

Mathematics Teacher Candidates' and Their Mentors' Perceptions about Teaching Practice Courses

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Abstract: Skilled teachers are important to improve the quality of education. Today, education teachers undertake the task of training teachers. School Experience and Teaching Practice lessons in all professions aim to make pre-service teacher candidates familiar with their careers and gain proficiency in their future jobs. This study aims to subject the teaching practice to qualitative evaluation mode by content analysis according to the teacher candidates' opinions and practice teachers. These research participants are 22 senior students randomly selected from teacher candidates of the Faculty of Education, Tishk International University in the 2018-19 academic year, and 16 teachers from practice schools. Pre-service teachers were asked about 7 open-ended questions related to practical lessons, and teachers were asked about open-ended questions related to applied lessons. Answers were analyzed by descriptive analysis method. Data were handled under 7 general themes: the practice of school, teacher, school management, opinions about the teaching staff, positive/negative experiences, and opinions and suggestions on teaching practice. Potential teachers reported positive opinions about the practice school, teacher, and school management. They stated that they gained experience communicating with students and mastering class lessons, and teachers also supported and also made suggestions that application should take longer and have more opportunities for teaching.

Keywords: Teaching Practice, Internship Lesson, Teacher Candidates, Practice Teacher

1. Introduction

The teacher is one of the most important elements of the education system, which is affected by the system and affects the system at the same time. Giving the necessary value to the teaching profession for the development of the society and the training of qualified human power will enable the education system to work at the desired level and quality (Ira, 2004, p.279). Teaching requires professionalism. However, the teaching profession is also closely related to the individual views and behaviors of the people who will perform this task (Celik, 2017). Failure to attach the necessary importance to teacher and teacher training will introduce unqualified teachers into the system, and this will negatively affect the education system

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as a whole. Therefore, teachers with many personal and professional characteristics should be trained.

In order to fulfill these responsibilities, teachers who have the responsibility to raise qualified individuals need to improve themselves, starting from the pre-service period (Gökçe & Demirhan, 2005). Although teacher education is a continuous and ongoing process, pre-service teacher education should meet the professional responsibilities required by teaching. On the other hand, pre-service teachers choose the teaching profession for personal, social, or economic reasons. Teacher education affects these thoughts positively or negatively (Celik, 2020). In the pre-service education process, pre-service teachers should be trained as self-organizers and lifelong learners to meet their needs in the information and communication age (Senemoğlu, 2011). It is also important that the teaching profession is done whole-heartedly (Serin, 2017). In order for teacher candidates to acquire these features, pre-service teacher education programs should be arranged accordingly, and the balance between theory and practice should be established correctly.

In the pre-service teacher training process, in addition to the theoretical education that prospective teachers receive in faculties, the experiences gained in practice schools are crucial for them to become a quality in-service educator (Gökçe & Demirhan, 2005). Therefore, the process of gaining experience in practice schools is closely related to the ability of prospective teachers to develop their professional skills and to grasp the subtleties in the teaching profession and put them into practice in the future (Serin, 2018; Bektaş & Ayvaz, 2012). At this point, teacher practice performed by pre-service teachers in practice schools within the scope of pre-service education fulfills a vitally important function.

Teaching practice is an applied course that allows prospective teachers to practice what they see and learn. As part of this course, teacher candidates prepare a daily plan and implement these plans. Later, these application studies are evaluated by the application teacher, lecturer, and students. At the end of this course, a file containing the studies done during the semester is prepared. In addition to the theoretical education they receive at faculties, pre-service experiences play a very important role in their preparation for the profession. Experiences at school are closely related to prospective teacher development of professional skills. In this context, the cooperation between the university and the school provides mutual benefits. While universities have the opportunity to bridge the gap between theory and practice, in other words, to increase the links between theory and practice, schools contribute to the training of teachers of the future and make them beneficial to the whole educational system (Allsopp, DeMarie, Alvarez-McHatton, & Doone, 2006). However, as in any application, some undesirable problems and deficiencies may arise in teaching practice.

In the study of Eraslan (2009), it has been revealed that teaching practice helps prospective teachers to get to know the real school and classroom environment more closely, to communicate with the students, to determine the thinking levels of the students, and to understand their classroom communication with each other and their teachers. In the studies of Aydın, Selçuk, and Yeşilyurt (2007), Başbay, Ünver, and Bümen (2009), it was found that the School Experience application was extremely beneficial for prospective teachers. These practices cause pre-service teachers to feel like a teacher and their thoughts towards teaching profession change positively. Some teacher candidates realized that the teaching profession was more complicated than they expected; however, their interest in the teaching profession increased significantly with practice lessons. Again, many teacher candidates gained experience with the application

study and had the opportunity to see their shortcomings before starting the profession. For these reasons, teaching practice and internship experience have an important place in the teacher training program.

Observing counselors in a classroom environment and evaluating their views on education from various perspectives are necessary for teacher candidates to establish cooperative relations with other teachers, to understand the events occurring in school and classroom environment, to develop different approaches in future teaching life, and to present new ideas. In this context, the theoretical development of teacher candidates is supported, and the environments in which they can apply the gains from these courses are provided through field courses and educational science courses within the 4-year education period. In parallel with this education process and the lessons learned, the observation and gaining experience that started with the School Experience (teaching practice 1) course in the first semester of the fourth year is reinforced with the Teaching Practice course in the second semester. These processes have great importance and effect in terms of gaining the necessary qualifications during the training of the teacher. Accordingly, these processes are not only an event in which the teacher candidate observes how the information is transferred to the student but also a time period in which he observes the form of communication and relationship in the classroom. During these times, candidate teachers are closely followed by lecturers at universities and practice teachers at schools.

In addition, the application and activity files prepared by prospective teachers during the teaching practice offer the opportunity to evaluate themselves. The determination of the weak points of the candidate teachers and their strong points, which show the sufficient aspects of the student by the responsible lecturer and teacher, reveals the application-based qualifications gained in the course. The success grade of the teacher candidates is given by the responsible lecturer based on the observation forms and the opinion of the application teacher. As a result, teacher candidates regularly prepare activity reports under the guidance of explanations within the framework of the rules announced to them. Thus, the lecturer can follow the works.

2. Method

This research was carried out with qualitative research methods. In the study, the interview technique was used in order to determine the opinions of pre-service teachers and practice teachers regarding the teaching practice and school experience course. Interviewing is a "holistic interpretation" method. Beyond the small pieces of data obtained from the interview, all data constitute the "big picture," that is, the main theme of the research" (Yıldırım & Şimşek, 2011; Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, p. 158, 2018). The technique has strong aspects in terms of learning attitudes and other information, providing in-depth information, giving participants information about subjective perspectives and ways of thinking (Christensen, Johnson, & Turner, 2015, p. 58), "Responder has the right to partially correct and regulates the questions prepared in the semi-structured interview technique" (Sönmez, Alacapınar, 2016, p. 185).

The content analysis method was used in the analysis of the data. The necessary process in content analysis is to gather similar data within the framework of specific concepts and themes and to interpret them by organizing them in a way that the reader can understand (Yıldırım & Şimşek, 2011). In the research, the opinions of prospective teachers and application teachers were collected through an interview form developed by the researcher and consisting of open-ended questions, and the findings were analyzed

thematically. Open-ended questions used in this study as a method of data collection, on the one hand, provide the researcher with a flexible approach to the subject they want to investigate; on the other hand, it prevents the overlooking of the critical variables related to the subject studied (Yıldırım & Şimşek, 2011).

The study group of the research consists of 22 final year students studying at Tshik international University in the 2018-2019 academic year and taking teaching practice and internship courses and 16 practice teachers.

3. Data Collection and Analysis

The research data were collected through an interview form developed by the researcher and containing a total of 7 semi-structured questions, including the demographic information of the prospective teachers and their views on the teaching practice course. Among the participants, the "teacher candidate" was named (S), and the application teacher was named (T), and for each teacher candidate and teacher, they were separated using numbers such as S1 and T1. In the interpretation of the findings, the opinions of the pre-service teachers were quoted and expressed by giving the frequencies (f) of the opinions where necessary. In order to ensure reliability in the research, a specialist was informed about the whole study and asked to examine the final study as a whole.

The answers given by teacher candidates to the questions were analyzed by descriptive analysis method and grouped thematically. The data obtained according to this approach are summarized and interpreted according to the previously determined themes, and direct quotations are often included in order to reflect the views of the individuals interviewed or observed. In this type of analysis, the aim is to present the findings in an organized and interpreted way to the reader (Yıldırım & Şimşek, 2011). In the interpretation of the findings, quotations from the opinions of prospective teachers were made when necessary. General opinions of the application teachers about the lessons were taken.

4. Findings and Comment

4.1 Opinions of Teacher Candidates

4.1.1 Opinions of Prospective Teachers about Teaching Practice Lecturer

When teacher candidates were asked about their opinions on teaching practice, 20 out of 22 teacher candidates gave positive opinions. Some participants pointed out that the lecturer was following them closely: "The lecturer would come to the school every week, take the views of the practice teachers about our mistakes and shortcomings and direct us to become better teachers." (S16); "The lecturer would come to school every week and check us out. He warns us about the mistakes we make and our deficiencies, and this would train us to be a better teacher. He listened to our questions and troubles and gave us his support." (S13); "The lecturer felt a responsibility to the students of the internship, coming to our weekly lessons on the field and listening to our lectures and helping us. He provided supportive information by providing advice by holding educational and private meetings in his office on how we should make our experience permanent and what we should do for our further education" (S7). "The lecturer came and checked us once a week, listening to us and helping us. He was closely interested in our questions and problems" (S2);

Some participants emphasized the positive personality characteristics of the instructor: "He is a person we can go and talk about our slightest trouble. He is an excellent mentor and advisor; he is also a tolerant and understanding teacher. He is a sympathetic, friendly, and fatherly person. He is a person who understands the student's state and values his students" (S4); "A good role model that is an understanding, fully-qualified educator, self-educated, and practically showing us how we should be a teacher" (S8).

Three participants who stated negative opinions point out that the instructor is indifferent: "I think the instructor does not meet our needs because he cannot show us enough attention and he is very busy with other things." (S22); "The lecturer has been less involved in observing my lectures in the field due to being very busy with other courses." (P21). It was revealed that some participants did not have ideas about the instructor: "I have no idea about the instructor since we cannot find much time with him" (S11). It is understood that prospective teachers who give negative opinions do not receive the professional assistance they expect from the instructor.

4.1.2 Opinions of Prospective Teachers about Teaching Practice Teacher

When asked about the opinions of teacher candidates about teacher practice teachers, 18 of 22 teacher candidates expressed a positive opinion. The participants mostly drew attention to the personality traits and positive attitudes of the teachers: "Our teacher is a very tolerant, kind and friendly person. He tries to help the candidate teachers as much as he can." (S5); "He was an experienced teacher. In the lesson, he took the class under control and classroom management was very impressive. He was a friendly, sincere and warm-blooded person with internship students" (S7); "My internship counselor was primarily very concerned, understanding and sympathetic. Because he made us feel that we are valuable by treating with love and respect" (S6); "The teaching practice teacher was respected by other fellow teachers and his students. He was a helpful, successful, patient, tolerant and very understanding teacher. He did the best help to me." (S12).

Some participants emphasized that the teachers treat them like colleagues: "The fact that my internship teacher always welcomed me was motivating me and increased my desire to go to internship classes. First of all, he saw me not as a trainee student but as a colleague" (S3). "I respect him very much. He treated and valued us as if we were a teacher. It made us feel like teachers ready for the profession" (S14). With such expressions, they expressed their positive opinions about the application teacher. It is understood from the responses of the teacher candidates that the humanistic personality traits of the practice teachers are prioritized, and they are satisfied with it.

Four participants who gave negative opinions about the practice teacher emphasized the inexperience and indifference of the teachers: "From time to time, he taught the students incomplete and without care. He did not care enough about the students and spent time the lesson in vain." (S18). "It seems that he is a teacher with no devotion, he is not proficient in his branch, and he does not mind it see it any problem." (S21); "The teacher was a freshman, he shouted at the students to keep them quiet. He was trying to achieve the class management by getting angry with the students" (S22). With such statements, they shared their negative thoughts about the practice teacher. It is seen that students' dissatisfaction is related to the professional habits of the practice teachers.

4.1.3 Opinions of Prospective Teachers about Teaching Practice School

In this study, which aims to determine the opinions of prospective teachers studying in the education faculty about the teaching practice course, firstly, the opinions of the pre-service teachers about the school in which they attended the teaching practice were asked. 15 of the 22 teacher candidates gave a positive opinion about the practice school.

Some participants draw attention to the disciplined, organized, and physical structure of the school: "There are a certain order and arrangement in the school" (S6). "The physical conditions of the school were well suited, had sufficient technological equipment, and had a warm and intellectual atmosphere" (S5); "First of all, there is a discipline in the school. It is a neat and eye-catching school in general" (S7). Some participants emphasized the positive climate of the school: "It was a suitable school for my internship with experienced teachers and successful students, contributing to my future profession" (S8). "A regular school environment and family environment were created, the student-teacher relationship was very warm, there was an environment where problems were solved by mutual understanding" (S1).

Some of the 7 pre-service teachers who gave negative opinions about the practice school pointed out that the school was old and insufficient in terms of equipment: Some pre-service teachers emphasized that the classes were crowded: "School is too small, there is no schoolyard, classes are crowded" (S8); "The school is inadequate in terms of necessary equipment and lacks technological tools" (S9); "Classes are crowded and small, both students and teachers have difficulty moving" (18) "I think the building is a bit bad. Doors are broken, some windows are broken, and sinks are problematic." (S21). With such statements, they expressed their negative opinions about the school of practice. As can be understood from the answers, the dissatisfaction of prospective teachers is related to the physical conditions, while the situations they are satisfied with are mostly related to the school climate.

4.1.4 Prospective Teachers' Opinions about Teaching Practice School Management

When teacher candidates were asked about their opinions about school administration, 17 of 22 teacher candidates gave positive opinions. Some participants drew attention to the discipline of school management: "School administration was highly disciplined and rule-bound" (S6). Some of the participants emphasize the understanding of the school management: "The school had a responsible and relevant administration. They were positive and understanding towards the internship students and established a complete system in the school" (S7); "The school administration works with a disciplined system. Throughout the internship, they did not even cause us a single problem, they valued us" (S5). "The school administration treated us like their colleagues and friends. There was no such thing as discrimination, or they never looked down on us" (S12). In addition, teacher candidates who focus on the attitude of the school management expressed their opinions as such: "Respect and tolerance shown to the intern teachers by the school administration strengthen our bonds to the school. There was a friendly assistant manager, a smoothly authoritarian and charming manager." (S11); "We learned a lot of thanks to the administration informing us when there is a problem and helping us to solve this problem" (S3). With such statements, they conveyed their positive opinions about school management. It is understood that the expectation of teacher candidates from school management is discipline and understanding, and this was also met satisfactorily.

Five of the participants reported negative opinions about school administrators. Some participants drew attention to the strict attitude of the school management: "I think the school administration puts extra stress on the teachers with excessively strict rules and the teachers do not teach as efficiently as they wish" (S22). "School administration is very harsh. Especially the manager is someone who applies many disciplines" (S17). "The style of the school administration, namely the school manager, towards the students was quite harsh" (S16). Some participants emphasized that the school management was insufficient and uninterested: "To tell the truth, I did not see any contribution or interest from the school administration" (S5); "When I say school, I think of the administration, teacher and student trilogy, but I found the administration inadequate in this trilogy. Unnecessary strict behavior and attitudes lowered our motivation (S2). It is seen that the unnecessary strict attitude of school administrators creates dissatisfaction among prospective teachers.

4.1.5 Positive and Negative Experiences of Prospective Teachers in Teaching Practice

When teacher candidates were asked about their positive experiences during the teaching practice process, 21 of 22 teacher candidates gave answers that they had a positive experience. Of the 21 pre-service teachers, 18 of them stated that they had positive experiences in lecturing, 15 of them stated positive experiences about communicating with the student, 13 of them stated positive experiences about managing the class. During the lesson, 9 of them stated positive experiences about getting to know the students, 7 of them stated positive experiences about teaching experience, and 5 stated positive experiences about overcoming the anxiety. The pre-service teachers drew attention to the experience of teaching lessons in a real classroom environment: "I had a lot of positive experiences at school, first of all, I taught the students one to one first time, and I overcame my anxiety. I learned to manage the class. I liked teaching profession more" (S4); "It was the first time I taught lessons to students and in front of teachers. It was a good experience to learn how to prepare for a lesson and what to do" (S5); "The experience of being able to teach the students myself and answer the questions from them, being faced to face is very important. It was an indescribable experience for me to be a teacher in the eyes of the students (S1).

Some participants emphasized that they gained experience in communicating with the students: "First of all, I realized better how to communicate with the students and how the lesson would be taught, I got a little more courage and calmed my anxiety a little more" (S7); "One of the most positive experiences I had was learning to communicate with students" (S6); "We had the opportunity to take care of the students one to one. We learned how to evaluate students through the eyes of a teacher, to provide the information they need, and to establish communication between teacher and student" (S13). Some of the participants stated that they gained experience in establishing classroom management: "I experienced how the student-teacher relationship should be and how to achieve class management" (S9); "I got to know the teaching profession by performing it personally. I learned how to communicate with students, how to be able to establish classroom management" (S17).

Some pre-service teachers stated that they really experienced teaching: "It was a very exciting and very important experience to stay in the classroom as a teacher in teaching practice because I was sitting at the desk as a student previously" (S5); "It was the first time that I came across real teaching. It was the first time I started seeing myself as a teacher" (S8). Some of them stated that they overcame their anxiety: "Most importantly, I have overcome the anxiety about lecturing a little while in internship" (S8). It is

understood that the positive experiences that pre-service teachers stated that they earned are mostly experiences in the classroom.

When asked about the negative experiences of teacher candidates in teaching practice, 14 of 22 teacher candidates stated that they had negative experiences. Some participants pointed out that they had difficulty in establishing class management: "I had some difficulty because I was treating children with a smiling face and not being able to take the class under control much" (S22); "I couldn't fully achieve class management due to inexperience." (S11). Others emphasize the lack of material: "There were a few negative things in the school due to the lack of an extra workshop for the painting department and the lack of materials" (S21); "It was a negative experience for the students and me that the school we went to was newly opened, and there was a lack of material in many lessons" (S19). Participants who stated that they had difficulties with the transportation to the school: "It was negative that the school where I did my internship was out of the city and I could not catch up with the first lesson" (S10); "I had difficulties in going to school because it is far away" (S14). With such statements, they expressed the difficulties they faced during the application process. It is seen that the negative experiences of teacher candidates are mostly related to the physical conditions of the school and their classroom management skills.

4.1.6 Prospective Teachers' General Views on Teaching Practice

"Is teaching practice enough for you?" 12 of 22 pre-service teachers reported positive and 10 negative opinions about this question. Some of the participants who think that the teaching practice is sufficient to point out that the time allocated for it is sufficient: "Yes, it is enough because you can get everything you need from a "good teacher" in a six-month period" (S11); I think that teaching practice course should be given. Because I believe that the information given in theory should be put into practice in the real environment, therefore, I think that it should definitely be included in the training stage (S1). Others emphasized that the teaching practice is sufficient because they found the necessary opportunity to put into practice: "I think this practice is sufficient because it has enabled prospective teachers to communicate with the students and explain the lessons" (S16). Some pre-service teachers stated that they gained sufficient experience: "I think it is enough because a teacher candidate does what he/she has to do during this application and learns. It enables us as pre-service teachers to gain experience" (S13); "If you can fulfill all the responsibilities given, yes, it is enough because in a few weeks you will gain a good experience thanks to the self-confidence you have with the responsibility imposed on you" (S11). They expressed their opinions with such statements.

Of the 10 participants who thought that the teaching practice was not sufficient, 8 stated that their application time was insufficient, 2 of them were less able to teach lessons, 2 of them were in the same class every week, and 2 of them stated that the practice was inadequate. The teacher candidates mostly drew attention to the shortness of the application period: "I think the time allocated for teaching practice is insufficient. I believe it will be more efficient if the time is extended" (S3); "We couldn't learn many things we could have learned; most things were missing. Therefore, I think it will be more efficient to increase the number of lessons of teaching practice" (S5); "I think teaching practice is not enough because you cannot spend enough time with students" (S18); It is understood that pre-service teachers find teaching practice insufficient in terms of duration.

Some pre-service teachers mentioned that they did not have the opportunity to teach enough lessons: "We have taught 3 or 4 lessons in total, so the little experience does not work much" (S4); "Prospective teachers' application and lesson time could have been longer. In this way, we would have added more to ourselves in that long period, and we would have been more experienced. It would have been better if we had done the teaching in most of the lessons" (P15). It is understood that teacher candidates want to be more active in practice.

Some participants emphasized that there is no possibility to get to know different classes each week as they attend lessons in the same class: "This practice could have been extended over a longer period of time. Moreover, we constantly taught courses in the same schools in the same classes. For example, the school I practiced was a middle school for girls, I always wondered how a mixed class would be, and I think this is a deficiency in my education" (S20); "I think teaching practice is very inadequate. Because only two days a week is very little. Since only two days were allocated and those days are fixed, there is no opportunity to get to know different students. We did not get any experience about how lessons are taught in different classes. I think that teaching practice should be more than two days and not just in one school" (P21). Pre-service teachers stated that they want to gain more and more experience in teaching.

4.1.7 Prospective Teachers' Suggestions Regarding Teaching Practice

Finally, to the teacher candidates, "How do you think the teaching practice should be?" was asked. 16 of 22 teacher candidates expressed their opinion that the duration of teaching practice should be longer. "From the beginning of the academic year, the teaching practice criteria of this profession should be given to us. Practically, we should have done this" (S7). "Performing teaching practice in a wider time will provide more positive results" (S4); "I think it would be better to spread it over a wider time" (S10); The participants expressed their opinions with such statements. Some participants pointed out that the implementation period should be more than two days a week: "Teaching practice should be at least three days" (S9); "Teaching practice should extend to more days in a week during a year" (S5); "Theoretical education should continue for one year, the internship should continue for another one year, and formation of educational sciences should last two years" (S17).

While a teacher candidate proposes to spread the application over four years: "I think it should not fit in a period, I think it should fit in a four-year period" (S7). Others emphasize experience: "Internship should be longer, and one should gain experience" (S20); The relationship between the teacher and the student, helping the student on the road to success, and providing both experience and teaching about what technique to follow is not a short time commitment" (S13).

Some pre-service teachers pointed out that it is necessary to go to practice schools more than two days a week: "Internship period should be evaluated as a few days a week" (S3); "At least three days a week instead of two days" (S8); "It would be better if we were with the expert teacher five days a week, not two days" (S18).

Some participants emphasized that they should have the opportunity to have more lessons: "Teacher candidates should teach more lessons in order to feel completely ready" (S7); "We need to prepare written questions with a specialist teacher first and then have our own experience by preparing them" (S10); "We

also need to learn how to measure and evaluate and the grading system in practice" (S21); "More lessons should be taught in order to obtain teaching experience" (S5); "In teaching practice, prospective teachers should be given more opportunities to improve themselves" (S10). Some of the participants also stated that teacher candidates' lessons should be supervised: "Prospective teachers should be left alone with the task of lecturing and classroom management throughout the whole half-term in schools and should be evaluated with continuous supervision in this process" (S19). As can be understood from the answers, teacher candidates need more lectures and supervision during their teaching practice.

Some of the participants pointed out the high number of candidate teachers per teacher in school to deal with: "More than two candidate teachers should not be given to a school" (S9); "Because when three teacher candidates are given to an application teacher, they have difficulty in meeting and supporting each candidate in accordance with their skills and the internship period is not used in an efficiency suitable for the purpose of this period." (S7); "I think the number of pre-service teachers in schools should be low. Thus, the quality of the application is expected to increase" (S4); "A teacher candidate should be given to each class, they should not be in groups of three in order to be able to express yourself better and benefit from the internship" (S13). They expressed their opinions with such statements. It is understood from the responses of teacher candidates that they want to get more feedback and interact with the application teachers.

Some pre-service teachers emphasized that the control should be stricter in practice. The schools of practice should be in the central location to reach more easily: "Also, the distance of the schools is one of the few mistakes of this system. In my opinion, attention should be paid to the students' residence address or request" (S2).

Two pre-service teachers pointed out that the required information was not given to prospective teachers prior to teaching practice: "The manager should adopt the prospective teacher to the school climate after a good orientation" (S5); "Interns should be given detailed information about the field before the internship" (S22); "First of all, a wide-ranging education should be given to the application teachers on how to do the teaching practice. Then students should be sent to practice schools." (S5). They pointed out the necessity of this training with such statements. In addition to this, the candidate teacher mentioned the idea of lecturing alone in the classroom and said, "After a certain period of time, I think that an internship student should be given the opportunity to teach alone in order to provide management and control in the classroom because we will be on our own when we teach as a teacher in the future" (S1).

4.2 Practice Teachers' Opinions

The question "How do you think the teaching practice and internships should be?" was asked to practice teachers in schools. 13 of the 16 practice teachers expressed their opinion that the duration of teaching should be longer. "Prolongation of internship enables students to practice more" (T16); "Extending the time of teaching practice will provide more positive results" (T2); "I think it would be better to spread it over a wider time" (T11); They expressed their opinions with such statements. Some participants pointed out that the implementation period should be more than two days a week: "Teaching practice should be one year and internship for one year, and theoretical education should last two years" (T7); "Having two days a week does not serve enough for teacher candidates to feel close to students" (T5).

A teacher emphasizes on experience: "The internship should be longer and one should gain more experience" (T2); "Internship teachers should be given to experienced teachers so that they can gain better experience" (T1); The relationship between the teacher and the student is a time-consuming task and to assist the student on the path to success and to have both experience and teaching about what technique to follow are all challenging experiences" (T11). Some pre-service teachers pointed out that going to the schools of practice is insufficient two days a week: "Internship duration should be assigned as three days a week" (T5); "If we spend time with our intern students, not two days a week, but four or five days a week, it would be more productive for them" (T1).

Some of the teachers emphasized that candidate teachers would be more productive if they could have the opportunity to give more lectures: "The intern student should take more lessons and break the ice on her side" (T14); "Intern students should teach more lessons so that they can feel ready for teaching" (T15); The faculty members should arrange meetings and discuss these questions about the intern students: "What are the shortcomings, successes, advantages, and disadvantages of this candidate teacher?" They should be able to evaluate these questions and then transfer them to the teacher candidate by saying, "This is your mistake, this is your deficiency" (T6); "The application teacher in teaching practice needs to report, evaluate what the teacher candidate did on that day and give feedback to them after this report" (T9); "More lessons should be given to candidate teachers for teaching" (T5). Some of the teachers also stated that teacher candidates' lectures should be supervised: "Prospective teachers should be left with the task of lecturing and class management throughout the whole half-term and should be evaluated with continuous supervision in this process" (T13). As can be understood from the answers, teachers think that the possibility of teaching more lessons and supervision will be more efficient during teaching practice.

Some of the teachers pointed out that the number of prospective teachers per teacher should be only one: "The number of teacher candidates given to the practice teacher should be reduced in teaching practice lessons. Because, when three teacher candidates are given to an application teacher, the specialist teacher may have difficulty in controlling the teacher candidates and ensuring that the internship education reaches its real purpose." (T6); I think universities should send fewer students to different schools to increase efficiency" (T14); They expressed their opinions with such statements: "One intern student should be given per class, not be in groups so that they can focus on their professional development by one-on-one care" (T13). It is understood from the answers of the teachers that they want to give better advice and interact with the interns.

Some of the teachers emphasized that practice schools should be in the central location: "Students cannot attend all classes fully due to the distance of schools, most trainees usually miss the first lessons" (T6); "The fact that the schools are distant, and the transportation is difficult is one of the few mistakes of this system. In my opinion, attention should be paid to the students' residence address or request" (T12). Some of the teachers pointed out that the necessary information was not given about the practice of teaching and what was expected from them during the internship. They pointed out the necessity with their such statements.

One emphasized that the school administration and the university should have close relations: "The administrative committee of the two institutions should be aware of the events and exchange information during the education process" (T3); "The university should have the mission to guide in school selection"

(T8); "First of all, the instructor should always supervise the student he sent to school practice" (T14). "It is an absolutely necessary to put some regulations into effect for the teacher candidates not to feel alienated when they start the profession" (T5); (T1) pointed out a necessity with the following statement: "The lecturer can bring the students together and go to school, introduce them to the principal and the vice-principal. This is also very efficient in terms of mutually breaking the ice at the beginning."

5. Conclusion and Recommendations

In this study, which aims to determine the opinions and suggestions of teacher candidates and practice teachers about teaching practice and internship course in the Faculty of Education, it was revealed that the majority of teacher candidates gave positive opinions about the practice school, the practice teacher, the instructor of the course and the practice school administrators.

Pre-service teachers stated that they gained positive experiences in teaching practice, such as lecturing, communicating with the students, providing lessons and classroom management, getting to know the students, gaining teaching experience, and overcoming anxiety. However, they stated that teaching practice is not technically sufficient in points such as short duration of application, lack of lectures, the presence of more than one internship student in a class, disadvantages of attending lessons in the same class every week, lack of tools and equipment, difficulty in finding transportation to schools and lack of prior informing. In addition, practice teachers' opinions were at the same level and supported these data. Similar to the results of this research, it was revealed, in the study conducted by Özyay-Köse (2014) with prospective teachers, that the practical courses (School Experience and Teaching Practice) were necessary for teacher education and that these courses should definitely be included. Tepeli and Caner (2014) expressed the short application time and the number of trainees per the same application teacher; Çepni and Aydın (2015) expressed the difficulty of finding efficient transport to school, the problem of a high number of trainees, insufficient school facilities, and lack of supervision; Şahin (2016) concluded that prospective teachers' success was not evaluated objectively, and they did not have the opportunity to practice enough due to lack of time.

Pre-service teachers based their views on the fact that after reaching a certain level theoretically, applications should start and should be done more than one term/year. This result obtained from the study is consistent with other studies in the literature (Aydın, Selçuk, & Yeşilyurt, 2007; Güzel, Cerit-Berber & Oral, 2010; Şaşmaz-Ören, Sevinç, & Erdoğan, 2009; Şimşek, Alkan, & Erdem, 2013). In parallel with these research results, in studies conducted with the students of education faculty by Eraslan (2009) and Aslan and Sağlam (2018), it was concluded that there are not enough opportunities for implementation, there is no possibility to observe different classes, internship period is short, schools are insufficient in terms of hardware, the teacher candidates were not satisfactorily informed at the beginning of the process.

When asked about the suggestions for teaching practice lesson, the teacher candidates expressed their suggestions about the longer duration of application, the possibility of giving more information to the prospective teacher, reducing the number of candidate teachers per school or class, having more supervision, assigning schools by the central authorities, giving information in advance. Similarly, in the study carried out by Öztürk Akar (2018), prospective teachers made suggestions for following the teaching

practices by the instructors, supervising the practice schools, extending the duration of the internship, and doing the internship at a school close to the residence area.

In terms of product size, it was revealed that pre-service teachers think that they know the teaching practice course and the teaching profession, their own fields, and the curriculum related to their fields contribute to their positive attitude towards the profession. It is seen that the teacher candidates think that the teaching practice courses contribute significantly to the increase and development of their teaching professional skills. In addition, it is of great importance to increase the quality of the teaching practice courses in order to make the teaching practice lesson more effective and efficient for prospective teachers, to get the opinions of the teacher candidates about the existing problems and deficiencies. With this research, when it is taken into consideration that the opinions of teacher candidates studying at the Faculty of Education of Tshik international university in the academic year of 2018-2019 are emphasized at the point of the insufficient number of the lessons, it will be necessary to increase the number of research with different perspectives on the opinions of prospective teachers studying at other universities. The opinions of the teachers who participated in the research during the education match the opinions of the teacher candidates and support each other, and this increases the reliability of the results we reached.

The data collected in this study, in which the teaching practice course is evaluated, is limited to the opinions of prospective teachers and practice teachers. In order to evaluate teaching practice from different perspectives, different studies can be conducted by seeking the opinions of teachers, teaching staff, graduates, etc. In order to better understand the quality of the process, the problems and deficiencies experienced, research using observation, and data collection techniques can be designed. In addition, in order to evaluate the application process as a whole, studies where theoretical lessons and teaching practice lessons can be evaluated together.

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