

EXAMINING THE SELF-EFFICACY LEVELS OF PEDAGOGICAL FORMATION STUDENTS TOWARDS TEACHING PRINCIPLES AND METHODS COURSE

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Abstract

The present study aims to determine the self-efficacy levels of university students who receive pedagogical formation training towards the Teaching Principles and Methods Course. Accordingly, a scale consisting of 34 items and 5 factors was used. The study group of the research consists of 221 university students who receive pedagogical formation training in the academic year of 2019-2020. As a result of the study, it was concluded that the self-efficacy levels of students were low in explaining the difference between education and teaching, explaining the basic concepts included in the regulation of education status in the process of developing education programs, explaining the relationship between teaching models, strategies, methods, and techniques, explaining the factors that affect method selection along with the basic principles of discussion methods, and finally, explaining the education plans, however, students possessed high self-efficacy levels in explaining the basic concepts about education, classifying the cognitive, affective, and psychomotor aims of education, writing appropriate acquisitions about their fields, explaining the benefits of using methods in teaching, using discussion techniques in the teaching process, and finally, designing a plan that is suitable to their fields by paying attention to the steps of the planning process.

Keywords: Pedagogical formation, Self-efficacy, Teaching principles and methods course, Curriculum development.