

**SP - (16259) - TEACHER, TEACHING AND SCHOOL FROM THE PERSPECTIVE OF PRE-SERVICE SCIENCE TEACHERS**

Aslı Saylan Kırmızıgül (Turkey)<sup>1</sup>; Esra Kızılay (Turkey)<sup>1</sup>; Nagihan Tanık Önal (Turkey)<sup>2</sup>

1 - Erciyes University; 2 - Niğde Ömer Halisdemir University

**Short Abstract**

*Pre-service teachers' views, expectations and the factors that affect their choice of profession affect their career success. Therefore, this research aims to investigate the thoughts of the pre-service science teachers on teaching profession, school, and expectations from the faculty of education. The phenomenology design was conducted with the participation of the 18 pre-service science teachers. Data were collected through the open-ended interview form. Data were analyzed with content analysis. According to the results, most of the participants stated that teacher is a guide, informant and compassionate, and they thought the professional duties and responsibilities, and raising individuals with universal values are the most important duties of the teacher. The participants' reasons for choosing the teaching profession were mostly internal factors. Most of the participants stated that schools are anywhere where learning takes place, and that school should provide students with knowledge, and universal values. The findings revealed that the expectation that most of the participants had when starting education faculty was to become equipped with professional knowledge and skills. Lastly, only seven participants stated that their expectations were met by the faculty.*

**Keywords:** Initial teacher education (pre-service), teacher professionalism, science education