



Primary School Teacher Candidates' Attitudes towards the First Reading and Writing Instruction Course

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Abstract

Reading broadens and deepens a person's horizons by learning new words, gaining insights, creating dreams. The reading process consists of the various movements of the eyes and vocal organs and the understanding of the written symbols in the mind. Writing, on the other hand, is throughout a person's life by reading, listening, observing, etc. It is one of the most effective ways to share the knowledge gained through the ways with its environment. Reading and writing are not the skills acquired by children themselves or acquired from birth. In schools, as a result of intensive and planned studies of primary school teachers, reading and writing are taught with systematic education activities. In this study, it was aimed to determine whether the attitudes of the primary schoolteacher candidates towards the first reading and writing teaching lesson and whether the attitudes of the prospective teachers towards the course differ according to the variables of gender, the class level they are studying and the type of high school they graduated from. The survey model was used in conducting the research. The population of this study is the 2nd, 3rd and 4th grade students of Kırşehir Ahi Evran University, Faculty of Education, Department of Primary Education. Since all students taking the first reading and writing teaching course were reached, no sample was determined and the data collected from 213 pre-service teachers were included in the study. "Attitude Scale for Teaching First Reading and Writing Course" was used as a data collection tool in the study. In the analysis of the data obtained from the scale, the SPSS package program was used, percentage and frequency techniques were used, independent sample t-test in the analysis made according to the gender variable, one-way analysis of variance (ANOVA) was used in the analyzes made according to the variables of graduated high school and the class level they are studying. As a result of the research; teacher candidates' attitudes towards the course are at a high level in general evaluation, and female teacher candidates' attitudes towards the lesson are higher according to the gender factor and in the evaluation made according to the class variable, it was determined that the 4th grade teacher candidates had a higher level of positive attitude towards the lesson.

Keywords

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About the Article

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Introduction

In developed societies, progress of an individual in his / her field of occupation is only possible with advanced reading and writing skills because people cannot have the desired level of knowledge without having an effective reading skill (Şahin, 2012). According to Akyol (2016), reading, one of the basic human characteristics, is a magical process and is affected by many factors. Reading broadens and deepens a person's horizons by learning new words, gaining insights, creating dreams. The reading process consists of various movements of the eyes and vocal organs and the mental understanding of written symbols. In addition, through reading, a link is established between the author and the reader, and the reader is asked to understand what the message the author wants to convey (Dündar and Akyol, 2014). Reading is a complex process consisting of various functions of the eye and brain such as seeing, perceiving, vocalizing, understanding, and mental structuring (Güneş, 2012). Writing, on the other hand, is used throughout a person's life by reading, listening, observing, etc. It is one of the most effective ways to share the knowledge gained through the means with its environment (Şahin, 2018). Writing not only meets the communication needs of individuals but also helps them learn. As students' writing skills improve, it is ensured that they apply the knowledge they have acquired in written expression and go beyond what they have learned (Belet and Yaşar, 2007).

Reading and writing are not the skills acquired by children themselves or acquired from birth. In schools, as a result of intensive and planned studies of primary school teachers, reading and writing are taught with systematic education activities. Learning to read is a process that requires mutual, long and intense efforts of teachers and students. The biggest responsibility in this process belongs to the teachers. While teachers teach students to read and write, they also take on the task of guiding students in educational life. This task is among the building blocks of the teaching profession.

Teaching is a profession as old as human history. Educational systems, which have been shaped according to the political, cultural, social and economic structures of societies throughout history, have also determined the functions of teachers in societies (Öztürk, 1999). Teaching is a specialized profession that takes over the education, training and related management duties of the state. Teachers are obliged to fulfill these duties in accordance with the aims and basic principles of Turkish National Education (MEB, 1973). The teaching profession is a critically important profession with its own unique qualities. Teachers carry out this process from the very beginning to the end of the education process and take on the task of teaching. Teaching is the act of enabling the individual to learn. In this sense, the task of the teacher in the learning-teaching process is to lead and guide the student (Çelenk, 2019).

Primary school teachers, on the other hand, work at the first level of education and form the foundations of learning. The education individuals receive in their education life from the first to the fourth grade forms the basis of their further education. In this process, the biggest task falls to the primary schoolteachers. Teaching of reading and writing is also carried out by primary schoolteachers in this process. One of the most important aims in the first reading-writing education is to gain the habit of reading by understanding and criticizing quickly with scientific methods and techniques suitable for the psychological structure of the child (Şahin, 2011).

How to teach reading and writing, which has an important place in human life, is an important issue. The goal in teaching reading and writing for the first time is not only to teach the child the ability to read and write, it is also expected that the child who has acquired this skill will read quickly, accurately and comprehensively, enjoy reading and develop a functional writing skill (Arslantaş and Cinoğlu, 2010). According to Tok (2001), the purpose of first reading and writing is to teach the child to read, understand what he reads and listens, express his feelings, thoughts and impressions, communicate, write properly and properly, use the Turkish language and enjoy learning. It is believed that the child will become a successful or, conversely, unsuccessful student in the following years, depending on the ability to have reading and writing skills before or after his peers. The reason for this is that reading and writing skill significantly affects students' success not only in Turkish lesson but also in other lessons, both in primary school and throughout their education life (Arslan, 2006; Uysal ve Sidekli, 2020). The aim of first reading and writing is not to provide students with reading skills in

by any means, but to gain good Turkish skills according to contemporary methods and techniques that take into account the learning characteristics of the child (Bilir, 2005). Teaching first reading and writing has pre-qualifications such as biological (maturation), cognitive (prior knowledge and skills required by the first reading and writing education) and affective (willingness to learn and motivation) before the child comes to school must be (Çelenk, 2008).

Reading and writing is the basis of the entire education system (Şahin, 2011). The first reading and writing education starts in the first grade of primary education. Primary schoolteachers guide the students in reading and writing education and in the acquisition of reading skills. While teaching reading and writing to their students, primary schoolteachers generally use the competencies they learned in the teaching of first reading and writing that they took during their undergraduate education the content of the first reading and writing teaching course is stated as follows in the classroom teaching undergraduate program course content guide published by Turkish Council of Higher Education (YÖK) in 2018:

“Reading and its importance, listening, speaking, visual reading and visual presentation; learning areas of reading and writing and the relationship between them, characteristics of Turkish and its effect on first reading and writing education; teaching approaches of reading and writing, aims and principles of teaching reading and writing, basic characteristics of first grade teachers and students in terms of teaching reading and writing; first reading and writing readiness (student) and preparation (teacher), failure and reasons in teaching first reading and writing, tools and equipment used in teaching first reading and writing (characteristics, selection, creation and use of tools); the methods (definitions, features, classifications, applications, advantages and limitations of the methods) applied in teaching reading and writing; sound-based sentence method (definition, principles, features, stages and application), reading and writing teaching practices in line with the stages of the phonetic sentence method, developing vocabulary, evaluation of first reading and writing, teaching of first reading and writing and technology use. ”(YÖK, 2018).

Primary schoolteachers play an important role from the beginning of the first grade of primary school, where reading and writing instruction is provided. They both ensure that students have language awareness, and they also try to provide students with reading and writing skills. Therefore, it is important that the primary schoolteacher candidates have developed a positive attitude towards the first reading and writing teaching course they took during their undergraduate education. In the study, based on this importance, it is tried to reveal the attitude levels of the students who have taken this course.

Attitudes as one of the determinants of behavior in examining the behavior of individuals are considered worthy of research and examination. Attitudes affect both our social perception and behavior. Attitude is a tendency that is attributed to an individual and regularly forms his thoughts, feelings and behaviors about a psychological object (Kağıtçıbaşı, 1999, cited in Üstüner, 2006). One of the most important personality traits of teachers that affect their students is their "attitude". In particular, teachers' attitudes towards students and school work have a wide impact on students' learning and personality (Küçükahmet, 1976, cited in Karabörk and Çetinkaya, 2007).

The aim of this study is to determine the attitudes of the primary schoolteacher candidates who will do studies on reading and writing education in the first grade of primary school, where the foundations of reading and writing, which has an important place in people's lives, towards the teaching of first reading and writing. For this purpose, answers are sought for the following questions:

1. What are the pre-service teachers' attitudes towards the first reading and writing teaching lesson?
2. Do pre-service teachers' attitudes towards the first reading and writing teaching course differ *by gender*?
3. Do pre-service teachers' attitudes towards the first reading and writing teaching course differ according to their *class levels*?
4. Do teacher candidates' attitudes towards the first reading and writing teaching course differ according to the *type of high school they graduated from*?

Method

The Model of Research

In this study, in which the attitudes of primary schoolteacher candidates towards teaching first reading and writing were examined according to gender, class levels and the variables of high school they graduated, survey model was adopted. Survey models are the examining arrangements made on the whole universe or a group, sample or example taken from it in order to make a general judgment about the universe in a universe consisting of many elements (Karasar, 2000).

Research Group

The universe of this study is composed of the 2nd, 3rd and 4th grade students of Kırşehir Ahi Evran University, Faculty of Education, Department of Primary Education. First-year students were not included in the study because the criterion of "having taken this course" is a factor in determining the sample. Since all students taking the first reading and writing teaching course were reached, no sample assignment was made. Data collected from 225 students on a voluntary basis were excluded from the study due to the fact that 3 students filled incomplete forms and 9 extreme data did not show normal distribution and 213 data were included in the study. Table 1 below contains demographic information of teacher candidates.

Table 1. Demographic Information of Teacher Candidates

Variables		f	%
Gender	Female	170	79.8
	Male	43	20.2
	Total	213	100.0
Class Level They Study	2.Grade	74	34.7
	3.Grade	80	37.6
	4.Grade	59	27.7
	Total	213	100.0
Graduated High School	Anatolian High School	147	69.0
	Vocational and Technical	15	7.0
	Anatolian High School	17	8.0
	General High School	34	15.9
	Total	213	100.0

Data Collection Tool

The data of the study were obtained by "Attitude Scale towards Teaching First Reading and Writing Lesson" developed by Arslan and Aytaç (2010), consisting of 19 items in five-point Likert type. The answers given by the teacher candidates to the scale consisting of willingness, interest and necessity sub-dimensions were analyzed according to gender, class level and graduated high school variable. KMO value of the scale is 0,90; Bartlett Test was calculated as 1613,093 and this result was found to be significant at the 0.05 level. This result shows that factor analysis can be applied to the items. Three factors were determined as a result of factor analysis. The first factor was named willingness (12 items), the second factor as interest (5 items), and the third factor as necessity (2 items) (Aytan, 2017). The scale consists of 8 positive 11 negative items. The Cronbach Alpha internal consistency coefficient of the scale was calculated as 0.92 by the researchers who developed the scale (Arslan and Aytaç, 2010). In this study, Cronbach's Alpha coefficient was re-examined and calculated as 0.770. KMO value of the scale of attitude towards teaching first reading and writing teaching was calculated as 0.871, Bartlett's Test was calculated as 1263.374 and it was found to be significant at 0.00 level. Permission to use the scale was obtained from Arslan and Aytaç, who developed the scale before it was used within the scope of the research.

Analysis of Data

Frequency and percentage techniques were used while analyzing personal data for prospective teachers. As a result of the analysis made with the Kolmogorov-Smirnov test, " $p < .001$; $p > 0.05$ ". Looking at the results, it was determined that the data set showed a normal distribution. In this case, parametric statistical techniques are used. Independent sample t-test was applied in comparisons of teacher candidates according to their gender, and One-Way Analysis of Variance (ANOVA) test was applied in comparisons for the High School variable they graduated from and the class variable they were studying. In cases where there were significant differences after the Anova tests, Games-Howell tests were applied to determine which groups had significant differences in favor.

The "Attitude Scale for Teaching First Reading and Writing Lesson", which is used as a data collection tool, consists of five-point Likert type five options, which are between "Absolutely Disagree" (1) and "Completely Agree" (5). In the evaluation of the items in the scale, the following score ranges were taken as basis. The highest score that can be obtained from the scale is 95 and the lowest score is 19. It was determined that the higher the scores the teacher candidates got from the scale, the higher their attitudes towards the first reading and writing teaching lesson.

Table 2. Score Intervals

Option	Score	Score Intervals
Absolutely Disagree	1	1,00-1,80
Disagree	2	1,81-2,60
Moderately agree	3	2,61-3,40
Agree	4	3,41-4,20
Completely Agree	5	4,21-5,00

Results

Table 3. Attitude Scores of Primary School Teacher Candidates Regarding the First Reading and Writing Instruction Course

	N	\bar{x}	SS	Level
Willingness	213	3,79	,413	Agree
Interest	213	3,54	,559	Agree
Necessity	213	4,70	,470	Completely Agree
GENERAL	213	3,82	,380	Agree

When the scores of the teacher candidates in the attitude scale towards the first reading and writing teaching, course are examined in Table 3, it is seen that the average in the scale consists of the level of agree ($\bar{x} = 3,82$). This situation shows that the primary school teacher candidates' attitudes towards the first reading and writing teaching lesson are generally at a high level.

In the sub-dimensions of the scale, it was determined that the highest average occurred at the level of "completely agree" in the necessity sub-dimension ($\bar{x} = 4.70$). In the other sub-dimensions of the scale, it was determined that it occurred at the "I agree" level in the willingness sub-dimension ($\bar{x} = 3,79$) and at the "I agree" level in the interest sub-dimension ($\bar{x} = 3,54$). Considering the averages in the sub-dimensions of willingness, interest and necessity, it was determined that the primary schoolteacher candidates considered the teaching of reading and writing as necessary, and their interests and desires towards the course were found to be lower than the necessity sub-dimension, although they were statistically equivalent to each other.

Table 4. Comparison of Pre-service Teachers' Attitudes towards Teaching First Reading and Writing Lesson According to Gender Variable

Dimension	Gender	N	X	SS	t	p	Cohen d
General	Female	170	3,8483	,35966	1,861	,064	-
	Male	43	3,7283	,44347			

According to Table 4, when examining whether the attitude scores of the teacher candidates towards the first reading and writing teaching lesson differ according to gender, it is seen that the

average of the female teacher candidates is at a higher level in the general evaluation. The attitudes of female teacher candidates and male teacher candidates towards the first reading and writing teaching lesson were also at the level of "I agree". The difference between groups is not statistically significant ($t = 1,861$; $p > .05$).

Table 5. Comparison of Prospective Teachers' Attitudes towards Teaching First Reading and Writing Lesson in Sub-Dimensions of Willingness, Necessity and Interest According to Gender Variable

Dimension	Gender	N	X	SS	t	p	Cohen d
Willingness	Female	170	3,8250	,38628	2,206	,028	,034
	Male	43	3,6705	,49500			
Necessity	Female	170	4,7088	,47003	,283	,777	-
	Male	43	4,6860	,47589			
Interest	Female	170	3,5600	,57383	,798	,426	-
	Male	43	3,4837	,50187			

When the willingness sub-dimension of the measurement tool was examined, it was determined that there was a significant difference in favor of female teacher candidates ($t = 2,206$; $p < .05$). The effect size of these significant differences is medium (Cohen's $d_{\text{willingness}} = 0.034$). When the average scores of the groups are examined, it is seen that female teacher candidates' attitudes towards the first reading and writing lesson are higher than male teacher candidates in the willingness sub-dimension ($x = 3,8250$). When the necessity sub-dimension was examined, it was determined that there was no statistically significant difference, but the scores were at the level of "completely agree" ($t = 0,283$; $p > .05$). In other words, both male and female teacher candidates think that this course is a very necessary course. When the interest sub-dimension of the measurement tool was examined, it was determined that there was no statistically significant difference ($t = 0,798$; $p > .05$).

Table 6. Comparison of Prospective Pre-service Teachers' Attitudes towards Teaching First Reading and Writing Lesson According to the Variable of Graduated High School

		Sum of Squares	df	Mean of Square	F	p	Eta Square
General	Intergroup	1,261	6	,210	1,475	,188	0,041
	In-group	29,354	206	,142			
	Total	30,615	212				

When Table 6 is examined, it is determined that the attitudes of the pre-service teachers towards the first reading and writing instruction according to the type of high school they graduated from do not make a significant difference in the general evaluation ($f = 1,475$; $p > 0.5$).

Table 7. Comparison of Pre-service Teachers' Attitudes towards Teaching First Reading and Writing Lesson According to Graduated High School Variable in Sub-Dimensions of Willingness, Interest and Necessity

		Sum of Squares	df	Mean of Squares	F	p	Eta Square
Interest	Intergroup	1,235	6	,206	,651	,690	0,018
	In-group	65,191	206	,316			
	Total	66,426	212				
Necessity	Intergroup	1,330	6	,222	1,002	,425	0,028
	In-group	45,537	206	,221			
	Total	46,866	212				
Willingness	Intergroup	1,732	6	,289	1,719	,118	0,052
	In-group	34,595	206	,168			
	Total	36,327	212				

When Table 7 is examined, the willingness of teacher candidates' attitudes towards the first reading and writing instruction according to the type of high school they graduated from ($f = 1.719$;

$p > 0.5$) Interest ($f = 0.651$; $p > 0.5$) and Necessity sub-dimensions were determined to not make a significant difference ($f = 1.002$; $p > 0.5$).

These data obtained according to the data in Table 7 show that the attitudes of the pre-service teachers towards the first reading and writing teaching lesson do not make a statistically significant difference in the willingness, interest and necessity sub-dimensions according to the high school factor from which they graduated. In other words, the type of high school that prospective teachers graduated from does not affect their attitudes towards this course they have taken.

Table 8. Comparison of Pre-service Teachers' Attitudes towards Teaching First Reading and Writing Lesson According to the Class Level

		Sum of Squares	df	Mean of Square	F	p	Eta Square
General	Intergroup	2,683	2	1,342	10,086	,000	0,087
	In-group	27,932	210	,133			
	Total	30,615	212				

When Table 8 is examined, it is seen that the attitudes of the teacher candidates towards the first reading and writing teaching lesson differ in a statistically significant way according to their class levels ($F=10,086$; $p < .05$). This significant difference has a medium effect size ($\eta^2_{\text{willingness}}=0,087$). This result shows that pre-service teachers' attitudes towards the first reading and writing teaching lesson are effective variables in the general evaluation of the class levels they are studying.

Table 9. Comparison of Prospective Teachers' Attitudes towards Teaching First Reading and Writing Lesson in Sub-Dimensions of Willingness, Interest and Necessity According to the Class Level Variable

		Sum of Squares	df	Mean of Square	F	p	Eta Square
Interest	Intergroup	3,328	2	1,664	5,539	,005	0,050
	In-group	63,098	210	,300			
	Total	66,426	212				
Necessity	Intergroup	2,355	2	1,177	5,554	,004	0,050
	In-group	44,512	210	,212			
	Total	46,866	212				
Willingness	Intergroup	2,687	2	1,343	8,385	,000	0,073
	In-group	33,641	210	,160			
	Total	36,327	212				

When Table 9 is examined, it is seen that the attitudes of the teacher candidates towards the first reading and writing teaching lesson differ significantly in the willingness sub-dimension according to the level of the class they are studying ($F=8,385$; $p < .05$). This significant difference has a medium effect size ($\eta^2_{\text{willingness}}=0,073$). This result shows that the classroom levels of the pre-service teachers for their attitudes towards the first reading and writing teaching lesson are effective variables in the willingness sub-dimension. When it comes to the sub-dimension of interest, it is seen that the attitudes of pre-service teachers towards the first reading and writing teaching lesson differ significantly in the interest sub-dimension according to the level of their classes ($F=5,539$; $p < .05$). This significant difference has a small effect size ($\eta^2_{\text{interest}}=0,050$). This result shows that teacher candidates' attitudes towards the first reading and writing teaching lesson are effective variables in the interest sub-dimension of their classroom levels. When the necessity sub-dimension is examined, it is seen that the attitudes of pre-service teachers towards the first reading and writing teaching lesson differ significantly in the necessity sub-dimension according to the level of their education ($F=5,554$; $p < .05$). This significant difference has a small effect size ($\eta^2_{\text{interest}}=0,050$). This result shows that teacher candidates' attitudes towards the first reading and writing teaching lesson are effective variables in the necessity sub-dimension of their classroom levels. In order to determine in favor of which groups a difference occurred in the sub-dimensions of willingness, interest and necessity, Games-Howell tests were conducted and the source of the significant difference was tried to be determined. The results obtained are given in Table 10.

Table 10. Comparison of Prospective Teachers' Attitudes towards Teaching First Reading and Writing Lesson in Sub-Dimensions of Willingness, Interest and Necessity According to the Class Level Variable

Dependent Variable	(I) Class Level	(J) Class Level	Mean Difference (I-J)	p
Interest	2 nd class	3 rd class	,02608	,956
		4 th class	-,26468*	,008
	3 rd class	2 nd class	-,02608	,956
		4 th class	-,29076*	,007
	4 th class	2 nd class	,26468*	,008
		3 rd class	,29076*	,007
Necessity	2 nd class	3 rd class	-,15068	,150
		4 th class	-,26466*	,004
	3 rd class	2 nd class	,15068	,150
		4 th class	-,11398	,195
	4 th class	2 nd class	,26466*	,004
		3 rd class	,11398	,195
Willingness	2 nd class	3 rd class	,02294	,930
		4 th class	-,23809*	,003
	3 rd class	2 nd class	-,02294	,930
		4 th class	-,26103*	,001
	4 th class	2 nd class	,23809*	,003
		3 rd class	,26103*	,001

When the averages between groups are examined in Table 10, it is seen that 4th grade teacher candidates have higher attitudes in the willingness sub-dimension. When the difference between the averages of the groups, 2nd grade teacher candidates and 4th grade teacher candidates was examined, it was determined that there is a significant difference ($p < 0.5$) between the 3rd grade teacher candidates and the 4th grade teacher candidates in favor of the 4th grade teacher candidates. This result shows that the willingness level of the teacher candidates studying in the 4th grade of the Department of Primary Education is higher in the first reading and writing teaching lesson. When it comes to the sub-dimension of interest, when the averages between the groups are examined; in the interest sub-dimension, it is seen that the attitudes of the 4th grade teacher candidates are higher. The difference between the averages of the groups was determined that there was a significant difference ($p < 0.5$) between the 2nd grade and 4th grade pre-service teachers, and between the 3rd grade and 4th grade pre-service teachers in favor of the 4th grade teacher candidates. According to the data in the table, the attitudes of the primary school teacher candidates studying in the 4th grade in the interest sub-dimension are higher than the teacher candidates in the other classes. When we look at the necessity sub-dimension, when the average between groups is examined; in the necessity sub-dimension, it is seen that the attitudes of the 4th grade teacher candidates are higher. The difference between the averages of the groups was determined that there was a significant difference ($p < 0.5$) between the 2nd grade teacher candidates and the 4th grade teacher candidates in favor of the 4th grade teacher candidates. There was no statistically significant difference between teacher candidates in the 3rd grade and the 4th grade. According to these data obtained, the attitudes of the primary school teacher candidates studying in the 4th grade towards the first reading and writing teaching lesson are higher in the sub-dimensions of necessity, willingness and interest compared to the pre-service teachers studying in other grades.

Result, Discussion and Suggestions

According to the results of this research conducted for the primary schoolteacher candidates, it was determined that the attitudes of the teacher candidates towards the first reading and writing teaching course were at "high" level with an average of 3.82 in the general evaluation. When it comes to the sub-dimensions, their attitudes in the necessity sub-dimension are "very high" with an average of 4.70, their attitudes in the willingness sub-dimension are at a "high" level with an average of 3.79 and their attitudes in the interest sub-dimension are "high" with an average of 3.54 seems to be level. According to these data, prospective teachers show a generally positive attitude towards the first

reading and writing teaching lesson. According to the research data, prospective teachers consider the first reading and writing teaching lesson necessary and show an interested and willingness attitude towards the lesson. In the research conducted by Gözüküçük (2019), it was determined that the teacher candidates were interested and eager for the first reading and writing teaching lesson, and the teacher candidates deemed the course necessary. These data of the study overlap with the data of Gözüküçük (2019).

In the evaluation made according to the gender factor, the attitudes of the teacher candidates did not cause a significant difference in the necessity and interest sub-dimensions, but it was observed that there was a significant difference in favor of female candidates in the willingness sub-dimension. In the evaluation made according to the gender factor, it is seen that the attitudes of the female teacher candidates in the willingness sub-dimension are at an average of 3,8250 "high" level. Based on these data, it can be said that female pre-service teachers are more willing than male pre-service teachers in the willingness to teach the first reading and writing lesson. In the research conducted by Karasakaloğlu and Saracaloğlu (2009), in the attitudes of primary school teacher candidates towards Turkish Lessons, it was determined that female teacher candidates' attitudes towards the lesson were more positive than male pre-service teachers. According to the research conducted by Yılmaz and Benli (2010), it was determined that primary schoolteacher candidates' attitudes towards reading habits differ significantly in favor of female teacher candidates according to gender. In their study, Kılınç and Altuk (2010) determined that primary school teacher candidates' attitudes towards school experience lessons did not change according to gender factor. Bozdoğan, Aydın, and Yıldırım (2007) stated in their study that pre-service teachers' attitudes towards the teaching profession differ according to the gender factor. Erdem, Yılmaz, and Bozkurt (2014) stated in their study that primary schoolteacher candidates' attitudes towards 'cursive handwriting' did not differ according to the gender variable. Genç, Deniz, and Demirkaya (2010) concluded in their study that primary schoolteacher candidates' attitudes towards science teaching lesson did not change according to the gender factor. According to the research conducted by Akay and Boz (2011), it was determined that the primary school teacher candidates' attitudes towards mathematics did not change according to the gender factor. Aytan (2017) stated in her study that pre-service teachers' attitudes towards the teaching of first reading and writing differ significantly in favor of female teacher candidates in the sub-dimensions of willingness and interest. The research data overlap with Aytan's data in the willingness sub-dimension, but not in the interest sub-dimension. Gömleksiz (2013) found that female teacher candidates were more willing to attend the first reading and writing teaching lesson than male prospective teachers, and that female prospective teachers saw the course as more necessary than male prospective teachers, but both female and male pre-service teachers had a negative impact on the interest in the course stated that they have an attitude. The research data overlap with the data of Gömleksiz (2013) in the willingness sub-dimension, but not in the necessity and interest sub-dimensions. Klassen and Chiu (2010) investigated the effects of teachers' gender, professional seniority and job stress on self-efficacy beliefs. According to the results of the research, it was concluded that female teachers have higher class stress and workload stress than male teachers and as a result, their attitudes towards their profession differ according to gender. The research data do not overlap with the data of Klassen and Chiu (2010) in the sub-dimension of necessity, interest and willingness.

According to the data that examined whether the attitudes of the primary school teacher candidates towards the first reading and writing teaching course differ according to the high school factor they graduated from, no significant difference was found in the sub-dimensions of willingness, interest and necessity in the general evaluation. According to these data, it can be said that the attitudes of pre-service teachers towards the first reading and writing teaching course do not differ according to the high schools they graduated from. Bozdoğan, Aydın, and Yıldırım (2007) stated in their study that teacher candidates' attitudes towards the teaching profession do not change according to the high school they graduated from. Genç, Deniz, and Demirkaya (2010) concluded in their study that the attitudes of primary school teacher candidates towards science teaching lesson did not change according to the type of high school they graduated from. According to the research conducted by Akay and Boz (2011), it was determined that the primary school teacher candidates' attitudes towards mathematics differ significantly according to the high school factor from which they graduated.

In the evaluations made according to the grade levels of the pre-service teachers, it was seen that there were significant differences in the sub-dimensions of willingness, interest and necessity. In the willingness sub-dimension, it was determined that there is a significant difference between 4th grade and 2nd grade in favor of the 4th grade teacher candidates with an average of 0.23809, and between the 4th grade and 3rd grade with an average difference of 0.26103 in favor of the 4th grade teacher candidates. In the analysis made in the interest sub-dimension, it was determined that there was a significant difference between 4th grade and 2nd grade in favor of teacher candidates in 4th grade with an average of 0.26468, and between 4th grade and 3rd grade with an average of 0.29076 in favor of pre-service teachers in 4th grade. In the analyses conducted in the necessity sub-dimension, a significant difference was determined in favor of the 4th grade teacher candidates with an average difference of 0.26466 between the teacher candidates in the 4th grade and the second grade, while no significant difference was found between the 4th grade and 3rd grade students. According to these data, pre-service teachers' attitudes towards the first reading and writing teaching lesson differ in favor of the 4th grade teacher candidates in the sub-dimensions of willingness, interest and necessity. In other words, primary schoolteacher candidates studying in the 4th grade display a more willingness attitude towards the first reading and writing teaching lesson than the pre-service teachers in the other class, they consider the lesson more necessary and are more interested in the lesson. According to the research conducted by Yılmaz and Benli (2010), it was determined that primary schoolteacher candidates' attitudes towards reading habits did not differ significantly according to the grade level variable. Erdem, Yılmaz, and Bozkurt (2014) stated in their study that primary schoolteacher candidates' attitudes towards cursive handwriting did not differ according to the grade level variable. Gözüküçük (2019) stated in her study that primary schoolteacher candidates' attitudes towards the first reading and writing teaching course did not differ according to grade level. These data of the study do not match the data of Gözüküçük (2019). In the light of the data obtained as a result of this research, the following suggestions can be made:

- The current research was conducted on students who took the first reading and writing teaching course. This research can also be done with the student group who did not take the course and look at the differences between the two student groups.
- In this study, data were collected from students who were studying at the same university and taking a course from the same faculty member. Therefore, this study can be carried out on students who take a course from a different university and a different faculty member, and their attitudes can be compared according to the university and the faculty member factors.
- Since teacher candidates' attitudes towards the lesson appear at " high " level in the general evaluation and teacher candidates believe in the importance of this lesson, it can be ensured that primary schoolteachers are trained in the first reading and writing teaching in in-service trainings.

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