
The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2014

Volume 1, Pages 352-356

ICEMST 2014: International Conference on Education in Mathematics, Science & Technology

PRESERVICE PRIMARY MATHEMATICS TEACHERS' VIEWS ABOUT QUALITIES OF A GOOD TEACHER

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ABSTRACT: The opinions of preservice primary mathematics teachers about the qualities that a good teacher need to have and how they can use these qualities in teaching programmes have been searched at this work. The research has been held with 6 students who attend the 4th grade at Primary Mathematics Teaching Department on the educational curriculum of 2012-2013. Case study method, which is a design of qualitative research design, has been used in this research. The data have been gathered by using the semi-structured interviewing technique and semi-structured interview forms. The interview with the preservice teachers has taken place before the Teaching Practice Lesson, and then their teaching samples have been observed. The correlation between what they have cited during the interview and the observation results have been examined. The in data analysis process and descriptive expressions have been used when analysing the data. It has been identified that a good teacher should have these qualities: communicative skills, material usage, improving himself/herself, time management, eradicating contential mistakes, attracting the students' interest in conclusion of the research. According to the findings from the observation, it has been seen that the preservice teachers have problems at time management.

Key words: Teacher, good teacher, preservice teacher

INTRODUCTION

It's been thought that the teachers, as an element of the education system, are the most important factor in order to develop a nation to be a nation of knowledge. Teachers are those who form the future of a nation. We must mention that the relation between today's teachers and tomorrow's people are very tight (Gündüz & Odabaşı,2002). So, it is very important that preservice teachers must be efficient in Professional way.

According to Gökçe (2000), a good teacher must be a good manager who manages the teaching process, a good observer and a qualified guide. So, teaching has become a profession that needs more quality and efficiency. Onural (2005) has asked the preservice teachers to express their ideas about an ideal teacher in his research. In conclusion, the most important qualities have been expressed as: efficiency in field , pedagogical formation and having fine communicative skills. Similar results can be seen at Aypay's (2011) research. He has identified that a good teacher should have communicative skills, have knowledge about his/her field and personel motivation.

In these research the qualities of a good teacher have been investigated in teachers' and preservice teachers' view. But it can be seen that very less researches have been held about how much of these thoughts on an ideal teacher have been used by the preservice teachers. That's why semi-structured observation has been held and analysed about their teaching facilities at Teaching Practice Lesson. after having a semi-structured interview with the preservice teacher. The correlation between what they said and what they did was investigated.

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- Selection and peer-review under responsibility of the Organizing Committee of the conference

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METHODS

Research Design

Case study method, which is a method of qualitative research method, has been used in this research. Case study provides the opportunity of examining one or more state deeply. The state is used for a person, a group or a program (Yıldırım & Şimşek, 2011).

Research Group

This research was held together with randomly chosen 6 students at last grade of a university's Primary Mathematics Teaching Department in Central Anatolia Region in the educational curriculum of 2012-2013.

Instruments

Semi-structured interviewing form and semi-structured observation form of qualitative data gathering technique has been used. At the first part of the research, the question of "What are the qualities of a good teacher?" have been asked to the randomly chosen students. Students' answers to the question is given at Table

Table 1: Students' Thoughts About The Qualities That A Good Teacher Should Have

CATEGORY	CODE	STUDENTS
A Good Teacher	Communication	S1, S2
	Using Material	S1,S3,S4
	Time Management	S2,S4,S5,S6
	Improving himself/herself	S2,S4,S5,S6
	Eradicating contential mistakes	S2,S3
	Attracting student's interest	S1, S2,S5

After this, semi-structured interviewing have been held with students to gain detailed knowledge from students. At the second part of the research, a researcher has observed the students' sample teaching practice at the Teaching Practice Lesson at their practicing school by using a semi-structured interviewing form. Video Recording Camera has been used while the observation.

2.4. Data Analysing

The data gained by interviewing and observation have been analysed using in data analysis process. Interview has been recorded by an audial device and then it has been transcribed and analysed by using the analysing process. The main questions have been determined as different categories. And codes have been created according to the answers. To provide validity, a colleague's confirmation has been asked. Students' descriptive citations has been given together with the categories and codes in order to develop the trustworthiness and reliability.

RESULTS and FINDINGS

The semi-structured interview results about "the qualities that a good teacher must have", which is done with the Primary Mathematics Teachers, has been presented at this part of the research. Also, we have matched what the preservice teachers have said and their tutoring during their process.

Table 2. The Communicative Skills That Should A Good Teacher Should Have.

CATEGORY	CODE	STUDENTS
Communication	Empathy	S1, S6
	Usage of language	S2,S5,S6
	Being frank and easily understood	S2,S3,S6
	Respecting the student	S1,S2, S3,S4,S5

When examining Table 2, The preservice teachers have stressed that a good teacher should have fine communicative skills. They have stated that a good teacher shouldn't be rude and harsh to students, they should be emphatical and they should be use a well understanding and frank way of expressing knowledge.

S2: Teachers should always be tolerant and kind to students. They should regard the students as a person even though they are children and deal with their problems. Teachers should teach according to the students' learning level and should be encouraging to be active while learning. They should correct their the students's mistakes by being motivating instead of being offensive.

When we observed the S2, we have seen that he has been close to students and been love to them. He tought the subject by increasing to students' levels. He avoided being offensive to students when they made a mistake.

Table 3. Preservice Teachers' Opinions About Using Materials At Mathematics

CATEGORY	CODE	STUDENTS
Material usage	Being concrete	S1,S2,S4,S5,S6
	Being attractive	S1,S2,S4,S5
	Being detailed	S1,S2
	Visualising	S2,S4

S1: Material is absolutely essential for some subjects. For example, 3D objects. Our preservice teacher uses material because it's impossible to understand it. Children have just started to think concretely. It's being complexive to teach 3D objects as they have newly started thinking concretely. So, i think its logical to show 3D objects on visual materials.

According to the observation result, it's been seen that S1 has used worksheets instead of 3D materials when teaching trigonometry.

Table 4. Preservice Students' Efficiency Thoughts About Time Management

CATEGORY	CODE	STUDENTS
Time management	Being unexperienced	S1, S4,S5
	Lack of self-esteem	S3
	Finding him/ herself efficient	S2,S6

At table 4, when we asked whether they can manage time while teaching, S1, S2 and S4 has mentioned that they believe in themselves but they're unexperienced and they can cope up with it in time. S5 have told us that he hasn't got confidence, and S3 and S6 has expressed that they could manage time, they haven't got any problems in managing time.

S5: It depends on situation and the subjects. Sometimes I predict that they can understand the subject easily but they don't understand some parts and time passes, on the other hand there times that students understand in shorter time that I predict. I'm unexperienced but I think I can manage time in future with more experience.

According to the observation results, S5 couldn't manage time and couldn't end the course in time even though he was planned and ready.

Table 5. Preservice Teachers' Thought About Keeping Up With Scientific Developments.

CATEGORY	CODE	STUDENTS
Developing	Mathematical issues	S1, S2,S3,S4,S5
	Articles	S2,S5
	Internet	S2,S3,S4,S5

What Preservice teachers think about keeping up with developing scientific progress after graduating from university takes place at Table 5. All of the preservice teachers stated that they will keep on following the innovations and will continuously be interested in issues, internet and scientific articles.

S3: I'm following the mathematic sites via internet, I'm following the "Mathematics World" issues, I am closely interested in technology. For instance, my dream is to teach by using the smart board. I think these are important because children are following technology more than we do. We should keep up with technology and actual life by reading books too. Articles... Articles very useful to find out things.

S4: Recently, we have an issue called "Mathematics World", I enjoy reading it. It's not only totally about maths, there's analysis 2 and analysis 3 in it. I love remembering them. Being a mathematician feels great. There are also mathematic groups on internet and I follow them. I'm fond of being a mathematician.

Table 6. The Preservice Teachers's Perceptions About Removing Conceptional Complexities Of The Students.

CATEGORY	CODE	STUDENTS
Removing	Alternative samples	S1, S2, S3,S4,S5,S6
Conceptional	Telling the mistakes	S1
Complexities	Forming confusions on schemes	S2
	Revising	S4,S6

Table 6 shows the techniques that the preservice teachers will use to correct the conceptional mistakes that they've detected. All of the preservice teachers think that they'll ask an alternative question to the previous question in order to remove the confusion. S1 stated that he will tell the mistake and show the correct one, S2 told that he will form confusions on the schemes so that students can realize their own mistake, S4 and S6 answered that they will revise and re-teach the subject.

S4: *Alternative samples. I'll give homework with various questions in it if there one or two students. But if its whole the class I'll re-teach the subject until the confusion takes no place.*

It has been observed during teaching that S4 has given a sample example to correct a student's confusion. He then gave another example to reinforce.

Table 7. The Responses Of Preservice Teachers To Students Who Don't Listen Them

CATEGORY	CODE	STUDENTS
Attracting	Using gestures	S1, S4
Students'	Showing/Telling sadness	S1,S5
Attention	Oral warning	S2,S4,S6
	Wandering in the class	S3
	Ignoring	S4, S5

Preservice teachers' penalties towards the students who don't listen the teacher has mentioned at Table 7. The preservice teacher are using the techniques of non-verbal warnings (such as gestures or staring), verbal warning, knocking the board, ignoring, showing that he/she is getting upset.

S6: *I generally stay close to the board when teaching. If they say something walk around the class so they don't whisper. If they talk when I'm writing something on the board, I go check whether they have written or not. They stop talking when I get close.*

It has been observed that S6 went to talking students' seat and made stop talking. But when he went back to the board, they started talking again.

CONCLUSION

Preservice Teachers have stated that a good teacher should have the qualities of communicating, material using, mistake correcting and attending attracting.

Preservice Teachers expressed that communicating is important for a good teacher. They stated that students should never be shouted at, teachers should utter words to motivate students, and they stated that using an understanding way of teaching provides effective learning. This state shows similarity with Onural (2005) and Aypay's (2011) researches.

Preservice Teachers mentioned that they will ignore unwanted attitudes of the students, they will use repression, use body language and oral warnings in order to make them listen. They added that they will not be harsh on

students, they don't want to make them upset. It can be said that they were kind and tolerant to students and they avoided being harsh on them. This shows that new generation teachers don't like violence and they want to solve problems by talking to students.

Preservice Teachers told that they aim to guide them to realise their own mistakes. At the observation findings, it has been seen that Preservice Teachers used alternative examples or they revised the confused subjects to remove confusion. This shows that structural approach is more popular among Preservice Teachers.

Preservice Teachers stated that using material is precisely essential. They have stressed that visualising and concretizing will be better and easier by using materials since mathematics is more difficult when comparing with other lessons and since mathematics is a concrete lesson. It is also thought that material using is effective in attracting students and making them enjoy maths. But when observing Preservice Teachers' teaching at the Practice Lesson, it has been seen that none of them used 3D materials, and they used worksheets instead.

Preservice Teachers stated that they will follow the developments in science and they will improve themselves after they graduate. This shows the positive sides of the newly used Training Mathematics Teacher System in Turkey (Umay,2001).

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