

The Use of Technology Supported Teaching Environments at Turkish Teaching: The Primary Education Pre-service Teachers' Opinions

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Abstract

In technology supported teaching environments, students are at the center of learning and their needs, expectations and desires related to teaching process can be taken into consideration. Technology support which aims to annihilate students' negative views, attitudes and reluctance about learning can make learning more effective and thus qualifies in line with individual differences. Since technology supported teaching environments provide multidimensional transfer of teaching content to students. Thus, it can be claimed that technology-supported teaching environments contribute to development of students' high level thinking skills and facilitate them to learn by comprehension. In this sense, It is considered that to determine the opinions of the pre-service primary school education teachers who know about the technology supported teaching environments to use at Turkish teaching course is important to help them transfer their theoretical information to application process and to define the problems and thus to suggest solutions for these problems. The aim of this study is to determine the primary education pre-service teachers' opinions about the use of technology supported teaching environments for Turkish teaching. The study was designed with qualitative research approach In this study, criterion sampling, out of purposeful sampling methods, was used to select the participants. Thus, the main criterion adopted in this study was that the participants should have Turkish teaching course. In this context, 22 pre-service teachers, who took Turkish course and became volunteer, participated in the study in 2010-2011 spring terms. The collected data was analysed through descriptive analysis.