

PRE-SERVICE SCIENCE TEACHERS' VIEWS ABOUT TEACHING THEORIES AND METHODS

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ABSTRACT

The purpose of this study is to explore the secondary school pre-service science teachers' views about teaching theories and methods. Qualitative research method and purposeful sampling were used in the study. The participants of the study were the five students in the final year of their studies in Science Teaching Department of Bayburt Education Faculty at Bayburt University. The interviews were carried out face to face with the participants by one of the researchers and they were recorded with a recorder after they gave their consent. After the interviews, the data recorded was transcribed. Then the texts were given to the participants so that they could verify the accuracy and completeness of the data. Therefore, the reliability of the data was obtained. Content analysis was used for data analysis. When the data obtained as a result of data analysis was examined, it was found that pre-service science teachers attributed conceptually similar meanings to teaching theories and methods. Moreover, it was discovered that pre-service teachers expressed opinions mainly about behaviourism and constructivism as teaching theories and recitation and discussion as teaching methods.

Key Words: Pre-Service Science Teachers, Teaching Theories, Teaching Methods.