

Teachers' Application Levels of Common Teaching Principles and the Problems They Encounter

By

Etem Yeşilyurt

Mevlana University, Konya, Turkey

Abstract

The general aim of this study is to determine teachers' application levels of common teaching principles and the problems they encounter. This study, which is designed as a qualitative research approach, is carried out by using "case study" design. The study group is composed of 105 teachers, who work in primary schools of the center and villages of Hizan district of Bitlis province. The study group is chosen with "easy to reach case sampling" method. Data is obtained through "semi-structured interview form", which is prepared by the researcher. Data from interview form is first recorded as a document and then by transferring this into NVivo 8 qualitative data analysis program, it is analyzed by content analysis. The result of the study shows that "according to aim (purpose/goal) principle" is used at the highest level by the teachers. It has been determined that common teaching principles such as student-centeredness principle, based on prior knowledge, concrete to abstract, easy to difficult principle and close to far principle, the principle of clarity, the closeness to existing life principle, actuality and sociality principles are also used by the teachers often. On the other hand, the activity and thematicness principles are used at lowest level.

Keywords: *Common Teaching Principles, Principles and Methods of Teaching, Application Level, Teachers.*