

## PROBLEMS AND SOLUTION PROPOSALS IN "SCHOOL EXPERIENCE AND TEACHING PRACTICE" COURSES IN DEPARTMENT OF MATHEMATICS EDUCATION

Cansu Bakırcı

Research Assistant, Gazi University, Gazi Faculty of Education  
cansubkrc@gmail.com

Sevil Büyükalın Filiz

Asst.Prof.Dr, Gazi University, Gazi Faculty of Education  
sevilb@gazi.edu.tr

### ABSTRACT

The aim of this study is to determine the problems experienced by the pre-service mathematics teachers, course lecturers and practice teachers during the School Experience and Teaching Practice courses and solutions that are suggested for these problems. This study is a qualitative study. The study group of the research consists of 40 students who are senior students in the spring semester of 2016-2017 academic year in Gazi University, Faculty of Education and 14 course lecturers and 8 practice teachers who took part in the School Experience and Teaching Practice courses. A structured interview form was used as data collection tool. Study results demonstrated that most frequently mentioned problems are that practice teachers do not allow pre-service teachers to teach four lesson hours that pre-service teachers are obliged to, the insufficiency of school administrators and coordinators' knowledge of the new implementation system, lack of communication, cooperation and coordination between the university and the school and insufficient evaluation.

### INTRODUCTION

The qualifications that teachers need to have have been a subject that has often been addressed in recent years. A teacher is a person who constantly interacts with the student, applies the educational program, manages the teaching, and evaluates both the student and the teacher. The qualities of the teacher also influence the quality of these processes. In increasing the quality of education, the effects of qualifications gained in pre-service training for pre-service teachers are great (Rıza ve Hamurcu, 2000). The process of becoming a teacher is a process in which theory and practice are intertwined and requires the development of teacher candidates in many aspects.

One of the factors directly affecting the quality of teacher education is the experience of pre-service teachers' teaching experience as their practice in schools. Experience at school is closely related to the development of professional skills of pre-service teachers and their ability to comprehend the subtleties of the teaching profession (Bektaş ve Ayyavaz, 2012). Teacher candidates go through a process in which they observe practice teachers' teaching practices and skills as a preparatory phase for teaching practice in the course of school experience, while in teaching practice course they go through the process of activities carried out in the practice school and classroom teaching practices in order to acquire and develop teaching skills (YÖK, 1998). In the course of teaching practice, pre-service teachers are able to apply theoretical knowledge they learn in the courses they take in faculties. However, this course offers the possibility of participating in the school life in a comprehensive manner for one year (Çiçek ve İnce, 2005). In the Faculty-Family Cooperation Manual published by YÖK (1998), the duties, responsibilities and reciprocal expectations of the pre-service teachers, course lecturers and practice teachers are clearly stated.

Various changes have been made in the direction of teaching practice in the education and training institutions affiliated to the Ministry of National Education in order to increase the function and effectiveness of the "teaching practice" course in cooperation with the Higher Education Council, Teacher Training National Committee, Ministry of National Education and General Directorate of Teacher Training and Development. In addition to the fact that every pre-service teacher should be registered in MEBBIS (Ministry of National Education Information Systems) and given the continuity and common notes given by the guidance teacher and the teaching staff, it is also stated that these grades will be taken as basis in addition to the KPSS (Public Personnel Selection Exam) and the interview scores. While this is a positive development for criticism that KPSS (Public Personnel Selection Exam) is not an examination to measure the quality of teachers, evaluation studies for School Experience and Teaching Practice courses become more important.

It has been revealed that there are many problems faced in the lessons of School Experience and Teaching Practice during the interviews and studies conducted with the pre-service teachers and other interested persons.

In the light of the information mentioned above, in this study, it will be examined that pre-service teachers who are educated in Gazi University, Elementary School Mathematics program, course lecturers and practice teachers' problems they have experienced in application courses and the solutions for these problems.

In order to solve this problem, the following sub-problems will be searched:

1. In the courses of school experience and teaching practice;
  - 1.1. What are the problems faced by pre-service teachers?
  - 1.2. What are the proposed solutions for pre-service teachers to these problems?
2. In the courses of school experience and teaching practice;
  - 2.1. What are the problems faced by course lecturers?
  - 2.2. What are the proposed solutions for course lecturers to these problems?
3. In the courses of school experience and teaching practice;
  - 3.1. What are the problems faced by practice teachers?
  - 3.2. What are the proposed solutions for practice teachers to these problems?

## METHOD

### Research Method

In this section, information about research model, universe, sample and data collection tool used in research and data analysis will be given. This research was conducted in order to evaluate the opinions of pre-service mathematics teachers, teacher trainees and instructors in the Gazi University Faculty of Education, Primary Mathematics Teaching Program on problems experienced in school experience and teaching practices and suggestions for solutions to these problems. The research data were collected using qualitative research method. Qualitative research can be defined as a research in which qualitative information gathering methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a natural and realistic way (Yıldırım, 1999). Qualitative research takes the social phenomenon to the forefront in researching and understanding the natural environment.

In the qualitative dimension of the study, interview technique consisting of open ended questions was used. An interview as a research technique is a form of verbal and controlled communication between a researcher and a person who is the subject of the research (Cohen and Manion, 1994). The researcher aims to systematically reveal the thoughts and feelings of the target person by guiding the questions that he or she has already prepared about the topic being investigated or by directing the aimed questions at that point.

Besides, a document review was carried out since the diaries that pre-service teachers kept on during their practice experiences, carried a document about the teaching process (Koç ve Yıldız, 2012).

### Participants

In this study, teacher candidates who read in Primary Education Mathematics Teacher Training Department of a university in Ankara, course lecturers who gave School Experience and Teaching Practice courses and practice teachers in the application schools participated in this study in the academic year of 2016-2017. The study was conducted with purposive sampling. It is formed from these subgroups in order to illustrate, describe and compare the characteristics of certain subgroups interested in the sample (Büyüköztürk, 2012). Namely, participants were chosen as purposeful, eager and easily accessible. A total of 58 participants, including 10 course lecturers, 40 pre-service mathematics teachers and 8 teachers from the schools where teacher experience practices were carried out, participated in the research.

### Data Collection Tool

Research data were collected using structured interview form. The pre-service teachers and practice teachers were asked seven basic questions and course lecturers were asked six questions including open-ended questions about problems and suggestions for solutions. In order to ensure the internal validity of the interview questions, two experts in this area were consulted. Open-ended questions provide a flexible approach to the topic from which the researcher wishes to investigate, while preventing important variables related to the topic from being overlooked (Yıldırım & Şimşek, 2005).

Pre-service teachers have prepared reflective diaries about the activities they have performed each week in internship schools. During the fourteen-week implementation period, the pre-service teachers observed the administrative and social affairs of the school, the classroom management and questioning activities of the application teacher and the application of the course plan prepared by one of the pre-service teachers. Teacher candidates are also asked to mention the problems they encounter throughout the school days in these diaries and the solutions they have found to these problems.

**Data Analysis**

Research data were analyzed by descriptive and content analysis. By means of content analysis, the data are tried to be defined, the data which are similar to each other and which are found to be related to each other are interpreted by combining them in the context of certain concepts and themes (Karataş, 2015). Content analysis of the data was performed in stages. In the first stage, the views of pre-service teachers, course lecturers and practice teachers derived from their answers were coded, in the second stage the categories were determined, in the third stage the codes and themes were organized and finally the findings were interpreted.

Also, after the application process was completed, 336 reports in 24 pre-service teachers' reports that they gave to the course lecturers of the courses were analyzed by content analysis. After the coding process, the data from the views and daily reports in dairies of pre-service teachers were matched and combined.

**FINDINGS**

In the research, the questions directed to the course lecturers working in the field of mathematics education, pre-service teachers and the practice teachers in the school experience and teaching practices were examined under two categories. These are (1) the problems faced by pre-service teachers, course lecturers and practice teachers in school experience and teaching practice, and (2) suggestions for solution of these problems.

Findings and interpretations are presented one after the other based on participant groups. The opinions of the participants in the survey were tabulated according to their importance, direct citations were made and the evidence presented and interpreted.

**Views of Pre-Service Teachers**

In the research, firstly, pre-service teachers' problems in teaching practice and school experience courses and suggestions for solutions developed for these problems have been examined. Table 1 presents the problems that experienced by the pre-service teachers and Table 2 presents the solution proposals for the problems.

**Table 1. Pre-service teachers' problems in teaching practice and school experience**

		<b>Responses</b>	<b>n</b>	<b>f</b>
Problems related to the lecturer		Not to express clearly the rules that are related to the application to them	40	5
		Lack of communication between university and school	40	5
		Not to follow courses in a certain order	40	3
		Strict attitude exhibitions in the evaluation of the course	40	2
Problems related to the practice teachers		Not to act warmly to pre-service teachers The practice teachers' talk about private life	40	6
		Reluctant to fill out the course evaluation form	40	6
		Not to allow pre-service teachers to lecture for a specified time	40	6
		Not to act warmly to pre-service teachers	40	6
		Not to allow pre-service teachers to use other computer-assisted mathematics programs other than EBA	40	3
		Not to allow pre-service teachers to use external samples of the textbook given	40	3
		Conflicts arising from the differences in the practice and viewpoint of the practice teachers from the pre-service teachers	40	2
Problems related to the School Coordinator / school administrators		School administrators and coordinators have insufficient knowledge of the new system	40	6
		Lack of communication with pre-service teachers	40	4
		Not to allow teacher candidates to use the teacher's room in the school	40	4
		Roughing and ordering pre-service teachers	40	3
		Providing pre-service teachers with jobs outside their responsibilities	40	3
		Not being taught by the official procedures determined by MEB during the internship	40	3
Problems related application schools		The idea that the experiences that pre-service teachers gain will not work because the schools will not be as beautiful as the school they are practicing	40	7
		The crowd of classes	40	5
		Inadequate library and resource rooms	40	4

	Limited course materials	40	4
	Missing experiences due to the fact that teacher candidates lecture to only the girl class or only male class at the Imam Hatip School	40	4
	Limitation of possibilities while lecturing the lesson that originated from lack of internet	40	3
	Classes are not appropriate for editing constructor-oriented activities	40	3
	Not being able to use the smart board	40	2
	Transportation Problem	40	2
Problems faced in evaluating the course	Finding it difficult, time consuming and unnecessary to write reports because of seniority and the KPSS process	40	15
	The evaluation form is inadequate for the course evaluation	40	7
	Absence of attendance rights	40	6
Problems of teaching	In the majority of the theoretical courses in the university and difficulty in applying theoretical knowledge due to the lack of practical courses	40	21
	Difficulty of attending students' level	40	19
	Decrease in efficiency due to KPSS pressure	40	11
	Feeling insufficient in lecturing	40	10
	do not see pre-service teachers as teachers	40	10
	For the students to meet in the spring; there is not enough time to get to know each other, to provide classroom management and to change attitudes towards mathematics	40	8
	Having difficulty in practice because information learned in college can be applied on "ideal" conditions	40	5
	Teaching approaches learned in college ignores the individual differences of the students in school	40	5
Problems related to the group mates	Having a disagreement about choosing an application teacher	40	4
Possible problems that will arise when the teaching practice course score is effective in teaching selection	The idea that guide teachers will not be objective when making an assessment	40	27
	Different scores of different universities, different standards and attention spots prevent an objective and objective rating	40	8
	The mistakes caused by lack of experience due to the application in the last class affecting the score	40	7
Other problems	Having difficulty in arranging the internship day because the application school lessons coincided with the university courses	40	6

According to Table 1., When table 1 is examined, it is seen that pre-service teachers have problems in school experience and teaching practice lessons.

In general, pre-service teachers have stated that the course lecturers do not express clearly the rules regarding the application course, do not regularly follow the course, have a strict attitude in the evaluation of the course and can not communicate between the school and the university. For example, while a student gave an opinion of "The course teacher did not share the rules for the application with us at the beginning of the semester", another student pointed out the problem by saying "We can not say that we have learned something in practice about this lesson for three years until we go into teaching practice. However, the course lecturers, without taking this into consideration, are showing a strict attitude".

Pre-service teachers stated that they had conflicts with the guidance teacher due to different practice and viewpoints and that the practice teachers were reluctant to allow pre-service teachers to lecture for a specified time and did not allow the teacher candidates to use their own exercises and computer aided programs. They

also expressed that some of the practice teachers talked about their private lives. For example, while a student gave an opinion of *"The guidance teacher thinks that sometimes I am too elaborate or slow because I do not have the same educational understanding as him. I focus on acquisition, while the guidance teacher focuses only on the progress of the subjects"*, another student pointed out the problem by saying *" Our guide teacher always talked to us about his son"*.

Pre-service teachers stated that the school coordinator and the school administrators gave them jobs beyond their responsibilities, rather than the official procedures determined by the Ministry of Education, which they must earn during the internship. It is stated that school administrators are rude to teacher candidates, use command mode and do not allow pre-service teachers to use their room. For example, while a student gave an opinion of *"I see it as a problem that we have to win during the internship and not be given to us official acts determined by MEB. Because I will meet all of this for the first time I am a teacher and it will take me a while to learn what I should do if I'm inexperienced."*, another student pointed out the problem by saying *"The attitude of the schoolmaster and assistant principal is not nice to approach the teacher candidates. At the same time, I think they do not care enough with us, and they feel like I have to do everything they say"*.

Some pre-service teachers expressed that they had transportation problems related to the practice school, that there were no sufficient internet connectivity, library and materials in their practice schools and that they weren't able to use the smart board while lecturing. Some pre-service teachers have stated that the classes are crowded and therefore not suitable for organizing activities for constructivist approach. For example, while a student gave an opinion of *"I do not think the apprentice school is adequate as hardware. I think the library and the resource rooms are also inadequate"*, another student pointed out the problem by saying *"Although the smart board is available, we can not use it because there is no smart board pen"*.

The other most frequently mentioned problem is that pre-service teachers felt insufficient in lecturing and had difficulty of attending students' level even though they took lessons related to teaching profession and pedagogical content knowledge.

According to them, the reason for this is that the university has the majority of theoretical courses and the lack of practical courses. They claim that practical courses that they took in university cause difficulty in practice because information learned in university can be applied on "ideal" conditions. For example, while a student gave an opinion of *"I did not know what to do because there was not much information about students' knowledge levels, attitudes towards mathematics. At the same time, it is difficult to descend to the level of the students while lecturing"*, another student pointed out the problem by saying *"The information we have learned theoretically was difficult to implement in practice"*.

Moreover, when they mentioned about the possible problems that will arise when the teaching practice course score is effective in teaching selection, most of the pre-service teachers stated that practice teachers will not be objective when making an assessment and also different scores of different universities, different standards and attention spots might prevent an objective and objective rating.

**Table 2. Pre-service teachers' solution proposals for problems**

		<b>Proposals</b>	<b>n</b>	<b>f</b>
Suggestion of solutions for the problems related to the lecturer		At the beginning of the semester all the information about the course and the responsibilities of the teacher candidates should be clearly expressed	40	5
		Students should be monitored and supervised by course lecturers at regular intervals during the internship	40	3
		Should evaluate the course by considering the readiness of the teacher candidates	40	2
Suggestion of solutions for problems related to the application teacher		Teacher candidates should be allowed to teach for as long as they are responsible and classes in the school	40	6
		Practice teachers should be selected among volunteer teachers	40	5
		Practice teachers should identify pre-service teachers with other teachers, staff, school buildings	40	4
		Teachers should be open to innovations in their field and follow up to date methods and techniques	40	3

Suggestion of solution for the problems of school coordinator / school administrators	School managers and coordinators should be informed about the new system	40	6
	Pre-service teachers should be integrated with other teachers and not be excluded	40	4
	Pre-service teachers must be requested according to the size of the school	40	3
Proposal for solutions for the problems related to Application School	Practice schools where current and smart board use of course materials should be selected	40	6
	Implementation schools should be selected from schools with mixed male and female systems	40	4
	Classroom sizes should be reduced in schools	40	4
	Schools that can be easily reached by using public transportation vehicles should be selected as the application school	40	3
Suggestion of solutions for the problems related to the evaluation of the course	Evaluation forms should be rearranged in accordance with the truth	40	7
	Evaluation should be done with online forms on the computer	40	4
	Lectures should be taken a video instead of writing report	40	2
Suggestion of the solutions for the problems of teaching	Courses on teaching methods and techniques that can be used in practice should be increased	40	22
	School experience and teaching practice courses should be done gradually for 4 years	40	11
	It should be noted that pupils should address teacher candidates as teachers	40	7
	Schools should be the same in school experience and teaching practice courses	40	3
Suggestion of the solutions for the possible problems that will arise when the teaching practice course score is effective in teaching	Consistent scoring should be done throughout Turkey	40	23
	It must be explained to practice teachers how important these scores are and how they should behave fairly	40	21
	By giving the application at the beginning of the university years, it can be more useful to have experience and to be scored and influenced at the next stage	40	6
	All pre-service teachers should be evaluated by one person	40	5

When Table 2. is examined, the pre-service teachers' suggest solutions for the problems experienced in School Experience and Teaching Practice courses is seen.

According to pre-service teachers, they should be informed by course lecturers about the course and their responsibilities that they are asked to take at the beginning of the semester. Also, course lecturers should monitor and supervise the lesson at regular intervals during the internship while pre-service teachers lecturing. For example, a pre-service teacher commented, "*Course lecturers can think of their attitude towards us, taking into account our readiness to prepare.*" Another prospective teacher has suggested a solution to the problem with the statement "*If the specified rules, if any, must be expressed clearly to us.*" Most of the teacher candidates recommend that practice teachers should be selected from among volunteer teachers and be open to innovations related to their teachers' areas and follow current methods and techniques. For example, a pre-service teacher has suggested a solution to the problem with the statement "*I think that it is necessary for the practice teachers to choose among those who are voluntary. It should also be encouraged that the importance of the experience that the teaching practice course will gain to us and that teachers make efforts in this regard.*"

Another suggestion from teacher candidates is that school coordinators and administrators should integrate teacher candidates with other teachers and ensure they are not excluded and should be informed about the new system. It is suggested that in the selection of the implementation schools, the selection of the application schools where access is easy, the materials of the course are available and the intelligent board is used should be carefully selected and the presence of crowded classrooms should be reduced.

Pre-service teachers who were hesitant to write reports for the course offered to upload the assignments to the online system or to take a video of the lecture. Suggested solutions for the lectures are to increase the number of lectures on teaching methods and techniques that can be used in practice, and to include 4 years of school experience and teaching practice courses. As a suggestion to solve the possible problems that will arise when the teaching practice course score is effective in the teaching profession, it is mostly explained by the guidance teacher that these scores are important and should be treated fairly and consistently in Turkey.

**Views of Course Lecturers**

In the research, secondly, instructors' problems in teaching practice and school experience courses and suggestions for solutions developed for these problems have been examined. Table 3 presents the problems that experienced by the course lecturers and Table 4 presents the solution proposals for the problems.

**Table 3. Course Lecturers' problems in teaching practice and school experience**

	<b>Problems</b>	<b>n</b>	<b>f</b>
Problems related to the pre-service teachers	Pre-service teachers do not know how to write a daily course report and prepare a lesson plan	10	7
	Pre-service teachers do not have responsibility	10	4
	Inadequate follow-up due to a large number of students per course lecturer	10	2
Problems related to the practice teachers	Escaping from workload	10	5
	Communication problems with course lecturer	10	4
	Being reluctant to lecture by pre-service teachers	10	3
	Leaving the class when the teacher candidates are lecturing	10	2
	Teacher candidates are allowed to solve their questions / problems solely in practice teachers' style	10	2
Problems related to the School Coordinator / school administrators	School administrators and coordinators have insufficient knowledge of the new system	10	5
	Communication difficulties between university and school	10	5
	Avoidance of workload, difficulties in sending necessary documents	10	3
Problems related to evaluation of the course	The evaluation forms filled out by the guidance teacher do not reflect the truth and give good grades to all	10	7
	No appropriate and up-to-date evaluation forms	10	5
	Observation reports are written from scratch and superficially written	10	4
	Little or no school experience theoretical lessons	10	4
Possible problems that will arise when the teaching practice	The fact that pre-service teachers will not objectively evaluate teacher candidates	10	10
	The fact that the lecturers' evaluation of the pre-service teachers is not healthy because lecturers can listen to the lectures that given by pre-service teachers only once or twice	10	2

When Table 3. is examined, the course lecturers' problems they have experienced in School Experience and Teaching Practice courses is seen.

The course lecturers of the course generally stated that the pre-service teachers are not responsible and they do not know how to write a report and prepare a lesson plan. Moreover, because of the high number of pre-service teachers per course lecturers, they underlined that the course lecturers were not able to follow the lessons of pre-service teachers while they were lecturing. The lecturer of the course expressed the problems he had with teacher candidates by saying "*Teacher candidates are not aware of their responsibilities and are not aware that their duties given to them will gain experience in their teaching lives. They do not even know how to write a report and prepare a lesson plan*".

The course lecturers also stated that they had a communication problem with the practice teachers and that they were running out of work. However, the course lecturers stated that while the teacher candidates were lecturing, some practice teachers went out of the classroom while some practice teachers did not want the teacher candidates to teach the lesson. The lecturer of the course expressed the problems he had with practice teachers by

saying “The practice teachers are running away from the workload, they see a lot of work to fill the “teacher candidate evaluation form” that they have to do once a week”. Another lecturer of the course also expressed the problem by saying “Practice teachers tend to explain the topic themselves and have the teacher candidates solve the question”.

The other most frequently mentioned problem is that school administrators have problems sending the necessary documents and are passive when the school-university relationship is carried out in a healthy manner. They also stated that school administrators and coordinators also do not have enough knowledge about the newly introduced system of teaching practice.

Teaching staff stated that the assessment forms filled in by the practice teachers did not reflect the truth and gave good grades to all pre-service teachers, did not even make a constructive correction on the evaluation of the course, and argued that the evaluation made was not fair. In addition, teacher candidates talked about the fact that the evaluation forms filled out during the course are not up-to-date and inadequate. The lecturer of the course expressed the problems of the evaluation of the course by saying “The practice teachers do not watch enough lectures of pre-service teachers and it seems that the practice teachers have always given good points in the evaluation forms that come to us and also no correction is seen. Evaluation is not done by taking seriously”.

Moreover, when they mentioned about the possible problems that will arise when the teaching practice course score is effective in teaching selection, most of the course lecturers stated that because the practice teachers will not objectively evaluate the pre-service teachers and the lecturers of the course will be able to evaluate the teacher candidates' lectures only once or twice, the evaluation will not be healthy.

**Table 4. Course Lecturers' solution proposals for the problems**

Proposals		<i>n</i>	<i>f</i>
Suggestion of solutions for the problems related to the pre-service teachers	Pre-service teachers should take 4-5 hours theoretical lesson about what, why, how they are requested, how the lesson plan is prepared and how to write the observation report before each of the lessons of School Experience and Teaching Practice	10	5
	Number of students per course lecturer should be reduced	10	4
	Should create a platform where pre-service teachers can upload reports and assignments online	10	2
	School Experience and Teaching Practice should be given in two school years	10	2
Suggestion of solutions for the problems related to the practice teachers	Application practice should be in contact with the course lecturer	10	5
	Application practice should be informed about school experience and teaching practice courses	10	4
	Should be supervised that practice teachers allow pre-service teachers lecture by the hours determined by MEB	10	3
	Practice teachers should be selected from guiding and communicating teachers to pre-service teachers	10	2
Suggestion of solution for the problems of school coordinator / school	School administrators and coordinators should be informed about the new system	10	4
	School administrators should choose between volunteer and experienced people to take responsibility for teacher candidates	10	5
Suggestion of solutions for the problems related to the evaluation of the course	Open-ended questions should be included in the evaluation scale	10	5
	A good scale should be prepared to measure whether the teacher candidates practice practically the theoretical knowledge they have learned in university	10	4

Suggestion of the solutions for the possible problems that will arise when the teaching practice course score is	Detailed information should be given by MEB to all universities and application schools about the evaluation of the course	10	7
	Practice teachers should be well trained, successful, open-minded, guiding teachers in their field	10	4
	Lecturers should monitor and evaluate each teacher candidate at regular intervals	10	2
	Student assessment should be done by a commission created by the practice schools.	10	2

When Table 4. is examined, the course lecturers' suggest solutions for the problems experienced in School Experience and Teaching Practice courses is seen.

According to course lecturers, first of all, due to the fact that one year is not enough due to the acquisition of experience and the evaluation of the student, the course should be given two years. They also recommended that pre-service teachers should take 4-5 hours theoretical lesson about what, why, how they are requested, how the lesson plan is prepared, how to write the observation report before each of the lessons of School Experience and Teaching Practice. An important view of the teaching staff's solution proposal is that a platform where teacher candidates can upload their reports and assignments online can be created and the number of students per teaching staff should be reduced to prevent intense workload. The lecturer related to this suggests a system "in which homeworks should not be taken out of hand, students can load their homeworks until the last day".

Another solution proposal in the foreground is that practice teachers should be selected from guiding and communication open teachers for the teacher candidates and should be in contact with the courselecturer who are teaching and following the related course.

Regarding the evaluation of the course, they have emphasized that a good scale should be prepared to measure whether the teacher candidates practice in practice the theoretical knowledge they have learned in university and that open-ended questions should be included in this evaluation scale. Also stated that detailed information should be given by MEB to all universities and application schools about the evaluation of the course, otherwise healthy evaluation can not be made. For example, a pre-service teacher has suggested a solution to the problem with the statement "If such a serious step is taken, the evaluation of this course should be made clear, the teachers who will guide should be carefully selected and lecturers who follow the pre-service teachers should follow the situation of each pre-service teacher and keep in touch with the practice teachers".

#### **Views of Application Teachers**

In the research, finally, practice teachers' problems in teaching practice and school experience courses and suggestions for solutions developed for these problems have been examined. Table 5 presents the problems that experienced by the practice teachers and Table 6 presents the solution proposals for the problems.

**Table 5. Application teachers' problems in teaching practice and school experience**

	<b>Problems</b>	<b>n</b>	<b>f</b>
Problems related to the pre-service teachers	Too many teacher candidates per guidance teacher	7	3
	Teacher candidates do not have responsibility	7	2
	Teacher candidates are missing in terms of content knowledge, pedagogical content knowledge and classroom management	7	2
Problems related to the course lecturers	Communication between the teaching staff and the guidance teacher is weak	7	5
	Course lecturers do not come to school to monitor and supervise teacher candidates	7	4
Problems related to the School Coordi	To make the application teacher choice arbitrarily	7	3
Problems related to proficiency of teaching	Teacher candidates' lectures constitute difficulties in completing curriculum issues	7	3

Possible problems that will arise when the teaching practice	The fact that evaluation is not objective	7	4
	Insufficient measurement tools used in existing evaluation methods	7	3

When Table 3. is examined, the practice teachers' problems they have experienced in School Experience and Teaching Practice courses is seen.

The practice teachers generally stated that the pre-service teachers are not responsible and they do not know how to write a report and prepare a lesson plan. Teachers have touched on the question that pre-service teachers are lacking in terms of pedagogical knowledge and classroom management.

One of the important problems with course lecturers is that communication between the teaching staff and the guidance teacher is weak and the lecturers do not come to the school to observe and supervise the teacher candidates. It is also emphasized that school administrators / coordinators arbitrarily select practice teachers for the teaching practice lesson, some teachers are given trainee teacher candidates despite their requests, and some teachers are not given teacher candidates despite their wishes.

Teachers have complained that the candidates' lectures prevent the curriculum issues from completing on time. The lecturer of the course expressed these problems by saying *"If every student tells a four-hour lecture, six students will take 24 hours, which is a lot. When will I teach? There are a lot of students per guidance teacher."*

Moreover, when they mentioned about the possible problems that will arise when the teaching practice course score is effective in teaching selection, most of the practice teachers stated that the evaluation may not be objective and the measurement tools used in the existing evaluation methods are inadequate.

**Table 6. Practice Teachers' solution proposals for the problems**

	Solutions	<i>n</i>	<i>f</i>
Suggestion of solutions for the problems related to the pre-service teachers	The number of teacher candidates per application teacher should be reduced	7	3
	Before the application starts, the lecturer-teacher candidate and the guidance teacher should be collected and the mutual expectations of each side should be clearly expressed	7	3
	Lecturer candidates' course plans and teaching methods and techniques to be used should be checked by the relevant lecturer before application	7	2
Suggestion of solutions for the problems related to	Communication and cooperation between the university and the school should be carried out in a healthy manner	7	5
	Course lecturers should monitor and evaluate each teacher candidate at regular intervals	7	4
Suggestion of solution for the problems of school	Practice teachers should be selected according to certain criteria	7	3
Suggestion of the solutions for the possible problems	Evaluation should be fair and objective	7	4
	A new measuring tool should be developed to evaluate teacher candidates in every way	7	3

When Table 6. is examined, the practice teachers' suggest solutions for the problems experienced in School Experience and Teaching Practice courses is seen.

According to practice teachers, first of all, prior to the start of the course, the lecturer-teacher candidate and the guidance teacher should be gathered, the mutual expectations of each side should be clearly expressed, and the lesson plans of the teacher candidates and the teaching methods and techniques to be used must be checked by the relevant teaching staff before each lesson. Since it is not possible for all teacher candidates to teach 4 hours

of lectures, one of the most recommended solution is that the number of teacher candidates per application teacher should be reduced.

Another solution proposal in the foreground is that the communication and cooperation between the university and the school should be carried out in a healthy way and the teaching members who teach the course should monitor and evaluate each teacher candidate at regular intervals. They also recommended that school administrators/coordinators should select practice teachers according to certain criterias.

As a suggestion to solve the possible problems that will arise when the teaching practice course score is effective in the teaching profession, the proposal for the development of a new measuring instrument that can be evaluated fairly and objectively and evaluates teacher candidates in every aspect stands out.

## CONCLUSION

In this study, it was examined that pre-service teachers who are educated in Gazi University, Elementary School Mathematics program, course lecturers and practice teachers' problems they have experienced in application courses and the solutions for these problems. The main result of the research is that in the School Experience and Teaching Practice courses, teacher candidates, course lecturers and practice teachers have different problems in many respects. The views that arise in this research are largely analogous as a result of many researches on the field. For example, according to the findings obtained by Seğer, Çeliköz and Kayılı (2010), problems such as lack of communication between school-university and teacher-school staff-school administrators/coordinators, students not seeing teacher candidates as teachers and inadequate theoretical lecture hour of teaching practice courses are problems that are also mentioned by pre-service teachers and course instructors in our study.

Eraslan (2009) pointed out that teacher candidates are overprinted due to the public personnel selection examination and that the internship can not take enough time. It can be said that these results overlap with the results obtained from this research. In the study of Göktaş ve Şad (2014), practice teachers identified course lecturers who did not go to the application regularly. This finding has also been expressed in our study by the practice teachers and pre-service teachers. Again, similar researches (Görgen, Çokçalışkan and Korkut, 2012; Aydın, Selçuk and Yeşilyurt, 2007) show that coordination between faculty practice schools, communication with school administrators, inadequacy of guidance skills of some practice teachers, and problems faced by students in practice schools are determined by teacher candidates. Similar problems have been identified by teacher and teacher candidates in this research.

As a result, the research findings obtained are found to overlap with those obtained from other similar studies (Bütün, 2015; Özay Köse, 2014; Çetintaş and Genç, 2005; Karadüz, Eser, Şahin and İlbay, 2009; Duman, 2013; Özmen, 2008; Özçelik, 2012; İnel Ekici and Delen, 2016).

Despite the fact that it has been a research subject for more than 15 years, it has been seen that the problems of school experience and teaching practice are still continuing in the same way. It is not possible to make an accurate assessment with the changes made without finding a solution to the problems in the light of these researches. It is suspicious that evaluating teacher candidates' scores on the basis of the scores obtained from teaching practice lessons will be fair. The ministry of education should take into account the problems faced by pre-service teachers, teaching faculty members and teachers in the practice school during these lessons and suggestions for resolving them, in order to remove these suspects, and a suitable program to be implemented by all universities should be prepared accordingly.

## REFERENCES

- Aydın, S. Selçuk, A. ve Yeşilyurt, M. (2007). Öğretmen Adaylarının "Okul Deneyimi II" Dersine İlişkin Görüşleri (Yüzüncü Yıl Üniversitesi Örneği). *Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi*, 4 (2), 75-90.
- Bektaş, M. ve Ayyaz, A. (2012). Öğretmen Adaylarının Öğretmenlik Uygulaması Dersinden Beklentileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8 ,209 – 232.
- Bütün, M. (2015). Evaluation of the Lesson Study Model in Teaching Practice Course: Problems and Solutions. *Adıyaman University Journal of Educational Sciences*, 2015, 5 (2), 136-167.
- Büyüköztürk, Ş. (2012). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Akademi.
- Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Çetintaş, B. And Genç, A. (2005). Views and Experiences of Prospective German Language Teachers on Practicum Courses. *H. U. Journal Education*, 29, 75-84.
- Çiçek, Ş. ve İnce, M. L. (2005). Öğretmen Adaylarının Öğretmenlik Uygulaması Sürecine İlişkin Görüşleri. *Hacettepe Spor Bilimleri Dergisi*, 16 (3), 146-155.

- Duman, G. (2013). Evaluating Practicum Experiences Of Early Childhood Education Program From Students' Perspective. *Kastamonu Education Journal*, 21(4), 1661-1674.
- Eraslan, A. (2009). İlköğretim Matematik Öğretmen Adaylarının 'Öğretmenlik Uygulaması' Üzerine Görüşleri. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 1(3), 207-221.
- Göktaş, Ö. ve Şad, S. (2014). Okul Deneyimi ve Öğretmenlik Uygulaması Dersi Uygulama Öğretmenlerinin Seçim Süreci: Ölçütler, Sorunlar ve Öneriler. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education)* 29(4), 115-128.
- Görgeç, İ., Çokçalışkan, H. and Korkut, Ü. (2012). *The Functionality Of The Practicum Course In Terms Of Teacher Candidates, Mentors, And Practice Lecturers. Muğla University Journal of Social Sciences Institute*, 23(2), 57-72.
- İnel Ekici, D. And Delen, İ. (2016). Analyzing Math and Science Pre-Service Teachers School Experience Course Journals Shared in Web-Based Platforms. *Turkish Journal of Computer and Mathematics Education*, 7(2), 440-459.
- Karadüz, A., Eser, Y., Şahin, C. and İlbağ, A. (2009). The Effectiveness Of Teaching Practice Module In Opinions Of Final-Year Student Teachers. *Mustafa Kemal University Journal of Social Sciences Institute*, 6(11), 442-455.
- Karataş, Z. (2015). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi* 1(1), 62-80.
- Koç, C. ve Yıldız, H. (2012). The reflectors of teaching experiences: Diaries. *Education*, 37(164).
- Özay Köse, E. (2014). Students' And Teachers-University Teachers' Attitudes Of "School Experience" And "Teaching Practice" (Sample of Erzurum). *Journal of Dicle University Ziya Gökalp Education Faculty*, 22, 1-17.
- Özçelik, N. (2012). Prospective Foreign Language Teachers' Views of School Experience and Teaching Practice Courses. *Gazi University Journal of Education Faculty*, 32(2), 515-536.
- Özmen, H. (2008). Student Teachers' Views On School Experience - I And - II Courses. *Ondokuz Mayıs University Journal of Education Faculty*, 25, 25-37.
- Rıza, T., Hamurcu, H., (2000). Sınıf Öğretmenliği Bölümü Öğrencilerinin Okul Deneyimi ve Öğretmenlik Uygulamasına İlişkin Görüşleri, *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 8.
- Seçer, Z., Çeliköz, N., and Kayılı G. (2010). Okul Öncesi Öğretmenliği Okul Uygulamalarında Yaşanan Sorunlar ve Çözüm Önerileri. *Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi*, 7(1), 128-152.
- Yıldırım, A. ve Şimşek, H. (1999). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldırım, A. ve Şimşek, H. (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- YÖK (1998). *Fakülte-Okul İşbirliği*. Ankara: YÖK/Dünya Bankası Yayınları.