

EVALUATING THE QUALITY OF PRIMARY SCHOOL TEACHER TRAINING: THE CASE OF KAZAKHSTAN

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Abstract. Teacher education plays a significant role in the renewal and strengthening of countries' educational systems. Therefore, it has become an important issue in studies aimed at increasing the quality of teachers and ensuring the quality of teaching. It is stated that primary school teaching is in a different position both in terms of fields and relationships and that due importance should be given to the selection and training processes of primary school teachers. This situation recalls questions such as «How can primary school teachers be trained?» and «What can be done to improving the quality?». Every institution and individual within the education system is seeking answers to these questions and contemplating them. It is believed that determining the opinions of individuals who are at the center of education on teacher training will contribute to enhancing the quality of the teacher training process. Therefore, this study aims to determine the opinions of teacher candidates and instructors regarding improving the quality of teacher training. In this context, answers have been sought for the following questions: To improve the quality of primary school teacher training; (1) What are the opinions of prospective teachers? (2) What are the opinions of instructors? In line with these objectives, in this study qualitative research method has been used. For this purpose, interviews conducted with 25 prospective teachers enrolled in the primary school program at Khoja Akhmet Yassawi International Kazakh-Turkish University, as well as 10 instructors working in the mentioned department. The analysis of the data collected through a semi-structured interview form was evaluated using content analysis technique. Research results show that the most recurring theme is the need for more theoretical courses in the relevant curriculum and an increase in application courses.

Key words: Education, Teacher Training, Primary School Education, Prospective Teachers, Prospective Primary School Teachers, Primary School Teacher Training, Quality of Primary Schools, Kazakhstan Case

Introduction

Primary schools are educational institutions where children leave their families for the first time and take an important step in life, learn to be alone, make friends, cope with problems, research, develop and many other important behaviors. Primary school teachers are the people who help and guide the development of target behaviors, most importantly positive attitudes, and behaviors in the primary school curriculum. Primary school teaching is a separate and specialized field among all teaching fields. Primary school teachers teach individuals how to read, write and most importantly many things about life. For this reason, it would be correct to define «Primary school teaching as a human behavior engineer with the perspective of changing human behavior and shaping society». Primary school teachers have an important role in determining the individual's relationship with the school, shaping his/her entire future educational life and influencing the formation of a healthy or unhealthy personality. This situation

brings along the importance of classroom teacher education. The structure and content of primary teacher education programs should be handled meticulously, and the quantity and quality of these studies should be increased.

Teacher education plays a significant role in the renewal and strengthening of countries' education systems. Therefore, it has become an important subject in efforts aimed at improving the quality of teachers and ensuring the quality of teaching [1, 2]. Akyol [3] states that primary school teaching is in a different position both in terms of fields and relationships and states that due importance should be given to the selection and training processes of primary school teachers. This situation recalls questions such as «How can primary school teacher be trained? and What can be done to improving the quality? Every institution and individual within the education system is seeking answers to these questions and contemplating them. It is believed that determining the opinions of individuals who are at the center of education on teacher training will contribute to enhancing the quality of the teacher training process [4]. Therefore, this study aims to determine the opinions of teacher candidates and instructors regarding improving the quality of teacher training. In this context, answers have been sought for the following questions: To improve the quality of primary school teacher training; (1) What are the opinions of prospective teachers? (2) What are the opinions of instructors?

Materials and methods

This study, designed in the 'phenomenology' pattern based on experiences, aims to determine the opinions and recommendations of prospective primary school teachers and instructors teaching in the primary school teacher training program towards enhancing the quality of primary school teacher training. In phenomenological studies, «the researcher is concerned with the individual experiences of participants, examining the meanings individuals attribute to perceived phenomena and events being investigated. Phenomenology is a qualitative research design that tries to describe in depth how phenomena (events, experiences, perceptions, orientations, concepts, situations, etc.) that we are aware of but do not have detailed information about are perceived, experienced, and understood by different people» [5, 6].

Participants

In the research, criterion sampling, which is one of the purposive sampling methods, has been used. In the sample selection, two main criteria were taken into consideration: the presence of senior students studying in the «Department of Primary Education » and the fact that the instructors interviewed were teaching courses in this department. In the research, interviews were conducted with 25 final-year 4th grade students and 10 instructors teaching courses in the same program.

Data Collection

In line with the purpose of the study, data were collected using a semi-structured interview form due to the interaction and flexibility that the interview offers to the researcher [7]. The questions in both forms were prepared by the researchers and 3 expert opinions were used for their development. In line with the opinions of the field experts, the draft forms were rearranged and applied to 3 primary school teaching program students and instructors who did not participate in the study. In this way,

questions that were not understood were written more clearly and the form was finalized. Researchers and participants met one by one at the central library of the University, on the appointed days and times. Both students and instructors were assured of the reliability of the data to be obtained, that the information would be kept confidential and that the identities of the instructors would be kept confidential and that their names would not be mentioned anywhere in the research. They were also informed that their voices would be recorded with a voice recorder and their permission was obtained. The interviews lasted approximately 30-35 minutes each. To prevent data loss and ensure the reliability of the data in the research, the interviews were both electronically recorded and manually noted in handwriting.

Data Analysis

Inductive content analysis was used to analyze the data obtained within the scope of the research. In inductive content analysis, *themes* and *categories* are derived from the data set, and coding aims to reveal the concepts underlying the data and the relationships between them [7]. In other words, the basic process is to collect similar data within the framework of certain themes and to organize and interpret them in an understandable way [7]. In this study, the data were analyzed in three stages. In the first stage, the audio recordings were separately coded by both researchers. While organizing the data, the researchers reviewed and listened to the audio recordings and the notes taken repeatedly to confirm the accuracy of the expressions. This also means categorization, coding, and mechanical classification of data. In the second stage, what the instructors said after the interview was converted into written form and this text was sent to the relevant instructors and they were asked to check it and add any perceptions or experiences they wanted to add. Participant confirmation was obtained in this way. In the third stage, after the coding process, the commonalities between the codes were identified and themes related to the subject that could collect the codes under certain categories were found. After determining the themes for each question, tables were created, and exemplary answers were written in the tables. The numbers alongside the sample statements in the table are used to identify the participants.

Validity and reliability

In qualitative research, the concept of *validity* refers to the accuracy of scientific findings, while the concept of *reliability* refers to the reproducibility of scientific findings [7, 8]. Participant confirmation was obtained by the researchers to ensure internal validity *credibility*. Asking the participants whether the findings of the study accurately reflect their own thoughts is called participant confirmation [7]. In qualitative research, to prove its external validity *transferability*, it is necessary to clearly state how the sample selection was made, the demographic characteristics of the participants and the research environment [9]. The researchers tried to ensure the transferability of the research by using detailed description and purposive sampling method. In addition, the characteristics of the participants were also specified in detail within the scope of transferability. To increase internal reliability *consistency*, the formula $Reliability = \frac{Agreement}{Agreement + Disagreement} \times 100$ was applied on the coding made by both researchers. The percentage of agreement between the two researchers was calculated as 93%. An agreement percentage of 70% or above

indicates that reliability is ensured in terms of data analysis. To increase the external reliability *confirmability* of the research, the researchers described in detail what was done during the process [10]. In this context, direct quotations explaining the coding of the data obtained from the participants are presented in the report.

Results

In this section, the questions posed to the participants in line with the sub-objectives of the research have been presented considering the sequence of questions in the interview form. Opinions on determining the quality of teacher training are under two main headings: the opinions of prospective primary school teachers and the opinions of instructors.

Prospective Primary School Teacher Opinions

Table 1 - Opinions on prospective primary school teachers' preference for primary school teaching

Subthemes and Categories	Opinions
I chose the department willingly (n=20)	Yes, I chose this profession myself. I have been dreaming being a teacher since my childhood (P.T.3) Yes, I chose it willingly. Because I love children (P.T.8). Yes, I wanted it for myself. I love my profession. Teaching and educating children is a very fulfilling job. I think I have the ability to be a teacher (P.T.17). Yes, because I love children very much (P.T.22)
I chose the department unwillingly (n=5)	No, I didn't choose it because I wanted to. I chose it because my grandmother wanted me to. I wanted to be a designer. I love drawing pictures (P.T.12) No, I wanted to be a doctor, but my score wasn't enough (P.T.23) No, I came here based on my parents' advice (P.T.6)

It is seen in Table 1, most of the students (n=20) chose the department of primary education teaching department knowingly and willingly. Again, the majority of the prospective primary school teachers who hold this opinion explain this choice with *love for children* and *desire to work with children*, while fewer of them state that they chose this profession because of *love for the teaching profession*.

Table 2 - Prospective Primary School Teachers' Opinions on the Primary School Teaching Program

Subthemes and Categories	Opinions
Changes and adjustments requested in the program	Learning, teaching methods and techniques, developmental and learning psychology (n=13) I wish there were more lessons that would help us understand the methods to be used in the lessons and the psychological characteristics of the students (P.T.9) I wish there were more courses on teaching methods (P.T.25) It would be beneficial if we were taught more about how to teach and how to make plans when we become teachers (P.T.12)
	Applied training (n=4) There should be more practical lessons (P.T.2) I would like to take more practical work and practical lessons because we get more permanent information during practice (P.T.20)

	Mathematics and mother tongue teaching (n=8)	Regardless of the school country, one needs to have a good command of one's mother tongue, so there should be more topics related to teaching the mother tongue first (P.T.24) It would be good to have more information about easy ways to teach math to children (P.T.5) I wish there were more courses on teaching literacy and mathematics (P.T.17)
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It is seen in Table 2, the majority of prospective primary school teachers want the addition of courses focused on *Learning, Teaching Methods and Techniques* and *Psychology of Development and Learning* within the scope of the desired changes and arrangements in the curriculum and/or the arrangement of course contents in this sense (n=13). Fewer students stated that *Mathematics Teaching* and *Mother Tongue Teaching* should be emphasized in primary education curricula (n=8). Some of the students demanded *Applied Education* regulations and enriched programs supported by real application examples along with theoretical knowledge (n=4).

Table 2 (continued) - Prospective Primary School Teachers' Opinions on the Primary School Teaching Program

Subthemes and Categories		Opinions
Opinions on the courses in the program and course distribution	The number of field knowledge courses is low/there are unnecessary courses (n=14)	The number of field courses should be increased (P.T.23) I think there are irrelevant lessons (P.T.2) I still think that there are unnecessary courses that talk about old methods (P.T.11)
	Increasing teaching practice courses (n=6)	If there were more teaching practice and internship courses. Because we see and prepare more there (P.T.20) We need to go to more practices. This way we can better develop our teaching skills (P.T.15)
	Emphasizing vocational knowledge and educational sciences courses (n=5)	If there were more courses related to my profession, we would get more information about this profession (P.T.8) I would like to have more hours for courses such as educational psychology because it is very important to know the child and how to explain to him/her (P.T.23)

In Table 2, it is also seen that the majority of prospective primary school teachers have the ideas that *the number of field knowledge courses is low and there are unnecessary courses outside the program* within the scope of the courses and course distributions in the program (n=14).

Fewer students stated that *teaching practice courses should be increased* in the primary education curriculum (n=6). Some of the students demanded that *Professional knowledge and educational sciences courses should be emphasized* (n=5).

Table 3 - Opinions on the question *To what extent do you think the training provided is sufficient?*

Subthemes and Categories		Opinions
Quality of instructors	Academically adequate (n=23)	Our lecturers are highly educated and have a lot of experience (P.T.25) I think that the professors who give us lectures are quite knowledgeable and give us the information we need (P.T.1)
	Theoretical knowledge but insufficient in practice (n=2)	Although the information given to us by the teachers is theoretical, I am not satisfied with our teachers due to lack of practical experience (P.T.8) The level of education of our professors at our university is quite high. They even have books in their own fields, but they are insufficient in transferring their knowledge to us and putting it into practice (P.T.3)

It is seen that when the prospective primary school teachers evaluated the adequacy of the education given to them within the scope of the quality of the instructors, it is seen that the majority of the instructors were described as *Academically adequate* (n=23) and a very small number of them were described as *Having theoretical knowledge but inadequate in practice* (Table 3).

Table 3 (continued) - Opinions on the question *To what extent do you think the training provided is sufficient?*

Subthemes and Categories		Opinions
Quality of Teaching Service	Adequate (n=14)	<i>Yes, I think it's quite enough, even too much (P.T.3) Education at the university is adequate (P.T.19). The information given by the instructors is sufficient for me and I think I can put the theoretical knowledge I have learnt into practice (P.T.24). Yes; they provide very good training for us to be good and successful teachers in the future (P.T.7)</i>
	Inadequate (n=3)	<i>I think that the training given to me is not enough. Mostly theoretical information is given to us. I think we cannot put them into practice (P.T.23) instructors' lectures are inadequate (P.T.12)</i>
	Partially adequate (n=8)	<i>The theoretical information provided by our teachers here is adequate, but not only theory is not enough, the training provided for practice is less. (P.T.8) The training given to us is adequate, we need to complete the missing parts (P.T.5) Adequate, but we need to support ourselves by improving ourselves (P.T.18)</i>

In Table 3, it is also seen that when the prospective primary school teachers evaluated the adequacy of the education given to them within the scope of the quality of the teaching service, the majority of them described the teaching service as *adequate* (n=14), fewer of them described it as *partially adequate* (n=8) and very few of them described it as *inadequate*. It is also among the findings of the research that the main reason for the insufficient and partially sufficient categories is that theoretical knowledge is predominant and practical studies are few.

Table 4 - Prospective primary school teachers' opinions and suggestions for improving the quality of primary school teacher training.

Subthemes and Categories	Opinions
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Opinions and suggestions regarding the courses in the program	More emphasis should be placed on practice (n=12)	«Here, we need to get a lot of practical information as well as theoretical knowledge. As a result, teaching require practice and experience» (P.T.16) «Both university courses should be more applied and teaching practice and internship hours should be increased» (P.T.15)
	Unnecessary courses should be removed from the program (n=4)	«I think there are too many unnecessary courses, especially in the 1st and 2nd year. Instead of these, more courses related to our field should be put» (P.T.24) «Lessons that were removed from the current primary school program are still in our program, they should be updated and made suitable for the new program.» (P.T.7)

In Table 4, it is seen that the majority of the prospective primary school teachers stated that *More importance should be given to practice* (n=12) and a small number of them stated that *Unnecessary courses should be removed from the program* (n=4) within the scope of improving the quality of primary school teacher training.

Table 4 (continued) - Prospective primary school teachers' opinions and suggestions for improving the quality of primary school teacher training.

Subthemes and Categories		Opinions
Opinions on improving the teaching service	Teaching with new methods and techniques (n=7)	<i>It would be good for our teachers to use new information technologies. In this way, we can follow their example and we can use these technologies when we become teachers. (P.T.3) I believe that if modern technologies are used in the lessons, the quality of education will increase, and the lessons will be more interesting for students. (P.T.11)</i>
	Instructors are aware of primary school programs (n=2)	<i>If only our lecturers had been primary school teachers before, we would have received more education for school and teaching. (P.T.2) I wish our lecturers had worked in a primary school before, so that they could explain the programs and practices in primary schools to us better. (P.T.9)</i>

In Table 4 (continued), it is also seen that a great majority of the prospective primary school teachers stated that *Teaching with new methods and techniques* (n=7) and a few of them stated that *Instructors should be aware of primary school programs* (n=2) within the scope of increasing the quality of teaching service. At this point, the emphasis on the need for instructors to have experience in primary school teaching can be considered as an important finding.

Opinions of Instructors

Table 5 - Instructor views on the qualities that should be present in the ideal classroom teacher / prospective teacher.

Subthemes and Categories	Opinions
Pedagogical Knowledge and Skills (n=3)	<i>First of all, to become a primary school teacher, they need to know all the developmental characteristics of children in that age group and plan their teaching accordingly. The learning needs of primary school children are different, so of course the teaching methods should also be different. (I. 7)</i>

Field Knowledge and Skills (n=2)	<i>It is one of the most important qualifications that our students' field knowledge is sufficient. In other words, they should know the subject they will teach very well at primary school level. Then it can be decided how to teach. (I.2)</i>
Positive Attitude towards the Profession (n=2)	<i>This issue starts from the preference stage from the beginning. In other words, our students need to choose this department willingly and knowingly. It is very important that they continue their education life with the same enthusiasm and perform the teaching profession with the same motivation. (I. 5)</i>
Creativity (n=2)	<i>Primary school teaching is a specialization that aims to teach by concretizing all subjects. In this sense, to plan, design, prepare and implement 2-dimensional, 3-dimensional and concrete materials in a way that best serves the purpose, the sine qua non of the primary school teacher is to be able to imagine. (I. 1)</i>
Communication Skills (n=1)	<i>It is very important for primary school teachers to be able to establish proper relationships with both children and their families. For this, they should be aware of the cognitive, affective, and psychological developmental level of the child and prepare themselves for this communication and interaction system. The undergraduate period is an important period for these. Our students should pay attention to this, especially during their internship periods. (I. 3)</i>

According to the data of Table 5, it is seen that the lecturers stated that prospective primary school teachers should have pedagogical knowledge and skills at the highest rate (n=3). The least of them emphasized the qualities of *having field knowledge and skills* (n=2), *having a positive attitude towards the profession* (n=2) and *creativity* (n=2), and the least emphasized the quality of *having communication skills* (n=1).

Table 6 - Opinions on the effectiveness of the classroom teacher training process in the department where they work.

Subthemes and Categories	Opinions
Insufficient number of specialists in primary school teaching (n=5)	<i>I think we are not achieving the desired success. The most important reason for this is that the specializations in the department are from very different fields and there is no specialization in primary school teaching. This situation leads to the adoption of general teaching principles instead of focusing on the specific age and period required by primary school teaching and leads to moving away from the aim. (I. 1).</i>
Ineffective implementation of internships (n=4)	<i>Internships are very important in primary school teacher training. In my opinion, their duration should definitely be increased and the coordination between the university and the school should not remain only on paper. Internships should be used in a way that not only students but also instructors can renew themselves and develop a research-oriented perspective. (I. 6)</i>
Ineffective teaching of teaching principles and methods (n=1)	<i>It is not right to subject formation courses such as teaching principles and methods in primary school teaching departments to the same process as in other education departments. Due to the age of the students, this should be considered as a separate specialization and should be given by faculty members who have developed themselves in this respect. (I. 8)</i>

It is seen that the instructors stated that the lack of primary teacher specialists in their departments affects the effectiveness of the education at the highest rate (n=5). Fewer of them stated that *not being able to evaluate internships effectively* (n=4), and the least of them stated that *not being able to teach teaching principles and methods effectively* (n=1) negatively affected the effectiveness of the program (Table 6).

Table 7 - Responses to the question *What are your opinions about the student profile in the primary school teaching department during your professional life?*

Subthemes and Categories	Opinions
Gender (n=3)	Almost all our students are girls. There is an idea that a primary school teacher cannot be a male. I am not saying this in the sense of the failure of female students, but I think that male students should also be orientated towards this profession. (I. 3)
Recruitment (n=3)	Especially in recent years, since there have been problems with job placement after graduation, preferences are naturally affected in terms of number, which directly affects the quality of students (I. 9)
State Support (n=3)	The number of state scholarships directly affects the student profile. As the number of scholarships increases, quality students prefer our university. It has been this way for years. (I. 5)
Internationality (n=1)	Although our university is an international university, I consider the fact that we do not have international students who prefer the department of classroom teaching as a missing aspect of the general student profile. The main reason for this may be that our undergraduate program is not fully compatible with the programs of other countries. (I. 10)

It is seen that the lecturers mostly stated that the gender perception of teaching (n=3) and the decrease in the rate of job placement after graduation (n=3) affected the student profile due to the numerical and qualitative decrease in the number of preferences. Only one of the faculty members stated that the student profile was negatively affected by not choosing international students in the context of «internationalism» (Table 7).

Table 8 - Instructors' opinions on the quality of teaching instructors in the department of primary teaching

Subthemes and Categories	Opinions	
Adequate	Experience (n=5)	All of the professors in our department are experienced instructors. Most of them have been serving in the department for many years and have contributed to the training of most of the teachers in the region. (I. 4)
	Productivity (n=1)	As a matter of fact, the facilities of the department are limited. The main source of this limitation is the lack of physical facilities and equipment. Department lecturers continue their educational activities at the maximum level with the existing facilities. (I. 5)
Inadequate	Expertise (n=2)	We do not have primary school teaching specialists in the real sense as in foreign countries. If we are supported with such experts, we can work as a much stronger department. (I. 7)
	Self-Renewal (n=2)	I think that professors need to renew themselves with current scientific knowledge and experience. I do not find it right to lecture with slides from 10 years ago. (I. 2)

According to Table 8, most of the lecturers stated that the quality of the lecturers at the primary school teaching department is sufficient (n=6). Most of the lecturers in this opinion emphasize the importance of the «experience» factor (n=5) and very few

of them emphasize the efficiency of the lecturers in terms of the results obtained with the existing opportunities and state that the department staff is sufficient.

Some of the lecturers, on the other hand, stated that the quality of the lecturers in the primary school teaching department was insufficient (n=4). They explained this situation with the factors of not having enough specialists in the field of primary teaching (n=2) and not being able to renew themselves (n=2).

Table 9 - Instructors' views on the areas/topics that need to be intervened first to improve the quality of primary school teacher training.

Subthemes and Categories		Opinions
Opinions on the program	Giving importance to practical courses (n=12)	Practical courses need to be taught efficiently, effectively, and qualitatively, for this, the application phase of each course should be designed. (I. 8)
	Conducting the teaching practice course meticulously/increasing the course hours (n=6)	It is necessary to extend the duration of teaching practice courses both at the faculty and at the internship schools. It is very important to establish a mechanism to supervise faculty-school coordination. (I. 10)
	Removing unnecessary courses from the program and adding more useful courses to the program (n=5)	The content of the courses should be reviewed, and the weekly course hours should be re-examined. Because there are some courses that are unnecessary or have too many weekly hours. There are some courses that do not have enough class hours. (I. 9)
	Discussion-based, real learning environments/situations should be created. (n=2)	In schools, more real life, real student problems, school problems, discussion with students, decision-making and evaluation processes should be experienced by prospective teachers. (I. 4)
Opinions on the quality of instructors	Assigning qualified and expert instructors in the field to the program (n=4)	In our department, it is clearly seen that there is a need for qualified professors who are educated abroad and who have postgraduate education in our field. This is important for us to break the traditional education system. (I.7)

According to Table 9, it can be seen that the majority of the lecturers' opinions about the curriculum in terms of increasing the quality of primary school teacher training are «Giving the necessary importance to the practical courses» (n=12), and fewer of them are «Conducting the teaching practice course meticulously/increasing the course hours» (n=6), Some of them emphasized that «unnecessary courses should be removed from the program and more useful courses should be added to the program» (n=5), and a very small number of them emphasized that «real learning environments/situations based on discussion should be created» (n=2).

Within the scope of the quality of the instructors, it was found that 4 instructors emphasized foreign education and field experts and stated that «qualified and expert instructors in the field should be assigned to the program».

Discussion

As a result of the research, it was revealed that most prospective teachers preferred the department of primary school teaching willingly. Numbers of prospective teachers who prefer the department because they like working with children is quite high. This

finding of the study does not coincide with the findings of Aydoğmuş & Yıldız [11] that prospective teacher came to the department of primary school teaching reluctantly; they preferred the department for reasons such as family pressure, not getting enough points to be placed in other departments, the desire to study in their hometown, and the lack of appointment problems. Main finding of the research is that prospective teachers believe that the practical teaching of the courses contributes more to them. The other important results of the study is that the teaching practice course should be carried out meticulously and seriously. These results of the study coincide with the results of many studies [12] in which the teaching practice course was found useful and functional. In this study, there were also opinions that there were too many courses in the program that would not contribute to the field, the number of field knowledge courses was insufficient, and the distribution of general culture, field knowledge and teaching professional knowledge course hours was disproportionate.

There are many studies in the literature that support these results of the research [13].

As a result of the research, it was revealed that most of the prospective teachers believed the lecturers teaching their courses had sufficient equipment and qualifications.

In support of this, most of the prospective teachers consider the teacher education they receive as «adequate» or «partially adequate». Although these two situations are consistent in themselves, they do not coincide with the results of the related research in the literature [14].

Another aim of the study was to reveal the opinions of the lecturers on improving the quality of primary school teacher training.

For this purpose, firstly, it was tried to determine the perceptions of the lecturers about what kind of characteristics the ideal primary school teacher and prospective primary school teacher should have.

Based on the opinion of the lecturers, the ideal classroom teacher and prospective teacher

- could communicate effectively,
- who loves children and knows them,
- patient, with deep knowledge of the program,
- who loves his profession,
- The view that there should be an individual who considers primary school teaching as his primary goal has emerged.

According to the instructors, unlike the prospective teachers, the education given in the department is insufficient to train the ideal primary school teacher.

Since there are not enough specialized instructors in the field of primary teaching program, prospective teachers cannot get enough efficiency from the lecturers who teach the courses. This is expressed as the need for instructors specialized in the field of primary school teaching.

According to the opinions of the instructors, the irregularities in the course content are some of the issues that need to be intervened first in primary school teaching. In this context, the following issues were evaluated in accordance with the literature [15].

- It was emphasized by the instructors as well as the prospective teachers that the courses taught in the primary school teaching program did not contribute to the prospective teachers sufficiently.

- It was stated that theoretical and practical courses related to the teaching profession were not sufficient.

- According to the opinions of the instructors, the number of unnecessary courses in the program is too high and instead useful and qualified courses should be included in the program.

- It is seen that the number of applied course hours in the primary school teaching program is low and more emphasis should be given to these courses.

Conclusion

The results of the research firstly reveal the necessity of reorganizing the content of primary teaching curricula. Both instructors and pre-service teachers stated that the existing courses should be directly related to the field. At the same time, it is also important to increase the number and quality of courses that require practice. It is considered important to reorganize the theoretical and practical courses in a balanced and harmonious way.

Again, the results of the research emphasize the importance of teaching courses by experts in the field of classroom teaching. The fact that faculty members from different fields teach classroom education courses can be considered as an important obstacle to specialization in the field.

In addition, presenting the teacher candidate profile suitable for the requirements of the classroom teaching profession to the students during their preference periods can be considered as an important study. In this way, the candidates will be given the opportunity to compare their own characteristics with the professional characteristics in the choice of profession, and this will pave the way for them to make the right choices.

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БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІН ДАЯРЛАУ САПАСЫН АРТТЫРУ: ПЕРСПЕКТИВАЛЫ МҰҒАЛІМДЕР МЕН ОҚЫТУШЫЛАРДЫҢ КӨЗҚАРАСТАРЫ - ҚАЗАҚСТАН МЫСАЛЫНДА

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Аңдатпа. Педагогикалық білім елдердің білім беру жүйелерін жаңартуда және нығайтуда маңызды рөл атқарады. Сондықтан ол мұғалімдердің сапасын арттыруға және оқыту сапасын қамтамасыз етуге бағытталған зерттеулерде маңызды мәселеге айналды. Бастауыш мектепте оқыту салалар бойынша да, қарым-қатынас тұрғысынан да басқа позицияда және бастауыш сынып мұғалімдерін іріктеу және даярлау процестеріне тиісті назар аудару қажет деп айтылады. Бұл жағдай «Бастауыш сынып мұғалімін қалай дайындауға болады?» және «Бастауыш сынып мұғалімдерін даярлау сапасын арттыру үшін не істеуге болады?» деген сауалдар бойынша ойлануға итермелейді. Бұл сұрақтардың жауабын білім беру жүйесіндегі барлық мекемелер мен адамдар іздестіруде және қарастыруда. Білім беру орталығындағы адамдардың мұғалімдерді даярлау туралы пікірін түсіндіру мұғалімдерді даярлау процесінің сапасын арттыруға ықпал етеді деп болжанады. Сондықтан бұл зерттеудің мақсаты болашақ мұғалімдер мен бастауыш сынып мұғалімдерінің бастауыш сынып мұғалімдерін даярлау сапасын арттыруға қатысты пікірлерін айқындау болып табылады. Осыған байланысты келесі сұрақтарға жауап алынды: бастауыш сынып мұғалімдерін даярлау сапасын арттыру үшін; (1) Болашақ мұғалімдердің пікірлері қандай? (2) Оқытушылардың пікірі қандай? Қойылған міндеттерге сәйкес зерттеуде сапалы зерттеу әдісі қолданылды. Мәліметтер Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университетінде

бастауыш мектепте оқыту бағдарламасына қабылданған 25 болашақ мұғаліммен, сондай-ақ аталған факультетте жұмыс істейтін 10 оқытушымен жүргізілген сұхбат барысында жиналды. Сұхбаттың жартылай құрылымдалған формасы арқылы жиналған мәліметтерді талдау контент-талдау әдісі арқылы бағаланды. Зерттеу нәтижелері көрсеткендей, ең жиі кездесетін тақырып - тиісті оқу жоспарындағы теориялық курстардың санын көбейту және қолданбалы курстардың санын көбейту қажеттілігі.

Тірек сөздер: Білім беру, мұғалім дайындау, бастауыш сыныпта білім беру, болашақ мұғалімдер, болашақ бастауыш сынып мұғалімдері, бастауыш сынып мұғалімдерінің біліктілігін арттыру, бастауыш сынып сапасы, қазақстандық кейс

ПОВЫШЕНИЕ КАЧЕСТВА ПОДГОТОВКИ УЧИТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ: ВЗГЛЯДЫ ПЕРСПЕКТИВНЫХ УЧИТЕЛЕЙ И ПРЕПОДАВАТЕЛЕЙ - НА ПРИМЕРЕ КАЗАХСТАНА

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Аннотация. Педагогическое образование играет важную роль в обновлении и укреплении образовательных систем стран. Поэтому оно стало важным вопросом в исследованиях, направленных на повышение качества учителей и обеспечение качества преподавания. Утверждается, что преподавание в начальной школе находится в ином положении как с точки зрения областей, так и с точки зрения отношений, и что необходимо уделять должное внимание процессам отбора и подготовки учителей начальной школы. Эта ситуация заставляет задуматься над такими вопросами, как «Как можно подготовить учителя начальной школы?» и «Что можно сделать для повышения качества подготовки учителей начальной школы?». Ответы на эти вопросы ищут и обдумывают все учреждения и люди в системе образования. Предполагается, что выяснение мнения людей, находящихся в центре образования, о подготовке учителей будет способствовать повышению качества процесса подготовки учителей. Поэтому целью данного исследования является выяснение мнений будущих учителей и преподавателей начальной школы относительно повышения качества подготовки учителей начальной школы. В связи с этим были получены ответы на следующие вопросы: Для повышения качества подготовки учителей начальной школы; (1) Каковы мнения будущих учителей? (2) Каково мнение преподавателей? В соответствии с поставленными задачами в исследовании был использован метод качественного исследования. Данные были собраны в ходе интервью, проведенных с 25 будущими учителями, зачисленными на программу преподавания в начальной школе в Международном казахско-турецком университете имени Ходжи Ахмета Яссауи, а также с 10 преподавателями, работающими в указанном факультете. Анализ данных, собранных с помощью полуструктурированной формы интервью, оценивался с помощью метода контент-анализа. Результаты исследования показывают, что наиболее часто встречающейся темой является необходимость увеличения количества теоретических курсов в соответствующем учебном плане и увеличение количества прикладных курсов.

Ключевые слова: Образование, подготовка учителей, образование в начальной школе, будущие учителя, будущие учителя начальной школы, подготовка учителей начальной школы, качество начальной школы, Казахстанский случай

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