about Prospective Teachers' Subject Matter Knowledge*

Question	Question Text	f
1	Knowing the basic principles and concepts related to the subject	4
2	Being able to relate the basic principles and concepts in the subject with logical consistency	1
3	Being able to use the verbal and visual language (figure, diagram, graph, formula, etc.) required by the subject in an appropriate manner*	2
4	Being able to relate the subject to other subjects in the field	1
		8

When the Table 4 is examined, 3 primary class teachers mostly expressed their opinions about the teacher candidates' "knowing the basic principles and concepts related to the subject field" skills. In addition, they also made determinations about other items. Teachers' opinions about the item "knowing the basic principles and concepts related to the subject field" are given below.

*"Subject field knowledge competence is a matter that varies according to the student's own ability. Some can do it, some cannot."* (Teacher Y.)

*"While the student was teaching the 'K' sound, he could not realize the sound teaching during that lesson due to nervousness. This is due to the lack of subject field knowledge."* (Teacher H.)

*"I realized that a pre-service teacher did not know which countries we fought with in the Çanakkale War and the War of Independence. This mistake stems from his subject field knowledge."* (Teacher Y.)

*"One day one of the students excitedly raised his hand to ask a question to the trainee. The student who took his turn asked the meaning of a word he didn't understand. The trainee could not explain it. Then he said, "Kids, I am a student too, don't push too hard." The student teacher could not give an appropriate answer to the student's question."* (Teacher Y.)

When the opinions of three classroom teachers are examined, it is seen that the teacher candidates' ability to know the basic principles and concepts related to the subject area varies individually, they have deficiencies in their knowledge of teaching initial reading and writing, and they get excited due to their lack of experience in teaching in the classroom, and therefore they forget the subjects they know.

Teachers' opinions on other items in the subject area information are given below.

*"I also agree that pre-service teachers are lacking in recommending books. They are not adapted to the age and level and interest of the students. In the past, there used to be 100 basic books to be read. I am not talking about that. But there is definitely one thing that a teacher should not recommend a book he/she has not read, a book he/she does not understand."* (Teacher H.)

*"Every year we are reading with the children the books they have chosen. When a trainee volunteered to choose a book, I gave my approval. I asked her which book she wanted to choose and she said The Little Prince. When I asked her if she had read it, she said she had read it before. Then I realized that pre-service teachers want to recommend books in such situations, but these are books they read as a hobby."* (Teacher Y.)

*"Pre-service teachers try to teach all the letters at once, they want to use all the examples at the same time. When teaching, they prefer to teach vowels the most because it is easier for them. They have problems following the sequence, they want to teach new words without giving the syllable. The problems they encounter in the process of teaching primary reading and writing stem from the lack of subject knowledge. For example, when one of the candidates was at the stage of making the sound "H" recognized, he tried to make this sound recognized as "HO" because he did not know the order of sound groups, that is, because of his lack of subject knowledge."* (Teacher F.)

*“In the first grade, everything should be related because we focus on literacy. We observe that the academic knowledge of the candidates is lacking in this regard, but we have the opportunity to close this gap in the traineeship. (Teacher F.)*

When the opinions of the teachers participating in the research were examined, it was stated that the teacher candidates were inadequate in teaching letters at the first reading and writing stage or that they may lack subject area knowledge. It was observed that the candidates were inadequate in recommending books to the students in terms of level and content. In addition, it was stated that the candidates were inadequate in relating the subjects to other courses and life, but that they could compensate for this inadequacy with experience. When the opinions of the three teachers about the subject area knowledge of the teacher candidates were examined, it was understood that the candidates were inadequate due to their inexperience and limited internship period. It was understood that having subject area knowledge, as in many areas, showed individual differences. It was understood that the candidates' doing more and diverse readings would contribute both to having information that would support their subject area knowledge and to becoming an intellectual individual.

#### **4.2. Findings Regarding the Field Education Knowledge of Prospective Teachers**

This section includes the findings regarding the views of the three teachers who participated in the research regarding the field education knowledge of prospective teachers. Three experienced classroom teachers who participated in the interview expressed their views regarding the first of the 5 interview items in this section. The table regarding this is given below.

Table 5.

*Teachers' Opinions about the Field Education Knowledge of Teacher Candidates*

<b>Question</b>	<b>Question Text</b>	<b>f</b>
5	Knowing specific instructional approaches	10
6	Being able to utilize instructional technologies	2
7	Identifying misconceptions that have developed in students	-
8	Providing appropriate and sufficient responses to student questions	2
9	Ensuring the safety of the learning environment	-
		14

When the table above is examined, three classroom teachers have expressed their opinions about the skills of teacher candidates “knowing special education approaches, methods and techniques” from the 5 items specified in the table. In addition, they have also determined the skills of teacher candidates “benefiting from educational technologies” and “creating appropriate and sufficient answers to student questions”. They have not expressed their opinions about the other two

items. Teachers' opinions about the item "knowing special education approaches, methods and techniques" regarding field education knowledge are given below.

*"We see that candidates are not well-qualified for field education. Candidates need to be supported in this process."* (Teacher H.)

*"...when an inexperienced pre-service primary school teacher reads the text to 2-3 students in the class, he considers the reading activity as finished, this is not the way to do it."* (Teacher F.)

*"For example, this year's (2018-2019) candidates performed very well in field education in the Science course."* (Teacher Y.)

*"Pre-service teachers try to teach letters all at once, they want to use all the examples at the same time. When teaching, they mostly prefer to teach vowels because it is easier for them. They have problems following the sequence, they want to teach words without giving the syllable."* (Teacher F.)

*"The problems they face in the process of teaching primary reading and writing stem from the lack of subject knowledge. For example, when one of the candidates was in the phase of making the sound "H" felt, the reason why he tried to make this sound felt as "HO" was that he did not know the order of sound groups, that is, due to insufficient subject knowledge."* (Teacher F.)

*"Another example occurred when the pre-service teacher was explaining the subject of hours in the mathematics lesson. The candidate had difficulty in explaining this lesson. Actually, he knows the subject, but he doesn't know how and how much to explain. He cannot control the time."* (Teacher Y.)

*"After teaching the full hour, the half hour, he also teaches the quarter. Then he immediately starts asking about time problems. This is not the method. You cannot move on to the problem before the hour is fully learned. In addition, the student's previous knowledge should be restored first. The telling time was a problem not only for one candidate but for more than one candidate. These deficiencies are due to a lack of experience."* (Teacher Y.)

*"Not everything should be seen as a mistake. We started with traditional methods of lecturing, but then we realized that it wasn't working like that. We immediately started looking for something else, and we abandoned traditional lecturing and turned to different methods and techniques. For example, when graduated pre-service teachers start their job, they get in touch with us. From the feedback, they understand that a topic can be easily explained even with a song. They learn this by experiencing it."* (Teacher Y.)

*"Every year we read with the children the books they choose. When a trainee volunteered to choose a book, I gave my approval. I asked her which book she wanted to choose and she said The Little Prince. When I asked her if she had read it, she said she had read it before. Then I realized that pre-service teachers want to recommend books in such situations, but these are books they read as a hobby."* (Teacher Y.)

*"Candidates have knowledge, but they have problems in applying it. In other words, he does not know in which part he should teach the content knowledge. This shows that content knowledge teaching needs to be revised."* (Teacher Y.)

When the opinions of three class teachers were examined, it was seen that although the teacher candidates had knowledge about the subjects, they could not understand "where, how, how much" they would use this information until they took the teaching practice course. Although the

candidates had the necessary technical and methodological knowledge, problems were observed in the practice phase regarding time control or adequacy of the activity. The fact that the letter groups were not taught in order, especially in the first reading and writing course, shows that the candidate had problems in the practice phase even if he knew the order of the letter groups.

The opinions of three classroom teachers regarding the items “Being able to benefit from teaching technologies” and “Being able to create adequate answers to student questions” are given below.

*“...unlike the rote memorization system, we teach that this is repetitive addition and in the first place, we teach by using the terms grains or times nicely in sentences. So we do not immediately say '2 times 1 is equal to 2'. The materials provided by the pre-service teachers while explaining this subject are more prone to the rote memorization system. This causes mistakes in the language of instruction, in other words, in the field.” (Teacher F.)*

*“I observed that the courses they took at the university were very sufficient in material design and that the candidates benefited from the ability to design in every course.” (Teacher Y.)*

*“One of my first grade students asked a question: 'The sun illuminates us, but why is space black?' The prospective teacher could not give a convincing answer. Trainees sometimes have difficulty in bringing the vocabulary they use into the classroom level.” (Teacher F.)*

*“One day one of the students eagerly raised his hand to ask a question to the trainee. The student who took the floor asked the meaning of the word he did not understand. The intern could not explain it. Then he said, 'Children, I am a student too, don't push too hard.' The student teacher could not give an appropriate answer to the student's question.” (Teacher Y.)*

When the teachers' opinions were examined, it was seen that "candidates are both good at using teaching technologies" and inadequate in terms of the system. The contradictory statements made by the classroom teachers were not intervened in during the interview and were recorded as they were.

According to the teachers' opinions stated above, there are situations where the candidates are both good and inadequate in field education. However, the main reason for their inadequacy is related to this entire system and stems from inexperience.

### **4.3. Findings Regarding the Teaching Process Skills of Prospective Teachers**

This section includes findings regarding the opinions of three teachers regarding the teaching process skills of prospective teachers. The three teachers interviewed attempted to answer all but 1 of the 11 interview items in this section. The relevant table is provided below. The "-" sign in the frequency column indicates that the teachers did not express an opinion on this item.

Table 6.

*Teachers' Opinions about the Teaching Process Skills of Prospective Teachers*

Question	Question Text	f
10	Relating the topic to previous und upcoming lessons	3
11	Identifying methods and techniques suitable for learning objectives	2
12	Using time efficiently	3
13	Organizing activities to ensure active student participation	1
14	Adapting instruction to individual differences	-
15	Selecting and preparing appropriate tools and materials	3
16	Using instructional tools and materials in a way suitable for the class level	1
17	Summarizing periodically throughout the lesson	1
18	Providing feedback based on students' levels of understanding	3
19	Relating the topic to real-life situations	2
20	Using assessment techniques appropriate for the learning objectives	3
		22

When the table above is examined, 3 classroom teachers expressed their opinions on all but one item regarding the "teaching process skills of prospective teachers." Teachers' opinions on the item "Being able to relate the subject to previous and subsequent lessons" are given below.

*"Everything should be related in the first grade because we focus on reading and writing. We observe that the academic knowledge of the candidates is lacking in this regard, but they have the opportunity to close this gap in the traineeship."* (Teacher F.)

*"When the candidates first arrive, they cannot associate the course with previous courses, there is no such thing as transition. There was nothing like this during the internship. They saw that they can use mathematics in music and music in the body."* (Teacher Y.)

*"After teaching the full hour, half hour, he teaches the quarter hour. Then he immediately asks about time problems. This is not the way. You cannot move on to the problem before the hour is fully learned. In addition, the student's previous knowledge should be refreshed first. The clock narration was a problem not only for one candidate but for more than one candidate. These deficiencies stem from inexperience."* (Teacher Y.)

When the teachers' views on the above item are examined, it is seen that the candidates' ability to relate the subjects to the previous and next lessons is insufficient. Although it is stated that their academic knowledge on this subject is insufficient, the candidates have the opportunity to observe how they can relate the lessons within the scope of the internship.

The opinions of three teachers about "using time efficiently" are given below.

*"Another example occurred when the pre-service teacher was explaining the subject of hours in the mathematics lesson. The candidate had difficulty in explaining this topic. Actually, he knows the subject, but he doesn't know how and how much to explain. He cannot control the time."* (Teacher Y.)

*“Pre-service teachers who cannot control their time are unable to recover at the end of the lesson. If they had time control, they would not have this problem.” (Teacher Y.)*

*“They had difficulty in using time efficiently in the first 10 weeks. It is impossible to teach 1st grade students for 40 minutes continuously.” (Teacher H.)*

When the teachers' opinions on the above item are examined, it is seen that teacher candidates are inadequate in using their time efficiently. Therefore, it becomes impossible for them to wrap up the lesson without wasting time or due to inadequate lesson management.

*“Candidates try to do many things at the same time. For example, one candidate prepared a crossword puzzle as an activity. There are 10 unknown words in the puzzle. There was not enough time to do all of them. Both the questions were difficult and the activity could not be completed because there were too many words. If there were 5 words instead of 10, it would have been very appropriate.” (Teacher H.)*

*“...unlike the rote memorization system, we teach that this is repetitive addition and in the first place, we teach by using the terms grains or times nicely in sentences. So we do not immediately say '2 times 1 is equal to 2'. The materials provided by the pre-service teachers while explaining this subject are more prone to the rote memorization system. This causes mistakes in the language of instruction, in other words, in the field.” (Teacher F.)*

*“I observed that the courses they took at the university were very sufficient in material design and that the candidates benefited from the ability to design in every course.” (Teacher Y.)*

When the above views on this item are examined, the ability of teacher candidates to prepare appropriate materials is seen as sufficient. However, it is seen that some problems may be experienced in the implementation of the material in the classroom.

The teacher's opinion regarding the item "Being able to provide feedback according to students' level of understanding" is given below.

*“Candidates gain the habit of giving feedback over time, mostly towards the end of the traineeship. However, a subject that should not be forgotten in any lesson can only be fully learned if the traineeship practice is spread over 4 years.” (Teacher Y.)*

*“One of my first grade students asked a question: 'The sun illuminates us, but why is space black?' The prospective teacher could not give a satisfactory answer. Trainees sometimes have difficulty in bringing the terms they use to the classroom level.” (Teacher F.)*

*“One day one of the students eagerly raised his hand to ask a question to the trainee. The student who took the floor asked the meaning of the word he did not understand. The intern could not explain it. Then he said, 'Children, I am a student too, don't push too hard.' The student teacher could not give an appropriate answer to the student's question.” (Teacher Y.)*

When the teachers' opinions on the above item are examined, it is seen that the candidates' feedback skills are insufficient at the beginning of the teaching practice course. It is stated that the language used by the candidates is not easy enough for the student to understand. It is seen that



these stated problems can only be solved by revising the internship practice and by the teacher candidate feeling like a real teacher.

Teachers' opinions regarding the item "Being able to relate the subject to life" are given below.

*"You need to be in the classroom to relate subjects to life. They see that this can be done in our classrooms and they can apply it when they are assigned. Thus, they learn that teaching is learned after they take up their job. But I do not agree with this idea, it should change. The courses in the undergraduate program provide academic knowledge, but there are problems in the process of applying the knowledge."* (Teacher Y.)

*"The ability of pre-service teachers to relate the subjects covered in the lessons with life is gained in the internship."* (Teacher H., Y., F.)

Teachers' opinions regarding the item "Being able to determine methods and techniques appropriate for the outcomes" are given below.

*"During the lesson planning process, it is important for the candidates to associate the subjects and achievements with specific days and weeks in order to reinforce the teaching. It is difficult for them to learn this with only 6 hours in 14 weeks."* (Teacher H.)

*"Not everything should be seen as a mistake. We started with lecturing, but then we realized that this was not working. We immediately started looking for something else, and we abandoned lecturing and turned to different methods and techniques. For example, when graduated pre-service teachers start working, they get in touch with us. From the feedback, they understand that a topic can be easily explained even with a song. They learn this by experiencing it."* (Teacher Y.)

When the opinions are examined, it is seen that the candidates are inadequate in determining the methods and techniques suitable for the achievement due to the internship period.

Teachers' opinions on other items in the table are given below.

*"Candidates prefer measurement and evaluation techniques that are eliminative in the classroom. However, since there are no grades in grades 1-2-3, measurement should take a back seat. When we ask candidates to prepare sample questions or worksheets, they complain about the difficulty of the scale. Candidates who are selective, eliminative in the classroom and prefer a scale that shows the best are inadequate in this subject."* (Teacher Y.)

*"... an inexperienced classroom teacher candidate considers the reading activity finished when he/she lets 2-3 students in the class read the reading passage, this is not the best way to do it."* (Teacher F.)

The teacher's opinion on the item "being able to summarize during the lesson" is given below.

*"Candidates do not summarize during the lesson or they forget."* (Teacher H.)

When the teachers' opinions on the above item are examined, it is seen that the candidates are difficult to measure and evaluate and therefore they are inadequate. In addition, it was seen that the

candidates' skills in making interim summaries during the course are inadequate. When the opinions of three class teachers are examined, it is understood that the candidate who took the teaching practice course is inadequate in terms of using time efficiently and due to this inadequacy, he does not give feedback and does not make interim summaries or forgets. The teachers stated that the fact that the teacher candidates cannot meet with the practice teacher before the internship period for lesson plans regarding the design of appropriate tools and equipment is disadvantageous in terms of planning. On the other hand, the three teachers who participated in the research emphasized that teaching is learned by experience, and they stated that there is also a candidate who does not feel like a teacher during the internship. Experienced teachers who suggested that teaching practice should be divided into 4 years emphasized that teaching is learned after starting the job. In addition, three teachers did not express an opinion on the item that the candidates can continue teaching according to individual differences.

#### 4.4. Findings Regarding the Classroom Management Skills of Prospective Teachers

This section includes the findings of the interviews of three interviewed teachers regarding the classroom management skills of prospective teachers. The three interviewed teachers expressed their opinions on some of the 9 interview items in this section. No opinion was expressed on the item with a "-" in the frequency column. The table regarding this is given below.

Table 7.

##### *Teachers' Opinions on Classroom Management Skills of Prospective Teachers*

Criterion	Question	Question Text	f
Classroom Management	At the beginning of the lesson	21 Making an appropriate introduction to the lesson	-
		22 Capturing students' interest and attention	1
		23 Providing a democratic learning environment	1
	During the lesson	24 Maintaining students' interest and motivation throughout the lesson	-
		25 Taking appropriate measures against disruptions and interruptions	2
		26 Utilizing praise and corrective measures effectively	2
	At the end of the lesson	27 Concluding the lesson effectively	1
		28 Providing information and assignments for the next lesson	-
		29 Preparing students for leaving the classroom	-
			7

When the table above is examined, 3 classroom teachers expressed their opinions about the skills of "taking appropriate precautions against interruptions and obstacles" and "benefiting from praise and sanctions". In addition, they made determinations regarding 3 items.

Teachers' opinions regarding the item "Taking appropriate precautions against interruptions and obstructions" are given below.

*"One day one of the students eagerly raised his hand to ask a question to the trainee. The student who took the floor asked the meaning of the word he did not understand. The intern could not explain it. Then he said, 'Children, I am a student too, don't push too hard.' The student teacher could not give an appropriate answer to the student's question."* (Teacher Y.)

*"Candidates need time to listen to the students, or rather to understand what they want to say. The student raises hand, insistently wants to ask a question. The student teacher does not give the opportunity to have his say in order not to interrupt his own speech. The student may want to correct a mistake or complete a deficiency, which he wanted to complete that day."* (Teacher Y.)

When the opinions on the above article were examined, it was seen that teacher candidates did not take sufficient precautions against interruptions and obstructions or that the precautions they did take were ineffective. It was stated that candidates preferred not to give students the right to speak in order to prevent interruptions.

Teachers' opinions regarding the item "Being able to benefit from praise and sanctions" are given below.

*"Candidates did not benefit from rewards and sanctions."* (Teacher H.)

*"Rewards and sanctions were like a weapon, they couldn't use it. But it develops over time. Some things are learned through experience."* (Teacher Y.)

When the opinions on the above item are examined, it is understood that teacher candidates are inadequate in terms of benefiting from praise and sanctions.

Teachers' opinions on other items in the table are given below.

*"Pre-service teachers are good at attracting attention and interest in lessons, they do not have many problems."* (Teacher H.)

*"Candidates have problems in providing a democratic environment in classrooms and each educator has his/her own style."* (Teacher Y.)

*"Pre-service teachers who cannot control their time are not able to summarize the lesson at the end of the lesson. If they had time control, they would not encounter problems in this issue."* (Teacher Y.)

When the opinions on the other items above were examined, it was understood that the candidates had problems in providing a democratic environment due to the variable individual

differences. On the other hand, it was seen that the candidates were quite sufficient in attracting interest and attention in the lessons.

When the opinions of three classroom teachers were examined, it was stated that teacher candidates would learn as they gained the necessary experience in classroom management and it was seen that the time control encountered in the teaching process also created a disadvantage in the field of classroom management. It was understood that the teacher candidate who could not control the time did not give feedback and could not collect the lesson. In addition, it was stated that the teacher candidate who could not yet create his own "style" could not provide a democratic environment in the classroom.

#### 4.5. Findings Regarding Communication Skills of Prospective Teachers

This section includes the findings regarding the opinions of three classroom teachers interviewed regarding the communication skills of prospective teachers. The three teachers interviewed expressed their opinions mostly about the first two of the 6 interview items in this section. The table for this is given below.

Table 8.

*Teachers' Opinions on the Communication Skills of Teacher Candidates*

Criterion	Question	Question Text	f
Communication	30	Communicating effectively with students	6
	31	Giving clear explanations and instructions	5
	32	Asking thought-provoking questions relevant to the topic	-
	33	Using tone of voice effectively	1
	34	Listening to students with genuine interest	2
	35	Using verbal and body language effectively	1
			15

When the table above is examined, 3 classroom teachers expressed their opinions intensively about the items of "being able to communicate effectively with students" and "being able to give understandable explanations and instructions". In addition, they also made observations about the other 3 items.

Teachers' opinions regarding the item "Being able to communicate effectively with students" are given below.

*"I liked the interaction and interest of the candidates. It was very nice that they memorized the names of the students from the 2nd week onwards."* (Teacher H.)

*"My students beg for the trainees to come." (Teacher H.)*

*"The candidates' respect for individual differences and their love for students with special needs stem from Turkish sentimentality." (Teacher Y.)*

*"The candidates' respect for individual differences and their love for students with special needs stem from their professional characteristics. But this feature is formed a few years after you enter the workforce." (Teacher F.)*

When the opinions on the above item were examined, it was understood that the candidates' effective communication skills were sufficient, but they sometimes got excited.

Teachers' opinions regarding the item "Providing clear explanations and instructions" are given below.

*"One of my first grade students asked a question: 'The sun illuminates us, but why is space black?' The prospective teacher could not give a satisfactory answer. Trainees sometimes have difficulty in bringing the terms they use to the classroom level." (Teacher F.)*

*"Trainees sometimes find it difficult to adapt the vocabulary they use to the class level." (Teacher F.)*

*"...unlike the rote memorization system, we teach that this is repetitive addition and in the first place, we teach by using the terms grains or times nicely in sentences. So we do not immediately say '2 times 1 is equal to 2'. The materials provided by the pre-service teachers while explaining this subject are more prone to the rote memorization system. This causes mistakes in the language of instruction, in other words, in the field." (Teacher F.)*

*"One day one of the students eagerly raised his hand to ask a question to the trainee. The student who took the floor asked the meaning of the word he did not understand. The intern could not explain it. Then he said, 'Children, I am a student too, don't push too hard.' The student teacher could not give an appropriate answer to the student's question." (Teacher Y.)*

*"Candidates try to form long sentences and cannot use their voices very well. As they adapt to the traineeship, they cannot control their voice even if long sentences start to become shorter." (Teacher Y.)*

When the opinions on the above item were examined, it was understood that the teacher candidates' skills in making understandable explanations and giving appropriate instructions were inadequate. It was observed that the language used by the candidates in the classroom sometimes did not reach the student level and there were problems in the language of expression.

Teachers' opinions regarding the item "Listening to students with interest" are given below.

*"Candidates need time to listen to the students, or rather to understand what they want to say. The student raises hand, insistently wants to ask a question. The student teacher does not give the opportunity to have his say in order not to interrupt his own speech. The student may want to correct a mistake or complete a deficiency, which he wanted to complete that day." (Teacher Y.)*

*“As the trainees get to know the students, they take initiatives and do this (listening to the student) when they have the opportunity. For example, one intern wanted to support a student with slow reading skills by giving him a book as a gift.” (Teacher Y.)*

When the teachers' opinions on the above item were examined, it was understood that the candidates listened to the students with interest. However, it was seen that these aspects of the teacher candidates who thought that listening to the students during the lesson would be "interrupted" needed to be developed.

The teacher's opinion on the items "Being able to use verbal language and body language effectively" and "Being able to use tone of voice effectively" is given below.

*“Trainees show different approaches in using and conveying body language and this varies from student to student. Especially the candidates who stand still when they first arrive can make more movements and observations in the following process, but this is not the case at first.” (Teacher H.)*

When other opinions about the above-mentioned items were examined, it was understood that teacher candidates' effective use of verbal and body language varied individually and they became more conscious after the adaptation process.

When the views of three class teachers were examined, it was seen that the teacher candidates listened to the students with interest and showed love and respect for individual differences. While long sentences were made at the beginning of the internship, towards the end of the internship, it was seen that the teacher candidates who gave up this method of expression and switched to short and meaningful sentences, unfortunately could not learn to control their voice during the internship. It was seen that the ability to express oneself showed individual differences in other teacher candidates.

#### **4.6. Problems Originating from the System**

This section includes the problems originating from the system expressed by three teachers who were interviewed, independent of the interview items presented by the researchers. The three teachers interviewed expressed their opinions about 6 items -which were grouped later- in this section. The table regarding this is given below.

Table 9.

*Teachers' Views on Problems Originating from the System*

	<b>Issues</b>	<b>f</b>
1	Lack of experience due to insufficient internship duration	8
2	Real teaching roles (not as an intern; salary during the internship, parent-teacher meetings, special organisations during the school year, communication with the public etc.)	5
3	Issues arising from the Teaching Practice course	5
4	Issues arising from the training provided in the faculty	4
5	Continued cooperation after taking assuming office	3
6	Other (being free to choose reference books, different skills and abilities to promote education etc.)	2
		27

When the table above is examined, 3 class teachers expressed their opinions on "lack of experience due to insufficient internship period", "real teaching roles" and "problems arising from teaching practice courses". In addition, they made determinations regarding other items. Teacher opinions regarding the items grouped in the table are given below.

Lack of experience due to insufficient internship duration:

*“During the lesson planning process, it is important for the candidates to associate the subjects and achievements with specific days and weeks in order to reinforce the teaching. It is difficult for them to learn this with only 6 hours in 14 weeks.”* (Teacher H.)

*“Candidates gain the habit of giving feedback over time, mostly towards the end of the traineeship. However, a subject that should not be forgotten in any lesson can only be fully learned if the traineeship practice is spread over 4 years.”* (Teacher Y.)

*“The problems experienced by pre-service teachers in the implementation of methods and techniques stem from inexperience. In order to solve this problem, candidates should take internship courses starting from the year they come to classroom teaching, that is, from the first grade. There should be a 4-year, piece-by-piece teaching practice program. Thus, teacher candidates who gain experience will be much more productive in the last year of their undergraduate program.”* (Teacher Y., H., F.)

*“We should observe the pre-service teacher's subject knowledge through the lectures in each lesson and each candidate should teach the lessons equally. We cannot do this in the current system.”* (Teacher H.)

*“Teacher candidates go to schools for a total of 6 hours of internship in one day, but this time is not enough for us, the classroom teachers who will observe and evaluate them. Because it is not possible*

to determine a candidate's subject knowledge in one day. Observation is needed in many situations, in many subjects.” (Teacher H.)

“Another example occurred when the pre-service teacher was explaining the subject of hours in the mathematics lesson. The candidate had difficulty in explaining this topic. Actually, he knows the subject, but he does not know how and how much to explain. He cannot have time control. After teaching the full hour, half hour, he teaches the quarter hour. Then he immediately asks for hour problems. This is not the way to do it. You cannot move on to the problem before the hour is fully learned. In addition, the student's previous knowledge should be refreshed first. The clock narration was a problem not only for one candidate but for more than one candidate. These deficiencies stem from inexperience.” (Teacher Y.)

“You need to be in the classroom to relate the subject to life. They see that this can be done in our classrooms and they can apply it when they are assigned. Thus, they learn that teaching is learned after they start working. But I do not defend this idea, it should change. The courses in the undergraduate program provide academic knowledge, but there are problems in the process of applying the knowledge.” (Teacher Y.)

When the above teacher opinions are examined, it is stated that the internship period should be revised so that the candidates can gain a professional understanding and have a full teaching experience. It is stated that the experience of the Teaching Practice course will be more effective and efficient when the teacher candidate starts working by spreading from the 1st grade to the 4th grade. It is stated by the teachers that the mutual observations of both the practice teacher and the teacher candidate in the current system are insufficient.

Real teaching roles (not as an intern; salary during the internship, parent-teacher meetings, special organisations during the school year, communication with public etc.):

“The candidate comes for 14 weeks, but can only show their skills in the last weeks. If they spread the internship practice over 4 years, the situation would be different. The pre-service teacher who comes to school should see himself as a real teacher, he should say 'I am a teacher! They should also be given pocket money. The state should pay these candidates a small remuneration.” (Teacher F.)

“The internship should not only be perceived as giving something to the student. Parent-teacher, teacher-teacher, teacher-administration, teacher-student. He/she should see himself/herself as a staff member here. The pre-service teacher should be in the school environment to gain experience in all kinds of subjects. It should not be like a reliance.” (Teacher Y.)

“Student teachers avoid communicating with other teachers and staff in the school. Candidates are hesitant and afraid to enter the teacher's room. This situation is similar to the teachers' hesitation when an inspector comes to the school. Everyone is afraid that an inspector will come and there will be an investigation.” (Teacher H.)

“A young person who does not know how to earn money should be shown how to get money from 30 families from every socioeconomic level. Because he will do it. That's his job.” (Teacher H.)

“Inexperience is at the root of the problem in field education knowledge. This can be solved by conducting this practice over a wider period of time. The main problem is that there is no feeling of



*belonging. Candidates do not feel that they belong to the school, and technical knowledge remains in the background.*" (Teacher Y.)

When the above views are examined, it is stated by the teachers that the teacher candidate should be paid a salary so that he/she can feel like a "real teacher" and that a white coat ceremony should be organized when he/she enters the faculty of education, just like it is done for doctoral candidates. In addition, the teacher candidate's presence at parent meetings, being at school on special days and holidays, learning to fill out official documents and communicating with the staff at school are shown as requirements of a real teaching practice throughout the internship. It is stated that various problems will be solved when the teacher candidate feels like he/she belongs to the internship school.

Issues arising from the Teaching Practice course:

*"In addition, the necessary planning for the teaching practice course should be carried out together with the teacher candidate and the mentor teacher before the internship starts."* (Teacher H.)

*"Teacher candidates should be assigned in the context of master-apprentice."* (Teacher Y., F., H.)

*"You need to be in the classroom to relate the subject to life. They see that this can be done in our classrooms and they can apply it when they are assigned. Thus, they learn that teaching is learned after they are in service. But I do not agree with this idea, it should change. The courses in the undergraduate program provide academic knowledge, but there are problems in the process of applying the knowledge."* (Teacher Y.)

*"For example, a teacher was appointed in the past, he was assigned to Mardin. But first he came to our school and learned many things from the apprentice-master relationship like an intern in our school for 6 months. If you want to strengthen them and make them productive, you need to revise the teaching practice program first."* (Teacher F.)

*"The fact that they are with you as an apprentice actually allows you to design activities that you want to do but cannot do because of time, which both provides what you want during the lesson and teaches the candidate the lesson."* (Teacher F.)

When the above views are examined, it is stated that the teaching practice course should be like a master-apprentice relationship. It is understood that the "dedication" of teacher candidates to the practice teacher from the 1st year will be effective in the candidate's gaining teaching skills. It is also stated that it is important for the candidate to come and make the necessary plans before the internship before entering the 14-week internship period in the old classroom teacher training program. It is understood that the activities and studies carried out during the teaching practice support both the candidate and the teacher academically.

Issues arising from the training provided in the faculty:

*“The duties given by the lecturer at the university should be appropriate to the course content and the candidate should learn how to use these assignments within the scope of his/her teaching.” (Teacher Y.)*

*“When the homework assignments given to the pre-service teacher by the lecturer at the university are compatible with the course content, they are useful for the pre-service teacher in the internship, that is, in the classroom practice.” (Teacher Y.)*

*“Candidates have developed knowledge and skills in methods and techniques. But they have some problems in the application phase. Having technical knowledge does not give an idea about which lesson, how to use it, which methods to benefit from. This is only understood by the teacher candidates in time when they come to the implementation stage.” (Teacher Y.)*

*“Candidates have knowledge, but they have problems in applying it. In other words, he does not know in which part he should teach the content knowledge. This shows that content knowledge teaching needs to be revised.” (Teacher Y.)*

When the above views are examined, the organization of the content of the assignments and tasks given in the education faculties and the compatibility of the assignments with the course content in the internship indicate the changes that should be made by the classroom teachers in the faculties. It was also stated that during the undergraduate education, there should be more hours of practical courses as well as theoretical courses.

Continued cooperation after taking assuming office:

*“Now, when a candidate is employed, he/she goes through an investigation for a year; instead, he/she should learn everything from an experienced teacher. Both the trainee and the school administration should know the trainee's place in the school.” (Teacher H.)*

*“From the moment pre-service teachers take the teaching internship program, they should plan the semester in cooperation with the practicum teacher, and the courses and outcomes to be taught should be determined in advance. During the lesson planning process, candidates need to associate the subjects and outcomes with specific days and weeks. It is important in terms of reinforcing the teaching.” (Teacher H.)*

*“Not everything should be seen as a mistake. We started with lecturing, but then we realized that this was not working. We immediately started looking for something else, and we abandoned lecturing and turned to different methods and techniques. For example, when prospective teachers who have graduated start working, they contact us. From the feedback, they understand that a topic can be easily explained even with a song. They learn this by experiencing it.” (Teacher Y.)*

When the above views are examined, it is stated that it is necessary for teacher candidates to be in communication with their practice teachers even after they start their duties. It has been understood that cooperation is important in terms of feedback both during the internship and after the internship.

Issues arising from the training provided in the faculty:

*"I used to make students buy books. They say, 'Why do you use this? When the doctor doesn't prescribe the medication you need, you have to take some medicine. This job is similar to that. As the teacher of the class, I should have the right to choose.'" (Teacher H.)*

According to the above view, it is stated that the classroom teacher should have the right to choose the source books and should be given the right to choose according to his needs.

Other (being free to choose reference books, different skills and abilities to promote education etc.):

*"Candidates should learn folk dance skills and the art of Ebru art as part of a course at the university. The two trainees who learned enlightened the students by talking about these issues in class. Every candidate should learn a skill." (Teacher H.)*

According to the above view, it is stated that it is necessary for teacher candidates to acquire a skill such as art, music, etc. in addition to the teaching profession and that it can be used in the classroom.

When the opinions of three class teachers were examined, it was suggested that since the teaching practice course did not provide the teacher candidate with experience, belonging and observation skills in 14 weeks, this course should be divided into 4 years and an internship experience should be provided every year. Primary class teachers stated that it would be a good idea to give the candidates a small salary covered by the state and to provide the necessary status so that they can enter the real teaching role. In addition, attention was drawn to the teacher candidate's participation in parent meetings, special day and week events and social environment during the teaching practice. The place of internship practice in education faculties should be reviewed, candidates should be "assigned" to a practice teacher starting from the first year and the necessary conditions for the master-apprentice relationship should be provided. In the education that the candidate receives at the university, importance should be given not only to the theoretical part but also to the "practice" part and candidates should be taught "how and to what extent" to use their knowledge. During their undergraduate education, the candidate should be provided with an additional skill and care should be taken to encourage them to participate in social activities.

Teachers were asked to grade the prospective teachers considering the first week they arrived and the past 14 weeks. The grades given at the beginning and end of the semester are shown in Table 10.

Table 10.

*The Beginning and end of Term Scores Given by Teachers to Candidates*

	Score at the beginning of the semester	Score at the end of the semester
Teacher H.	80-90	90-100
Teacher F.	65-70	85
Teacher Y.	50	100

*"I would give 100 to some of them, but I have never said 'this person or these people should not be a teacher' among those who come here."* (Teacher Y.)

*"There may be a few people I think should not be a teacher."* (Teacher F.)

*"I think teaching is like clowning. A clown paints his face, puts on his unique outfit and entertains people to showcase his art. He performs and so do I. He performs as a clown, I perform as a teacher. His salary is paid by his sector, mine is paid by the state. As a system, we are the same. I am the clown of my class."* (Teacher H.)

Teaching is a profession that requires the art of performing and the ability to teach in front of the public. The participants in the study hope that with experience, time and opportunities, pre-service teachers will become better teachers.

### Discussion and Conclusion

The quality of education provided to children who are the owners of tomorrow in the early years is important for them to develop positive attitudes and behaviors as autonomous individuals who can manage school and social responsibilities in the future in order to develop and realize themselves. For this reason, it is an important part of education that especially preschool and primary school years are spent with qualified teachers in the development of children. For the purpose of this study, the opinions of teachers who guide the candidates regarding teaching skills in order to raise competent and virtuous people according to the education and training program of primary teacher candidates and currently the Maarif Model were determined. It is very important for teachers to know the basic principles and concepts related to the subject area in the field of classroom teaching. However, in this study, although individual differences were seen in the skills of teacher candidates, it was seen that there were deficiencies in their knowledge of primary reading and writing teaching, and the inadequacy in the candidates could be due to lack of knowledge of the subject area. In addition, the difficulty of candidates in teaching, forgetting the subject, and feeling excitement and anxiety are similar to the findings of similar studies (Demir, 2023a; Durmuş & Baş,

2016; Tolun&Aktay, 2020). These situations are directly related to speaking and therefore communication skills. Because it is known that speaking skills are related to the person's attitude towards public speaking, self-belief and self-efficacy perception (Demir, 2023b). Therefore, teacher candidates need to gain experience in public speaking and teaching practice before starting the profession regarding their development in the subject area and field education. The finding that candidates are not able to apply the method and technical skills they have on how to use this information effectively, even if they have knowledge about some course topics, is also prominent (Batmaz&Ergen, 2020). For example, it is striking that even if a classroom teacher candidate has mastered the knowledge of the order of letter groups, he cannot stick to this order during the application phase. Nevertheless, it has been the finding of another study that candidates' technological knowledge and designing teaching materials and producing new materials are sufficient (Uzunöz, 2017).

Teacher candidates should see the teaching process skills as a process in which they will achieve “meaningful learning for the interests and needs of all students” according to their learning and teaching experiences, as stated in the Turkey Century Maarif Model Program (MEB, 2024). Candidates have difficulty in associating topics with previous and subsequent lessons, using time efficiently and wrapping up the lesson (Batmaz & Ergen, 2020). However, it was observed that the classroom teachers in the study were hopeful that these and similar deficiencies will be eliminated with experience, sharing and experience in the field. The contribution of teaching practices to the development of positive professional attitudes of candidates is also encountered in other studies (Baş & Nural, 2023; Batmaz & Ergen, 2020; Ramazan & Yılmaz, 2017). Similarly, although teacher candidates have difficulty in using time efficiently, giving feedback and making interim summaries regarding classroom management and teaching process skills, it is thought that these deficiencies will be eliminated with time and experience. The view that teaching is learned after starting the job and gaining experience is among the findings of another study (Zeki, 2022).

Although it is thought that some teaching skills will be learned after being appointed and when starting the profession, it can be expected that candidates' communication skills will be at the best level as a student of an education faculty (Dilber & Akhan, 2019; Dilekman et al., 2010). Because the teaching profession requires skills such as teaching what you know, explaining information, giving examples, summarizing, defining, and giving a meaningful answer to the question asked. It should also be kept in mind that teaching is a type of profession that requires speaking in front of a crowd, and it may be difficult for people who have difficulty expressing

themselves in front of a crowd to control their feelings such as anxiety, excitement, fear, etc. (Demir, 2023a; Sarıkaya, 2020). For this reason, the development of communication skills of teacher candidates studying in education faculties will positively affect their classroom management skills and therefore their communication with their students. Because according to research, it is seen that teachers become more competent in both classroom management and student communication as they gain experience in the teaching profession (Zeybek & Karataş, 2022). As seen in this study, the problems encountered by classroom teacher candidates during their internships are establishing dominance in the classroom, reaching the communication level of students, being monitored by an experienced teacher and being anxious. Therefore, in terms of teacher training, the quality of the programs and the instructors who teach the programs to the candidates are as important as the cognitive and emotional readiness of the teacher candidates for learning (Çakmak & Kayabaşı, 2023). Although the opinions of classroom teachers about the candidates are categorized under the subheadings of subject area, field education and teaching process, classroom management, and communication skills of the candidates, it has been concluded that some problems are evaluated systematically. Lack of experience due to insufficient internship period, implementation of responsibilities assigned for the real teaching role, problems arising from the teaching practice course, problems that may arise from the education provided in faculties of education, progress towards continuing cooperation after starting teaching and additional skills that may be useful in the teaching profession are among the system-based problems in the research. Since teacher training programs are closely related to the education of children, who are the future of the society, and play an important role, they should be evaluated in terms of their quality and efficiency. Findings regarding teacher training programs to increase the quality of the teaching practice course have also been seen in other studies (Bay et al., 2020; Gündoğdu et al., 2018). The suggestions of teachers who share their views on candidates within the scope of teaching practices should be taken into consideration and internship practices should also be evaluated within a common framework. Because the classroom teacher training program and its content should be in a quality that meets the needs of the age, requires the development of complex skills and enables candidates to take more confident steps with their teaching experience (Gültekin, 2020; Gündoğdu et al., 2018; Yücel & Mızıkacı, 2023; Zeki, 2022; Zeybek & Karataş, 2022). Based on the data from this study and field research, it is recommended that the teaching practices included in the teacher training program should be carried out over a longer period of time in terms of internship and practice, that institutions that train teachers should be more selective, and that the quality of in-

service training practices for teachers should be increased (Akçaoğlu et al., 2020; Aykaç et al., 2014; Bay et al., 2020; Çimen, 2021; Şahin & Kartal, 2013; Tosun, 2019; Yazçayır & Yıldırım, 2021; Zeki, 2022).

### **Recommendations**

Teaching is one of the professions that requires experience and raising self-performing learners. Pre-service teachers, whom we aim to train self-actualized individuals, must pass the necessary criteria before being selected for departments of teacher training at universities. Therefore, first of all, it can be suggested that exams should be selective and qualified candidates should be selected before placing teacher candidates in education faculties. In order to increase the classroom experience of pre-service teachers during their education in these institutions, it is recommended to increase field observation opportunities, to spread the internship period over four years (as an undergraduate year), to ensure that the pre-service teacher feels a sense of belonging to the affiliated school during the internship period, to provide pocket money or some salary during the internship period, and to provide feedback to the affiliated school for guidance, counseling and sharing after the actual assignment. In particular, there may be more research on pre-service teachers' needs and requests for help during their internship and first years of teaching.

It is important that the training received by the selected teacher candidates ensures that they become self-confident adults who have the communication skills to address the public, who aim to develop their students with different skills throughout their teaching, and who have different skills, hobbies and interests.

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## Conflict of Interest

“It has been reported by the authors that there is no conflict of interest.”

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## Ethical Standards

The research was conducted within the framework of the Declaration of Helsinki; participants participated in the research voluntarily and were informed.

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