

Primary Student Teachers' Views About Designing And Implementing Learning Activities During Teaching Practice

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Abstract

This study aims to examine the opinions of primary student teachers on the design and implementation processes of learning activities that they developed and used in the classroom during their teaching practices. The case study method was used in the study designed within the framework of the qualitative research approach. In the study, a questionnaire consisting of open-ended questions was applied as an electronic form to 85 primary student teachers studying in the last year of a primary teacher education program at a state university in the 2019-2020 academic year. Obtained raw data were analyzed with descriptive analysis techniques. According to the findings obtained in the study, the majority of the participants stated that they received sufficient training during their undergraduate education on activity preparation, however, they feel inadequate in developing creative activities. According to the findings, although there are many advantages of preparing activities in the teaching practice process, these advantages can sometimes turn into disadvantages during the implementation process. According to the results obtained in the study, the expectations, feelings, and opinions of participants during the activity preparation process may change after the activities are applied in the classroom. However, many problems such as lack of time, crowded classes, and classroom management difficulties are encountered during the implementation of activities in classroom practices. To overcome these problems, it is recommended that primary student teachers should be supported in activity designing and implementing during teaching practices in primary schools.

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Introduction

For a community to exist, to keep pace with the rapidly developing and changing world, and to continue its existence by developing, it is required for it to attach necessary importance to education. One of the most important particulars enabling education to be quality and effect is related to teachers having responsibility with regards to the development of individuals from all respects. For this reason, education faculties that train teachers are among the most important institutions influencing the development of a community.

Although teaching is transferred to the student through cognitive and affective learning, learning psychomotor skills is at least as important as the others. Again, according to Dewey process of solving questions which learning individuals are confronted with can be possible in the best way in the environment where that problem exists. For this reason, it is apparent how important education workers are (Basaran, 1996) meaning teachers constitute the most important input of the education system and put their efforts in by contributing their information, skills, and attitudes to the educational organizations and teacher raising process are.

The teacher education process is examined in four stages in many of the developed countries. These are determined to be pre-service training, work commencement training, in-service training, and advanced specialization training, meaning postgraduate training. Pre-service training which also includes practical lessons is applied in two different models in current European countries. These are determined as concurrent and consecutive models. The application of these models including different processes and stages varies according to countries and stages. In many of the European countries concurrent model is preferred. In this model, the decision to become a teacher is given beforehand and according to this decision teacher candidate starts attending the teaching program from first-class onward. However, in consecutive model decision to become a teacher is taken afterward and after teacher candidate gets a university diploma in a field, he starts attending teaching certificate lessons (Ministere Education Nationale, 2012). In Turkey, education faculty programs and applications are realized in conformity with a concurrent model. In this model, it is seen that individuals preparing for the profession of teaching have chosen this profession consciously and that they managed the process with organized efforts.

According to Maynard and Furlong (1995), attitudes and behaviors towards the teaching profession are developed by candidates within a certain process, and training relating to literature information lies at the basis of this process. During the professional education process bearing scientific characteristics from all respects, a foundation is created for various experiences, attitudes, and skills.

Collaboration skills are one of them. Collaboration skills gain bigger importance in the field of education as is the case in all job recruitment areas (Liliane & Collette, 2009). Theory and collaboration in the application area constitute a workshop of the teacher training process. For this reason, it is required for teaching practice lessons to be planned thoughtfully and to be implemented. Through the practical lesson, student teachers make self-evaluations and catch the chance to eliminate their deficiencies (Poulou, 2007). Studies conducted show that in-class applications will contribute to improving self-efficacy (Plourde, 2002) and reflective thinking skills (Collier, 1999; Freese, 1999; McDuffie, 2004) of student teachers and for changing their perspective about teaching positively.

In teacher education programs, teaching practices are of great importance in terms of transforming the theoretical knowledge that student teachers receive in teacher training institutions into classroom activities and meeting them with students (Sahin, 2005). Since teaching practice consists of a synthesis of subject knowledge, teaching profession knowledge and general culture lessons that prospective teachers have acquired during their faculty years, the behaviors acquired in these three dimensions constitute the focal point of teaching practice.

Various studies have been realized by Turkish Higher Education Council [YOK] to integrate theoretical information with practices about teacher training. The main outlines of teaching practice lessons were determined by YOK (1998) and they have been published with a guide named "Collaboration of faculty and school". This guide is one of the most important parts of the restructuring process realized at education faculties. The guide teaching practice program has also been determined. However, a relevant directive has been arranged for practical lessons to reach desired and expected level, and the school experience lesson has been removed. The amended directive has been executed to be implemented during the 2018-2019 education and learning period.

With teaching practices, it was aimed; (i) for student teachers to work as a teacher in different institutions and to improve their professional teaching competencies, (ii) for them to comprehend education programs relating to their field, to improve lesson books, to conduct measurement-assessment programs and (iii) to share their experiences in this process with other partners and to improve themselves (YOK, 1998).

According to "Directive relating with teaching practices that student teachers will realize at education and teaching institutions affiliated with Ministry of National Education", in undergraduate and pedagogical formation certificate training programs, teaching practice lesson is applied for 6 (six) hours in a week for two periods. In each period, the practice student gives a lecture a minimum of 4 times in different weeks under the supervision of the application teacher. The lesson which will be given by practice student is planned to be at least 14 (fourteen) hours in total for 1-2-hour lessons and not less than 24 (twenty-four) hours in total for 3 or more-hour lessons on weekly course schedule of the relevant course. Besides, teaching practices are realized at official and private education and teaching institutions affiliated with the Turkish Ministry of National Education [MEB] in the city or district where faculty is located (MEB, 2019).

In the light of this information, the purpose of teaching practice lessons is to enable "for student teachers to be better prepared for the teaching profession, to gain competency to use information, skills, attitudes, and habits relating with general culture, private area training and teaching profession they have gained during the learning process in an actual education and teaching environment" (MEB, 1998).

The teaching practice lesson process starts with monitoring and continues with planning, execution, and evaluation activities. Lesson content includes subject area information, subject area training information, professional information, skills, and other activities relating to education planning, practice, class management, communication skills, and measurement assessment. After student teachers make observations during nearly one-third of lessons in a period, they begin to carry out lesson instruction under the guidance of a mentor teacher. Teaching practice lesson covers below subjects about teacher candidates' improvement of competencies as a content (YOK, 1998);

- Subject area information
- Subject area training information
- Teaching planning
- Execution of teaching process
- Class management
- Effective communication skills
- Assessment and reporting
- Other professional competencies (Relationships of school and environment, participating in school activities, extracurricular training activities, etc.)

Alkan (1987) states that to understand fundamental concepts, principles, and individuals directly contributing to the education and learning process and to implement these effectively during the teaching and learning process, observations made with direct contacts had with

children, youngsters, and adults within and outside school, participation in activities, lesson instructions, and other various leadership activities are within the context of teacher training practical studies. Teacher candidates conducting activities within and outside the school will have learned skills and information relating to teaching.

Sands and Özçelik (1997:4) have listed the features expected for student teachers to gain after the completion of teaching application process as follows:

- Having understood all targets relating to the period of educational study areas including teaching programs, working forms, lesson books, student files, notebooks, measurement, and evaluation studies,
- Organizing students in a class, keeping them under control, communicating with them, and briefly stating having gained experience about class management,
- To develop unique techniques to provide information to students, to make them gain skills, and to motivate them towards learning and to gain the skill to use them effectively,
- Working with school society as being integrated and as a member of teachers team,
- Having evaluated his competency relating to teaching, having developed his strong features, having corrected his weak aspects,
- Being able to use conceptual information accumulation in practice.

For the teaching practice process to be carried out regularly, the authorizations and responsibilities of parties participating in teaching practice have been determined by the MEB (1998). Among the responsibilities of teacher candidates, working as planned and organized, acting in collaboration with other stakeholders, preparing a file including activities, reports, and studies to be given to teaching application staff, and putting in efforts to improve his personal and professional competencies can be listed.

In studies conducted about the effectiveness of teaching practice lessons, it was revealed that teaching practices had positive contributions for teacher training and development (Atmis, 2013; Brooks, 2006; Burton, 1998; Caner, 2009; Davran, 2006; Hancock & Gallard, 2004; Merç, 2004; Ozek, 2009; Santagata, Zannoni, & Stigler, 2007; Yilmaz, 2007), fear, anxiety, fear, anxiety, and uneasiness that were present before the application had disappeared following the application (Merc, 2004; Tepeli & Caner, 2014), effectiveness could increase if any other lessons were not given during practical lesson (Aytacli, 2012), increase in time spent at practice schools could have a positive impact on practical lessons (Dursun & Kuzu, 2008), effectiveness would increase if sufficient feedback would be received from teaching practice staff (Beck & Kosnik, 2002).

In the studies where research is made about problems faced by student teachers during practices and solution proposals for these problems, it was seen to be reported that practical lesson was not taken seriously (Cinar, 2010), there are inadequate means at schools (Bagcioglu, 1997; Cinar, 2010), lesson purpose is not achieved as application is not made as per the legislation (Akkoc, 2003; Tasdere, 2014), there is lack of communication between teaching practice staff and teacher candidate (Gokce & Demirhan, 2005), insufficient information is provided about practice lesson, there is time management problem during the application, student teachers do not provide sufficient feedback (Guyen, Kurum, & Saglam, 2012; Paker, 2008; Eraslan, 2009; Ozbal, 2009), practice teachers have negative attitudes (Yesilyurt, 2010) and similar problems were reported and it was seen that proposals were made for bigger role to be given to candidates during activities realized within or outside the class, for development of teaching practice process, improvement of communication among stakeholders, and for regular feedback to be provided to candidates (Secer, Celiköz, & Kayili, 2010).

In the researches containing views about activities realized during applications, as the problems confronted with during practices, it was mentioned about problems student teachers had in using the method, techniques and materials, voice tone, communication with students,

time management, and classes' being crowded and narrow caused inadequacy in practices (Atmis, 2013), there is not sufficient time for applications, teacher staff did not provide sufficient feedback (Eraslan, 2009), and it was reached to the conclusion that during the preparation stage for the application, lesson books and exam preparation books were used in a study where resources were determined (Basturk, 2007).

As it is seen in studies conducted, regarding activities prepared by student teachers being the focal point, in teaching practice lessons and any kind of study constituting application of these activities were not found. Therefore, it is considered that this study conducted to reveal problems that student teachers faced during activity preparation and application process would contribute to the literature.

This study aims to determine the opinions of primary student teachers on the design and implementation processes of learning-teaching activities developed within the scope of the Teaching Practice course. In line with this general purpose, the study sought answers to the following questions:

1. What are the opinions of the primary student teachers about the designing of learning activities they plan to implement within the scope of the "Teaching Practice" course?
2. What are the difficulties that primary student teachers encounter in the process of implementing learning activities designed by themselves?

Method

This study has been carried out with a case study method within the frame of the qualitative research approach. The word qualitative makes emphasize approaches coming out by sharing certain common characteristics. In studies where the quality of relations, activities, situations, or materials is examined, a qualitative research approach is used (Buyukozturk et al., 2009). In qualitative research, the researcher tries to see his approach relating to the subject from the perspective of subjects of research (Elliott et al., 1999). The case study method covers all the processes needed while making case study research. These processes include the formation of a case study design, collection of data, analysis of data, presentation of outcomes, and reporting (Yin, 2017; Patton, 2014). This study is aimed to determine opinions and to analyze the current situation based on opinions, where research is carried out to examine the problems which primary student teachers face during preparation and application of teaching practice lesson activities.

Study group

The research was conducted on 85 student teachers who attend the Primary Teacher Education program at a state university towards the end of the spring semester of the 2019-2020 academic year. Among students participating in research 63 of them were women and 22 of them were men. Distribution of student teachers as per their gender and grades where they teach in schools are given below:

Table 1
Distribution of participants as per gender and application classes

Gender	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		Total	
	f	%	f	%	f	%	f	%	f	%
Female	14	16,47	3	3,52	13	15,29	33	38,82	63	74,1
Male	3	3,52	0	0	3	3,52	16	18,8	22	25,9
Total	17	20	3	3,52	16	18,8	49	57,6	85	100

It is understood that most of the 85 student teachers participating in the study were female and most of them had practiced at a 4th-grade level and that a small number of them made practices at 2nd class level. Participants were informed about the research subject and process and their consent was taken for their answers to be used for research purposes. The sample of the study was chosen using the appropriate sampling method among non-random sampling methods.

Data collection tool

In the study, a questionnaire form developed by researchers that included open-ended questions was used as a data collection tool. In open-ended surveys, questions are made of those where blank areas must be filled in, to be able to understand the emotions and thoughts of participants instead of using structured questions (Ekiz, 2015; Fraenkel and Wallen, 2009). While an open-ended questionnaire form was created, relevant literature was reviewed in detail and various articles were determined to find opinions about teaching-learning activities, and expert opinions were collected. As a result of expert examination questions on the questionnaire form were rearranged and missing items were included. As a result of a pilot study made with randomly selected 5 student teachers, it was seen that the questionnaire form was functional and the final version was completed.

The questionnaire form is composed of two sections and 17 questions in total. The first section includes two questions aiming to understand the demographical characteristics of student teachers constituting the sample. Data obtained are presented in Table 1. The remaining 15 questions are about the opinions of the primary student teachers about the design of the learning activities they plan to implement within the scope of the "Teaching Practice" course, the implementation process, and the problems encountered in this process.

Data collection and analysis

Expert opinion was consulted on the application method of the open-ended questionnaire used in the study. The questionnaire form was delivered to the prospective teachers in an electronic form via Google forms application.

In the analysis of data collected, a descriptive analysis technique was used. Descriptive analysis is used in situations where the conceptual structure of research is apparent (Yildirim & Simsek, 2011). In the descriptive analysis, data obtained are presented to the reader in an organized and interpreted form with a logical and understandable structure. Descriptions are interpreted, reason-outcome relationships are examined and certain outcomes are obtained (Yildirim & Simsek, 2011). It has been stated that descriptive analysis is a method that is frequently used for researchers to obtain abstract information about different phenomena and activities they want to study (Buyukozturk et al., 2009).

In the research descriptive analysis of open-ended questionnaire form is made and by considering that answers in conformity with questions are meaningful, they were taken into evaluation, and answers considered to be meaningless were left outside the evaluation. If both meaningful and meaningless answers were given to a question, meaningful answers were selected and taken into the evaluation and the meaningless ones were not taken into evaluation. The findings obtained were categorized according to similarities and frequencies among them and these were transformed into a table form. In the tables, prepared percentage and frequency calculations were also made. Necessary explanations were made under the tables and with the codes given to each one of the student teachers (A1, A2, A3...) direct citations were made from their own opinions.

Results

In this section of the study, an analysis of qualitative data is presented.

Views on education received in designing teaching-learning activities

To determine whether student teachers participating in the study got an education or not about designing teaching-learning activities, they were asked the question of *“Do you think that you had adequate education about designing teaching-learning activities in your lessons at education faculty?”*

According to the findings obtained, the majority of participants (57.6%) has expressed that they had an "adequate" level of education about activity designing. 24.7% of participants have stated that they had "partially sufficient" and 17.6% of them stated that they had "insufficient" education.

Table 2
Opinions about the training received about designing teaching-learning activities

Categories	View	Percentage (%)
Sufficient	Most of the lessons are related to practice/designing	46,93
	Getting training from people specialized in their field	14,28
	Diversity in lessons thought/ tasks given	14,28
	The learning environment provided to students teachers	4,08
Partially sufficient	Some lessons are theoretical/ not based on activity designing	28,57
	The belief of the student-teacher that he is not competent enough	23,8
	Differences in the way teaching staff teach the lesson	14,28
	The teaching staff is not being updated	4,76
	Some teaching staff's not entering the lesson	4,76
	Lack of variety in learning activities	4,76
Insufficient	Some activities' being ordinary/lack of creativity	4,76
	Education's being insufficient/Lessons' being ineffective	26,66
	Most lessons' are theoretical	13,33
	Not having an environment where adequate practicing can be made	13,33
	The belief of not getting adequate education	13,33
	Taking same lessons again under different names	6,66
	Less number of lessons and hours	6,66
Some members remain passive in group assignments	6,66	

The reason stated by the majority of student teachers saying that they had "adequate" training about designing learning activities is that lessons at the faculty are based on practice/designing. Other reasons that are frequently mentioned are related to getting training from specialized people and the diversity in lessons given and tasks that are assigned. Among participants answering of yes, A-2 has said *"Yes, I got it because most of the lessons are based on practice"*, A-3 has said *"Yes because in many of the lessons we are designing learning activities and at the same time our teachers show us examples of many teaching-learning activities. They give us all kinds of information on this topic."*

According to the pre-service teachers who stated that they received "partially sufficient" training in preparing activities, it is one of the most expressed views that the courses are

theoretical or not based on activity design. In addition, it was stated that the student teachers' beliefs that they were not sufficient were effective in designing activities. In this regard, A-9 stated that *"Partly, the fact that some of our courses are theory-based rather than practice made me unnecessarily preoccupied rather than add something to me academically"*. A-22 has said *"Partially because in some lessons not many examples are given about how to design teaching-learning activities. It is only explained plainly. Some of the examples shown are mundane, non-creative activities."*

According to student teachers stating that they had "inadequate" training about designing learning activities, the opinion that training was insufficient was the most expressed one. Regarding this subject among student teachers A-17 has said: *"No, I don't think that necessary training is given"*.

Competence in designing creative learning activities

To determine whether primary student teachers considered themselves to be adequate for creative activity preparation or not, they were asked the question *"Do you consider yourself to be sufficient with regards to creative activity preparation? Why?"* Findings obtained from answers given to the question are presented in Table 3.

Table 3
Views relating to competencies about the preparation of creative teaching-learning activities.

Categories	Opinions	Percentage (%)
Sufficient	I got a lesson/training about the subject.	28,57
	My power of imagination/creativity is wide.	25
	I had the opportunity to make practice during my apprenticeship/ I got positive feedback from students.	17,85
	I read books/studied to improve myself.	10,71
	I get support from social media platforms.	3,57
Partially sufficient	I must improve myself further.	19,14
	I don't have confidence in myself/some do better.	10,63
	Certain subjects/gains are not suitable for creative design.	10,63
	I have some deficiencies.	6,38
	I did not get adequate good training.	6,38
Insufficient	My financial means are not suitable.	2,12
	I don't have the desire.	2,12
	I think about the function.	2,12
	I can't find an opportunity to improve myself.	2,12
	Even if I design, I can not develop it.	2,12

It is seen that the majority of student teachers participating in the study did not consider themselves to be adequate about creative activity preparation. While 28 (32,94%) participants considered themselves to be "adequate" in creative activity preparation, 47 (55,29%) of them considered themselves to be "partially sufficient" and 10 (11,76%) student teachers consider themselves to be "insufficient" about the creative design of learning activities.

When Table 3 is examined and reasons of 28 student teachers for considering themselves to be "sufficient" are reviewed, it is seen that most answers are given that lesson or training

relating with the subject are taken and imagination or creativity is wide. Regarding this topic among student teachers A-2 has stated his opinion by saying "Yes, I am seeing it because I got the lesson and read books about this subject.", and A-11 has said: "I can design activities and put them into practice very easily."

When the reasons of 47 student teachers who considered themselves to be "partially sufficient" about creative activity preparation are reviewed, it is seen that they considered themselves as not being very creative but wishing to improve themselves. The majority of these student teachers have stated that they were not very creative and that they wanted to develop themselves. Regarding opinion about creativity among student teachers, A-82 has said "Partially, because I don't consider myself to be very sufficient. I don't think that I am very creative." A-44 has said, "I don't consider my creativity to be strong. Due to this I can not find many creative things".

When the reasons of 10 student teachers considering themselves to be "insufficient" about creative activity preparation are reviewed, it is seen that they mainly state that they are not creative and that they did not get sufficient training. About opinion about creativity A-76 has said "No, I don't think that I got a training that eliminates all my question marks regarding this subject. I have deficiencies. I don't think that I am creative".

When answers given to the first two questions are examined, it is seen that among 49 student teachers considering themselves to be adequate for activity designing, 42.85% of them considered themselves to be sufficient for creative activity designing, 53.06% of them considered themselves to be partially sufficient and 4.08% of them considered themselves to be sufficient. Among 21 student teachers stating that they got partially sufficient training about activity preparation, 28.57% of them considered themselves to be sufficient for creative activity preparation, 38.09% of them considered themselves to be partially sufficient for this subject and 33.33% of them considered themselves to be sufficient. Among 15 student teachers who stated that they did not get training about activity preparation, 13.33% of them considered themselves to be sufficient for creative designing, 60% of them considered themselves to be partially sufficient regarding this subject, and 26.66% of them considered themselves to be sufficient.

Views of participants about designing learning activities during teaching practice

To determine the situation of preparing activities in the teaching practice lesson and the advantages and disadvantages of preparing an activity, the pre-service teachers participating in the study asked "Are you preparing an activity in the teaching practice lesson? What are its advantages and disadvantages? "

All of the student teachers participating in the study, except for one, reported that they are preparing activities at teaching practice lessons. The advantages of preparing and using learning activities in teaching are summarized in Table 4 below:

Table 4
Advantages of preparing learning activities about teaching practices.

Advantages	Percentage (%)
Makes the lesson engaging / enjoyable / fun / entertains students	34,11
Captures the attention / interest of students	28,23
Contributes to the teaching process / ensures that the lessons are efficient/effective	21,17
Increases participation in class	20
Increases retention in learning	17,64

It saves the lesson from monotony/lecture	9,41
Makes learning easier	7,05
Concretizes abstract knowledge	5,88
It can appeal to different sensory organs	3,52
Lesson time is used effectively / planned / facilitates classroom management	3,52

Relating with the particular that activities *make the lesson interesting and entertaining*, A-15 has expressed his opinion by saying "Yes, I am preparing for the subject to be learned better and to make students actively participate in the lesson. Its advantage is that it makes lessons joyful and attention taking." About the particular that lessons become efficient, A-76 has stated: "I am preparing because I believe that activities must be prepared to make lessons more effective and efficient. Coming to the advantages, I can say that it contributes to my development and to come out with different studies in front of students. By this, students are more interested in the lesson and it contributes to child's participation in the lesson."

Even though participants state their opinion that one should come to class as prepared, during the activities application process, a certain situation that is confronted with can make the application of these activities disadvantageous. Opinions of participants about this topic are presented in Table 5.

Table 5
Disadvantages of activity preparation

Disadvantages	Percentage %
A long time is needed for preparation.	17,64
Sometimes students show more interest in material prepared for activity rather than the lesson itself/is not being possible for students not accustomed to activities but follow-up the lesson.	12,94
It is difficult to calculate the duration of activity.	11,76
It causes problems with class management.	9,41
It is difficult to apply in crowded classes.	8,23
It requires expense.	5,88
Activity may not be attractive according to class level.	4,7
Prepared activity may not serve the subject/ purpose.	3,52
Having activities all the time is making students bored	1,17
Activity may not take place as planned.	1,17

About disadvantages that are stated, the majority of student teachers participating in the study have said that activity preparation is an activity that requires time. Besides, students' not being accustomed to the execution of activities and difficulty to manage the class are the disadvantages which are mostly emphasized. Regarding the particular that activity preparation requires a long time, A-76 has said that "Regarding the disadvantage, I can state that I do not get good training about this subject. It takes a lot of my time to prepare this type of activity." Regarding the particular that activities come at the forefront A-21 has said that "Everything has a disadvantage. Sometimes children focus on the activities a lot and they do not focus on the

lesson.” and regarding the duration of activity A-82 has said, "Its disadvantage is such that it is very difficult to adjust the time”.

Variables that are considered while designing a learning activity

To determine the features considered while class student teachers participating in the study while they prepared their activities during the teaching applications process, they were asked the question of "While you are preparing your activities in the lessons, which are the ones you consider more among those listed below?" and answers are presented in Table 6 below.

Table 6
Variables considered while preparing an activity

Variables	Percentage (%)
Attainment targets in the curriculum	95,29
Grade level	84,7
Class size	77,64
Five sense organs	71,76
Subject area	70,58
Time	68,23
Age	67,05
Material	54,11
My creative skills	51,76
Budget	45,88
Being able to realize it as a group	2,35
Improving thinking skills	1,17

Regarding the subject, A-14 has said "Primary point I pay attention to is attainment targets (objectives) of the subjects and then, I consider grade level and class size. Because if the purpose of the activity is to reach attainment targets then I can not neglect the objectives of the subject. Readiness of students, class size are the other factors that I consider for effective activity preparation." A-15 has stated that "When the material prepared does not meet these criteria, the purpose of the lesson is not achieved. The audience that the material is addressing should be taken into consideration and material should be prepared by the developmental periods. According to the multiple intelligence theory, when addressing multiple senses, the retention of learning will increase and the lesson will be more efficient." A-27 has expressed that "I am preparing activities in line with the objectives and I pay attention for these activities to appeal to the five senses because the more senses involved, the better and permanently they learn. If I will prepare materials I pay attention to class attendance and I pay attention that there is enough material for all students. It would be better for them to learn by touching instead of looking or watching. Besides age and grade level of students are also important. I am preparing activities accordingly”.

Emotions felt while designing an activity

To determine the emotions felt by student teachers participating in the study while preparing an activity, they were asked the question “*When you are preparing your activities, with which emotions and thoughts are you preparing them?*” and the answers are presented the below table.

Table 7
Emotions and thoughts had while preparing an activity

Emotions and Thoughts	Percentage (%)
I want to make the lesson entertaining/ to make the students enjoy themselves/ to make them excited.	45,88
I want to make objectives easier.	30,58
I want to make learning permanent	20
I am excited/ I have fun/ I am happy.	15,29
I want to attract attention/interest.	10,58
I want to teach by entertaining.	9,41
I want to increase participation in the lesson.	8,23
I want to make abstract information become concrete/ I want to get down to student level.	4,7
I want to make lessons efficient.	3,52
I want to be useful for students.	2,35
I want to see the reaction of students.	2,35
I want it to be functional.	1,17
I want to appeal to different sense organs.	1,17

Most of the student teachers participating in the study think of making the lesson fun and entertaining the students. However, more teachers think about gaining the acquisition more easily and increasing the permanence in learning. About making gains more easily, among student teachers-13 said “*My only purpose is to reach to objectives while my students have fun. They are children and they need games. To make them have fun is my priority.*” A-11 said “*I prepare my activities to attract the attention of students, to make them learn and to have fun. While I am designing materials and activities, I think about the happiness and excitement they will have when they will see the material or activity and I dedicate myself to the work I do.*” About students’ having fun A-27 said “*I think that students will have fun and I try to create joyful activities. I also pay attention to teaching. When students will be involved in this activity they will learn the subject better and they will think how easy it is.*”

Changes in emotions and thoughts during practices in the class

To determine whether the feelings and thoughts of the student teachers who participated in the study changed during the implementation process, they were asked the question “Do your feelings and thoughts change during or at the end of the activity? Why is that?”

The feelings and thoughts of most of the student teachers change while applying the activity. According to the findings, 3.52% of pre-service teachers' feelings and thoughts change during or at the end of the activity, 61.17% sometimes change and 35.29% do not change.

When the reasons of the pre-service teachers whose feelings and thoughts changed during or at the end of the activity implementation process are reviewed, it is seen that the reasons stated are related to the particulars that a well-prepared plan cannot be implemented well because the classroom management is not controlled well enough, the activity is not prepared by the class level, and the classroom environment that is considered while preparing the activity and the classroom environment that is encountered is very different from each other.

Table 8
Reasons of those whose emotions and thoughts sometimes changed

Reasons	Percentage (%)
I can not control the class.	13,46
There can be things I can not foresee.	11,53
I can recognize my deficiencies during my application.	11,53
Interest may not be shown in the activity as I expected.	11,53
I may not go down to the student level.	9,61
Activity may not reach its purpose.	9,61
I may not get the feedback I desired.	7,69
I may not get the efficiency I desired.	7,69
Students may not enjoy the activity.	3,84
Students may not be used to the activities.	1,92

Participants whose feelings and thoughts have changed because of not being able to control the class during or at the end of the activity implementation process are in the majority. Following this view, unpredictable things, pre-service teachers 'seeing their shortcomings during the implementation and the activity not receiving the expected interest are among the other reasons that change the teachers' feelings and thoughts. A-18 who stated his opinion about class domination said *"If I can not have class control it may change."* A-56 said *"Sometimes I am faced with situations I could not consider. If I had designed it differently I could get better results."* About the particular that expected interest was not shown in the activity A-28 said *"It sometimes changes. When students do not show interest in inactivity or when there are problems relating with the application of activity, I may have regrets about my way of applying the activity."*

When opinions of student teachers whose feelings and thoughts did not change during or after the activity application process are reviewed, it is seen that 23.33% of them thought that activities were helpful, 10% of them said that they prepared activities as per the students, they had they did not realize any activity that would not be successful, there were no changes in their feelings and thoughts.

Student reactions expected during the activity application process

To determine the expectations of the primary student teachers about the activities they prepared and implemented for students they were asked: "Do students react as you expect while implementing the activities? Why is that?"

According to 72.94% of the student teachers participating in the study, the reaction of the students to the prepared activities is in line with their expectations. According to 27.05% of the teacher candidates, the reactions of the students "partially" match their expectations of them.

None of the prospective teachers who participated in the study encountered an unexpected reaction.

Table 9

Reasons relating to cases where student reactions and expectations "completely" match

Reasons	Percentage (%)
I observe that they are happy/ have fun/ are excited.	53,22
They are not used to seeing activities.	9,67
They have a desire to participate in activities.	4,83
I am preparing activities by thinking like students.	4,83
I prepare them according to their levels.	3,22
I prepare activities that attract attention/interest.	3,22
I know the students.	3,22
I make correct planning.	1,61

Considering the responses of the student teachers participating in the study, whose responses match their expectations, the most stated reason is the observation of the students' happiness and fun. Relating this subject A-71 has said *"Most of the time they are very happy. I am happy to see that students don't want to use their break time as they like the lessons."* A-18 said, *"I observed that they had fun and enjoyed it. Yes, it is as I expected"*.

Table 10

Reasons in cases where student reactions and expectations "partially" match

Opinions	Percentage (%)
It can change according to activity/subject/lesson.	30,43
Students' attitudes can hinder.	26,08
Interest may not be shown in the activity as I expected.	17,39
I can face problems during my application.	8,69
There can be disciplinary problems.	8,69
I can make mistakes.	4,34
Some students can be shy.	4,34

Considering the responses of the student teachers, whose own expectations sometimes matched with the reactions of the students, the most frequently mentioned reasons are the change in student reactions according to the course or subject and the student's attitude towards the activities. Regarding the subject, A-58 illustrated *"It can vary from one lesson to another. Sometimes attention is paid for a very long time and sometimes it can be easily distracted. It is sometimes relating with the lesson and sometimes it is related with materials prepared."* A-52 said *"Sometimes yes, sometimes no. Motivation and attitude of student can create an obstacle"*.

Problems faced during the practice in the class

To determine the problems faced by the student teachers they were asked the question of "What kind of problems do you encounter while implementing the activities you prepared in the classroom?". Findings are presented in the table below:

Table 11
Problems faced with during application process

Problems	Percentage (%)
Difficulty in class management	40
Lack of time	28,23
Crowded classes	17,64
The activity's not attracting attention/interest	10,58
Students' not being used to having activities	10,58
The activity is not according to the grade level	9,41
Some students do not wish to participate in activities	5,88
Some students have difficulty in participating in activities	4,7
Some students have difficulty in understanding activities	3,52
Not being able to work as a group	3,52
Technical interruptions	2,35
Going outside the subject	2,35
Class sizes are small	2,35
Shortness of attention period of students	1,17

Considering the problems encountered by the student teachers while implementing the activities in the classroom, it stands out that the most encountered problem is the difficulty in classroom management. Insufficient time and crowded classes while implementing the activities are other common problems in implementing the activities. Regarding this subject, A-15 said *"I have time constraints and sometimes problems with classroom management. "* While A-14 said *"First of all, the students are waiting with great excitement and they all start to comment on what the activity could be. When a part of the class is passive while implementing the activity, the part that remains passive has difficulty in watching the active students, and this situation causes intense chaos, especially in crowded classrooms."* A-71 said *"Since it is a culture that the classroom is often not used to, the preparation phase takes longer than necessary and the time does not catch up. In addition, situations such as chaos creation also negatively affect time management."*

Discussion, Conclusion, and Suggestions

In this study, the opinions of the primary student teachers about the processes of designing activities in teaching practices and applying these activities in the classroom were examined. First of all, it was reached to the conclusion that certain situations not foreseen by student teachers could occur during the activity application process and that this situation causes to increase awareness of student teachers in terms of activity development processes. It can be stated that there are similarities between outcomes reached by Atmis (2013), Brooks (2006), Burton (1998), Caner (2009), Davran, (2006), Hancock and Gallard (2004), Merc (2004), Özek (2009), Santagata, Zannoni and Stigler (2007) and Yilmaz (2007) who said that contribution of practice lessons for teacher candidate had positive effects of teacher's training.

According to the data obtained, almost all student teachers prepare activities to use during practice lessons. This situation shows that primary student teachers consider teaching practice lessons seriously. This finding that is obtained is similar to results obtained by Cinar (2010).

On the other hand, it can be stated that time management problem faced with during teaching practice shows similar to the outcomes reached by Guven, Kurum and Sađlam (2012), Paker (2008), Eraslan (2009), and Ozbal (2009).

According to the results obtained from this study, about half of the pre-service teachers think that they have received sufficient training in preparing activities because most of the lessons that prospective teachers take at the faculty are on activity preparation. On the other hand, a small number of student teachers think that the education received is partially sufficient. The reason for this is that, as a result of the opposite, some of the courses taken by them during faculty education are theoretical or not based on preparing activities.

More than half of student teachers do not consider themselves to be sufficient about the activity preparation process. In other words, student teachers do not consider themselves to be creative and have the desire to improve themselves further. According to Atmis (2013), Brooks (2006), Burton (1998), Caner (2009), Davran (2006), Hancock and Gallard (2004), Merc (2004), Ozek (2009), Santagata, Zannoni and Stigler (2007) and Yilmaz (2007), teaching practices have a positive contribution to teacher training and development. The particular that student teachers participating in the research wish to develop themselves show similarity with the data available in the literature. However, it has come out that less than half of student teachers stating that they had adequate training about activity preparation considered themselves to be sufficient about the preparation of creative activities.

At the teaching practice lesson, almost all of the student teachers prepare activities. According to student teachers, the advantages of preparing activities are that they make the lesson interesting, joyful, and entertaining, they attract the attention of students by creating interest in them, they make the lesson efficient by increasing participation in the lesson, and they increase permanency about teaching. Its disadvantages are such that activity preparation takes a long time, activities can not be followed up by students who are not used to activities being part of the lesson process, there are difficulties relating with time management and class control, it can not be applied in crowded classes, and it is economically costly. When disadvantages relating to activity preparation during teaching practice lessons are reviewed, it is seen that these disadvantages show similarity to the ones specified in the studies of Atmiř (2013) and Eraslan (2009).

While activity preparation is made, the most important aspect that is considered is attainment targets specified in the curriculum. According to Atmis (2013), even if problems are faced about the method, technique, and material, according to the opinion of student teachers, other important aspects faced with during activity preparation are grade level, class size, different sense organs, lesson, time, age, material, teacher candidates' skills, and the budget. Student teachers prepare activities to make lessons entertaining, to make students have a good time and to excite them, to reach objectives more easily, and to improve permanency in learning. However, the opinion of most of the student teachers changes while they realize the activities that are prepared. This finding obtained from the research show similarity with the findings presented by Merc (2004) and Tepeli and Caner (2014). The reason for this view change is due to the particulars that student teachers can not control the class, things which they could not foresee happen, they recognize deficiencies during the application, activity can not be brought to the student level, and they do not attract the interest of students as it was expected. These problems faced during communication with students show similarity to the findings of Atmis (2013).

Expectations of the majority of student teachers conform with the reactions of students. The most important reason for this is because student teachers observe that students are happy, they have a good time and they are excited. However, while the opinion of student teachers changes when they realize the activities which are prepared, the fact that expectations of most

of them conform with reactions of students while activities are put into practice reveals that there are discrepancies about teacher candidates' statements.

According to research findings, problems that student teachers are often faced with are related to difficulties in class management, lack of time, and crowded classes. It can be stated that these findings obtained show similarity with the outcomes of Atmis (2013). Furthermore, according to the findings obtained from the research, it is revealed that while student teachers prepare activities they mostly use textbooks. It is possible to state that these findings that are obtained show similarity with the results of Basturk (2007).

Based on research outcomes, the following recommendations for teacher education institutions and policymakers can be made:

1. While a little more than half of the student teachers considered that training, they had at the university about activity preparation was sufficient, nearly half of them considered that this training was insufficient or that it was not completely sufficient. Furthermore, they want to have better training about activity preparation and they want undergraduate lessons to be more focused on activities. Hence, it is proposed for universities to increase practices about activity preparation in undergraduate lessons.
2. It has come out that more than half of student teachers considered themselves to be insufficient in activity preparation and these student teachers have stated that they did not consider themselves to be creative and therefore, it was stated that they have to improve these features. It is recommended to student teachers establish internet-based social media and blog pages where they could share their activities and where they could have discussion environments to have a brainstorm on how to prepare activities.
3. The main problem which student teachers are confronted with during practice lessons and even the application process is related to difficulty in class management. It is recommended to universities to increase lessons relating to class management and to provide opportunities to student teachers for them to make practice about the subject.
4. According to most of the pre-service teachers, the students in the practice school are not used to seeing different types of activities, and the classroom teachers in the practice school do not do different types of activities for their students. To increase the efficiency of education, it is recommended that teachers should be trained in designing and applying different types of activities.
5. It is recommended for studies to be conducted to determine the types of ways through which student teachers can develop activities which they will use for their teaching practice lessons in primary schools.

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