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BEDEN EĞİTİMİ ÖĞRETMENİ ADAYLARININ ARAŞTIRMA PROJESİ DERSİNE İLİŞKİN GÖRÜŞLERİNİN İNCELENMESİ

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ÖZET

Eğitim-öğretim ortamı içinde bilimsel anlamda araştırma yapmak ve ortaya yeni şeyler koymak gün geçtikçe büyük önem taşımaktadır. Dolayısıyla araştırma projesi dersi de eğitim süreci içinde önemli derslerden birisi haline gelmiştir. Bu çalışmanın amacı, beden eğitimi öğretmeni adaylarının araştırma projesi dersine ilişkin görüşlerinin incelenmesidir. Araştırma nitel bir çalışmadır. Araştırma grubu 20 beden eğitimi öğretmeni adayından oluşmakta ve bu çalışma grubu maksimum çeşitlilik örnekleme yöntemi ile belirlenmiştir. Araştırmada Gaziantep Üniversitesi Spor Bilimleri Fakültesinde öğrenim görmekte olan 20 beden eğitimi öğretmeni adayları ile gönüllülük esasına uygun olarak yüz yüze görüşme tekniği kullanılmıştır. Araştırmada nitel araştırma yöntemlerinden olan mülakat yöntemi kullanılarak, elde edilen veriler, içerik analizi yöntemi ile çözümlenmiştir. Araştırma sonucunda beden eğitimi öğretmeni adaylarının araştırma projesi dersini, genel anlamda akademik gelişim açısından önemli ve faydalı buldukları görülmüştür. Araştırmaya katılan öğretmen adaylarının; yeterli bilgiye sahip olmama, veri toplama süreci ve konu seçiminde sorun yaşadıkları ön plana çıkmıştır. Ayrıca beden eğitimi öğretmeni adayları ders kapsamında kazanım açısından; bilimsel anlamda gelişim sağladığı, araştırma becerisi ve düşünme becerisi yönünden katkı sağladığını ifade etmişlerdir. Araştırma grubu derste danışmanından ve lisansüstü öğrencilerden destek aldığını belirtmiştir. Ayrıca beden eğitimi öğretmeni adaylarının; derse önem verilmesi gerektiği, ders kapsamında öğrencinin yeteri kadar bilgilendirilmesi gerektiği, her dönem olması gereken bir ders olduğu, ders saatlerinin arttırılması, danışman-öğrenci iletişiminin sağlanması ve oluşturulan grupların birbiriyle uyumlu olması şeklinde öneride bulunduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Beden eğitimi, Öğretmen Adayı, Araştırma Projesi Dersi

EXAMINATION OF PHYSICAL EDUCATION TEACHER'S OPINIONS ON THE RESEARCH PROJECT COURSE

ABSTRACT

It is of great importance to carry out scientific research and to introduce new things in the educational environment. Therefore, the research project course has become one of the important courses in the education process. The aim of this study is to examine the opinions of physical education teacher candidates about the research project course. The research is a qualitative study. The research group consists of 20 physical education teacher candidates and this study group was determined by the maximum diversity sampling method. In the research, face-to-face interview technique was used on a voluntary basis with 20 physical education teacher candidates studying at Gaziantep University Faculty of Sport Sciences. In the research, using the interview method, which is one of the qualitative research methods, the data obtained were analyzed by the content analysis method. As a result of the research, it was seen that the physical education teacher candidates found the

research project course important and beneficial in terms of academic development in general. Teacher candidates participating in the research; It has come to the fore that they have problems in the data collection process and subject selection. In addition, physical education teacher candidates in terms of gains within the scope of the course; They stated that they provided scientific development and contributed in terms of research skills and thinking skills. The research group stated that they received support from their advisor and graduate students during the course. In addition, physical education teacher candidates; It was concluded that the course should be given importance, the student should be informed sufficiently within the course, it is a course that should be held every semester, the course hours should be increased, the advisor-student communication should be ensured and the groups formed should be compatible with each other.

Keywords: Physical education, Teacher Candidate, Research Project Lesson

INTRODUCTION

It can be said that there is a linear relationship between the countries' policies towards science and their ability to use scientific data to solve various problems and their level of development. Therefore, the approaches of countries to scientific research also affect the living standards and dignity of individuals (Uzbay, 2008). Research education; It is defined as an education aimed at gaining the necessary knowledge, skills and scientific attitudes and behaviors in order to be able to conduct research or to benefit from the researches effectively, and to create research awareness in the individual and society (Saracaloğlu, Varol, & Ercan, 2005). With this training, individuals are required to know and exhibit the scientific method and all the technical knowledge, skills and attitudes it requires, and to grasp their place in scientific and social life (Karasar, 2009).

Teachers play an important role in theory and practice throughout the educational process. By obtaining the identity of a researcher, teachers can lead the formation of theories about education and the advancement of practical unknowns based on the problems they have experienced in the classroom (Çepni, 2012; Tomakin, 2007). Investigative teachers help develop their research abilities by advancing themselves and their students personally (Godson, 1994). At the same time, the beginning of the profession by mastering the cultural structure of the research; Being able to find solutions to the problems they will encounter, express their opinions freely, question their education and examine the existing understanding in depth through this means contribute to their evaluation by systematically examining the studies in line with the objectives of education (Turgut, Öztürk, Ercan and Bozkurt, 2014; Altrichter, Posch and Somekh, 1993). Ministry of National Education (2008) With the evaluation of these performance indicators under teacher competencies, Scientific Research Methods course has been added to the curriculum of education faculties as a course that can meet this competency (YÖK, 2007).

In this study, it is aimed to examine the opinions of physical education teacher candidates about the research project course. In this context, answers to the following questions were sought.

- 1.What are the opinions of the physical education teacher candidates about the research project course?
- 2.What are the problems faced by physical education teacher candidates regarding the research project course?
- 3.What are the opinions of the physical education teacher candidates about the achievements of the research project course?
- 4.What are the opinions of the physical education teacher candidates about who they get help from in the research project course?
- 5.What are the suggestions of physical education teacher candidates regarding the research project course?

METHOD

The interview method, which is one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible action to the researcher compared to quantitative research, and offers different approaches to data collection method, analysis and research design (Gay, Mills and Airasian, 2006).

Research Group

In the research, the opinions of physical education teacher candidates about the research project course were examined. For this purpose, the study group of the research consists of physical education teacher candidates who took the research project course in their last year at Gaziantep University Faculty of Sport Sciences. Maximum variation sampling, which is one of the purposive sampling methods, was used in the selection of the study group. The data about the research group are given in Table 1.

Table 1: Personal Characteristics of the Research Group (n= 10)

| Variables | Groups | n | % |
|-------------------------------------|--|----|----|
| Gender | Male | 12 | 60 |
| | Woman | 8 | 40 |
| Academic Grade Point Average | 2.00:2.49 | 2 | 10 |
| | 2.50:2.99 | 4 | 20 |
| | 3.00:3.49 | 6 | 30 |
| | 3.50:4.00 | 8 | 40 |
| | Physical Education and Sports Teaching | 10 | 50 |
| Department of Education | Sports Management | 5 | 25 |
| | Coaching Training | 5 | 25 |

When Table 1 is examined, 60% of the participants are male teacher candidates and 40% are female teacher candidates. Accordingly, the majority of the participants are male teachers. When we examine the academic grade averages of the participants; It is seen that 2 pre-service teachers are in the range of (2.00:2.49), 4 pre-service teachers (2.50:2.99), 6 pre-service teachers (3.00:3.49) and 8 pre-service teachers (3.50:4.00). Accordingly, the academic grade point average of the majority of the participants is in the range of (3.50:4.00). It is seen that 50% of the participants study in physical education and sports teaching, 25% in sports management, and 25% in coaching education. The majority of the participants are pre-service teachers studying in the department of physical education and sports teaching.

Preparation and Application of the Open-Ended Questionnaire

In the research, a semi-structured interview form consisting of 5 items was used to collect qualitative data (Yıldırım and Şimşek, 2013). In order to prepare the interview form, a comprehensive literature review was conducted and the interview form was prepared. While preparing the semi-structured interview form, which is used as a data collection tool, a field survey was first conducted by the researcher and a semi-structured interview form question pool was created with questions that could be asked to the security forces regarding the subject. Then, the questions created by three experts were examined and the semi-structured interview form was finalized.

Analysis of Data

The data obtained from the interview form used in the research were recorded with a voice recorder. After the application, the qualitative data in the audio recordings containing the answers of the physical education teacher candidates were transferred to the computer environment by the researcher (Yıldırım and Şimşek, 2013).

FINDINGS AND COMMENT

In this section, the findings related to the data obtained after the interviews with the working group are included.

Table 2. Distribution of physical education teacher candidates' views on the research project course

| Themes | n | % |
|--|-----------|------------|
| An essential and important course for academic development | 15 | 30 |
| Useful lesson | 13 | 26 |
| A course that will contribute to the teaching profession | 11 | 22 |
| A difficult lesson | 7 | 14 |
| A lesson that will not be useful in our daily life | 4 | 8 |
| Total | 50 | 100 |

When the opinions of the physical education teacher candidates participating in the study on the research project course are examined in Table 2, a great majority of them, 30% stated that it is a necessary and important course for academic development, and 26% stated that it is a useful course. In addition, teacher candidates participating in the research; 22% stated that it is a course that contributes to the teaching profession, and 14% stated that it is a difficult course. 4 pre-service teachers who participated in the research stated that it is a lesson that will not be useful to us in our daily life.

Table 3. Distribution of the physical education teacher candidates' views on the problems they encountered in the research project course

| Themes | n | % |
|-------------------------------|-----------|------------|
| Not having enough information | 16 | 26.3 |
| Analyzing | 16 | 26.3 |
| In data collection | 13 | 21.3 |
| Choosing a topic | 10 | 16.3 |
| Not enough time | 6 | 9.8 |
| Total | 61 | 100 |

When examining the problems encountered by the physical education teacher candidates participating in the study in Table 3, 26.3% stated that they had problems in not having sufficient information and analyzing, and 21.3% in collecting data. In addition, some of the physical education teacher candidates who participated in the research, 16.3% stated

that they had problems in choosing the subject, and 9.8% stated that they had problems due to the lack of time.

Table 4. Distribution of physical education teacher candidates' views on the achievements of the research project course

| Themes | N | % |
|--|-----------|------------|
| Contributed to our scientific development | 18 | 28.6 |
| Gained research skills | 17 | 27 |
| Improved our thinking ability | 16 | 25.3 |
| Provided the ability to use time efficiently | 12 | 19.1 |
| Total | 63 | 100 |

When the views of the physical education teacher candidates participating in the study on the achievements of the research project course are examined in Table 4, 28.6% contributed to our scientific development, 27% gained research skills, 25.3% improved our thinking skills, and 19.1% took time. expressed the opinion that it provided the ability to use efficiently.

Table 5. Distribution of physical education teacher candidates' views on who they received help from in the research project course

| Themes | N | % |
|--------------------------------------|-----------|------------|
| From his advisor | 14 | 70 |
| From graduate students | 4 | 20 |
| From professors in other departments | 2 | 10 |
| Total | 20 | 100 |

When the opinions of the physical education teacher candidates participating in the study on who they received help from in the research project lesson in Table 5 are examined, the majority of them stated that they received help from their advisors, and 20% stated that they received help from graduate students. In addition, 2 physical education teacher candidates stated that they received support from the teachers in other departments.

Table 6. Distribution of physical education teacher candidates' opinions about what their suggestions about the research project course are

| Themes | N | % |
|---|-----------|------------|
| A lesson to be stressed | 17 | 21.8 |
| The student should be adequately informed about the course. | 16 | 20.6 |
| A must have course every semester | 14 | 18 |
| Lesson hours should be increased | 12 | 15.3 |
| Consultant-student communication should be provided | 12 | 15.3 |
| The groups created must be compatible with each other | 7 | 9 |
| Total | 78 | 100 |

When the opinions of the physical education teacher candidates participating in the study regarding the research project course are examined in Table 6, the majority of them are; 21.8% of them suggested that it is a course that should be given importance, 20.6% of them suggested that the student should be sufficiently informed within the scope of the course, and 18% of them suggested that it is a course that should be given every semester. In addition, some of the physical education teacher candidates who participated in the research stated that 15.3% of the course hours should be increased, 15.3% of them stated that the supervisor-student communication should be provided, and 9% of the groups formed should be compatible with each other.

DISCUSSION AND CONCLUSION

In this part of the research, the results obtained depending on the findings obtained with the aim of examining the opinions of the physical education teacher candidates about the research project course are given.

When the opinions of the physical education teacher candidates participating in the research about the research project course are examined, the majority of them; It has come to the forefront that it sees as a necessary and important course for academic development, but also as a useful course. In addition, the research group research project course; he stated that besides being a course that contributes to the teaching profession, it is a difficult course. On the other hand, some participants stated that it is a lesson that will not be useful in their daily life. From this point of view, we can say that the research project course is a useful course in terms of academic development and learning something scientifically. In their study, Kurt et al. (2011) stated that by associating the content of the students' scientific research methods course with real life, studies could be conducted on how students would use what they learned in this course in the future.

Bayar and Uçar (2021) stated in their research that pre-school teacher candidates have a positive attitude towards the lesson. Şahin, Kartal, and İmamoğlu (2013) stated that some of the students contributed more to their fields, while some of them contributed less to their fields in relation to the research project course, in the research they carried out in order to express the thoughts of the students studying in preschool teaching about the preschool teacher training program. . Ersoy and Çengelci (2008), on the other hand, stated in their study that the research project course should be included in teacher training programs because of the necessity of knowing the way in which undergraduate students can do any research in order to learn research methods, information about the development and trend in their own fields. have

expressed their opinion. In a different study, it is stated that pre-service teachers enjoy doing research and have a positive attitude towards doing research (Yavuz Konokman, Tanriseven, and Karasolak, 2013).

Examining what kind of problems the teacher candidates participating in the study faced within the scope of the course; It has been observed that they have problems with not having enough information and making analysis. In addition, some of the physical education teacher candidates participating in the research; It has come to the fore that they have problems in collecting data, choosing the subject and due to the lack of time. In line with the opinions expressed by the physical education teacher candidates, we can say that they encountered some problems due to the lack of sufficient knowledge within the scope of the course and the lack of sufficient scientific level. Cengiz and Karataş (2014) stated that students in biology teaching could not be active in the context of this course, and they had problems in meeting with students and in the distribution of tasks. In the study of Bayar and Aircraft (2021), within the scope of the research project course of teacher candidates; he stated that they had problems in choosing a topic, finding a source, problems occurring within the group, analysis, correct information, and literature review.

When the views of the physical education teacher candidates participating in the research on the achievements of the research project course are examined, the majority; They stated that it contributed to their scientific development, gave them research skills and improved their thinking skills. In addition, some participants stated that the lesson gained the ability to use time efficiently in relation to its achievements. Therefore, it can be said that the course provides gains in terms of both scientific and research skills. In the study conducted by Kurt et al. (2011), it was seen that the students reached the conclusion that they improved their scientific and thinking skills regarding the scientific research methods course. Cengiz and Karataş (2014) stated that at the end of the research project course, students generally have positive thoughts about the course as they have achieved some gains. Within the framework of the Tosun (2014) research project course, the anxiety of the students over time decreased, whereas their self-efficacy beliefs increased and they exhibited positive attitudes towards doing research.

When the opinions of the physical education teacher candidates participating in the research about whom they received help from in the research project course; most of them stated that they received help from their advisors within the scope of the course. In addition, the research group; stated that they received support from postgraduate students and

professors in other departments. From this point of view, we can say that the participants mostly received help and support from their advisors within the scope of the course.

When the opinions of the physical education teacher candidates participating in the research on their suggestions regarding the research project course were examined, most of them stated that the course should be given importance, that the student should be adequately informed within the scope of the course, and that it is a course that should be given every semester. In addition, the research group; They made suggestions such as increasing the course hours, providing the advisor-student communication, and making the groups compatible with each other. Cengiz and Karataş (2014) stated that some students have problems in communicating and receiving feedback with the academician who is in charge of the Research Project course. In their study, Eti and Gündoğdu (2016) stated that they had suggestions regarding the place and necessity of the research project course in the undergraduate program, the organization of the course, the teaching of the course, the advisor, the subject to be studied, and the group. In another study, it was seen that students had suggestions such as increasing the course credits and providing a better consultancy service throughout the process (Ersoy and Çengelci, 2008). Cengiz and Karataş (2014) stated in their studies that there were problems because students were not compatible with each other and could not come together. Burdett (2003) concluded in his study that individuals with low communication and interaction with each other hinder group work when group dynamics are not taken into account when creating a group.

As a result, it was seen that physical education teacher candidates found the research project course important and beneficial in terms of academic development in general. Teacher candidates participating in the research; It has come to the fore that they have problems in the data collection process and subject selection. In addition, physical education teacher candidates in terms of gains within the scope of the course; They stated that they provided scientific development and contributed in terms of research skills and thinking skills. The research group stated that they received support from their advisor and graduate students during the course. In addition, physical education teacher candidates; It was concluded that the course should be given importance, the student should be informed sufficiently within the course, it is a course that should be held every semester, the course hours should be increased, the advisor-student communication should be ensured and the groups formed should be compatible with each other.

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