

Investigating the Tendencies of Pre-Service Classroom Teachers in the Context of Specialization in Primary Education

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Abstract:

The purpose of this study is to investigate the views and tendencies of pre-service classroom teachers regarding specialization models in primary school teaching. The research is considered significant in terms of evaluating each model based on the views of pre-service teachers and classifying their advantageous and disadvantageous aspects. Designed as a case study, which is a qualitative research method, the study group of this research consists of fourth-year pre-service teachers. Criterion sampling, one of the purposive sampling methods, was used to establish the study group. In this context, having successfully completed the Teaching Practice-I and Teaching Practice-II courses was determined as the criterion for the study. A semi-structured interview form developed by the researcher was utilized to gather the views of the participants. The data collection process of the study is currently ongoing, and the content analysis technique is planned to be used in the analysis of the collected data. In line with the anticipated findings of the research, it is expected to reveal the general attitudes of pre-service classroom teachers towards specialization models in primary education and to map their perceptions regarding the potential impacts of specialization on teacher quality and the pedagogical development of children. The results to be obtained from this research are expected to contribute to the re-evaluation of primary teacher education undergraduate programs and teacher training policies in light of current specialization debates.

Keywords:

Primary school teaching, specialization models, departmentalization, pre-service classroom teachers, teacher education.