

WCES-2010

Student-teachers' opinions about education and teaching profession example of Anadolu University

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Received October 19, 2009; revised December 28, 2009; accepted January 11, 2010

Abstract

Education Faculties are the most critic and important sources of the system because they educate teachers who are the most crucial elements in Turkish Education System. Attitudes and abilities which teachers gain during learning have a fundamental place for efficiency of the system. Student-teachers also have opinions about teaching profession and education concept which they had before coming to Education Faculties during student years. These opinions form a base for the attitudes and abilities during their teaching profession education. However, students may have had a point of view about education in their background experiences. In such cases, instructors in Education Faculties have a duty to turn negative ideas into positive ones if it is needed. With this research, it was aimed to determine the views of first class students in Education Faculties upon education and teaching profession. Research has been conducted with first class students from Anadolu University Education Faculty. Data has been summed according to qualitative research method 'interview technique' in two parts as at the beginning of 2008-2009 Fall Term 'Introduction to Education Sciences' and one at the end of the course. It has been found that the student teachers' some negative ideas about education and teaching profession become to positive.

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Keywords: Education; teaching profession; education faculty; teacher candidate.

1. Introduction

Education is a process in which a teacher can make willing changes in an individual's life through his/her own experiences. Behavior in this description is conscious activities which can be observed and calculated. However, along with computing age the description of education has changed like this : Education is a process of revealing individual's hidden capabilities and turning them into abilities. Other than 'willing' in the first description, 'their own needs' term has been selected. Because every person has a unique side. The most important factor which provides quality in education is the interaction between the teacher and the student (Karslı, 2008, s. 17; Gordon, 2002, s. 3). Education is also a social association. Religion, custom, policy, economy, etc. are chief of public associations and education is also a public association like them. Education is an activity which helps students in attaining needed information, ability, attitude, perception and also developing their identities while they are preparing for public life (Karslı, 2008, s. 8-9). Since second half of the 20th century, along with the quick changes in

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different parts of public with attribution of Dewey and Durkheim, public dimensions of education has become more important. Every society tries to make its members' obedient to specific public norms, expectations and behavior forms, prevent order and control social changes (Yanıklar, 2008, s. 12). Socio-cultural identity is added on genetic features which people have from birth. Human nature is open to changes so, it is shaped according to the environment which a person was born and grew up, society and culture (Şişman, 2009, s. 71). All the societies are aware of the power of affecting education and therefore they want to direct education according to their values and affinities and make use of it. All political groups want to use education in order to propagate special ideologies and create their ideal individual and prepare it. Society determines the role of education which is a social arrangement (Aydın, 2005, s. 180-181). Education science is defined as 'teacher art, a discipline which gives needed info and abilities for its practice or profession, pedagogy'. Although pedagogy means bringing up a child, in Turkey it is used as a discipline (Kıroğlu, 2009, p.10). As education is a discipline among subjects, Educational Management, Educational Economics and Planning Psychological Counselling in Education, Measurement and Assessment, Educational Programming and Curriculum Development, , etc. altogether make up this discipline and all of them are called Education Sciences (Karşlı, 2008, s. 8).

Education in Turkey is one of the basic functions of government and it is made under the control and observation of the government. MEB, central organization, suburb and abroad organizations take on important tasks in presentation of education services. In Turkish education system, education right is under assurance with TC Constitution. General structure of Turkish education system consists of two main sections as formal and mass education. Formal education includes nursery, primary School, high school, special education (for handicapped people) and college. Primary school step is compulsory and free in public schools. Primary school, which includes ages from 6 to 14, is 8 years. Since 2005, high school has been extended to 4 years. Mass education, includes all the educational activities, in which individuals who haven't been in formal education systems, in one of the stages of it or left school from one of them can get education according to their needs and interests along with their formal education or out of it, by making use of modern education technologies. It is made up of two sections as General and Professional Technique Mass Education (<http://www.meb.gov.tr>, 2008; Turhan, 2008, p. 119-124). Turkish education system is unable to keep up with increasing needs of society. According to Şişman and Taşdemir (2008,p.155), there are a lot of problems in Turkish education system in Turkey (2008, p. 155). These problems can be listed as :

- Aim of 100% schooling in Primary Schools has not been attained.
- The problems about Professional and Technique Education have not been solved.
- Transitions among the sections have not been provided adequately.
- Adequate scholarship system in education system has not been founded.
- Balance between education and employment has not been established.
- Student number per teacher has inclined.
- Educational inequalities among regions have been going on.
- Social justice, chance and facility equality have not been provided.
- Quality problems of human sources have been going on.
- The need of academic staff and teachers has not been countered.
- Substructure and supply deficiencies have been going on.
- Guidance and orientation systems in education could not be established.
- Masses in front of universities could not be declined.
- Sources for education could not be increased.
- Accumulation of teachers' and academic staff in specific centers could not be prevented.

Teacher is the director of teaching process, he/she is an orchestrator.He/she is the one who spreads the content like a supervisor or an advisor and also the one who performs teaching. Teacher is the one who teaches learning to the students. (Muijs D. And Reynolds D., 2001, s. 214).

Teachers along with nurses, architects, engineers, town planners, actors, accountants, bartenders and athletes, all lay claim to the now rather tarnished and dubious label of 'professional'. In the case of teachers, relatively low pay and low status has always threatened their self-esteem. Now Professional seems to mean; paid a salary, subject to extremely detailed and widespread regulation (Fox, 2005, s. 269-270). In Turkey, teacher profession is a really old one but its acceptance as a profession is new (Sarpkaya, 2008, p. 56). However, Turkey has a rich experience in

teacher education area. Turkey has been a country which establishes its own education associations and educates teachers for them itself (Yıldız, 2008, p.189) According to the 43rd item of 1739 numbered National Education Main Law, ‘ being a teacher is a specialization profession which undertakes the government’s tasks such as education, teaching and management tasks related to these’. According to this law, teachers ;

- Have to do their job apt to the aims of Turkish National Education and fulfill main principles.
- Are prepared to profession with general culture, special area info and pedagogical formation (profession info).
- In order to gain qualities above , in whichever education level are they, teacher-students have to go to college (Sarpkaya, 2008, p.56-57).

A teacher’s professional qualities can be given in detail like this (Akbaşlı, 2009, p.296-297) :

1. Area info : It’s aimed to make teachers professional in a special area.
2. Teacher profession info : Teacher should know how to teach what he/she knows. In order to do teaching job good, teachers should be able to plan teaching process, use various activities, use teaching time efficiently, prepare participatory teaching environment, monitor students’ developments and take precautions.
3. General culture info : Making students sociable and transferring culture to them are among all the teachers’ duties. Teacher is expected to have a wide world perception and general culture.

For many of the teachers, initially important thing is to be loved by the students, to be popular. This is a natural human wish. (Cullingford, 1995, s.160). However, there should be these characteristics in a good teacher (Akbaşlı, 2009, p.292-294) :

- Being open minded and objective to students,
- Taking students’ expectations and needs into consideration,
- Can search about educational problems with scientific methods,
- Taking individual differences into consideration,
- Being open to changes, developments and can renew him/herself all the time,
- Be able to understand and comment about social changes,
- Keeping up with developments in education technology,
- Having a researcher soul,
- Should have high success expectation.

According to Stephens and Crawley (1994, s. 10-11) a good teacher should be like this :

- Creates a comfortable and nice atmosphere in the class.
- Being cool-headed while providing control.
- Presents subjects in an interesting way.
- Handle the lesson in a tangible way.
- Knows what students would do and achieve and teaches them.
- Prepares studies which students can do.
- Deals with students’ difficulties.
- Helps students increase their own expectancies.
- Deals with students as if they were mature individuals.
- Have certain “star quality” talents.

According to Levin (2003, s. 3), teacher’s qualities are the most important factors which develops students’ learning. Effective teachers know the content, how students learn, build up a lesson plan and teach, also know how students decide their needs and how to deal with these needs. A teacher’s roles can be lined up like this : Modeling teacher group, leadership, being an info source, mediatorship, being a coach, judge, an educator, parent, guide-confidant, an advisor and adviser. According to Cullingford (1995, s. 158-160) teacher has two important duties : One of the is having a mentor role in the class. As a mentor, teacher is more like an individual in a family. This mentor needs to criticize but at the same time he/she should be constructive. On the other hand, the second role of a teacher is being an explainer. Children describe good teachers as a person who explains good. In other words, teacher is the person who makes the subject interesting, edits experiments for better understanding, brings interesting materials and also the person who is not routine. The most important one is that, teacher is the source of

knowledge. Mentor and explainer roles involve behaving students in the same way, caring about their needs and being coherent. Before the gathering of teacher educating associations under the title of Higher Education Council in 1981 in Turkey, teachers were educated in associations such as ; primary teacher schools, high teacher schools and education institutes. However, teacher candidates were chosen with professional ability tests, written academic tests, oral examinations and interviews, identity and psychological tests. Along with teacher candidates' education in universities, it started to take students only with central OSYM written academic test. Since 1997, teacher education has been assembled with Science and Literature Faculties and Education Faculties' without thesis undergraduate programs and Science Literature Faculties' teacher education function with pedagogical formation (Şişman, 2009, p. 239; Okçabol, 2005, p. 127-128, Turhan, 2008, p. 57-60). In teacher education process, it has been seen that, thousands of people who had not been graduated from teacher schools were assigned as teachers. With MEB's direct assignments of people who does not have professional info sometimes, educating of thousands of teachers only with one-week education programs through letters, there is less interest in teacher educating associations and teacher profession has become an easily attained job. If we evaluate teacher profession by means of service conditions, teachers in Turkey is far way behind from their colleagues in developed countries (Memduhoğlu, 2008, p. 36 ; Sarpkaya, 2008, p.60). Teachers in Turkey make up the majority of civil servants and their inferior and middle class members. It has been a profession preferred mostly by women. Professional briskness is really high, autonomy level is really low, teachers has become consumers of info other than producer of it, they are alone when they are practicing their profession, they don't get help, they feel like isolated (Yıldız, 2008, p. 229). Recently, it has been observed that, successful students started to prefer Education Faculties. Main reason of this situation, the ones who have been graduated from some departments of Education Faculties chances of finding a job easily has increased (Sarpkaya, 2008, p.63).

Many problems in Turkish education system and in development of teacher profession also affects teacher candidates who come to faculties. Approving teachers in Turkish education system and being students who are educated themselves in those teachers' bad or good practices, teacher candidates are extremely effected. However, teacher candidates sometimes take good teachers in the system as models. Accordingly, teacher candidates chose teacher profession and came to universities with many estimations and opinions. In Education Faculties, they also take courses about teacher profession info, their first course in 1st class in 'Introduction to Education Sciences'. Within the context of this course, developments and changes in main concepts about education, educations' historical, philosophical, public, judicial and economic bases and method in education sciences, info about teacher profession, educating teachers are talked about (Demirel and Kaya, 2008). The aim is to provide students needed info about education sciences. Because in following courses and terms, detailed education is given over these main info. In a research which was done with 214 student-teachers in Nursery Teaching Department by Aysu (2007), it was aimed to find out students' approaches to teaching profession. It was seen that many of the students gave the needed answer to the question whether Education Sciences courses are necessary or not. Among their reasons why they chose to be a teacher, working conditions and job guarantee are on the first line. Then, in order, their family's wanting them to be teachers and possibility of having university degree. There is a change in attitudes of students who chose teaching profession on the first line. In a research which Çetinkaya (2007) conducted with 4th grade Turkish Teaching students, it was aimed to find out student-teacher's attitude towards teaching profession. Choice lines and attitude grades were not different. It became meaningful with degrees of graduation from a department. The points of the ones who are pleased are higher. Attitude points of girl students showed up higher. In a research which Derman (2007) conducted with student-teachers, it was aimed to determine student-teachers' attitude towards teaching profession and self-sufficiency perceptions. Attitude points of the ones who chose on the first line are higher. It became meaningful according to rates of gladness about the department they are educated. Attitudes of the ones who are not pleased are higher.

In a research which Ok and Önkol (2007) conducted, it was intended to find out reasons why student-teachers chose teaching profession. "And these reasons came : better job opportunities, appropriateness of the teaching profession to student's personal characteristics, self—confidence expressed as "I can do it", the high school they studied at, the higher education, institution they would like to study at, the desire to". In a research Oral (2004) made, the aim was to determine student-teachers' attitudes towards teaching profession. It is seen that, half of the student-teachers chose teaching on the first line. Points of Science and Math teaching student-teachers were lower than those of other Social, English, Turkish, Classroom and Drawing teaching student-teachers. Attitude points of girl students were lower than those of boy students. Attitudes of the ones who chose the profession on the first line

and also the ones who chose because of loving the profession are higher. In a research Şenel vd. (2004) conducted, the purpose was to find out relations between attitudes towards teaching profession and personal features. And these attitudes and personal features (inspiring confidence, getting help, being supportive, tolerant, even, balanced, determined and social) found to be related. In a research which Su (1998) conducted, it was aimed to evaluate first year student-teachers' families, education backgrounds and their attitudes and values about teaching profession and also their being social during their education. They stated that teaching is not in a high estate as medicine and law. They describe teaching as 'loving children' and 'loving learning'. Other descriptions are also like this : 'The one who makes learning fun, energetic, comic and a nice experience', 'The one who deals with students, can understand their feelings and the most important one is that he/he is the one who can give knowledge with critic and analytic abilities.' 'The one who loves learning, who is patient and ambitious.' Reasons of entering teaching profession are also like this : Pleased with the job, supporting the society, help for children and teenagers and a highly ethical profession.

Research is limited with the views of 134 volunteer students who are taking the course 'Introduction to Education Sciences' in Anadolu University Education Faculty from departments of German Language (35 students), English Language (67 students) , Math (32 students) during 2008-2009 Fall Term. It is hoped that, research findings would support for educating better teachers and create a source for instructors of Education faculty for new researches by determining first year students' ideas about teaching profession knowledge and education and development of positive sides of these ideas at the same time ameliorating the negative ones. In this way, sub-aims of the research are these :

1. What are the ideas of student-teachers' towards education and teaching at the beginning of the term?
2. What are their ideas at the end of the term?
3. Is there any difference in attitudes of student-teachers towards education and teaching at the end of the course 'Introduction to Education Sciences'.

2. Methodology

Research was conducted with 'fact science' model which depends on qualitative research technique (Yıldırım ve Şimşek, 2005). Data of the research was gathered with written interview forms in two parts in 'Introduction to Education Sciences' course , one is at the beginning of the term while the other is at the end of it. In validity study of open ended questions in written interview form, help was taken from experts in this area. The last form of written form which was shaped by ideas of experts in this area carried. The written interview form which was presented to students, was presented once more at the end of the term and it was evaluated whether the course ' Introduction to Education Sciences' create a difference in students' views upon teaching profession and education, or not. Coding of the data gathered during research was done through QSR-Nvivo 8 packet program. QSR-Nvivo packet program is a program which helps systematic encoding of rich data packets which were gathered during research. Plausibility is an important factor in qualitative researches. Because of this reason, researchers used this program for encoding the data, in order to provide plausibility and in order not to cause data loss (Berg, 1998; Yıldırım ve Şimşek, 2008). During coding of the data which were gathered through written interview forms, support was taken from two experts of this area. In validity study conducted with those experts, Miles and Huberman's concordance percentage and it was found to be 94% authentic. Student-teachers' names kept secret by coding them with 'S' (S1, S2, S3,....S134).

3. Findings

Findings which were gathered through written interview forms of Anadolu University Education Faculty German, English and Math teaching 1st grade students', were given under upcoming titles.

3.1. Concepts Related to Education

Student-teachers were expected to tell concepts which they relate to education in sequence. In Table 1, concepts which were related by students with education at the beginning and at the end of the term are given with their frequencies.

Table 1. Concept which are related to Education by Student-teachers

Concepts	German (n)		English (n)		Math (n)	
	BT	ET	BT	ET	BT	ET
School	6	20	18	38	20	24
Classroom	10	23	10	26	4	18
Teacher	27	33	28	60	14	28
Student	25	30	23	28	13	27
Family	8	32	4	62	13	31
Society	6	22	0	18	2	24
Life	4	10	7	21	1	25
Job	1	12	0	5	0	10
Board	6	4	5	3	2	0
Desk	7	10	4	11	4	7
Technology	1	3	0	2	2	6
Homework	8	17	4	22	2	24
Grade	13	22	4	52	2	30
Book	20	32	17	48	7	27
Learning	6	29	8	54	2	30
Discipline	4	0	4	0	3	0
Report card	3	24	2	46	3	26
Order	2	30	5	56	3	31
Lesson	12	25	9	47	4	24
Exam	12	18	11	33	3	22
Behavior	2	34	6	65	2	32
Knowledge	11	32	19	51	3	28
Environment	2	30	3	62	4	29
Friend	4	25	4	52	2	29
Violence	10	0	8	0	7	0
Memorization	10	2	12	3	13	1
Profession	2	23	1	50	0	30
Rules	1	30	1	60	3	31
Future	2	25	2	52	2	58
Bell	1	0	0	0	0	0
Computer	1	5	1	12	2	15
Control	15	8	18	6	10	11
Cheating	1	0	1	0	1	0
Memory	8	8	6	4	4	3
Money	2	3	2	3	0	3
Human	1	28	3	35	2	23
Logic	0	11	2	21	0	24
Enlightenment	0	30	3	58	0	31
Civilization	0	29	2	36	2	25
Shaping	4	25	6	28	1	18
Process	3	35	8	65	1	32
Infinity	0	33	1	58	0	32
Maturity	0	26	3	46	0	30
Mirror	0	28	1	35	0	18
Ethics	0	35	4	66	0	32
Being social	0	35	1	67	0	32
Boring teachers	17	0	23	0	14	0
Freedom	0	21	3	42	2	27
Culture	0	35	8	67	0	32
Power	1	15	1	18	1	24

As it is seen from Table 1, while the concept related to education at the beginning of the term is teacher, at the end of the term it became beginning social and culture concepts. It is seen that, students who used the term violence at the beginning of the term, didn't relate this concept to education at the end of the term. Similarly, students who relate education concept with discipline at the beginning of the term, didn't use that concept at the end of the term but focused on order concept. Relation of education to family is higher at the end of the term. It is also seen that there is an increase in civilization, enlightenment, environment, learning, behavior and process concepts at the end of the term. Student-teachers who participated in the research related the concept 'boring teachers' at the beginning of the term but didn't do this at the end of the term. Sample statements related to education are given below :

‘Civilizations in which most of the citizens are educated, are the ones who are developed. Education is a process in which teachers make students gain permanent and willing behaviors in a manner which students can understand.’ Education; (S4)

It can be said that S39 supports S4’s statement about education term :

‘ Education is a process through which an individual passes for preparing to life and will go on until death while developing behaviors in a positive way without being stuck to some departments’ programs (S39)’

S64, S67 and S122 stated that, education is not only in school, it can be in family and environment :

‘To me, education is not only what we learnt in school but also the ones which we learn in family, environment. Of course, these should be good things, also appropriate to life.’ (S64)

‘To me, education is process which starts in family, then goes on at school in a frame of love and sincere, in which teacher gives value to the students as individuals without boring them and also in which a teacher can be beneficial to the students.’ (S67)

‘Education which starts with birth in family and goes on whole life with experiences is the most important component needed for a better living and creating a peaceful environment. (S122)

S2’s statement which can include formal and informal education is like this :

‘Education is like wireless. We may gain positive and negative behaviors from the environment we are in however we want it or not.’ (S2)

S103 describes education term like this with a metaphor

‘A nation without education is like a society without water. Education is a learning process which is sometimes temporary but mostly permanent. Besides, making the person gain an ability to conduct him/herself in whole life.’ (S103)

S1, S48 and S107 related education with freedom concept like this :

‘A person without education has to live dependent on the others. A society without education is like a person without legs. It is dependent on the others all the time.’ (S1)

‘Education is individual’s describing it freely.’ (S48)

‘Education is complement of studies for making an individual a beneficial to society, loved by everyone and a model for others. It is from the birth to the death. It is not making them stereotype but creating a free atmosphere.’ (S107)

S110 states education’s importance in individual’s making a healthy space for himself in society and life like this :

To me, education is a base for a better society, better life and comfortable future. I don’t think these can be without education.’ (S110)

S99, S117 and S118 described education as a process like this :

‘Education is individual’s learning something at every age, in every term, about every topic. And it is the process including these.’ (S99)

‘Individual’s changing his/her behaviors in time. It is reflecting the things he/she learnt on his/her life.’ (117)

‘Education is a gaining identity process.’ (S118)

As it is seen from sample statements, student-teachers have positive opinions about education concept. Findings related to teaching profession are presented in following titles.

3.2. Concepts related to Teacher Qualities

Student-teachers were asked to write what a teacher should have. In Table 1, concepts which student-teachers related to education are given.

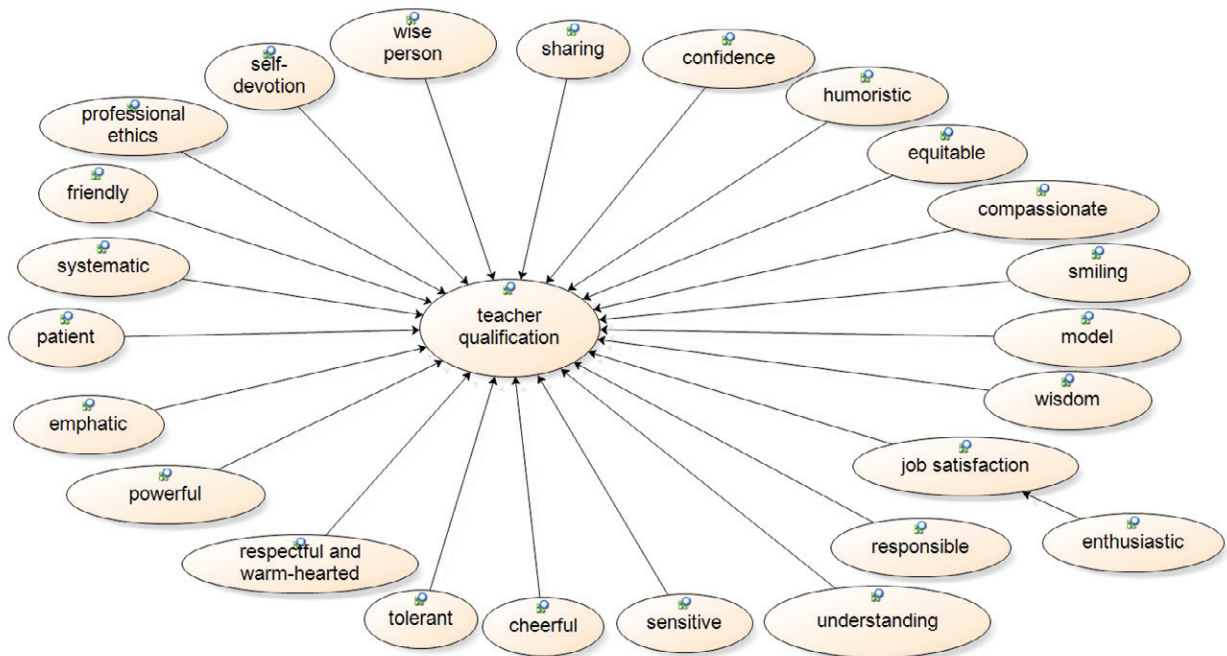


Figure1. Student-teachers' Views upon Teacher Qualities

As it is seen from Figure 1, student-teachers which participated in research stated that teachers should have such qualities as; being moral, self sacrifice, generous, model, funny, caring, perceptive, co operative. It is also seen that a teacher's being funny is related to satisfaction of his/her job. Especially ideas of student teachers' who told that a teacher should be a model and smiling are like this :

'It is not easy to be a good teacher and teach the lessons. However, it is not enough to be brainy when we are good teachers. Teacher should be smiling at first while teaching the lesson. It is not good to have a lesson with a sulky teacher. Being sulky make students disaffected both from school and from lesson. ' (S74)

'You can be more beneficial if there is fun in the lesson.' (S102)

As it is seen from S74 and S102's statements teachers should have qualities such as being smiling and also have features which give happiness. S3, S39, S59, S71, S72, S74, S78, S81 and S85's statements about some features teachers should have in order to prepare students to life are like these :

'Teaching a person and preparing him to life is a profession which is too hard and at the same time which brings the biggest satisfaction at the end of it.' (S3)

'Teaching a person is like growing plants and plants grow up when they are watered.' (S39)

'To me, being a teacher is showing how to use the knowledge while teaching them and providing maturity in all ways.'(S59)

'Teacher is effective in individual's gaining life ways.'(S71)

'It is teaching everything by giving them love and respect. (S72)

' Being a teacher is in a way teaching and in a way learning. (S74)

'It is preparing a person in social, cultural and in every meanings of (S78)

‘ Being a teacher means preparing people for life in all ways. (S81)

‘Being a teacher is a value for people’s conducting themselves in life, creating their own ideas and evaluating situations from different perspectives.’ (S85)

S92, S111 and S115 stated that teaching profession requires being lyrical, model, patient, respectful and compassionate :

‘ Tell me teacher, how to be a good person and teach me and show me a way to the future.’ (S115)

‘I want to be a prominence in my poet’s line, a bunch of roses on a young girl’s neck, cord on my bard’s instrument and a hand to be kissed. I want to be teacher because the only one who feels the enthusiasm is really a teacher.’ (S92)

“‘A tree bends over when it is young.’ I think in this quotation there is too much to do for teachers. As, I believe that it is not carrying the intention of directing future generations but presenting choices for better understanding of the world and opening their eyes when they are so young. Effective teaching is an interactional dialogue in which teachers and students both compromise from their patience in a respectful, compassionate and chatting atmosphere. (S111)

As it is clear in sample statements, student-teachers tried to express teaching profession’s requirements and importance with idioms and metaphors. Apart from a teacher’s professional qualities, he/she also need to have some basic features. In following section findings which are about teacher qualities according to student-teachers’ views are presented.

3.3. Concepts Related to the Teacher Features

Student-teacher were asked to write features which a teacher should have. In Figure 2, concepts which student-teachers related to education at the beginning of the term (BT) and at the end of the term (ET).



Figure 2. Student-teachers' Views about Teacher Features

As it is clear in Figure 2, while at the beginning of the term, the student-teachers state that the teachers should have qualities such as being strong, operating the reward-punishment system, brainy, fair and transmitting the knowledge, at the end of the term, it is seen that student-teachers think that teachers are the ones who share

knowledge, effective in communication, experienced, moral and self-developing. According to the findings gathered at the end of the term, student-teachers' sample statements are as in below :

S46, S86, S88, S97 and S132's statements which emphasizes that a teacher should be expert in his/her profession are like these :

'A human is a jewel, education is the art of developing it. Teacher is an expert who develops it.'
(S46)

'People are small sand drops. Teachers make them rocks.'
(S86)

'To me, teacher is like a rod which helps society stand.'
(S88)

Future is children's but teachers are the ones who prepare them for the future. (S97)

'He/she is the cook of a big cake which is molded with tolerance dough and in which various values of our society and life interspersed.'
(S132)

S3, S6 and S85 emphasized that a teacher should have world knowledge :

'Being a teacher is like rasping ragged nails. It is disguising the raw material and making it work.'
(S3)

'It is providing students' the best and the most beautiful for aim and making them a beneficial generations for society.'
(S6)

'Among the features that a teacher should have there is world knowledge and experience which they can use for learning life, because I think that teaching is a profession which is exactly not only limited with teaching a lesson but also it includes facing the student with nearly all truths of life and prepare them. (S85)

S4, S8, S9, S64 and 112's statements which can be related to teacher's moral and profession knowledge which is vital are like these :

'There is not unintelligent student, there is lazy teacher.'
(S4)

'Being a teacher is not growing up race horses which try to finish the race first.'
(S8)

'The one who can not break the cover of walnut and see inside of it, thinks that it is only a cover nothing else. Thus, teaching profession is not a work which can be done from the surface, it always requires getting deeper.'
(S9)

'Teachers are sun of the society. You can either be taken to darkness or to light.'
(S64)

'It is making an individual gain knowledge and abilities which are thought beforehand through a plan.'
(S112)

'He/she can make a person think with his/her freewill.'
(S128)

'Teacher is a tool which helps a person to explore his/her existing abilities.'
(S89)

Sample statements which support that teachers should have area and general culture info are like these :

'In teaching profession, knowledge is one of the crucial components. Teacher is the one who gains an individual to society, giving knowledge, and teaching how to behave in different places.'
(S12)

'Teaching profession is preparing a person to the social life, giving knowledge with the aim of making him/her beneficial to the society and making him/her mature and also finding out secret abilities of that person. (S63)

'Making an individual gain knowledge and abilities which were thought beforehand. (S112)

'Teaching profession is teaching life conditions of that time to developing young brains and also showing knowledge which they need all life and meet their requirements. (S113)

‘Teaching profession is not forcing students to your own knowledge, it is an ability of opening a new window for them and letting them criticize. (S123)

When we evaluate the findings of research and sample statements, it can be said that, there is a change in ideas of student-teachers about education and teaching profession at the end of the term.

4. Discussion

In Education Faculties, student-teachers take courses related to teaching profession apart from their compulsory lessons. Apart from two interactional areas, world knowledge education is also given. However, when they come to Education Faculties, student-teachers may have some negative ideas because of the teacher models whom they encountered beforehand. Contents which will be presented in order to overcome these negative ideas should be given effectively and instructors should prepare student-teachers for their profession by being models. In this research whose aim was to determine student-teachers’ views about education and teaching profession, it is seen that negative terms which student-teachers used at the beginning of the term are replaced with positive ones at the end of the term. It has also been seen that, positive statements have been stiffened and developed. It has been seen that, student-teachers often use idioms and metaphors while talking about their views about education and teaching profession. This situation can be inferred as their internalizing the topic. Lessons which are expected to create a base for student-teachers’ gaining soul of profession, morality and effective communication and also their individual development should be taught eagerly, funny, tolerant and objectively. It should be kept in mind that, teachers who will bring new generations up are reflections of their instructors who brought them up.

5. Conclusion and recommendation

In research whose aim was to determine student-teachers’ views about education and teaching profession, it has been seen that participating student-teachers

- at the beginning of the term, generally use positive concepts in their views about education and teaching profession about there are also some negative concepts as : violence and boring teachers.

- at the end of the term, it has been seen that there are recoveries in positive views about education and teaching profession and negative terms are not used.

- It has been concluded that, at the end of the ‘Introduction to Education Sciences’ course there is a positive change in views about education and teaching profession.

According to the findings of the research these suggestions are developed :

- It can be suggested that, instructors who work in institutions which grow up teachers should evaluate the lesson with interview techniques apart from measurement and evaluation techniques they use, feedbacks from these interviews support instructor’s professional development at the same time.

- This limited research was conducted with volunteer students from 3 departments. Research can be widened by attaining more people, by using qualitative and quantitative techniques.

- Research can be conducted once more with last class students.

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