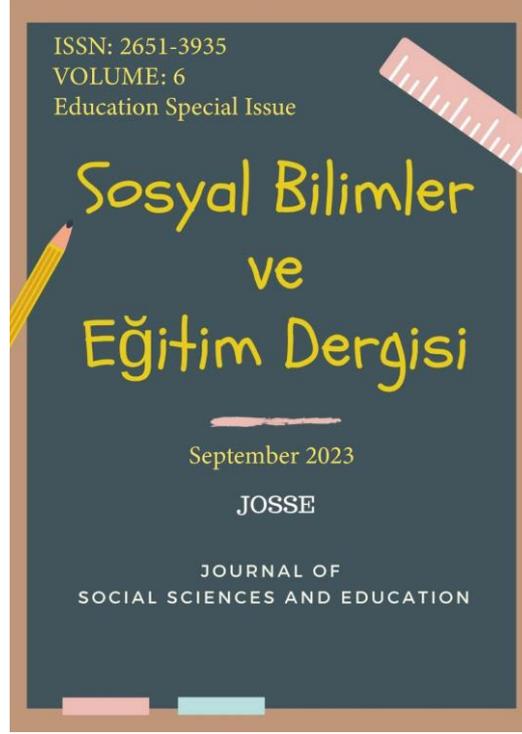# JOURNAL OF SOCIAL SCIENCES AND EDUCATION (JOSSE)

An In-Depth Review on Teaching Practice: The Case of Social Studies

İlyas KARA[1]
Amasya University, Education Faculty,
Social Studies Education
Dr.
ilyas.kara@amasya.edu.tr
Orcid ID: 0000-0003-4755-0037

Ahmet TOKMAK[2]
Ministry of National Education
Dr.
tokmak87@hotmail.com
Orcid ID: 0000-0002-3902-5825

An In-Depth Review on Teaching Practice: The Case of Social Studies

İlyas KARA[1]

Amasya University, Education Faculty, Social Studies Education

Ahmet TOKMAK[2]

Ministry of National Education

ABSTRACT	**Research Article**
The aim of this study is to review the teaching practice course, conducted to prepare pre-service teachers studying in faculties of education for the teaching profession in terms of practical as well as theoretical knowledge, within the framework of different variables. The study was conducted by adopting the principles of qualitative study method. A semi-structured interview form prepared by the researchers was used to collect data required. In this regard, the study included 10 pre-service social studies teachers who taking the teaching practice course, 10 social studies teachers working in the practice schools, and 10 secondary school students studying in the practice class. Descriptive analysis and content analysis methods were used to analyze the data obtained as a result of the interviews. At the end of the study, we found that the pre-service teachers experienced feelings of excitement, happiness, pride, inadequacy, disappointment and fear during the lecturing processes. Moreover, we have revealed that the mentor teachers that they mostly considered the pre-service teachers inadequate in terms of content knowledge and pedagogical knowledge. The students is carried out find pre-service teachers adequate in terms of classroom management and lecturing, but the fact that pre-service teachers mostly use narration and question and answer methods stands out as a negative situation.	
Keywords: Social studies education, teacher education, practical education, teaching practice, preservice teacher	

[1] Corresponding author:
Dr.
ilyas.kara@amasya.edu.tr
Orcid ID: 0000-0003-4755-0037
[1] *Dr.*
tokmak87@hotmail.com
Orcid ID: 0000-0002-3902-5825

Introduction

Today, societies are making great efforts to improve themselves in every field. In this regard, education, functioning as a locomotive by leading social development, is one of the most stressed areas. Because the need for qualified manpower is increasing day by day for societies to progress and rise in every field. The qualified manpower needed can only be provided through education. On the other hand, there are many factors affecting the quality of education. One of the most important factors affecting the quality of education is the teacher. Because teachers play a key role in the education and training process. In the literature, a teacher is defined as a person who is assigned to guide the learning experiences of students in a public or private educational institution in order to guide them in line with their individual knowledge, skills and values (Öncül, 2000). The teaching profession is different from other professions in terms of its area of responsibility and job description (Oral & Dağlı,1999). Teaching is characterized as an occupation that requires professionalism. It is not possible to compensate for mistakes made during teaching. As in other professions, it is not possible to correct a wrong deed by taking a step back.

Taking all the steps to be taken in teaching through control is considered extremely important in terms of raising young individuals who will be the active citizens of the future as good people and good citizens. Because it is very difficult to compensate for the mistakes made. Develioğlu (1987) states that every element of education is knotted, untied and evaluated by the teacher. In addition, he emphasizes that making the teacher valuable, respecting his/her honor and personality, ensuring the welfare and security of the teacher means the fate of the future of the nation. According to Büyükkaragöz (1985), the progress of a country and its ability to reach the position it deserves among other countries in socio-cultural terms is directly related to raising the rate of education and training of the people of that country and training quality teachers. Oğuzkan (1993) states that teacher training is a multidimensional and comprehensive issue. While the selection of pre-service teachers, pre-service training of teachers, monitoring and evaluation studies within the internship process are included in the teacher training process, issues such as in-service training are also included in the concept of teacher training (Oral & Dağlı, 1999). In this context, the first and most fundamental task in teacher training is undertaken by teacher training undergraduate programs. Therefore, it is important for pre-service teachers to receive an effective education during their undergraduate education. In addition to the theoretical education given in teacher

training programs, practical education is also very important in the process of preparing pre-service teachers for the profession.

The importance of Teaching Practice in universities within pre-service education in teacher training cannot be denied without any doubt (Aksu& Demirtaş, 2006). Teaching Practice is a course planned for the pre-service teacher to try and develop his/her knowledge and skills in a school environment and to gain the characteristics required by the profession (Bektaş & Ayvaz, 2013). In the Teaching Practice process, the pre-service teacher makes an effort to recognize and prepare for the profession he/she will undertake in the future (Çetin& Bulut, 2002). For this reason, the teaching practice and process is an important period for pre-service teachers to gain their first experiences that they will use in their professional lives. Teaching Practice is a course that is put into practice in universities in order to enable pre-service teachers to observe, practice and evaluate the education and training process in the schools where they will practice (Alaz & Konur, 2009). The aim of this course is to enable pre-service teachers to gain the ability to work in harmony with other teachers by being in the same environment with them, to plan and implement activities within the process, and to recognize the development and individual differences of students (Gültekin, 2005).

The activities in the Teaching Practice course carry the purpose of practice beyond observation. For this reason, the Teaching Practice course has an important place in terms of preparing pre-service teachers for teaching and providing them with professional knowledge and skills (Aksu & Demirtaş, 2006). The foundations of the Teaching Practise course started to be laid within the scope of the National Education Development Project between 1994-1998 with the cooperation of the Council of Higher Education and the World Bank in order to create today's teacher profile. Within the scope of the restructuring of the faculties of education, it became a course implemented within the scope of the joint responsibility of the faculties and MoNE schools (Aydın, Selçuk, & Yeşilyurt, 2007). Sands Özçelik & Gardner (1996) list the aims of the Teaching Practice course as follows: (I) to provide pre-service teachers with the professional competence to teach and evaluate at the level of education they have received, (II) to prepare pre-service teachers for the profession, (III) to make pre-service teachers into teachers who have the necessary understanding and attitudes to create an effective school environment. In order to train teachers better and to achieve the aim of the course in question, first of all, attention should be paid to the effective conduct of this period, which is expressed as pre-service (Alaz & Konur, 2009).

One of the ways to understand the effectiveness of the Teaching Practice and the extent to which its objectives are realized or can be realized is the evaluation of the Teaching Practice process by pre-service teachers, teachers and students in practice schools (Aksu & Demirtaş, 2006). A review of the literature reveals that there are various problems related to pre-service teachers' professional knowledge levels and the functioning of the Teaching Practise course. The studies of researchers such as Aksu and Demirtaş (2006), Arı and Kiraz (1998), Çetin and Bulut (2002), Çetintaş and Genç (2005), Özkılıç, Kartal and Bilgin (2008) show that there are some problems related to the professional knowledge levels of pre-service teachers and the functioning of the Teaching Practice course. On the other hand, it should not be ignored that the Teaching Practice course contributes to the professional development of pre-service teachers (Alaz & Konur, 2009). Cumhur and Güven (2018) aimed to determine the perceptions of pre-service teachers about the school practise and concluded that most of the pre-service teachers experienced some disappointments at the beginning of the Teaching Practise process, but they also gained important gains at the end of this process. A study conducted by Williams and Alawiye (2001) concluded that the Teaching Practice has important benefits in terms of preparing pre-service teachers for professional life. At the end of a pilot implementation called the Professional Partnership Program, it was found that teachers, students and pre-service teachers in the practice school had positive experiences. However, we can say that there is a partial difference in the level of pre-service teachers' utilization of the Teaching Practise course (Aydın et. al., 2007). Because, as mentioned above, it is emphasised in the studies (Akkoç, 2003; Bağcıoğlu, 1997; Bektaş & Can, 2019; Çetintaş & Genç, 2005; Çevik & Alat, 2012) that there are some problems and deficiencies in the Teaching Practice process.

On the other hand, when the related literature is examined, it is seen that the studies on Teaching Practice are mostly aimed at examining the views of prospective teachers (Dursun & Kuzu, 2008; Gökçe & Demirhan, 2005; Güven, 2004; Kiraz & Uyangör 1999; Paker, 2000; Paker, 2008; Saka, 2019; Sarıçoban, 2008; Sarıtaş, 2007; Sılay & Gök, 2004; Yavuz, 2019). However, the opinions of the mentor teachers and the students studying in the practice schools, who are the stakeholders of the Teaching Practice process, are also extremely important. Because mentor teachers and students are also among the factors that determine the effectiveness of the implementation process. For this reason, examining the opinions and experiences of pre-service teachers, mentor teachers and students in practise schools about the implementation process will provide important benefits in terms of making the Teaching

Practice course more effective. However, an examination of the literature reveals that the opinions of pre-service teachers are generally examined, while the opinions of mentors and students are not consulted. This is considered to be an important deficiency in the literature. It is thought that there is a need for a comprehensive study in which the opinions of pre-service teachers, mentor teachers and students are consulted. This study aims to examine the opinions of pre-service social studies teachers, teachers and students on the Teaching Practise course.

Aim of the Study

The aim of this study is to reveal the opinions of pre-service Social Studies teachers, mentor teachers and students in the practice schools about the teaching practice course. In line with this purpose, answers to the following questions were sought.

What are the opinions of pre-service social studies teachers about the Teaching Practice?

What are the opinions of the mentor teachers about the Teaching Practice?

What are the opinions of the students in the practice schools about the Teaching Practice?

Method

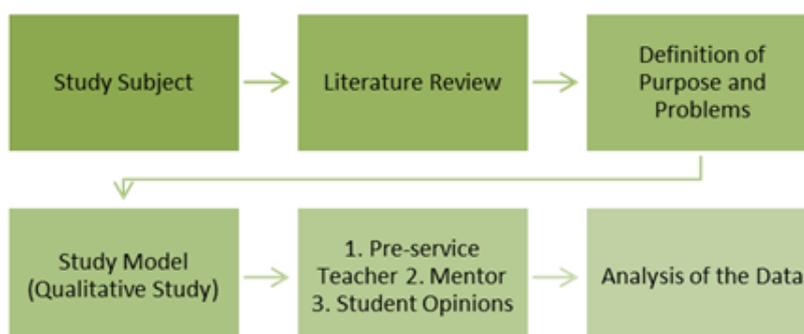**Model**

This section includes information about the research method and the research process under the headings of research model, participants, data collection tools, data collection process and data analysis. Figure 1 schematizes the general process of the study.

Figure 1

General process of the study (Yıldırım & Şimşek, 2018)

This is a qualitative study conducted to identify and examine the opinions of pre-service Social Studies teachers, mentors and students studying in practise schools about the Teaching Practice course. The induction principle is applied in qualitative research and explanations are made to the data collected about the problem (Patton, 1990). Explanations and interpretations achieve their purpose to the extent that they help researchers to understand similar issues. In research shaped by qualitative method, the aim is to present a realistic and descriptive situation related to the research subject rather than quantifying data and reaching generalizations (Morse, 2016). In qualitative research, it is necessary to include direct quotations and details as much as possible in order to increase the validity and reliability of the results (Yıldırım & Şimşek, 2018).

In order to understand the method preferred in this study more clearly, it is necessary to look at the study questions, how these questions will be answered, and the methods by which the answers will be analyzed. In this context, Table 1 presents the design of the study.

Table 1

Design of the Study

	Study questions	Data collection tool	Data analysis methodology
1.	What are the opinions of pre-service social studies teachers about Teaching Practice?	Semi-structured Interview Form	Content and Descriptive Analysis
2.	What are the opinions of the mentor teachers about the Teaching Practice?	Semi-structured Interview Form	Content and Descriptive Analysis
3.	What are the opinions of the students in the practice schools about the Teaching Practice?	Semi-structured Interview Form	Content and Descriptive Analysis

Sample and Population

The study used criterion sampling, which is one of the purposive sampling methods, to examine the opinions of pre-service teachers, mentor teachers and students on the Teaching Practice course. The basic logic in the criterion sampling method is to study situations with predetermined criteria. The criteria in question can be created by the researcher or a previously prepared list of criteria can be used (Yıldırım & Şimşek, 2018).

Within the scope of this study, firstly, interviews were conducted with 10 pre-service social studies teachers who were studying at Marmara University Atatürk Faculty of

Education Social Studies Teacher Education Program and were in their final year (4th grade). In this context, the main criterion for the selection of the participants in the study was that they were fourth-year students in the Social Studies Teacher Education Program and were taking the Teaching Practice course. In accordance with this basic criterion, interviews were conducted on a voluntary basis with 10 pre-service teachers (5 male, 5 female) studying in the Social Studies Teacher Education Program in the 2021-2022 academic year.

Secondly, interviews were conducted with the mentor teachers in the schools where the interviewed pre-service teachers were practicing. The two main criteria for determining these participants, who were working in secondary schools in different districts of Istanbul, were to have been teaching Social Studies for at least ten years and to be currently working as a mentor teacher. Based on these criteria, interviews were conducted with 10 teachers (5 male, 5 female) who were working as mentor teachers in the 2021-2022 academic year on a voluntary basis.

Finally, interviews were conducted with the students in the classes where the interviewed pre-service teachers and mentors were located. The main criterion for determining the participants was to be studying in the classrooms where the practice was carried out. Interviews were conducted with 10 students (5 boys and 5 girls), who were determined by taking these criteria into consideration, with the permission of their parents on a voluntary basis. Necessary permissions were obtained from official institutions for the interviews with all participants and Ethics Committee Approval was obtained from Marmara University Institute of Educational Sciences.

Data Collection Tool and Collection of Data

The study used a semi-structured interview form as a data collection tool. One of the most commonly used data collection methods in qualitative research is interview (Yıldırım & Şimşek, 2018). Interviewing is defined by Stewart and Cash (1985) as "a mutual and interactive communication process based on asking and answering questions for a predetermined and serious purpose" (p.7). The purpose of the interview is to enter the participant's inner world and understand their perspectives. With the interview method, the researcher aims to understand the unobservable such as experiences, attitudes, interpretations, thoughts, mental reactions and perceptions (Patton, 1987, as cited in Yıldırım & Şimşek, 2018). This method provides the researcher with the opportunity to get to the root of the personal opinions, experiences and judgments of the participants, to comprehend the

perspectives of the participants and to obtain information about the issues that the researcher overlooked (Glesne, 2013; Karasar, 2005). For these reasons, semi-structured interview technique was also used as a data collection tool in the study. The preparation process of the semi-structured interview form used in the study is shown in Figure 2.

Figure 2

Preparation Process of The Semi-Structured Interview Form (Yıldırım &Şimşek, 2018)

As seen in Figure 2, while preparing the semi-structured interview form, which is a data collection tool, a literature review was first conducted. A question pool was created by taking into consideration the purpose of the research and the information obtained from the literature review. Then, the opinions of a group of 6 experts consisting of field, measurement and evaluation and language experts were sought. The questions were revised by taking the expert opinions into consideration. Then, a pilot study was conducted and the questions were revised again in line with the results of the pilot study. Finally, the semi-structured interview form was finalized and data collection started. Firstly, interviews were conducted with pre-service teachers, secondly with mentor teachers and finally with students.

Analysis of the Data

Descriptive analysis reveals the data as it is, while content analysis divides the data into categories and themes. Interpretation is used to interpret and relate what the data means and what it expresses. In both descriptive analysis and content analysis, interpretation is used to explain what the collected data means (Miles & Huberman, 1994). Descriptive analysis and content analysis were used to analyze the data obtained in this study.

For the analysis of the data, the voice recordings were transcribed at the first stage and the data were analyzed. These data were then divided into codes and categories. The categories were presented under certain headings. In analyzing the data, direct quotations were used to reflect the opinions of the interviewees more objectively. In addition, expert opinion was taken regarding the coding of the data at each stage of the content analysis process. The codings were made separately by both authors and these codings were compared. The analysis was finalised by taking expert opinion on the issues in doubt. Thus, the reliability of the research was also tried to be ensured. In the study, the codes such as PT1, PT2, PT3, PT4, PT5, PT6, PT7, PT8, PT9, PT10 were given to the participant pre-service teachers; M1, M2, M3, M4, M5, M6, M7, M8, M9, M10 were given to the mentor teachers; and S1, S2, S3, S4, S5, S6, S7, S8, S9, S10 were given to the students.

Compliance with Ethical Standard

During this study, the rules outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were adhered to, and the actions outlined in the "Scientific Research and Activities Against Publication Ethics" directive were avoided.

The name of the board performing ethical evaluation = Marmara University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of ethical evaluation decision = 19.12.2022

Ethics committee decision number =10-19

Findings

This part of the study presents the findings obtained in line with the research questions under three sub-headings. The first subtitle presents the findings regarding the opinions of pre-service Social Studies teachers on the Teaching Practice course, the second subtitle presents the findings regarding the opinions of the Social Studies teachers working in the

implementation schools on the teaching practice course, and finally, the third subtitle presents the findings regarding the opinions of the students studying in the implementation schools on the Teaching Practice course.

Findings Related to Pre-service Social Studies Teachers' Views on the Teaching Practice Course

This subtitle discusses the findings related to the first sub-problem of the study, which is *"What are the opinions of pre-service social studies teachers about the Teaching Practice?"*.

The first question directed to the participants in order to determine the opinions of pre-service Social Studies teachers about the Teaching Practice course was *"What are your feelings during your lectures in the teaching practice you realized within the scope of the Teaching Practice course?"*. Table 2 shows the categories and codes that emerged as a result of the analysis of the answers given by the participants to this question.

Table 2

Participants' Feelings During the Lectures they Delivered in the Scope of Teaching Practice

Theme	Categories	Codes	f
Feelings during lecturing	Positive	Excitement	PT3, PT5, PT6, PT1, PT8, PT10
		Happiness	PT3, PT6, PT9, PT10, PT8
		Pride	PT3, PT2
	Negative	Inadequacy	PT5, PT2
		Disappointment	PT7, PT9
		Fear	PT3, PT1, PT5

An analysis of the participants' answers to the question *"What are your feelings during your lectures in the teaching practice you realized within the scope of the Teaching Practice course?"* reveals that a category named "Feelings During Lecture" was formed. In addition, the codes hereof wre "excitement ($f6$)", "happiness ($f5$)", "pride ($f2$)", "inadequacy ($f2$)", "disappointment ($f2$)" and "fear ($f1$)".

In the light of this information, it was determined that more than half of the participants were excited while they were teaching at the practise schools. In this regard, PT3 stated that *"... On the other hand, I am very excited when I personally enter the class because*

I am in front of the students for the first time. Even though we have received theoretical education, when it comes to putting it into practice, there is excitement... (PT3)", PT5 said *"I was very excited, especially in my first lesson. In the following lessons, it decreased a little... (PT5)"*, PT6 said *"... Besides that, I was quite excited because it was a very new situation for me and the students. Later on, my excitement diminished a little bit, but still there was always excitement... (PT6)"*, PT1 said *"... This situation actually caused me to get excited. I attribute my excitement to this... (PT1)"*, PT8 said *"... Of course one gets excited. This is natural, especially for someone like me who is excited... (PT8)"* and finally PT10 said *"The first thing I felt was excitement in every lesson. I honestly do not think that the mentor teacher supported me in this regard... (PT10)"* In line with these statements, we can say that more than half of the participants, who were Social Studies teacher candidates, were excited during the lessons they gave at the schools where they did their lecture.

When Table 2 is examined, we see that half of the participants felt happy while they were teaching at the practise schools. PT3 explained this happiness and the reason for this happiness as follows: *"I was very happy and proud during the lessons because teaching was a profession that I had always dreamed of. We always took theoretical courses at the university for three years, so the practice is completely different. The happiness it gives is also completely different (PT3)"*. PT6 stated that she was happy while she was teaching by saying *"... But despite everything, I was actually happy... (PT6)"*, while PT9 said *"The first thing I felt was happiness... (PT9)"*, PT10 said *"... But I am happy to be with the students. They never really upset me during the lessons... (PT10)"* and PT8 said *"... But the happiness at that moment actually calms the excitement... (PT8)"* .

Two of the participants expressed that they were proud of themselves while they were teaching. PT3 stated that *"... I was very happy and proud during the lessons because teaching was a profession that I had always dreamed of... (PT3)"* while PT2 said *"... But in spite of everything, I was proud of myself every time I entered the class. Because I managed to make it to that day. The situation of not being appointed is a bit related to the system. It is not so much about me. This situation cannot prevent me from being proud of myself at that moment... (PT2)"*. As seen in Table 2, some of the participants felt inadequate while they were giving lessons. PT5 stated this situation as follows: *"... The reason for this excitement is actually a little bit about feeling inadequate at that moment. We have always received theoretical training. The practice may require completely different competencies... (PT5)"* and

PT4 said *"I personally felt inadequate at those moments. The students were partly responsible for this. Because I saw that they did not take us too seriously... (PT4)"*.

An analysis of Table 2 reveals that some of the participants experienced disappointment. Regarding this situation, PT7 said *"The biggest thing I felt was disappointment. Because neither the school administration nor the practice teachers nor the students take the Teaching Practice course and us seriously... (PT7)"* and PT9 made the following statement *"... This situation created disappointment in me... (PT9)"*. Three of the participant pre-service social studies teachers expressed that they felt some fears while teaching. PT3 described her fears as *"... Also, another emotion I felt during the lessons was fear. Because no matter how much we are new and inexperienced. Like, will anyone disrupt the order in the lesson, if a student causes a problem, how can I solve the problem (PT3)"*. Similarly, PT1 stated the following about the fear she experienced in the lessons and the reasons for this fear: *"I was not a little scared during the lessons because I was worried that I would panic in case of a problem posed by the students or that they would ask a question and I would not be able to answer it. This situation actually caused me to get excited... (PT1)"*. PT5 stated that *"... Feeling inadequate in this way also caused me to be afraid. (PT5)"*.

When evaluated in general, we see that more than half of the participants felt excited, half of the participants were happy and some of them were proud of themselves during the lessons they gave within the scope of Teaching Practice. In addition, some of the participants felt inadequate, some of them felt disappointed in the lessons they gave, and finally, some of them felt fear.

The second question posed to the participants in order to determine the opinions of pre-service Social Studies teachers about the Teaching Practice course was *"What are your thoughts about the attitudes and behaviors of the students towards you and your teaching during your lectures?"*. Table 3 shows the categories and codes that emerged as a result of the analysis of the participants' answers to this question.

Table 3

Participants' Opinions on the Attitudes and Behaviors of Students Studying at Practice Schools

Theme	Categories	Codes	*f*
Attitud	**Attitudes and Behaviors Towards Pre-service Teachers**	Communication was Good	PT2, PT3, PT5, PT6, PT10

	Respectful	PT3, PT5, PT6, PT10
	They See Us as Interns and Temporaries	PT1, PT4, PT7
	No Communication	PT8, PT9
	They stayed away	PT7, PT9
	Positive	PT2, PT3, PT5, PT6, PT10
Attitudes and Behaviors towards the Lecture	Not Taking Seriously	PT1, PT4, PT7, PT9
	Indifferent	PT1, PT4, PT8

An analysis of the participants' answers to the question *"What are your thoughts about students' attitudes and behaviors towards you and your lectures?"* revealed two categories as "Attitudes and Behaviors Towards Student Teachers" and "Attitudes and Behaviors Towards the Course". In addition, the codes within the framework of the category named "Attitudes and Behaviors Towards Student Teachers" were: "communication was good ($f5$)", "respectful ($f4$)", "they see us as trainees and temporary ($f3$)", "no communication ($f2$)", and "they stayed away ($f2$)". In addition, under the category of "Attitudes and Behaviors Towards the Course", there were the codes: "positive ($f5$)", "not taking seriously ($f4$)" and "indifferent ($f3$)".

An analysis of the codes within the category named "Attitudes and Behaviors Towards Pre-service Teachers" in Table 3 shows that fifty percent of the participants described their communication with the students in the schools where they practiced as good. In this context, PT2 said, *"I did not have any problems in communicating with the students in the classes I taught. I can say that we communicated very effectively (PT2)"*, PT3 said *"They treated us very well. They were friendly... (PT3)"*, PT5 said *"Despite all my inexperience, their approach towards me was positive. There was a good communication. At first, I wondered if they would be disrespectful... (PT5)"*, PT6 said *"... But I still had a good communication with the students... (PT6)"* and PT10 said *"It makes a difference for the students. They are happy that we are in the classroom. Although sometimes there were some minor problems, our dialog was good... (PT10)"*. In addition, four of the participants were of the opinion that the students were respectful. PT3 stated that *"... What attracted my attention the most was that they were very respectful towards us. The practise teacher had already made the necessary warning to the students about this issue at the beginning... (PT3)"*, while PT5 said *"... However, they did not show any disrespect, on the contrary, they were very respectful... (PT5)"*, PT6 said *"... They were respectful and measured towards me... (PT6)"* and PT10 said *"... There were some minor problems but they were not disrespectful... (PT10)"*.

As seen in Table 3, some of the participants evaluated the attitudes and behaviors of the students in the practice schools towards the pre-service teachers as negative in some respects. In this direction, three of the participants think that the students see them as interns and temporary. In this regard, PT1 stated that *"... I cannot say that there was a very effective communication. In fact, they see us as an ordinary intern and therefore they think that we are there for a short time, that we are temporary... (PT1)"*, while PT4 said *"... I think they see us as temporary... (PT4)"* and PT7 said *"I did not have any problems, but I cannot say that we had a very good communication. I think they didn't take the dialog seriously because they saw me as temporary... (PT7)"*. In addition, two of the participants expressed that they did not communicate with the students as follows: PT8 *"I did not have much communication with the students. Since it is already a short period of time, communication cannot be established... (PT8)"*, PT9 *"There was almost no communication with the students... (PT9)"*. Again, two of the participants stated that the students stayed away from them as follows: PT7 *"That's why they stayed away a little bit (PT7)"*, PT9 *"... This is because they stay away... (PT9)"*.

An analysis of the participants' answers to the question *"What are your thoughts about the attitudes and behaviors of the students towards you and your lectures during your lectures?"* shows that there was another category called "Attitudes and Behaviors Towards the Lecture". In this context, it is determined that half of the participants, who are Social Studies teacher candidates, are of the opinion that students exhibit positive attitudes and behaviors towards the lectures they give. In this direction, the participants used the following statements: PT2 *"... The lessons were going very well. I honestly did not see any negative attitudes towards the lesson... (PT2)"*, PT3 *"... Good communication also influenced the lessons. Although the students were not as good as they were in the practise teacher's class, they were very good in the class... (PT3)"*, PT5 *"I saw that students exhibited positive attitudes and behaviors in my lessons... (PT5)"*, PT6 *"I did not observe any negative behavior of the students in the lessons I attended... (PT6)"* and PT10 *"They had a positive attitude towards the lesson. I was also happy about this... (PT10)"*.

As seen in Table 3, some of the participants stated that the courses they gave were not taken seriously by the students. Regarding this situation, the participants used the following expressions: PT1 *"... Actually, the reason for everything is that the students do not take my lectures seriously... (PT1)"*, PT4 *"Students see my lessons as an additional activity. Because they know that I will not give exams and I will not give grades. Therefore, they do not take it seriously... (PT4)"*, PT7 *"I do not have the authority to grade the course. I am not authorized*

to take any disciplinary action. Students are aware of this situation. Therefore, they don't take my class too seriously (PT7)." and PT9 *"... In general, I saw that they did not take the lesson seriously in the lessons I attended... (PT9)"*. In addition, three of the participants thought that students were not interested in the lesson. PT1 explained this situation as follows: *"Students are not interested in the lesson. They do not have much of a problem such as learning this, learning that, asking questions or making a contribution to the lesson... (PT1)"*. Similarly, PT4 made the following statements *"... Therefore, they are not interested in the lessons I am in (PT4)"*. Lastly, PT8 expressed the students' lack of interest in the lesson as follows: *"I saw that the students were uninterested in the lessons. There are actually many reasons for this. Necessary measures can be taken, but... (PT8)"*.

The third question directed to the participants in order to determine the opinions of pre-service Social Studies teachers about the Teaching Practice course was *"Which part you had the most difficulty during a 40-minute lecture? Why?"*. Table 4 shows the categories and codes that emerged as a result of the analysis of the answers given by the participants to this question.

Table 4

Participants' Opinions on the Difficulties they Experienced During Lectures

Difficulties experienced during lectures	
Codes	*f*
Drawing Attention	PT1, PT4, PT8
Motivation	PT1, PT7, PT8
Review	PT9
I have no problem	PT2, PT3, PT5, PT6, PT10

The analysis of the participants' answers to the question *"Which part you had the most difficulty during a 40-minute lecture? Why?"*, revealed the category "Difficulties Experienced During Lecture" was formed. In addition, there were the codes "drawing attention (*f*3)", "motivation (*f*3)", "reviewing (*f*1)" and "I have no problem (*f*5)" within the framework of this category.

When Table 4 is analyzed, we observe that half of the participants experienced problems in any part of the lecture, while half of the participants did not experience problems in any part of the lecture. Three of the participants who stated that they had problems during the lesson thought that they mainly had problems in drawing attention. In this regard, PT1 said, *"In the lessons I attended, I had the most problems in the attention-getting part. Because*

as I just told you, they don't take the lessons I attend seriously. They don't even take me seriously. We are temporary in their eyes... (PT1)". PT4, who experienced the same situation said: *"I had the most difficulty in attracting and gathering the attention of the students at the beginning of the lesson... (PT4)"* and PT8 said *"I had difficulties in the first stage of the lesson in drawing attention. It is because of the students not me. Because the students do not take the lesson seriously. In the next stages, the lesson gets better... (PT8)"* Again, three participants who stated that they had problems during the lectures thought that they had difficulties in inmotivation. PT1: *"As I have always stated, students do not take us seriously, they see the lessons we give as a formality. We do not have any sanction anyway. For this reason, I have a lot of difficulty in the motivation part. I have difficulty in attracting attention and motivating them, because according to them, the course I have taken is a formality. Arrangements should be made at this point. The practice period should be extended and we should be authorized to give grades... (PT1)"*. PT7: *"... For this reason, I have difficulty in motivating the students because they do not take the class seriously... (PT7)"* Finally, PT8 explained the situation as follows: *"I had difficulty motivating them because they were not interested in the lesson (PT8)"*. One participant stated that she had difficulties with reviewing during the lecture. PT9: *"I rarely attend the lesson. As a matter of fact, since I cannot come to the lesson every week, I do not know exactly what the mentor teacher explained in the previous lesson. Even if I know, I do not know what she touched on the most within the scope of the subject. Therefore, I have problems with reviewing. (PT9)"*.

An analysis of Table 4 shows that half of the participants did not have any problems with any part of the lesson during their lectures. In this context, the answers of the participants are as follows: PT2 *"I didn't have any problems. Every part is very successful. The teacher also helps with a little difficulty... (PT2)"*, PT3 *"I did not have any difficulties in my lesson. Of course, sometimes there are small problems, but they can be solved immediately... (PT3)"*, PT5 *"Honestly, there was no part that I had difficulty with (PT5)"*, PT6 *"I am very prepared for the classes I teach and this helps me a lot. Therefore, I haven't had many problems (PT6)."* and PT10 *"I cannot say that I have problems in this part when I teach. In general, there was no problem (PT10)"*.

Findings Regarding Teachers' Opinions on Teaching Practice Course

This subtitle discusses the findings related to the second sub-problem of the study, which is *"What are the opinions of the mentor teachers about the Teaching Practice?"*. The

first question asked to the participants in order to determine the opinions of the teachers about the Teaching Practice course was *"What are your opinions about the success or failure of the pre-service teachers in motivating the students for the lesson?"*. Table 5 shows the categories and codes arising from the analysis of the answers given by the participants to this question.

Table 5

Participants' Opinions on Preservice Teachers' Successes or Failures in Motivating Students for Lessons

Motivating students for the lesson	
Codes	*ƒ*
Successful	M2, M3, M6, M10
Unsuccessful	M1, M7, M8
Variable	M4, M5,M9

The participants' answers to the question *"What are your opinions about the success or failure of pre-service teachers in motivating students to the lesson?"* revealed a category named "Motivating Students to the Lesson". In addition, there were the codes: "successful (ƒ4)", "unsuccessful (ƒ3)" and "variable (ƒ3)" within the framework of this category. In the light of this information, we can say that while some of the teachers consider pre-service teachers successful in motivating students, some of them consider them unsuccessful and some of them consider the success of pre-service teachers on this issue as variable.

A review of Table 5 indicated that four teachers considered pre-service teachers successful in motivating students. M2 explained her opinion on this issue as follows: *"I consider them successful. This year was the first time I had a trainee student. But as far as I observe, she is very good at motivating students, especially at the beginning of the lesson. Sometimes, even if the students behave indifferent, our intern quickly recovers the situation... (M2)"*. M3 stated that the pre-service teachers were successful in motivating the students as follows: *"My trainee student already comes prepared for the lesson. When he has difficulties, I help him. When I look at it from this point of view, I find it successful. It makes students eager for the lesson. (M3)"*. Similarly, M6 said, *"They are very successful. I think they get good teaching education at the faculty thanks to my intern students... (M6)"* while M10 expressed her opinion as follows: *"My current intern is very successful in motivating students*

to the lesson and the subject. He also loves the profession. He is successful because he already loves it... (M10)".

As seen in Table 5, a part of the participants who are mentor teachers believe that pre-service teachers are unsuccessful in motivating students for the lesson. The participants explain the failure of pre-service teachers in this regard as follows: M1 *"Students do not take pre-service teachers very seriously. They do not even take the courses they have taken seriously. For this reason, they cannot be very successful in motivating students towards the lesson. But this is not a situation related to them. This is the case because of the students... (M1)"*, M7 *"I think my trainee is unsuccessful in this regard... (M7)"* and M8 *"Now students know that interns are students. Therefore, they do not take them as seriously as we do. The lesson is like any other activity for the students. As such, pre-service teachers cannot be very successful in this regard... (M8)".*

Table 5 illustrates that three of the participants characterize the success of pre-service teachers in motivating students as a variable. The participants explain this situation as follows: M4 *"Success in this subject actually varies. Namely, if the trainee comes prepared, he/she is more successful. But let's say he did not come prepared for the lesson that week or did not consult with me. In this case, he cannot be very successful. So it can vary from lesson to lesson... (M4)"*, M5 *"... It is not the same in every lesson. Sometimes they can motivate students well and sometimes it can be the opposite... (M5)"*, M9 *"... I cannot say anything general about this. It can vary from class to class and lesson to lesson... (M9)".*

The second question asked to the participants in order to determine their opinions about the Teaching Practice course was *"What are your opinions about the classroom management competence, content and pedagogical knowledge of pre-service teachers?"*. Table 6 shows the categories and codes arising from the analysis of the answers given by the participants to this question.

Table 6

Participants' Opinions on Preservice Teachers' Classroom Management Competence, Content and Pedagogical Knowledge

Theme	Categories	Codes	*f*
etence of Teach er Candi	**Classroom Management**	Adequate	M2, M3, M6, M9, M10
		Inadequate	M1, M4, M5, M7, M8
	Content Knowledge	Adequate	M2, M6, M10

Pedagogical Knowledge	Inadequate	M1, M3, M4, M5, M7, M8, M9
	Adequate	M2, M3, M6, M8, M9, M10
	Inadequate	M1, M4, M5, M7

As seen in Table 6, the answers given by the participants to the question *"What are your opinions about the classroom management competence, content knowledge and pedagogical knowledge of pre-service teachers?"* revealed three categories named "Classroom Management Competence", "Content Knowledge" and "Pedagogical Knowledge". In addition, there were the codes "adequate ($f5$)" and "inadequate ($f5$)" within the category "Classroom Management Competence". Likewise, there were the codes "adequate ($f3$)" and "inadequate ($f7$)" within the category "Content Knowledge". Finally, there were the codes "adequate ($f6$)" and "inadequate ($f4$)" within the category "Pedagogical Knowledge".

As seen in Table 6, half of the participants consider pre-service teachers to be competent in classroom management. Regarding this, M2 stated her opinion as follows: *"... However, despite all these, I can say that they are successful in classroom management. They actually have theoretical knowledge about classroom management. I think they will not have problems in classroom management when they start their profession and practice a little (M2)"* while M3 stated the following *"... My trainee student is skilled in classroom management. Even if the students have small problems, she overcomes them... (M3)"*. Again, three other teachers who found pre-service teachers successful in classroom management expressed their opinions on the subject as follows: M6: *"... Sometimes she has problems at the point of control, but in general she has classroom management skills... (M6)"*, M9: *"... He has no problem with classroom management. However, he is too idealistic. That is to say, not everything happens as it is written in books. The real classroom atmosphere is completely different. But of course, these are things to be learned over time. In general, he is good... (M9)"*, M10 *"... There are no problems in the classroom. I do my best in guidance... (M10)"*. An analysis of Table 6 shows that five of the participants think that pre-service teachers are not adequate in terms of classroom management. M1 expresses his opinions that pre-service teachers are not sufficient in classroom management as follows: *"Even if incoming intern students do not have problems with theoretical knowledge, they may be insufficient in some aspects in practice. They only take a Teaching Practice course in their senior year. I think this is not enough. They are already dealing with the stress of KPSS in the last year. I think the internship should be at least two years. For these reasons, I honestly cannot say that they are competent in classroom management... (M1)"*. M4 expresses her thoughts of pre-service

teachers that they are inadequate in classroom management as follows: *"... Trainee students cannot fully dominate the classroom. Some of them try to do a lot but cannot do anything. Some of them come unprepared. They can only come for a few weeks properly. For this reason, they do not get much practical training... (M4)"*. M5 expresses his negative thoughts on this issue as follows: *"First of all, I do not see pre-service teachers as adequate in classroom management. They do their best, but they are inadequate in practice because they receive mostly theoretical education during undergraduate education... (M5)"* while M7 said *"... In my opinion, their skills in classroom management are not sufficient... (M7)"* and M8 said *"... Naturally, they have many deficiencies in classroom management. This is also very normal. Even I have been a teacher for ten years, but I still have new experiences... (M8)"*. In the light of this information, we can say that half of the participants see pre-service teachers as successful and the other half as unsuccessful in classroom management.

As seen in Table 6, the majority of the participants consider pre-service teachers inadequate in terms of content knowledge. Only three participants considered pre-service teachers sufficient in this regard. The three participants who considered pre-service teachers sufficient in terms of content knowledge explained their opinions with the following sentences: M2 *"... However, I think their content knowledge is also sufficient. They are competent in explaining the necessary information to the students in line with the outcome of the lesson. This is what is important... (M2)"*, M6 *"They did not have any problems while explaining the subjects in the lesson. I think their knowledge about the field is good... (M6)"*, M10 *"... Their content knowledge is also good. The lessons do not require very detailed knowledge at the middle school level... (M10)"*. As stated above, the majority of the participants consider pre-service teachers inadequate in terms of content knowledge. M1 explained his negative opinion about the adequacy of pre-service teachers' content knowledge as follows: *"... Compared to the past, the pre-service teachers graduating today are weaker in field knowledge. It seems like they are not very interested. I think it was good that the field exam was introduced in the Public Personnel Selection Exam (KPSS)... (M1)*." M3 explained his thoughts in the same direction as follows: *"... Sometimes when we chat in the teachers' room, I see that pre-service teachers are weak in field knowledge... (M3)"*. Regarding the inadequacy of pre-service teachers in this subject: M4 *"... I think especially their knowledge of history is weak. When they explain the subjects, I see that they are very superficial. I even saw that they sometimes could not answer students' questions... (M4)"*, M5 *"... I think their content knowledge is insufficient... (M5)"*, M7 *"... They have deficiencies in both history and*

geography knowledge. They can talk as if they have never studied a bachelor's degree when the subject of history comes up... (M7)", M8 *"... I don't think that they are sufficient in content knowledge, because I think that in undergraduate education, teaching professional knowledge is emphasized more than content knowledge... (M8)"* and M9 *"... They actually have deficiencies in content knowledge. But I think this is partly due to the education they have received... (M9)".*

As seen from Table 6, more than half of the participants consider pre-service teachers to be adequate in terms of pedagogical knowledge. The statements of the participants about this are as follows: M2 *"... I think they provide good pedagogical education at the university. I think they have good theoretical knowledge about the teaching profession... (M2)"*, M3 *"... Although I don't think their field knowledge is sufficient, I think their pedagogical knowledge is at a sufficient level. It means that they focus more on pedagogy at the university... (M3)"*, M6 *"... However, I did not see that they had many problems in terms of teaching professional knowledge. They are theoretically good, they just need practice and practice... (M6)"*, M8 *"... I consider the interns sufficient in this regard... (M8)"*, M9 *"... Besides these, I think they are theoretically good at teaching, that is, the teaching profession... (M9)"* and M10 *"... On the other hand, I observed that their pedagogical competencies were good... (M10)"*. In contrast to these participants, four participants explain that they do not see pre-service teachers as pedagogically competent as follows: M1 *"... Pedagogical knowledge is actually not just theory. It is necessary to have real experience. Naturally, since they have not yet practiced the profession and have not practiced it, it is not enough in my opinion... (M1)"*, M4 *"... I think it is not enough... (M4)"*, M5 *"... At the university, pre-service teachers learn a little bit of teaching profession courses in preparation for KPSS. But teaching does not consist of five options. The school environment is completely different. I think their knowledge on this subject is not enough. In fact, I observe that they are not fully adequate while they are teaching. This is natural... (M5)"*, M7 *"... I believe their pedagogical competencies are not completely good... (M7)".*

Findings Regarding Students' Opinions on Teaching Practice Course

This subtitle discusses the findings related to the third sub-problem of the study, which is *"What are the opinions of the students in the practice schools about the Teaching Practice?"*. The question directed to the participants in order to determine the opinions of the students about the Teaching Practice course was *"What are your opinions about the*

classroom management, lecturing and the methods used by the candidate teachers who teach your course within the scope of the internship practice?". Table 7 shows the categories and codes that emerged as a result of the analysis of the answers given by the participants to this question.

Table 7

Participants' Opinions on Classroom Management, Lecturing and Methods Used by Pre-Service Teachers

Theme	Categories	Codes	*f*
Competence of Prospective Teachers and the Methods and Techniques They Use	**Classroom Management**	Adequate	S1, S2, S3, S6, S8, S9, S10
		Inadequate	S4, S5, S7
	Lecturing	Adequate	S1, S2, S3, S5, S6, S8, S9, S10
		Inadequate	S4, S7
	Method	Narration	S1, S2, S4, S7, S8, S9, S10
		Question and Answer	S2, S4, S7, S8, S9, S10
		Discussion	S3, S5, S6, S9
		Brainstorming	S1, S6
		Six Hats	S3
		Station	S10

A review of Table 7 shows that there were three categories named "Classroom Management", "Lecturing" and "Methods as a result of the answers given by the participants to the question *"What are your opinions about the classroom management, lecturing and the methods used by the pre-service teachers who taught your course within the scope of the internship practice?".* In addition, the category "Classroom Management" included the codes "adequate ($f7$)" and "inadequate ($f3$)" and the category "Lecturing included the codes "adequate ($f8$)" and "inadequate ($f2$)". Finally, the category "Methods " included the codes " narration ($f7$)", "question and answer ($f6$)", "discussion ($f4$)", "brainstorming ($f2$)", "six hats ($f1$)" and "station ($f1$)".

An analysis of Table 7 reveals that most of the participants consider pre-service teachers to be successful in classroom management. In fact, seven participants considered pre-service teachers as competent in this regard. The participants stated the following in this regard: S1 *"The teachers who come to our class are actually students like us. But they are interns. I mean, they will do an internship and then they will teach. But still, there is no problem in the lesson. The trainee teacher keeps order. There are no problems... (S1)".* S2 *"There are no problems in the class. Even if they do, the teacher intervenes. I mean, friends*

cannot disrupt the lesson too much... (S2)", S3 *"The trainee teacher who comes to our class is disciplined. Sometimes he laughs but generally he maintains discipline. I think the lesson would not go well if a few of our friends were not disciplined... (S3)"*, S6 *"The trainee teacher gets a little excited in the classroom, but I think it is still good. Because sometimes there is a lack of discipline in the class and he immediately does what is necessary. I think it is good... (S6)"*, S8 *"He manages the class well. Our teacher also helps us. For example, last week Hüseyin caused some trouble, our teacher came to the class and warned Hüseyin. I think the trainee teacher is good... (S8)"*, S9 *"The class is organized. Sometimes the teacher gets excited and we laugh, but I think he is good... (S9)"* and S10 *"I think he manages the class well. Actually, he is not really our teacher. Think of him as taking lessons... (S10)"* On the other hand, three of the participants think that pre-service teachers are not sufficient in classroom management. S4 stated this situation as *"The teacher is actually a student like us. He is at the university. He gets very excited. Sometimes there is disorder in the classroom. It is as if he cannot manage very well. Maybe it is because he is new... (S4)"*. Likewise, S5 said *"I think she is not very good at managing the class... (S5)"* and S7 said *"There can be problems in the class. I cannot fully focus on the lesson... (S7)"*.

It is understood from Table 7 that the majority of the participants (S1, S2, S3, S5, S6, S8, S9, S10) consider pre-service teachers to be competent in lecturing. In this context, the opinions of the participants are as follows: S1: *"The trainee teacher explains the lesson well. He even tells a lot of stories about history. I never forget what the trainee teacher tells because he does not just tell... (S1)"* and S2 *"I think she explains the lesson very well. He tells it very enthusiastically and motivates us. We also do activities. For example... (S2)"*. Only two participants consider pre-service teachers inadequate in this regard like S4 *"The teacher who comes to the internship gets excited as I just said. I think he cannot explain the lesson well... (S4)"* and S7 *"I think he cannot explain the lesson very well. Our teacher is better...(S7)"*.

Considering Table 7, we can see that pre-service teachers use different teaching methods and techniques during their lectures. In this context, the majority of the participants (S1, S2, S4, S7, S8, S9, S10) stated that pre-service teachers use the narration method. In this regard, S7 said *"... But mostly she tells herself... (S7)"*. In addition, it was determined that more than half of the participants (S2, S4, S7, S8, S9, S10) thought that the pre-service teacher used the question and answer method including S2: *"... She explains but she often asks questions and we answer them... (S2)"*. Four of the participants stated that the pre-service teachers also used the discussion method. S3 explained his thoughts in this context as follows:

"... In the lessons, the teacher sometimes makes two groups and makes them discuss, sometimes we have discussions without dividing them into groups. In this way, everyone defends an opinion and explains it. For example, we recently discussed the meaning of the word equality. It is good, it stays in our minds... (S3)". Two of the participants explained that the pre-service teacher used brainstorming as follows: S1 *"... For example, he says a topic. We quickly say what we can think of and the teacher writes it on the board. We talk about what is written on the board last... (S1)"*, S6 *"... He also makes us brainstorm in the lessons. It is very fun... (S6)".* In addition, one participant stated that the pre-service teacher used six-hat thinking technique during the lecture. S3 *"... But one of my favorite activities is the six hats that the trainee teacher does. I am always the white hat... (S3)".* Finally, one participant stated that the pre-service teacher applied the station technique: S10: *"... A few times, an activity is done at each table, we change places and do that... (S10)".*

Discussion and Results

This study was conducted in order to reveal the opinions of pre-service Social Studies teachers, mentor teachers and students in the practice schools about the teaching practice course. The study consisted of three questions that were formed in line with this purpose.

Regarding the first question, we first determined the opinions of pre-service Social Studies teachers about the Teaching Practice. Accordingly, we found that the pre-service Social Studies teachers felt positive emotions such as excitement, happiness and pride while they were teaching at the practice schools. Considering that these lessons are the first experiences of the pre-service teachers, it is possible to think that the excitement they experience is normal. On the other hand, considering that they received their undergraduate education to become teachers, the fact that they were teaching in a real classroom environment made the pre-service teachers happy. Especially considering that they dream of becoming a teacher, we believe that the happiness they experience is quite appropriate. In addition, being placed in an undergraduate program, completing this undergraduate program, and attending classes, even as an intern, made the pre-service teachers proud of themselves. On the other hand, we concluded that some of the pre-service social studies teachers also felt negative emotions such as inadequacy, disappointment and fear. However, it can be considered normal for them to have feelings of inadequacy and fear because it was their first experience. However, the fact that they experienced disappointment is due to the difference

between their expectations formed by the education they received and the actual situation in secondary schools. The study conducted by Bektaş and Ayvaz (2013), too, yielded similar results and supported the results of this study. In addition, Paker (2008) also reached findings that support the results of this study.

We also examined the opinions of pre-service social studies teachers about the attitudes and behaviors of the students in the practice schools and found that half of the pre-service teachers expressed positive opinions while the other half expressed negative opinions. Some of the pre-service teachers thought that their communication with the students was good and that the students were respectful towards them. In addition, pre-service teachers who have this opinion state that students exhibit positive attitudes and behaviors towards the lesson. However, the other part of the pre-service teachers stated that there was no communication, that the students avoided them, and that they saw them as trainees and temporary. The pre-service teachers attribute this situation to the fact that they have been in the class for a short time and that they are temporary. They also think that this situation causes students not to take the lessons seriously and to be uninterested. Pre-service teachers state that they do not have the authority to give grades and take disciplinary actions and that this situation causes students not to take the lesson seriously. In the light of this information, we can say that students exhibit more positive attitudes and behaviors in the lessons of teachers who communicate effectively with students. Because the quality of communication between student-student and teacher-student in the classroom also affects the quality of education.

Students who can communicate positively with the teacher can also have positive attitudes and behaviors towards the course (Gülbahar & Aksungur, 2018). The fact that pre-service teachers take a teaching practice course only in their final year causes the time they spend in practice to be quite short. Pre-service teachers emphasized this situation in their interviews as well. The presence of pre-service teachers in practice schools for a short period of time attracts the attention of students and causes students to see pre-service teachers as temporary. This study concluded that the stakeholders encountered problems with each other in the teaching practise course and that the expectations were not fully met in the process of teaching the course. It was also stated in the study of Gümüş et al. (2018) that the contribution of the teaching practice course to pre-service teachers' acquisition of professional competence is low. In addition, the study conducted by Yanık, Bağdat, Gelici, and Taştepe (2016) with mathematics teachers concluded that the experiences gained during the Teaching Practice course did not contribute sufficiently to coping with the problems experienced during

teaching. In this context, as suggested by the pre-service teachers, planning a Teaching Practice that will cover the whole undergraduate education, not only in the last year, will both strengthen the student-teacher candidate communication and enable pre-service teachers to reinforce the theoretical education they have received by practicing more. Because the sine qua non of teacher education is practical education. Practical education is of great importance in the process of preparing pre-service teachers for the profession (Aksu & Demirtaş, 2006; Alaz & Konur, 2009; Bektaş & Ayvaz, 2013; Çetinkaya & Kılıç, 2017; Gültekin, 2005).

The pre-service social studies teachers were asked which part they had the most difficulty during a 40-minute lecture. The analysis of the obtained data revealed that half of the pre-service teachers did not experience any difficulty, while the other half had the most difficulty in the attention-grabbing, motivating and reviewing parts of the lesson. The fact that the pre-service teachers had difficulties in the attention and motivation sections may be related to the fact that the students do not take the pre-service teachers and the pre-service teachers' course very seriously, as stated by the pre-service teachers. It was concluded that another section that the pre-service teachers had difficulty with was reviewing. This is related to the lack of continuity in the time the pre-service teachers are in the classroom. In fact, pre-service teachers who cannot participate regularly every week will find it difficult to follow what was covered in the previous lessons and what kind of activities were done. In this context, the Teaching Practice course should be longer and more continuous. This will enable students to take both pre-service teachers and the courses given by pre-service teachers more seriously and adopt them. In this way, students will be more interested and more enthusiastic about the lessons. Motivation is one of the important factors that are effective in the learning process. It is known that students who are willing to learn and study have a more effective education and training process (Dilekmen & Ada, 2005). In this context, it is important to ensure student motivation in the courses that pre-service teachers take.

The second question was to determine the opinions of the mentor teachers about the Teaching Practise. Accordingly, it was concluded that some of the teachers found the pre-service teachers successful in motivating the students, some of them considered them unsuccessful and some of them considered the success of the pre-service teachers on this issue as variable. When the results of teachers' opinions on this issue are compared with the results of pre-service teachers' opinions, it is seen that there is consistency. As mentioned above, the main reason for this situation is that students establish short-term communication with interns and see them as temporary (Aksu & Demirtaş, 2006; Arı & Kiraz, 1998; Çetin & Bulut, 2002;

Çetintaş & Genç, 2005; Özkılıç et. al., 2008). The study concluded that approximately half of the teachers considered pre-service teachers inadequate in classroom management. However, this situation can be considered normal since it is the first practical experience of pre-service teachers who receive theoretical education during the first three years of their undergraduate education. On the other hand, the other half of the teachers consider pre-service teachers as competent in classroom management. On the other hand, it was concluded that most of the teachers considered pre-service teachers inadequate. While this result is in parallel with the research findings of Yaman, Cansüngü Koray, and Altunçekiç (2004); Akbulut (2006); Taşkın and Hacıömeroğlu (2010) in the related literature, it does not coincide with the research findings of Kahyaoğlu and Yangın (2007). In addition, most of the teachers consider pre-service teachers sufficient in terms of pedagogical knowledge. This can be seen as a result of the fact that pre-service teachers have taken theoretical teaching profession courses during their undergraduate education. This competence of pre-service teachers is considered as a positive situation.

Within the scope of the third question, we determined the opinions of the students about the Teaching Practise. Accordingly, it was concluded that most of the students considered pre-service teachers successful in classroom management and lecturing. At the same time, the study revealed that the pre-service teachers used different teaching methods and techniques during the course. The teaching practice course, which provides pre-service teachers with the opportunity to develop their professional skills, plays an important role in providing them with experience in classroom management. Therefore, examining the practices of pre-service social studies teachers in schools will help us understand their strengths and shortcomings in this regard. In this context, as a result of this study, we found that pre-service teachers were successful in classroom management. On the other hand, it is a positive situation for pre-service teachers that students see pre-service teachers as adequate in terms of classroom management and lecturing. The study conducted by Şahin Taşkın (2013) supports the findings of this study. In addition, the use of different teaching methods and techniques by pre-service teachers in their lessons is considered as a positive situation. Because examining different methods and techniques will enable both students to have a more effective learning process and pre-service teachers to experience these methods and techniques more.

Recommendations

In line with the findings of this study, we have put forward the following suggestions.

- As a result of the research, it was seen that the participants did not find the time allocated for the Teaching Practicum sufficient.Extending the internship period, assigning the teacher candidate to a practice school in the last year of his/her undergraduate education to gain real Teaching Practice or extending the internship period to previous years and making administrative arrangements in this direction can be recommended as a positive development for the teaching profession.

- In the research, it was concluded that there was no effective communication between the partners of the Teaching Practice (teacher candidate, teacher, student and lecturer).It is very important to identify the communication problems that stakeholders experience with each other and to increase the frequency of studies to find solutions to these problems. By taking necessary precautions, teacher-pre-service teacher, pre-service teacher-student communication can be rendered more effective.

- It was determined that pre-service teachers did not sufficiently recognise the students in the classes they attended in the practice schools. In order to get to know the students studying in the classrooms where the pre-service teachers are practicing and to learn about the rules applied in the classroom, they can be provided with information by meeting with the classroom teacher in advance.

- It was concluded that the activities of pre-service teachers during the Teaching Practicum process were not sufficiently monitored and supervised. Trainees' teaching activities can be adequately monitored and periodically evaluated by their mentor teachers. In addition, this issue can be monitored by the institutions as well.

- Pre-service teachers think that the courses they have taken in the undergraduate programme are mostly theory-oriented. It is stated by the participants that practical activities should be increased in the courses given during the undergraduate programme. The theoretical transfer of courses at the university can be oriented not only towards providing information but also towards practice, and educational contexts can be organized towards this goal.

Compliance with Ethical Standard

During this study, the rules outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were adhered to, and the actions outlined in the "Scientific Research and Activities Against Publication Ethics" directive were avoided.

The name of the board performing ethical evaluation = Marmara University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of ethical evaluation decision = 19.12.2022

Ethics committee decision number =10-19

References

Akbulut, E. (2006). Müzik öğretmeni adaylarının mesleklerine ilişkin öz yeterlik inançları. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 3*(2), 34–44. https://dergipark.org.tr/tr/pub/yyuefd/issue/13718/166054

Akkoç, V. (2003). *Türkiye'de beden eğitimi ve spor yüksekokullarında öğrenim gören öğretmen adayı öğrencilerin okul deneyimi I, II ve öğretmenlik uygulaması derslerinde karşılaştıkları problemlerin belirlenmesi ve çözüm önerileri.* [Yayınlanmamış yüksek lisans tezi]. Dumlupınar Üniversitesi.

Aksu, M. B. & Demirtaş, H. (2006). Öğretmen adaylarının okul deneyimi II dersine ilişkin görüşleri (İnönü Üniversitesi Eğitim Fakültesi örneği). *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 7*(11), 3-21. http://abakus.inonu.edu.tr/xmlui/handle/11616/18275

Alaz, A. & Konur, K. B. (2009). *Öğretmen adaylarının öğretmenlik uygulaması dersine yönelik deneyimleri.* I. Uluslararası Türkiye Eğitim Araştırmaları Kongresi, Çanakkale Onsekiz Mart Üniversitesi, Çanakkale.

Arı, A. & Kiraz, E. (1999). Okul deneyimi uygulamalarında karşılaşılan sorunlar ve çözüm önerileri. *III. Ulusal Fen Bilimleri Eğitimi Sempozyumu Bildiriler Kitabı* içinde (307-310). MEB Basımevi.

Aydın, Y. S., Selçuk, Y. A. & Yeşilyurt, Y. M. (2007). Öğretmen adaylarının "okul deneyimi ıı" dersine ilişkin görüşleri: *Yüzüncü Yıl Üniversitesi örneği. Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergis*i, *4(2),* 7-18. https://dergipark.org.tr/tr/download/issue-full-file/50794

Bağcıoğlu, G. (1997). *Genel, mesleki ve teknik eğitim fakültelerindeki öğretmenlik uygulaması dersine ilişkin öğretim elemanı ve öğrenci görüşleri* [Yayınlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.

Bektaş, M. & Ayvaz, A. (2013). Öğretmen adaylarının öğretmenlik uygulaması dersinden beklentileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *8*(3), 209-232. https://dergipark.org.tr/tr/pub/mersinefd/issue/17381/181477

Bektaş, M. & Can, A. A. (2019). Sınıf öğretmenlerine uygulama öğretmenliği görev ve sorumluluklarının kazandırılması, *Eğitim ve Bilim,* *44*(200), 23-45. http://dx.doi.org/10.15390/EB.2019.8251

Bilgin Aksu, M. & Demirtaş, H. (2006) "Öğretmen Adaylarının Okul Deneyimi II Dersine İlişkin Görüşleri (İnönü Üniversitesi Eğitim Fakültesi Örneği)" *İnönü Üniversitesi Eğitim Bilimleri Dergisi,* *7*(11), 3-21. http://abakus.inonu.edu.tr/xmlui/bitstream/handle/11616/18275/Makale%20Dosyas%C4%B1.pdf?sequence=1&isAllowed=y

Büyükkaragöz, S. (1985). Öğretmen yetiştirme probleminin dünü, bugünü ve geleceği hakkında düşünceler. *Milli Eğitim ve Kültür* içinde (s. 30-37). Milli Eğitim Basımevi.

Çetin, Ö. F. & Bulut, H. (2002). Okul deneyimi I, II ve öğretmenlik uygulaması derslerinin uygulama öğretmenleri ve öğretmen adayları tarafından değerlendirilmesinin incelenmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 4*(2), 69-75. https://dergipark.org.tr/tr/pub/erziefd/issue/5990/79728

Çetinkaya, E. & Kılıç, D. (2017). Öğretmenlik uygulaması dersinin etkililik düzeyinin okul yöneticisi, sınıf öğretmeni ve öğretmen adayı görüşlerine göre incelenmesi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 21*(2), 561-571. https://dergipark.org.tr/tr/pub/ataunisosbil/issue/34503/425086

Çetintaş, B. & Genç, A. (2005). Almanca öğretmen adaylarının öğretmenlik uygulaması derslerine ilişkin görüş ve deneyimleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 29*(29), 75-84. https://dergipark.org.tr/tr/pub/hunefd/issue/7809/102451

Çevik, C. & Alat, K. (2012). Uygulama öğretmenlerinin öğretmenlik uygulaması dersine yönelik tutum ölçeği geliştirilmesi, *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, *25*(2), 359-380. https://dergipark.org.tr/tr/pub/uefad/issue/16696/173556

Cumhur, F. & Güven, B. (2018). Matematik öğretmeni adaylarının kullandıkları soruların incelenmesi: öğretmenlik uygulaması dersinden yansımalar. *Journal of Computer and Education Research*, *6*(12), 195-221. https://doi.org/10.18009/jcer.432559

Develioğlu, A. S. (1987). *Toplumun en kutsal unsuru öğretmen*. Tekışık Matbaası.

Dilekmen, M. & Ada, Ş. (2010). Öğrenmede güdülenme. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi, 0*(11), 113-123. https://dergipark.org.tr/tr/pub/ataunikkefd/issue/2772/37080

Dursun, Ö. Ö. & Kuzu, A. (2008). Öğretmenlik uygulaması dersinde yaşanan sorunlara yönelik öğretmen adayı ve öğretim elemanı görüşleri. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi, 25*, 159-178. https://www.academia.edu/30870920/%C3%96%C4%9Fretmenlik_Uygulamasi_Ders inde_Ya%C5%9Fanan_Sorunlara_Y%C3%B6nelik_%C3%96%C4%9Fretmen_Aday i_Ve_%C3%96%C4%9Fretim_Elemani_G%C3%B6r%C3%BC%C5%9Fleri

Glesne, C. (2013). *Nitel Araştırmaya Giriş* (Çev. Ali Ersoy ve Pelin Yalçınoğlu). Anı Yayıncılık.

Gökçe, E. & Demirhan, C. (2005). Öğretmen adaylarının ve ilköğretim okullarında görev yapan uygulama öğretmenlerinin öğretmenlik uygulaması etkinliklerine ilişkin görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, *38*(1), 43-71. https://search.trdizin.gov.tr/en/yayin/detay/62060/

Gülbahar, B. & Aksungur, G. (2018). Sınıf içi etkili iletişim becerileri algı ölçeğinin geliştirilmesi: geçerlik ve güvenirlik çalışması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, *48*, 437-462. https://dergipark.org.tr/tr/pub/maeuefd/issue/39596/338287

Gültekin, M. (2005). *Öğretim etkinliklerinin planlanması. Öğretimde Planlama ve Değerlendirme*. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları

Gümüş, N., Özbaş, B. Ç., Gülersoy, A. E., Duman, D., Türker, H., Avcı, G. & Dikicigil, Ö. (2018). Sosyal bilgiler öğretmenlerinin "öğretmenlik uygulaması" dersine ilişkin görüş ve önerileri. *Electronic Turkish Studies*, *13*(11), 593-613. http://dx.doi.org/10.7827/TurkishStudies.

Güven, İ. (2004). Sosyal bilgiler alan öğretmen adaylarının okul uygulamalarına yönelik görüşleri üzerine nitel bir araştırma. *Kuram ve Uygulamada Eğitim Bilimleri*, *4*(2), 271-300. https://search.trdizin.gov.tr/en/yayin/detay/38708/

Kahyaoğlu, M. & Yangın, S. (2007). İlköğretim öğretmen adaylarının mesleki öz yeterliklerine ilişkin görüşleri. *Kastamonu Eğitim Dergisi*, *15*(1), 73–84. https://dergipark.org.tr/tr/pub/kefdergi/issue/49108/626697

Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Nobel Yayıncılık.

Kiraz, E. & Uyangör, N. (1999). *Öğretmenlik uygulamalarında okul deneyimi: sorunlar ve çözüm önerileri.* Uluslararası Öğretmen Yetiştirme Sempozyumu, Çanakkale Onsekiz Mart Üniversitesi, Çanakkale.

Morse, J. M. (2016). *Mixed method design: Principles and procedures*. Routledge.

Oğuzkan, A. F. (1993). *Eğitim terimleri Sözcüğü*. Emel Matbaacılık.

Oral, B. & Dağlı, A. (1999). Öğretmen adaylarının okul deneyimine ilişkin algıları. *Çağdaş Eğitim, 254*, 18-24.

Özkılıç, R., Kartal, H. & Bilgin, A. (2008). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre değerlendirilmesi. *İlköğretim Online*, *7*(3), 726-737. https://dergipark.org.tr/tr/pub/ilkonline/issue/8600/107092

Paker, T. (2000). Teaching practice from student teachers' perspective. *ÇukurovaÜniversitesi Sosyal Bilimler Enstitü Dergisi*, *6*(6), 111-118. https://dergipark.org.tr/tr/pub/cusosbil/issue/4362/59652

Paker, T. (2008). Öğretmenlik uygulamasında öğretmen adaylarının uygulama öğretmeni ve uygulama öğretim elemanının yönlendirmesiyle ilgili karşılaştıkları sorunlar. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *23*(23), 132-139. https://dergipark.org.tr/tr/pub/pauefd/issue/11120/132984

Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Sage.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications.

Şahin Taşkın, Ç. (2013). Sınıf Yönetimi: Öğretmen Adaylarının Deneyimleri. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 16*(29), 147-162. https://dergipark.org.tr/en/download/article-file/853622

Şahin, İ., Erdoğan, A. & Aktürk, A.O. (2007). Öğretmen adaylarının okul uygulamalarından doyumlarını yordayıcı faktörler. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *17*, 461-471. https://dergipark.org.tr/tr/pub/susbed/issue/61793/924217

Saka, M. (2019). Fen bilgisi öğretmenlerinin okul deneyimi ve öğretmenlik uygulaması derslerine yönelik değerlendirmeleri. *İlköğretim Online*, *18*(1), 127-148. https://doi.org/10.17051/ilkonline.2019.527173

Sands, M., Özçelik. D. A. & Gardner, B. (1996). *Okullarda Uygulama Çalışmaları*. YÖK/Dünya Bankası MEGP.

Sarıçoban, A. (2008). Okul deneyimi ve öğretmenlik uygulaması derslerine ilişkin uygulama öğretmenleri ve öğretmen adaylarının görüşleri. GÜ, *Gazi Eğitim Fakültesi Dergisi*, *28*(3), 31-55. https://dergipark.org.tr/tr/pub/gefad/issue/6746/90701

Sarıtaş, M. (2007). Okul deneyimi ı uygulamasının aday öğretmenlere sağladığı yararlar konusundaki görüşlerin değerlendirilmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, *20*(1), 121-143. https://dergipark.org.tr/tr/pub/uefad/issue/16685/173387

Sılay, İ. & Gök, T. (2004). *Öğretmen adaylarının uygulama okullarında karşılaştıkları sorunlar.* XIII. Ulusal Eğitim Bilimleri Kurultayı, İnönü Üniversitesi, Eğitim Fakültesi. Malatya.

Stewart, C. J. & Cash, W. B. (1985). *Interviewing: Principles and practices*. Wm. C. Brown Pub.

Taşkın, Ç. Ş. & Hacıömeroğlu, G. (2010). Öğretmen öz yeterlik inanç ölçeğinin Türkçeye uyarlanması ve sınıf öğretmeni adaylarının öz yeterlik inançları. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi, 27,* 63–75. https://dergipark.org.tr/tr/pub/deubefd/issue/25435/268375

Turgut, M., Yılmaz, S. & Firuzan, A.R (2006) *Okul Deneyimi Uygulama Sürecinin Değerlendirilmesi Üzerine Bir Araştırma*. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü.

Williams, H. S. & Alawiye, O. (2001). Assessment: lessons learned from a year long undergraduate teacher education pilot program. *Journal of Instructional Psychology*, *28*(4), 229. https://go.gale.com/ps/i.do?p=AONE&u=googlescholar&id=GALE|A81565441&v=2.1&it=r&sid=AONE&asid=34d7d7e9

Yaman, S., Cansüngü Koray, Ö. & Altunçekiç, A. (2004). Fen bilgisi öğretmen adaylarının öz-yeterlik inanç düzeylerinin incelenmesi üzerine bir araştırma. *Türk Eğitim Bilimleri Dergisi*, *2*(3), 355–356. https://dergipark.org.tr/tr/pub/tebd/issue/26127/275219

Yanık, H. B., Bağdat, O., Gelici, Ö. & Taştepe, M. (2016). Göreve yeni başlayan ortaokul matematik öğretmenlerinin karşılaştıkları zorluklar. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *13*(36), 130-152. https://dergipark.org.tr/tr/pub/mkusbed/issue/44301/547066

Yavuz, D. (2019). Felsefe Öğretmen adaylarının okul deneyimi ve öğretmenlik uygulaması dersleri üzerine bir inceleme. *Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 2, 135-154. https://search.trdizin.gov.tr/en/yayin/detay/337084/

Yıldırım, A. & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınevi.