



Physical Education and Sports Preservice Teachers' Experiences in Professional Knowledge Courses for Teacher Training

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How to cite this paper: Fer, S.& Orhan-Karsak, H.G. (2023). Physical Education and Sports Preservice Teachers' Experiences in Professional Knowledge Courses for Teacher Training. *Journal of Research in Social Sciences and Language*, 3(1), 140-160. <https://doi.org/10.71514/jssal/2023.118>

Article Info

Received: 2023-07-16

Accepted: 2023-09-08

Abstract

Professional knowledge courses for teachers are as important as field courses because while field courses emphasise what should be taught, professional knowledge courses focus on how it should be taught, including how to be a good teacher. It is expected that professional knowledge courses in school have a great importance and impact on pre-service teachers to use the skills they have learned in the faculty when they start their professional life, as well as to adopt the behaviours and roles related to their professional knowledge. In this context, the purpose of this study is to discover the experiences of pre-service teachers of Physical Education and Sport in relation to professional knowledge courses. This research was designed in a phenomenological pattern by adopting the qualitative method. Based on the professional knowledge and course experiences of each pre-service teacher, the similarities and differences between the cases were examined. In conclusion, 'Educational Psychology' and 'Teaching Principles and Methods' were found to be the most useful courses. They benefited most from 'School Experience and Professional Practice' as a teacher training course. However, they didn't benefit enough from the 'Measurement and Evaluation' and 'Classroom Management' courses. Lecturers need to get to know pre-service teachers before and during the course and make them feel that they are experts by adapting the course to the field using different materials, educational technologies, real-life stories, and different methods.

Keywords: Physical education and sports teacher, professional knowledge courses, pre-service teachers, characteristics of the lecturers, reluctance.

Introduction

The subject of teacher education has often been on our agenda because of its importance, either individually or at an organizational level. This situation is not just specific to one country; it is directly related to the fact that teacher education affects a large part of a country through themselves or their children, ergo the importance of the issue. In countries above the OECD average, the training of qualified teachers is the objective of many countries at or above the average. For this reason, to provide the necessary qualifications, models have been developed and implemented in different countries to support the professional development of teachers. Models are also used in combination, considering the application conditions and possibilities in the countries, to achieve efficiency from different parts (Jovanova-Mitkovska, 2010). By being included in the pedagogical model, which is one of the professional development models for teachers, they can learn the content and teaching objectives from subject experts, they can acquire teaching behaviours from experts, so that knowledge and skills development is provided, and can acquire positive attitudes and awareness. In addition,



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by following a development and improvement model, it will be possible to participate in the process, to ensure that teachers are involved in the running of schools, and to ensure their development by being involved in curriculum planning and school processes. Improvement can be achieved through observation, discussion, and opportunities for practice (Rauf et al., 2017).

Using the various features of professional development models for teachers, such as those mentioned above, courses in teacher education generally include the following three groups: 1) 'Content knowledge, which contains the subject information of the course that will be taught. 2) "Professional knowledge", which includes how it will be taught. 3) "Professional content knowledge" which includes how a specific subject will be taught (Feldman, 2000; Jegede & Toplin, 2000; Roth & Tobin, 2001).

Physical education and sport teaching courses consist of general cultural information (9.2%), subject information (65.9%), and professional information (training) (24.9%) (Şirin & Cesur, 2008). Courses for physical education and sports teachers provide a function that affects not only the physical health of students but also their emotional and mental health and enables socialisation. Physical education not only ensures that children are in good physical condition but also makes an important contribution to their social, emotional, and intellectual development. Physical education is essential for the overall development of children (Rice et al., 1969; Tomporowski et al., 2011). Therefore, a teacher delivering a course that includes so many functions must be well trained in pre-service education, and the education must be of high quality. Therefore, training physical education and sports teachers with the knowledge of different methods, techniques, and materials that they can use in the teaching process will increase their professional performance and enable them to further improve the physical quality of the students they will train, thus meeting the quality physical education and sport needs of the general population (Ennis, 2017; Kirk & Gorely, 2000; Yli-Piipari, 2011).

In Yli-Piipari (2011), it was concluded that physical education and sport education programmes are not effective enough to support lifelong physical activity. However, although physical education is one of the courses in school that attracts students' attention with individual and social activities, some students describe physical education courses as less suitable and less enjoyable than other courses. Boredom, repetition, and the lack of meaning of the tasks they carry out alienate the students from the course. Another important factor is teacher behaviour (Carlson, 1995). These findings once again show the importance of teacher effectiveness in increasing the effectiveness of the course in physical education and sport courses and in providing motivation for the course. As stated by Yli-Piipari (2011), teachers should be able to motivate students to participate in physical activities using different learning theories. In another study that emphasised the effectiveness of teachers in physical education and sport courses (McDavid et al., 2012), it was observed that the support of physical education and sport teachers is related to the motivation of students in the context of physical activity and adopting a behavioral model. According to the results of another experimental

study, the teacher's ability to integrate physical literacy and self-efficacy, competence in field and professional knowledge, and ability to integrate theory and practice that influence students' physical literacy and participation in physical activity should be recognised as the main determinants of effective physical education (Sum et al., 2018). Professional courses are as important as subject courses because field courses focus on what should be taught, whereas professional courses focus on how it should be taught and, therefore, how to be a good teacher. In the literature, the effects of subject knowledge in teacher education are mentioned by showing the benefits of field courses. However, in their subsequent research, Postareff et al. (2008) found in their survey study that pedagogical knowledge gained through professional courses with more credits had more positive effects on teaching perspectives and self-efficacy beliefs than courses with fewer credits.

Demchenko et al. (2021) also stated that physical education teachers in higher education should be trained to be informative, analytical thinkers, problem solvers, interactive, collaborative, real-life, play-based, practical, and creative learners and teachers, integrative, facilitators, communicators and able to use educational technologies and teaching methods in their experimental study. Physical education teachers trained with all these characteristics will support their students' ability to make their own decisions, motivation, and commitment to physical and sport activities, using liberating teaching methods and productive teaching styles (Fernández-Rivas & Espada-Mateos, 2019).

Different studies (D'elia et al., 2018; Hergüner et al., 2002; Sunay, 1998) in physical education and sports education faculties have reached results that show the importance of professional courses and attitudes towards these courses. According to the results obtained by Mirzeoğlu et al. (2019) through the focus group discussion, physical education teachers found special teaching methods and classroom management courses in the field of educational sciences and communication courses in the field of general culture to be useful from the courses they took during their undergraduate years. The study found that the special teaching methods course taken within the teaching profession courses had special importance. Beşoluk and Horzum (2011), in their study in which they collected students' opinions, found that 90.6% of the students in the Faculty of Education considered the professional knowledge courses as necessary and important. In addition, the students emphasised that practical courses on how to teach professional courses were insufficient.

While the professional knowledge courses must provide the pre-service teachers with knowledge and skills for their teaching experiences, the Higher Education Council (2007a) stated that the pre-service teachers are adequate in terms of subject knowledge, but they have shortcomings in terms of knowledge and skills for applying the teaching profession. Şahin-Taşkın and Hacıömeroğlu (2010) also found that professional knowledge courses have a positive effect on the perspectives of pre-service teachers, but some of them found these courses inadequate or the courses did not change their perspectives of professional knowledge. It is expected that professional knowledge courses in school have great importance

and impact on pre-service teachers to use the skills learned in the faculty when they start their professional life, as well as to adopt the behaviours and roles related to their professional knowledge.

Although there have been quantitative studies on the subject, the literature shows that there is a limited number of studies using both methods on teachers' professional knowledge courses. Quantitative studies provide the numbers needed to prove the general points of your research, but qualitative data provides the details. In this study, the aim is to examine the opinions of pre-service teachers who have taken the courses to obtain detailed information about the application of professional knowledge courses, which are important for teachers' professional development, and their positive and negative aspects. On the other hand, it is believed that it would not be wrong to start from the idea that no matter how well-prepared teaching programmes are, a programme that does not impact students' experiences will be incomplete, and therefore benefiting from students' experiences will provide important clues about the quality of the programmes. In this context, the purpose of this case study is to discover the experiences of Physical Education and Sport pre-service teachers for professional knowledge courses. The case in this research is to gain knowledge about the importance of these courses, as well as to discover the experiences of pre-service teachers towards their professional knowledge courses. The research questions to achieve the defined purpose are as follows.

What are the experiences of pre-service teachers in relation to the teaching of professional knowledge courses?

What are the experiences of pre-service teachers regarding the characteristics of the lecturers in the professional knowledge courses?

What are the views of pre-service teachers on improving the quality of professional development courses?

What are the reasons for the reluctance of pre-service teachers to participate in professional development courses?

Method

This section provides information about the research design, the study group, data collection and analysis, and the validity and reliability of the research. Phenomenology, which has its origins in philosophy and psychology, defines the shared meaning of multiple people's or participants' experiences of a phenomenon or concept along with the common characteristics of the participants and results in reaching the experiences of individuals (Creswell, 2013). Phenomenological research was chosen to investigate what, how, and why the similarities and differences occur within and between phenomena. In this study, phenomenology was used to identify the similarities and differences between the experiences of pre-service teachers who had taken a professional knowledge course.

Study group

The pre-service teachers who participated in the study were determined according to the principles of easy accessibility with a convenient sampling method. An easily accessible or convenient sample in qualitative research means choosing the easier sampling method that saves time, money, and effort at the expense of knowledge and reliability (Baltacı, 2018). Hacettepe University Department of Physical Education and Sports Teachers was selected because one of the researchers gives a course there. There are six pre-service teachers in the study group, who are volunteers who meet the conditions of regularly attending the courses and completing the teaching application or ongoing teaching application. The age of the participants, who are heterogeneous within the group in terms of age and courses attended, is between 23 and 25, and one of them is male while five are female. The pre-service teachers who volunteered to participate in the study are senior undergraduate students who have completed all professional knowledge courses.

Data Collection

In data collection, heterogeneous focus groups consisting of 3-5 and 10-15 people are suggested to go to the experiences in the phenomenological pattern (cf. Creswell, 2013). In this context, a focus group was conducted with six pre-service teachers from the volunteers who fulfilled the conditions of regular attendance of courses and completion of a teaching application or an ongoing teaching application. Focus group interviews were conducted using 9 open-ended semi-structured interview questions. Semi-constructed questions were prepared using the literature and based on problems reported by students during class. The questions were created by the researchers and rearranged according to the opinions of two experts from the research field. In accordance with the experts' opinions, the number of questions was reduced from 15 to 9. The focus group interview with pre-service teachers included open-ended questions such as Experiences about professional knowledge lessons, ideas about how to meet their expectations, what benefits they get from participating in the lessons, how the lessons are taught, what influences their learning, which of the knowledge and skills they learned in these lessons are applicable or impractical in relation to the profession, or they find useful and useless, in which subjects they need additional information and skills. In addition, how the communication interaction with the faculty members and pre-service teachers, the reflections of the communication interaction on the benefits of the courses, the positive and negative aspects of the teaching of the courses, the strengths and weaknesses of the courses, their suggestions for improving the quality of the courses. The interviews, which were conducted by one of the researchers and lasted approximately 120 minutes, were recorded by mobile phone using personal numbers. The recordings were then listened to, and thirty pages of raw data were obtained.

Data Analysis

While there are methods in phenomenological research that involve thematic analysis through induction processes to gather information (Cohen et al., 2000; Mertens, 2003, adapted from Fer, 2004), as the interview transcripts are the underlying data source, Miles and Huberman's (1994) study was used to form categories and themes. In this context, the data were analysed

using Nvivo 10 software (free trial version) through content analysis. Content analysis is a process in which similar data are collected around certain themes according to the messages and meanings they contain and are encoded and interpreted in a layout that the reader can understand (Ozdemir, 2010; Tavsancıl & Aslan, 2001). In analysing the data, data reduction, data visualisation, obtaining results, and approval stages (Miles & Huberman, 1994) were followed. The data were repeatedly categorised by comparing the differences and similarities of the participating teachers, themes were formed, and codes were determined. After the analysis, the findings were presented with the visuals prepared in Xmind (free trial version), which is a mind map program.

Validity and Reliability

To ensure credibility, one of the researchers attended the focus group interview herself and took notes throughout the interview. In addition, an expert researcher in qualitative research was consulted, and arrangements were made in the research in accordance with the recommendations of experts. The opinions of different pre-service teachers on the same topic were taken for reliability. The sample selection for transferability, the characteristics of the participants, and the environment of the participants are stated. The research process is clearly stated. The data obtained as a result of the interviews to ensure transferability are presented in detail without linking to the comments. To ensure consistency, the research method, the preparation and analysis of the data collection instruments, and the data collection and analysis processes are described in detail. When analysing the data, two researchers coded each other unconsciously to ensure coding consistency. The agreement between two coders was determined using Miles and Huberman's (1994) formula ($\text{Reliability} = \text{Consensus} / \text{Consensus} + \text{Interpretation} \times 100$), and as a result of the calculation, the agreement between the two coders was determined as a ratio of 0.89. It was decided to decompile the coding ideas. New themes and codes were rearranged. The findings are supported with visuals and presented directly by quoting the teachers' opinions. All the data from the research were stored on the computer for confirmation.

Findings

In this section, the experiences of pre-service teachers regarding professional knowledge courses are presented in categories.

Teacher Training Course

Pre-service teachers perceive some of the professional knowledge courses as useful or useless when they start working.

Useful Courses

A mind map of the professional knowledge courses that pre-service teachers consider useful to become qualified in their profession is presented in Figure 1.



Figure 1. Useful Courses for Professional Teaching Development

The majority of pre-service teachers indicate that the most useful course among the professional knowledge courses is 'Educational Psychology' and mention that they have benefited from this course in recognising students' problems, learning ways of approaching problems, and solving problems. A striking view of this usefulness is as follows:

K4: When I think in terms of educational sciences courses, I think that the most beneficial course for my branch is 'Educational Psychology'. Because we will be together with students all the time, starting from middle school all the way to high school. So, we have to understand the psychology of the child, and if the child is not attending a course or the teacher is not giving the course efficiently, then there is an internal problem with the kid. In order for me to understand this problem, I think I can approach the child and solve the problem with the knowledge I have gained from the 'Educational Psychology' course. And I gave the course much emphasis regarding this issue. And hopefully, I will apply the things I learned to my students in the future.

The pre-service teachers mentioned that in the course 'Teaching Principles and Methods', which is another course considered as useful by the participants, they generally gain skills in lesson planning, selecting an appropriate method for the characteristics of the students, applying methods by doing and living, and noticing errors in the operation. A striking view of these skills is as follows:

K3: There was a course called 'Teaching Principles and Methods'. I thought that it was one of the most important courses for my branch, after 'Educational Psychology,' after learning how to approach the child. Because in that course, similarly, we learned about preparing course curriculum, and there were certain methods, like the peer method, there were many methods. The course instructed you on how to apply which method to which class. And since I am in an internship now, I can easily tell when I look at the class that this class can use this method, this program fits with this child, and then do it. One of the reasons why it was most effective was that the thing we call learning by doing and living, which we apply now too, they taught it to us by applying it as well. In that program, no one told us what was right or wrong. We were asked to do it, we prepared the program, and then we were asked to present it, and everyone saw it for themselves, and said, ok this did not work. Then you realized the problem yourself. And then we realized it so. That's why I think it was more efficient. Instead of simple lecturing in front of the board, including us in the process is more beneficial, I think.

Contrary to the notion that the 'Educational Psychology' and 'Teaching Principles and Methods' courses were the most useful professional knowledge courses, some pre-service teachers stated that the 'School Experience and Teaching Practice' course provided them with a lot of information about the teaching profession, such as how to involve students in the course, how to manage the class, how to transfer a teacher's skills to students, etc. Therefore, they mentioned that they effectively learned the professional skills in this course, and the course positively changed their views of professional knowledge. An example of this experience is as follows:

K5: I agree what K4 said, but if “School Experience and Teaching Practice” can be included in educational courses, then yes, we learned all of that in this course. We learned a lot about teaching, but I don’t think we learned these other teaching courses.

Useless Courses

A mind map of the professional knowledge courses that pre-service teachers consider to be useless and therefore insufficient for them to become qualified specialists in their profession is presented in Figure 2.

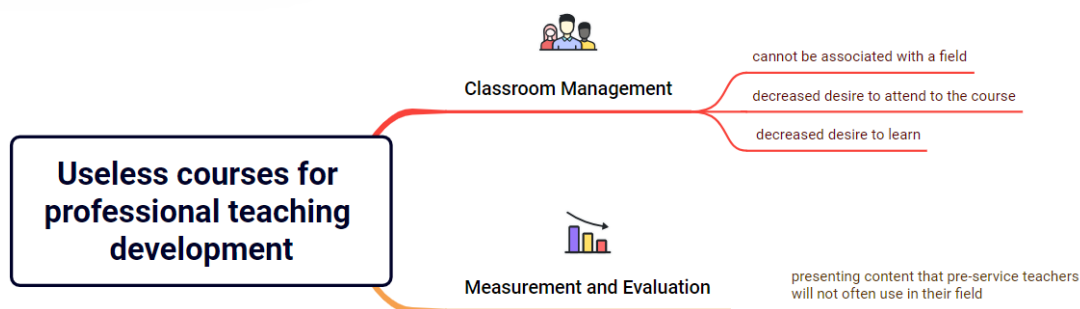


Figure 2. Useless Courses

All the pre-service teachers found the 'Measurement and Evaluation' course to be unhelpful, and in relation to the course, they complained about the attitude of the teaching staff, the emphasis on written assessment in a course focused on performance assessment, and the fact that the content offered was not fully relevant to their branch. In addition, they mentioned that they were introduced to and learned to use the performance measurement and evaluation tools required for industry teaching in other industry courses rather than in the professional knowledge courses. They mentioned that, for this reason, the 'Measurement and Evaluation' course provided only theoretical abstract benefits and that this experience led to a decrease in the desire to attend the course and learn. Striking views on these experiences are as follows:

K4: Actually, generally, all our courses are applied courses, so even if they are not applied, then there is ultimately a continuation of theory into application. We have an interest, but educational sciences are a whole other field for us, so we may end up losing our motivation towards them.

In addition, some of the pre-service teachers mentioned that the classroom management course offered useless benefits due to unqualified lecturing and measurement and evaluation reasons. In this context, pre-service teachers generally complained about not being informed about evaluation criteria, changing many people's grades, and using ineffective measurement methods. A striking view of these experiences is as follows:

K5: Class Management course. We could not remember it because we forgot about it. We learned nothing in the Class Management course. We did not study anything, just a midterm, no I think there was not a midterm either, in the final exam, we just wrote the qualities of a good teacher, and I don't know how they were graded, there were even some people who failed for this reason. Then we called the instructor, to ask about the grading. Grades of many people were changed.

Characteristics of The Lecturers in the Professional Knowledge Courses

Mind map regarding the characteristics of the lecturers in the professional knowledge courses is presented in Figure 3.

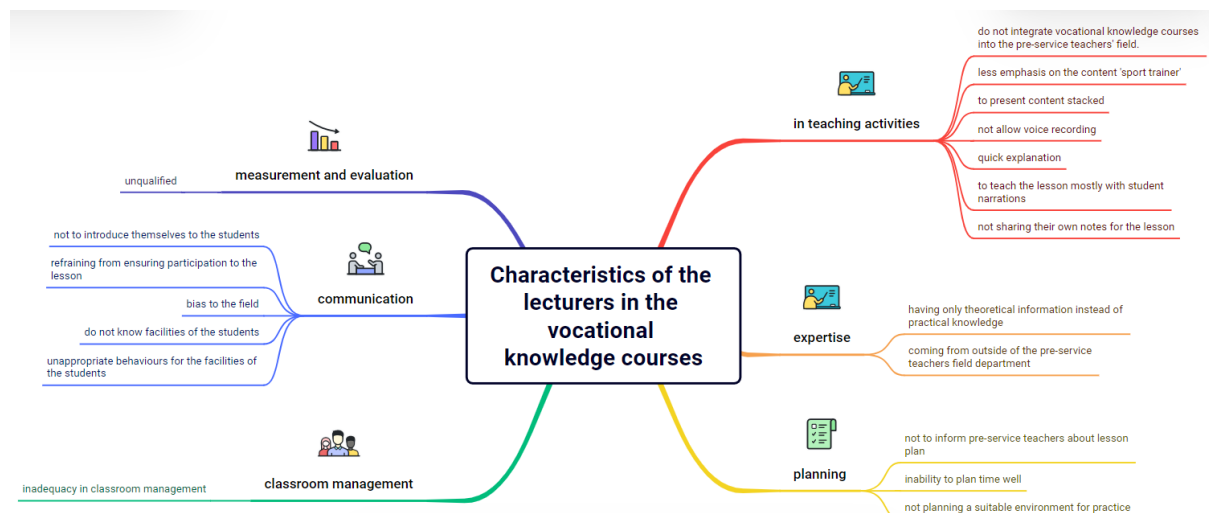


Figure 3. Characteristics of The Lecturers in the Professional Knowledge Courses

All the pre-service teachers mentioned that, due to the characteristics of the lecturers, they were not used to written examinations and the questions asked were not appropriate to their level, because their theoretical foundation was weak, and most of the lecturers giving the teaching courses did not have a sports background, so they could not address the personal characteristics of the pre-service teachers, and the same measurement and evaluation methods were used as in the departments with a theoretical foundation. In addition, they complained about being subjected to unqualified measurement and not being informed about the evaluation criteria. They felt that they did not get what they deserved. One striking view on this issue is as follows:

K3: (The reason is, the lecturers)... Do not know the students, like we said.

All the pre-service teachers complained about the unqualified communication of the lecturers who gave the professional knowledge courses. They mentioned that the lecturers did not introduce themselves to the class and did not try to get to know the class. In this context they mentioned that the lecturers only knew the three people sitting at the front of the class, they did not try to get to know the rest of the class and did not communicate. They expressed that this problem eventually led to students who were not communicated with stopping attending classes and lecturers accepting this situation. They mentioned that the underlying reasons for these problems were that the lecturers did not want to accept the personal characteristics of the industry such as mobility, approached the industry with prejudice and did not make any effort to empathize, and on the contrary, adopted an authoritarian and conservative attitude. In addition, they complained that the lecturers did not make any effort to capture the attention of the pre-service teachers and that they were in a monotonous and boring lecturing mode. One striking view of these issues is as follows:

K6: We can't get along. They don't empathize, or we can't understand them. I think this is the main reason of this problem.

Most of the pre-service teachers mentioned that the communication experiences brought some problems during the courses. All pre-service teachers complained about not being informed about the syllabus, which was one of these problems. In this context, they mentioned that they learned the course topic on the day of the course that they did not know most of the time what the next week's topic would be, and that they could only get information about exam dates and attendance requirements in the first week. Regarding the problems during the lecture process of the course, most of the pre-service teachers complained that the professional knowledge courses were lectured too fast, the content was offered in bulk and course notes were not provided, in some lectures they were asked to explain the topic instead of the lecturers, voice recording was not allowed and they emphasized that meaningful learning did not take place. They mentioned that in some courses, 'field information' was provided instead of 'professional information', and in other courses, professional knowledge courses were not delivered in a way that was integrated with the field. As a result of these experiences, they mentioned that instead of adopting the concept of 'sports coach' in the professional knowledge courses, they adopted it in the field courses.

In addition, all the pre-service teachers mentioned that the lecture could not address the whole class, that communication with the people sitting at the front of the class was limited, that they could not use their tone of voice properly and did not take into account the students' feedback, and that the rest of the students started talking among themselves as a reason and the students who wanted to listen to the lecture could not do so. As a result of these experiences, they mentioned that the applied field courses were more effective for them, and that the theoretical lectures and lack of application in most professional knowledge courses reduced their effectiveness. One striking view of this usefulness is as follows:

K2: Like we said, we were always seated at the front of the class as a group. (Lecturer) Just knows us. Uhm, does not know by name, just a familiarity. If (lecturer) needs to share something with the class, just tells it to the people at the front of the class, and does not communicate with anyone else. That's how it happened so far.

Some pre-service teachers mentioned that planned course durations were followed, just that they were rearranged, and more breaks were given.

K3: Normally, we have block lectures. Meaning, it is two hours, some end in an hour and a half with no breaks, but some professional knowledge courses are heavier, so it does not happen like that all the time. When it is the case, they split the course in the normal course hour. Normally, it goes like this. Otherwise, no the course hours are not reduced.

Contrary to these views, some pre-service teachers mentioned that the course duration was used inefficiently, and that student characteristics, situations of lecturers such as coming from outside the department, and the desire to have more time for other tasks caused these problems. One striking view of these experiences is as follows:

K5: Some lecturers, since they come from outside the department, want to give the lecture and leave as soon as the course ends. We had some lecturers who behaved like that. Some used to say, 'I come from so and so, I will finish the course quickly and be on my way'. Or maybe that's my experience.

Improving the Qualifications of the Professional Knowledge Courses

Mind map regarding improving the qualifications in professional knowledge courses is presented in Figure 4.

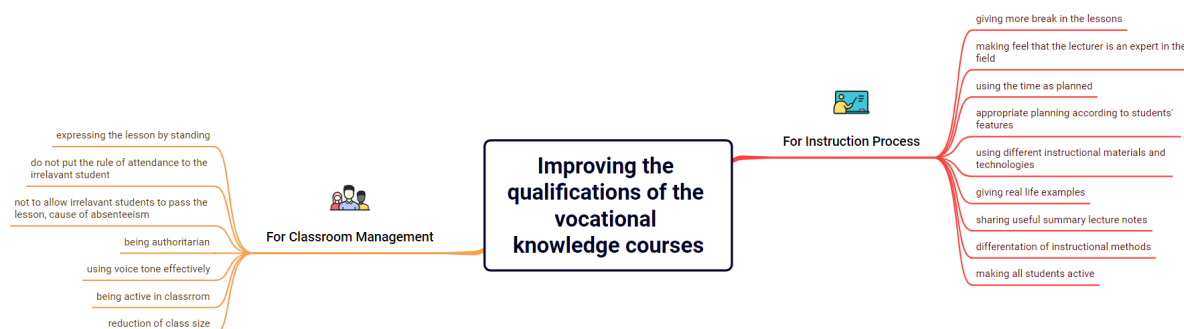


Figure 4. Improving the Qualifications of the Professional Knowledge Courses

The majority of pre-service teachers stated that they believed that having lecturers from their own discipline would enhance the quality of the subject knowledge courses, as the lecturers would have had similar experiences and would have a command of the subject. A striking view of this belief is as follows:

K1: I prefer sports sciences. I prefer to take lectures from an instructor who lived a life similar to mine, and taken courses of Sports Sciences. When it is so, since the instructor will give the lecture by adopting it for us, this will also become an improvement in itself.

On the other hand, contrary to this belief, a sample view that effectiveness would be improved if lecturers from the field of education gave the lecture according to the field is as follows:

K3: I will not distinguish. I will not make a distinction about having a teaching staff from sports sciences or educational sciences. If the Educational Sciences instructor can prepare the course in a way that is suitable for Physical Education and present the information to us in the same way, by motivating us, then why not. The reason why we prefer this is because until now, we only benefited from the instructors who were Sports Sciences teachers.

The majority of the pre-service teachers mentioned that in order to improve the quality of the courses, the teaching staff must try to get to know the students before and during the course; make the students feel that s/he is an expert by making the course relevant to the field through the use of different materials, educational technologies, real-life stories and different methods; have a real purpose of teaching and provide core information that is useful; and deliver the course in the planned time with more frequent breaks. A striking view of this usefulness is as follows: K1: Instead of monotonous lecturing, there should be group activities, videos between slides, or any example that can grab our attention. If it goes on at the same level, we lose our attention after a while.

In order to improve the quality of classroom management, which is another important factor for increasing the effectiveness of the courses, the majority of the pre-service teachers believe that the teaching staff should be active and standing during the courses, show authoritarian attitudes, use their tone of voice with appropriate punctuation, not set attendance requirements for uninterested students to allow interested students to follow the course more effectively, or fail the uninterested student to make him/her more interested in the course. A striking view of these beliefs is as follows:

K4: (Teaching staff) should walk around, use his/her voice well, and not talk in a monotonous manner. I mean, (teaching staff) should keep the class awake and alive; otherwise even if we sit at the front, we all drift away.

In the context of ensuring the quality of the course, the pre-service teachers mentioned that they model the respectful, positive, moderate behaviour of the teaching staff towards the students and the behaviour that attracts their attention and ensures active participation in classes and course.

Reasons for Reluctance to Attend Professional Knowledge Courses of Preservice Teachers

A mind map regarding reasons for reluctance to attend professional knowledge courses of pre-service teachers is presented in Figure 5.

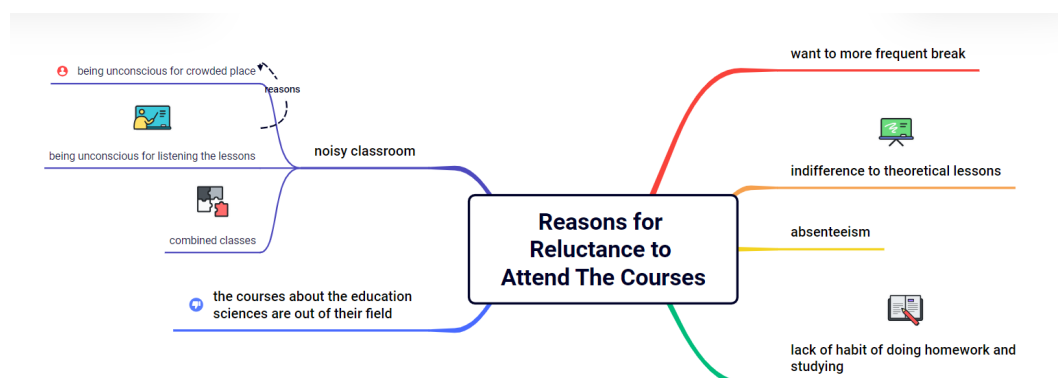


Figure 5. Reasons for Reluctance to Attend Professional Knowledge Courses of Pre-Service Teachers

All the pre-service teachers mentioned that they did not have enough interest in theoretical courses from a young age due to their sports activities; ergo they did not have the habit of studying and doing homework, and for this reason they could not do the homework in the professional knowledge courses, their motivation was low as these courses were theoretical and not applied, they were not used to a crowded environment, but the vocational courses were very crowded as the classes were merged and as a result there was a lot of noise when the teaching staff of the vocational course removed the attendance requirement, a significant majority of the students stopped attending the classes, and they had conflicts with the teaching staff for more frequent breaks and the high mobility of the students. A striking view of these experiences is as follows:

K2: Since instructors from educational sciences were giving the professional courses, I think we couldn't really get along since we were quite active as students. Because we like to give breaks and to give a course break. We are a group that breaks very quickly as a class, and as a department. That's why we clash with the teaching staff all the time about these issues (breaks and being too mobile)... Last week, one of our instructors said, this is the first time I am seeing a class like this, coming to class without reading the material I provided. And I said to myself, I think he will get used to that until the end of the semester. I mean, our class has an unusual thing about it, if they read the materials every week... We don't like to do homework very much.

Discussion, Conclusion and Recommendations

In line with the results obtained, the first conclusion of this research is that 'Educational Psychology' and 'Teaching Principles and Methods' courses are the most useful courses taken by pre-service teachers within the professional knowledge courses. In a study conducted by Yanpar-Yelken et al. (2007), they also mention that most of the participants consisting of pre-service teachers care about having an understanding of guidance and knowledge of psychology within the professional skills. In addition, they express that pre-service teachers emphasize the need for more space to be given to applied courses such as 'Teaching Principles and Methods' instead of theoretical courses with the belief that applied courses will increase their teaching effectiveness. In Saxe et al.'s (2001) research, comparing three different professional development approaches, the sustained and collaborative approach, which focuses on deepening teachers' content knowledge and teaching practices, was found to be the most effective method for student learning. The pre-service teachers, who participated in Alanazi's (2019) study, stated that they had difficulties in choosing the appropriate teaching method while applying it in the school environment. They emphasised that they did not have enough experience in applying teaching methods and techniques. This situation draws attention to the importance of this course in faculties of education. It is important to identify the problems and causes experienced by pre-service teachers. The findings of various researchers (Warman et al., 2021; Nurtanto et al., 2021) show that teachers have difficulties in some skills such as lesson planning, connecting theory and practice, using methods, using literacy approaches and making authentic assessments. According to Iqbal et al. (2021), based on what was learned in the Educational Psychology and Teaching Principles and Methods courses, pre-service teachers should prepare a theory-based lesson plan, observe classroom activities, have sufficient teaching experience, and design and implement lesson plans in a qualified manner to conduct an effective lesson.

In relation to the first conclusion of this research, some pre-service teachers have identified 'School Experience and Professional Practice' as the professional knowledge course from which they have benefited the most. They expressed that this course provided them with a variety of professional information and experiences and that they did not have any qualified benefits from other theoretical or applied professional knowledge courses. Similarly, Johnson and Chandler (2009) mention that the school experience provides opportunities for pre-service teachers to directly see the relationship between content, technology and process steps and to make connections between their field and the real world where the profession is applied, and emphasize how important this course is for the acquisition of professional knowledge. Similarly, other researchers (Bocharova, 2018; Ören et al., 2009; Rogayan & Reusia, 2021) concluded that the school experience course is important for pre-service teachers to improve themselves by providing professional experience and a real work environment where teaching concepts are explored, but the application instructors, application teaching staff and application school administrators were not enthusiastic enough to provide students with professional knowledge and experience. In the studies of Ekici (2008) and Kılıç (2007), it was

found that pre-service teachers' professional knowledge courses were considered important and necessary. In addition, Nartgün (2008) found that these courses were not considered important and the courses were insufficient.

Based on the findings, the second conclusion of this research is that pre-service teachers did not benefit enough from the 'Measurement and Evaluation' and 'Classroom Management' courses. The pre-service teachers mentioned that the 'Measurement and Evaluation' course provided only theoretical abstract benefits, the content provided did not fit their field, and these experiences resulted in a decrease in the desire to attend the course and learn. Similarly, Birgin and Gürbüz (2008) found that pre-service teachers' knowledge of alternative evaluation methods, preparation of measurement tools, and ensuring the validity and safety of measurement tools was not sufficient and emphasized the need for this course to be based on application rather than theory. Similarly, Volante and Fazio (2007) found that pre-service teachers' self-efficacy in relation to evaluation was very low, despite four years of training. While many pre-service teachers suggested that summative evaluation information should be provided, a smaller proportion suggested that more comprehensive evaluation information should be provided, in addition to defining basic evaluation purposes and providing training in different evaluation methods and more advanced application methods.

In addition, some of the pre-service teachers mentioned that the classroom management course offered useless benefits due to unqualified lecturing and measurement and evaluation reasons. In this context, pre-service teachers generally complained about not being informed about evaluation criteria, changing many people's grades, and using ineffective measurement methods. Contrary to this finding, Köse (2010) found that pre-service teachers believed that the classroom management course provided adequate theoretical information, but similarly, the classroom management course was inadequate in terms of application.

Based on the findings obtained, the third conclusion of this research is related to the impact of teachers. The pre-service teachers mentioned that the teaching staff's communication with them was unqualified, they were looked at with prejudice due to their personal characteristics based on their fields, they were not informed about the course curriculum, the content was provided in bulk and course notes were not provided, they could not reconcile the professional knowledge courses with their fields, they did not receive the courses in an applied manner, and in addition, the teaching staff was inadequate in using the course duration efficiently and in managing the class. It is conceivable that the experiences caused by the teaching staff have a negative effect on the students' motivation and confidence in the vocational courses and weaken the gains they make. Similarly, Şen and Erişen (2002) found similar views among pre-service teachers that only some of the teachers showed effective teaching behaviour. On the other hand, contrary to the views of pre-service teachers, they found that a significant majority of the teaching staff generally demonstrated effective teaching behaviours or were quite adequate in these behaviours. In the context of the effect of the teaching staff, various researchers (Akgün, 2016; Morreale et al., 2015; Tinto, 2004) also mention that students'

trust in the teaching staff can be increased by ensuring active participation in the class and conducting a fair evaluation. Similarly, he mentions that the interest of students in the course can be increased by establishing a modest, love- and respect-based, proportionate and meaningful communication by the teaching staff. In addition, she focuses on the need for teachers to be proficient in their fields and emphasises the delivery of content appropriate to the level of the students. Also, according to Kulkarni et al. (2018), the approval of the faculty member, their closeness behaviour, and reliability have a positive impact on student motivation; student motivation has a direct positive impact on their affective and cognitive learning, so student satisfaction is also directly affected. Also, giving feedback, allowing pre-service teachers to work interactively with each other, and being active are other factors that increase their professional development and are listed in professional development models (Zepeda, 2017). As a result of many studies, it has been emphasised that the care of university students by faculty members has a positive reflection on their motivation to study, course participation and assessment results (Chory & Offstein, 2017; Finn et al., 2009; Slate et al., 2011; as cited in Miller & Mills, 2019).

Sher (2009) mentioned that it is necessary for an instructor to encourage students to participate in course discussions, provide feedback to students on their studies and thoughts about the course, and communicate with students during course discussions. In addition, Sher (2009) mentioned that teaching staff valuing the student as an individual acting according to the student's personal characteristics, and providing regular information about the student's development are important principles for positive communication with the student. Based on the findings of this research, statements based on the experiences of pre-service teachers emphasizing the need for the teaching staff to try to get to know the students before and during the course, to make the students feel that they are experts by adapting the course to the field through the use of different materials, educational technologies, real-life stories, and different methods, to have a real purpose of teaching and to provide core information that is useful, and to give the course in the planned time with more frequent breaks in order to increase the effectiveness of the courses, formed the fourth conclusion of this research. In this regard, Berrett (2015) emphasizes that lecturers should support the success of their students by adopting a transparent approach. Furthermore, looking at the other side of the coin, students should also try to understand the expectations that faculty members have of them (Colier & Morgan, 2008).

Based on the findings of this research, the fifth conclusion of this study relates to the reasons for the reluctance to attend the courses. In this regard, it was found that the pre-service teachers were not familiar enough with the theoretical courses due to their fields, but contrary to this situation, most of the professional knowledge courses were not practical, and in addition, the students experienced conflicts with the teaching staff due to their active nature that required frequent breaks, and these experiences negatively affected their motivation towards the professional knowledge courses. In this regard, Frymier and Houser (1999)

mentioned that teacher consistency, trust support, and conflict management are very important for effective teaching, and there is a strong correlation between consistency, trust support and closeness and a student's learning and motivation levels. Noori et al. (2020) also found that teachers' perceptions impacted their own behaviour and students' motivation. In addition, according to Peng (2019), lecturers' use of sound, image, facial expressions, gestures, and spatial positions are evaluated by students in the context of their willingness to communicate.

It can be recommended that the teachers who give the professional knowledge courses should take into account the individual and field-specific characteristics of the students when planning and conducting the course, integrate the professional information courses by associating them with the students' fields, attract the students' attention and encourage them by using different teaching methods and techniques and different teaching materials and technologies, provide the teachers who give the professional knowledge courses with preliminary information about the students' fields by the department heads, The application of effective measurement and evaluation criteria by the teaching staff regarding the measurement and evaluation in the professional knowledge courses, the trial of teaching staff for the professional knowledge courses who have obtained their undergraduate degree in field expertise and graduate degree and doctorate degree in educational sciences of field teaching, as they have mastered the individual and group characteristics specific to the field, and the study of teachers' experiences regarding their performance.

This study was carried out using only qualitative methods with a limited number of physical education teachers who attended professional development courses. In future studies, quantitative and qualitative methods can be used together, and a larger data set can be examined.

Conflict of interests

The authors declare no conflict of interest.

Funding

The author(s) received no financial support for the research.

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