



MATEMATİK ÖĞRETMENİ ADAYLARININ BENİMSEDİKLERİ ÖĞRETMEN MODELİNE İLİŞKİN BAZI İPUÇLARI *

SOME CLUES REGARDING TO TEACHER MODEL ADOPTED BY PRESERVICE MATHEMATICS TEACHERS

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Extended Abstract

Researchs on education reveal that teachers' belief and ideas have a great impact on their classroom practice (Thompson, 1992; Fang, 1996; Kagan, 1992). Researches show that teachers' belief and ideas about mathematics teaching and learning depend on their own experiences gained through learning mathematics (Fosnot, 1989; Skott, 2001). Teacher candidates always remember their experiences of mathematics when on school and the way they view teachers in their minds. These memories help them to construct a teacher model to use or avoid in the future. This study aimed to determine how pre-service mathematics teachers perceive teachers' role and what the meaning of teaching according to them. Sample of the research was composed of total 80 senior pre-service teachers from Elementary and Secondary Mathematics Education Department at Fatih School of Education in Trabzon. Considering the content and the sample, this research can be called as a case study. Data were collected by a semi-structured form designed by the researchers. Both quantitative and qualitative datas were obtained at the study. Quantitative data were analyzed by percentage tables and qualitative data analyses were made with coding technique. According to the survey results, elementary and secondary preservice mathematics teachers' most preferable job names were given below.

Table 1-A: Elementary mathematics preservice teachers' first choice arrangements

Occupation	1. Gardener	2. Coach	3. Social Worker	4. Orchestra Conductor	5. Herder
Percent	30 %	23 %	10 %	7.7 %	7.7 %
Occupation	6. Newscaster	7. Engineer	8. Midwife	9. Doctor	10. Nurse
Percent	5.1 %	5.1 %	2.5 %	-	-

Table 1-B: Secondary mathematics preservice teachers' first choice arrangements

Occupation	1. Coach	2. Gardener	3. Doctor	4. Orchestra Conductor	5. Newscaster
Percent	25.6 %	23 %	13 %	13 %	7.7 %
Occupation	6. Herder	7. Social Worker	8. Midwife	9. Engineer	10. Nurse
Percent	5.1 %	5.1 %	2.5 %	2.5 %	-

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To reveal the teacher model constructed at the preservice teachers' mind, reasons for choosing "Gardener" and "Coach" as their first teacher preference were analyzed in details and the following main themes emerged.

Gardener: *Teaching and educating for individual needs; Caring and concern with students; Allowing students' development; Eliminating students' deficiency; Giving required object-behavior; Being liked and listened by students; Providing classroom management.*

Coach: *Motivating students both physically and emotionally; Thinking focusing on success; Guiding students; Taking individual differences into account; Presenting his/her knowledge and experiences.*

According to the survey results, elementary and secondary preservice mathematics teachers' least preferable job names were given below.

Table 2-A: Elementary mathematics preservice teachers last choice arrangements

Occupation	1. Orchestra Conductor	2. Herder	3. Engineer	4. Newscaster	5. Midwife
Percent	28.2 %	25.6 %	10 %	7.7 %	7.7 %
Occupation	6. Nurse	7. Social Worker	8. Doctor	9. Coach	10. Gardener
Percent	5.1 %	5.1 %	5.1 %	2.5 %	-

To reveal the teacher model not being adopted by elementary preservice teachers, reasons for their last choice were analyzed and the following main themes emerged.

Orchestra Conductor: *Doing one-way (teacher-centered) teaching; Not considering students' ideas and different opinions; Making reminder and guiding.*

Table 2-B: Secondary mathematics preservice teachers last choice arrangements

Occupation	1. Herder	2. Midwife	3. Social Worker	4. Newscaster	5. Doctor
Percent	54 %	31 %	5.1 %	5.1 %	2.5%
Occupation	6. Nurse	7. Engineer	8. Orchestra Conductor	9. Coach	10. Gardener
Percent	2.5 %	-	-	-	-

After the examination of the Table 2-A and Table 2-B, the job "Herder" was chosen by elementary preservice teachers with the percentage of 25.6 %, and secondary preservice teachers with 54 % as their less preferable choice. Their reasons for choosing *Herder* were analyzed and three main themes were found.

Herder: *Managing and controlling the students; Not supporting active participation; Not teaching-only guiding.*

Also, after examining secondary preservice mathematics teachers second less preferable job "Midwife" following theme was found.

Midwife: *Not active in teaching process.*

Results gained from the data demonstrated that preservice teachers choosing "Gardener" usually leaned their explanations on traditional teacher profile while preservice teachers choosing "Coach" based their ideas on more constructivist teacher profile. On the other hand, elementary preservice teachers'

reasons for seeing “Herder” and “Orchestra Conductor” as less effective teachers were found very similar to each other. At the first two themes for every occupation, preservice teachers did not support a teacher model in which teacher-centered, not active student involvement, no importance to individual differences. At the last theme, teacher’ guiding and reminding role had been criticized by teacher candidates and reflected a traditional teacher profile. Also, secondary preservice teachers choosing “Midwife” as their last choice stated that they did not support a teacher model which is only active at the beginning of the education but not for the following progression of the students.

How teacher model adopted by preservice teachers can meet the demand of the teacher quality of the new elementary curriculum is a very essential subject that needs a lot of thought and attention. In the future, all faculty of education in Turkey should be act toward to educate teachers whose aware of the expectations of the new curriculum and apply those in the classroom. In order to carry out these into reality, school of educations must first review the teacher education programs.