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## A review on the effects of special teaching methods 2 lesson to teacher candidates in terms of their performances

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### Abstract

In recent years, teachers have a big responsibility to actualize the aims of education. In teaching learning environment teachers' roles are changing continuously and becoming more important. The developments in education technologies do not reduce the importance of teacher role for figuring out the needs of our age but a significant change has been done (Sezgin, 2003). In order to reach this aim; teachers, who are responsible for guiding, to the next generations and having a big impact on figuring the future, should gain necessary qualifications. It is assessed that; students' attainments in terms of teaching performance during the application period within Special Teaching Methods 2 lesson, is for Elementary Math's Teaching 4<sup>th</sup> year 7<sup>th</sup> term students.

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*Keywords:* Teacher training; teacher proficiencies; critical thinking.

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### 1. Introduction

Teachers' qualifications are in the first rank of the effects which are affecting the productivity of education because teachers are the milestones of education. The attempt for training teachers with the quality of having necessary features is the most important element of raising qualified human being. The behavioral changing in students which is the real aim of education is affected by qualifications of the teacher. Identifying the attitudes towards teaching, establishing how teacher candidates gain experience, and evaluating in what degree they become successful are in the first and foremost of the field that teacher training programs study on (Avcı, 2003). Teaching is a very complex and uncertain process which includes a variety of different activities, and what, how, how often the teacher teaches is only revealed during the process (Kosnik & Beck, 2001). For this reason, it is impossible to determine what kind of problem teacher will face in any classroom although teachers behave according to the special situations that can occur during the application process with their skills, knowledge and understandings. From this point of view in order to make a valid decision during application process it is required from teachers that, they should judge the educational backgrounds, their opinions about faced situations, by this way they develop their understanding skills

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and also they investigate and evaluate their own applications systematically in parallel to the aims of education (Altrichter, Somekh & Bridge, 1993; akt., Çepni, Küçük & Gökdere, 2003). So teachers should be trained about the subject to guide effectively the activities which are required to be actualized in the classroom (Sezgin, 2003). Flowers assessed that, implicational studies in education provide to practice the theory, help the students in realizing their needs and deficiencies, and develop the ability of real teaching-learning situation (Alkan, 1987). Education Faculties are the first application study fields that teachers can gain the application process. Education faculties have been restructured for training teachers and it is attempted to get teacher candidates prepared for required new dimensions (YOK, 1998). Moreover, generally teacher training system has difficulties to train the teachers for new teaching-learning environments (Nielsen, 2004). Teachers should determine their capabilities before they started to teach and they should be evaluated by using tests based on performances and they should be given feedback (Gökçe, 2003) Because of the reasons above, the aim of this study is to investigate the effects of alternative application process in which they tried to build a rich learning and teaching environment within Elementary Math's teaching department 4<sup>th</sup> year 7<sup>th</sup> term course Special Teaching Methods 2 in terms of bringing teaching skills to teacher candidates. Within the scope of this aim, the answer for "What are the teacher candidates attainments, who take Special Teaching Method 2 lesson, in terms of teaching performances?" is searched.

## **2. Method**

Study group consists of 50 teacher candidates who are in Marmara University, Atatürk Education Faculty, Elementary Math's teaching department during 2007-2008 education year. Both qualitative and quantitative research methods are used in this study. Qualitative research can be defined as; collecting qualitative information such as observation, interview, analyzing documents and following a qualitative process towards putting forward the events literally and totally in natural environment (Yıldırım & Simsek, 2005). In this study observation and interview techniques are used (Karasar, 1998). Because it is thought to evaluate the process rather than the results, the qualitative data of this research was gained from the quasi restructured interviews with teacher candidates and using the "Identifying Teaching Skills" questionnaire which was determined at the end of the project carried out to observe every student in cooperative with YOK/ World Bank in 1998. Quantitative data was gained from the frequency and percentage results of "Identifying Teaching Skills" questionnaire.

## **3. Application Process**

A new lesson plan is made in order to develop teaching performances of teacher candidates within the course Special Teaching 2. For this reason, 50 teacher candidates, considering their ambition, is divided into quintet 10 groups.

Subjects of elementary 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> classes Math's curriculum delivered equally to each group considering the attainments of each subjects. Before the application process has been started; students were reminded briefly about the techniques and methods they studied in special teaching methods 1 lesson. Every teacher candidate prepared at least one attainment for each class level, and 3 presentations have been planned to be made by students which are 15 minutes for the first one and 10 minutes for the other two. During the application, after the group completed their presentations, an evaluation has been made for each lesson within 20 minutes. Every presentation observed by using "Teaching Skills Evaluation" questionnaire by lecturer and students. Also, lesson presentations were videotaped and teacher candidates had the opportunity to watch themselves. So teacher candidates had the chance of fulfilling their needs by considering mentioned evaluation, and it is aimed to develop their teaching skills. In the application process, students made to plan a lesson according to teaching methods and techniques for the presentations, and they were supported to develop a rich learning environment and materials. At the same time, portfolios were prepared including all attainments which could not be presented during the lesson and these portfolio files were asked for restructuring by lecturers' feedbacks and evaluations. The application process had been carried out half semester, 56 lesson hours.

#### 4. Findings and Discussion

In this part; the data, were obtained at the end of “Teaching Skills Evaluation” questionnaire, and the data of quasi restructured interviews were analyzed. This analysis and findings were interpreted by tabulating the subtitles; field information, planning, teaching period, classroom management, communication.

##### The findings in terms of showing the level of field information skills of teachers candidates

In this context, it is observed that; teacher candidates improved like that: % 86(43) of teacher candidates is relating the subject to life, %76(38) of them are choosing and preparing appropriate equipments for the subject; %74(37) are using fundamental concepts about the subject, %60(30) of them are reaching necessary and sufficient resources.

##### The findings in terms of showing the level of planning skills of teacher candidates

It is found out that; teacher candidates improved like that: % 72 (36) of teacher candidates are presenting the subjects clearly, comprehensibly, and regularly, % 70 (35) of them are teaching according to aimed behaviors, %70(26) of them are articulating aimed behaviors, %52 (26) of them are reaching necessary and sufficient resources.

##### The findings in terms of showing the level of teaching process skills of teacher candidates

It is seen that teacher candidates improved like; % 94 (47) of them are using materials and equipments, % 88 (44) doing activities for students’ participation and giving appropriate examples about the subject, %66 (33) of them are relating the subject to latter and previous subjects and % 64 (32) of them are using the time effectively. Only just % 50 of teacher candidates progressed about using different teaching methods and techniques. This is because of the belief, obtained by quasi restructured interviews that; *“in this current system classrooms are crowded and students are studying specific schools because of the examination system so they have to use traditional methods while teaching”*

##### The findings in terms of showing the level of classroom management skills of teacher candidates

It is found out that; teacher candidates progressed like; % 80(40) of them are guiding students activities and drawing attention and motivating, % 70(35) of them are switching appropriate for the lesson, %64 (32) of them are encouraging and complimenting also; finishing the lesson appropriately. Only % 50 (25) of teacher candidates progressed towards creating a democratic environment and % 48 (24) of them progressed towards providing continuousness of interests and motivation. Quasi restructured interviews of teacher candidates showed that *“they could not see the classroom environment which was consisted of their friends as a real elementary classroom environment and they had difficulties to perpetuate their friends’ interests towards lesson”*

##### The findings in terms of showing the level communication skills of teacher candidates

It is found out that; teacher candidates progressed like; %74 (40) of them are using the language effectively, % 70 (35) using their voice effectively, %68(34) of them are communicating with students effectively and making clear explanations and guiding, % 62 (31) of them using verbal language effectively and asking thought-provoking questions about the lesson, %62 (31) of them using body language effectively. Moreover; most of the teacher candidates stated that; videotaping helped them to watch themselves again in order to improve their skills. Also, according to this findings, after teacher candidates understood how teaching is difficult and demanding process, they indicated that; they caught the chance of organizing the lesson and guiding it, using appropriate material in appropriate situations, relating the subject to daily life, realizing the deficiencies in terms of communication and began to improve. Some of the opinions of teacher candidates are showed below.

**Ahmet:** ...*Frankly, I have found odd these presentations first. I thought that expressing yourself and being relaxed in front of people is quite nature. Moreover I thought it was unnecessary. But afterwards when the presentations*

began, I realized that the most important thing which should be in a university student's mind was tried to be gained, expressing yourself. Some of them provide against this (family, environment...) but some has to go beyond.

**Ali:** ..... I always wanted to be a teacher but I have never come face to face with my job before. I thought I would be relaxed while teaching. But it was not like that. I was very nervous, and I did not know what to do. The lessons started and the groups began to present. And I understood that, teaching is very hard. Walking around the classroom, using the time effectively, where I put my hand and controlling the students, were the subjects talked in the classroom. I understood that teaching is not talking in the classroom, and it is not finished at the classroom door.

**Sevcan:** .... I can summarize the most important thing that I gained from these lessons. I have knowledge of every subject but if a subject is taught by materials I influenced more. So students are influenced more than me. With this lesson we understood the students' situation. When I watched my own video I saw that I repeated some words a lot. After a while this grates on the ear. I thought I should quit repeating words.

## 5. Recommendations

Development of a country is directly proportional with educating quality teachers and increasing the level of education (Buyukkaragoz, 1985). For this reason, it is thought that in order to complete this hard process ideally, in Education Faculties, application studies (workshops) will help teacher candidates more. Videotaping the process and using technological equipments and giving feedbacks have great influence on teacher candidates' sincerity with critical thinking and their conception developments in terms of communication.

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