

Formation of readiness of future teachers-psychologists for the organization of psycho-diagnostic activity

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Abstract

The aim of this research is to get the opinions of psycho-diagnostic activity on the vocational training of educational psychologists of the trainings given at the university for the organization of psychodiagnostic activities in the educational environment. With the findings to be obtained from this research, it can be concluded that the efficiency of the pedagogical activity and the education of the future occupational groups can be effective. Qualitative research design was used in this study. The psychodiagnostic readiness levels of teacher candidates studying at university were measured. The study group of the research consists of 78 senior students studying at the faculty of education at universities. The research questions were applied with the permission of the ethics committee. In the spring semester of 2021-2022, a working group was formed with the last year teacher candidates studying at the education faculties of two universities. The findings obtained from the research were analyzed with the content analysis method. According to the results of the research, it was

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concluded that the readiness of the people who will do the teaching profession should be increased by increasing the psychological knowledge in teacher education in educational institutions.

Keywords: Formation, university, pre-service teacher, psychological, psycho-diagnostic

1. Introduction

The main task of educational institutions is to provide education. Individual-purpose training should be provided while the training of the people who will receive the training is given. In the school where the education will be given, it is necessary to determine the abilities, orientations and interests of each individual and to plan the education accordingly (Alradaan, 2022). In this whole process, both the school and the teachers have great responsibilities. The physical structure and equipment of the school, the qualifications and skills of the teachers affect the success of the students. The task of teachers is to guide the educational process. It has an active role in the development processes of the students' spiritual processes (Friedman, 2011; Minakhmetova, Pyanova, & Akhmetshina, 2016).

It is related to the quality of the education they receive without having a profession related to that profession in order to be able to perform a profession in the best way (Valencia-Robles & García-Laborda, 2022). As can be understood from this sentence, the trainings given at the university reveal the readiness in the profession. Each profession has its own unique training processes, theoretical knowledge and practical lessons (Tenekeci & Uzunboylu, 2020). While only theoretical knowledge is given in some professions, in some courses both theoretical and practical courses are given. One of these professions is the teaching profession. In teacher vocational education, both theoretical knowledge is gained and applied lessons are given in order to transfer them to daily life. Having teaching experiences is an emphasized area for psychological education (Melibaeva, 2021; Hudimova, Popovych, Baidyk, Buriak, & Kechyk, 2021; AL-Momani, & Jawarneh, 2022).

Within the framework of this field, it is recommended that students and teachers be trained with the theory-practice approach. With the help of mentor feedback and journaling for reflective purposes to reduce this situation, the reality shock they experience helps them build a bridge between theory and practice and psychologically supports them for the complexities of real classroom environments (Drechsel, Breunig, Thurn, & Basten, 2014).

According to self-knowledge psychoanalytic therapy, individuals' ability to make choices and develop themselves by experiencing changes is strengthened (Arlow, 1995, Gurban, Zhiembaev, & Zeybel, 2022; Menekse, 2019). Psychoanalysis has provided insight into unconscious processes and how they affect all of our experiences (Rasulov, 2021).

Self-knowledge is very difficult to reach. The reason for this situation is that people's point of view towards themselves is not critical. People often overestimate their own intelligence, talents, and abilities. The difficulty in obtaining self-knowledge arises from the fact that the individual experiences motivational conflicts as a result of being both a perceiving subject and a perceived

object. Well, do the trainings given in universities enable pre-service teachers to reach self-knowledge?(Kozikoğlu, & Altunova, 2018; Demirci, 2012; Aksoy, 2010; Demirci, & Şar, 2017)

University education is very important. Regardless of the fields of education given at the university, it is directly proportional to the success rates in the future profession group (Ryabov, Ananishnev, Fursov, Tkachenko, Osmolovskaya & Frolova, 2022; Uzunboyulu, Prokopyev, Kashina, Makarova, Chizh, & Sakhieva, 2022). Teachers are very important in determining both their access to self-knowledge and their psychological readiness (Wallerstein, 2009; AL-Momani, & Jawarneh, 2022). Education faculties of universities aim to train talented teachers (Kernberg, 2011). Support the children individually, taking into account their personalities and ages as a teacher-psychologist who is a teacher of a particular field and ready for it. Systematic psychodiagnosis and correction of development of each student is carried out not only by a psychologist. A psychologist manages a situation, but psycho-diagnosis and the implementation of correction and development activities should be carried out by all subject and classroom teachers. But research done isn't clear on all the recommendations suggested by a psychologist. The training provided is viable for teachers and for them if a fundamental change is needed. The impossibility of carrying out the proposed recommendations is due to the inadequacy of the psychological culture and competence of the teacher (Demirci, & Şar, 2017).

The training provided in teacher education at the university should focus on: (i) the education system in an era of value degradation society needs a “new teacher” who sees the meaning in the formation of the pedagogical profession value-oriented consciousness of young generations. Knows examples of moral action from history he knows how to show interest in his country socially significant activities value-semantic development of personality; (ii) Preparation allows us to focus on the moral development of the individual as a personality activity. Neo-formation of the future teacher that requires pedagogical support model for the formation educational area of the pedagogical university; (iii) the formation of readiness is determined by: self-actualization mechanisms (internalization, identification, reflection and externalization) its components (motivational-need, cognitive-gnostic, value-semantic and reflexive activity) subject to certain criteria (cognitive-gnostic, moral-personal and reflexive activity)(Evelein, Korthagen, & Brekelmans, 2008; Sandugash, Aygerim, Gulzhanar, Indira, Makhsat, & Gheisari, 2022).

Psychology in teacher education is very diverse. The reason for this diversity is due to both personal factors and institutional and contextual factors. Not meeting teacher needs and expectations may cause them to feel burnout, decrease their initial motivation and lead to various results. Inadequacies occur due to various reasons such as the theoretical content of the trainings given, the lack of practical courses, and health problems (Lohse-Bossenz, Kunina-Habenicht, & Kunter, 2013; Patrick, Anderman, Bruening, & Duffin, 2011; Dasen, 2006).

Harris and Joy (2010) stated in their study that educational psychology is necessary in teacher education. Researcher carried out studies and activities on educational psychology by stating the situation in the example of Newfoundland and Labrador in Canada. In addition, the inclusion of the psychological process in education and stated that counseling and research should be done and psychoeducational evaluations should be made. Minakhmetova, Pyanova, & Akhmetshina (2016)

found it practical to examine teacher activities in the field of psycho-diagnosis. He concluded that this factor has a great impact on the process, including the learning processes of the students. The researcher used an experimental research method in his research. revealed that the psychodiagnosis carried out by teachers is characterized as haphazardly and not based on psychological and pedagogical technologies. Karapetyan & Glotova (2020) applied the results of the study on the psychological well-being of school teachers with the method of content analysis. Researcher linked the success of his teachers with their psychological well-being. Reseracher argued that their psychological well-being would be achieved with the education they received. Some studies have investigated the reason for continuing psychological tests in addition to pre-service teacher education in in-service teacher education. Reseracher advocated that the trainings given should be subjected to psychological tests in order to ensure a smooth transition between the two terms, that is, not to damage the identities and beliefs of in-service teachers and pre-service teacher candidates (Brown, 2006). It highlights the important role of psychological testing for an effective teacher traineeship system. When prospective teachers get used to being monitored and tested for their psychological suitability for teaching, they are less likely to experience reality shock because they will already be equipped with the necessary resources to cope (Evelein, Korthagen, & Brekelmans, 2008) expectations (Drechsel, Breunig, Thurn and Basten, 2014).

1.1. Purpose of the research

The aim of this research is to get the opinions of the last year teacher candidates in the education faculty of the university on the vocational training of educational psychologists in the organization of psychodiagnostic activities in the educational environment. With the findings to be obtained from this research, it can be concluded that the efficiency of the pedagogical activity and the education of the future occupational groups can be effective. Within the scope of this general purpose, answers were sought for the following sub-objectives.

2. 1. Are the theoretical lessons you have taken in teacher training sufficient? Do the theoretical course contents make you feel competent in the profession?
3. 2. What are the contributions of having applied courses in teacher education? What emotions did you feel during the practical lesson?
4. 3. What are your expectations from your professional life?
4. How does it make you feel to start your career?

2. Method

The aim of this research is to get the opinions of psycho-diagnostic activity on the vocational training of educational psychologists of the trainings given at the university for the organization of psychodiagnostic activities in the educational environment. Within the scope of this general purpose, the study group of the research in the fall semester of 2021-2022 consists of 78 senior students studying at the faculty of education at universities. The research questions were applied with the

permission of the ethics committee. In the spring semester of 2021-2022, a working group was formed with the last year teacher candidates studying at the education faculties of two universities. The phenomenological pattern from the qualitative research method was applied. In phenomenological design, the perceptions and thoughts of individuals are brought to the fore (Tekindal & Uguz, 2020; Gocer, 2013).

2.1. Study group of the research

In order to achieve the purpose of the research, it is to take the opinions of educational psychologists of the education given at the university on the psycho-diagnostic activity of vocational education. Within the scope of this general purpose, the study group of the research in the fall semester of 2021-2022 consists of 78 senior students studying at the faculty of education at universities. Ensuring that the scope of the approach towards the problem is assumed from a small sample in the application of this method (Yucelyigit & Er, 2022; Tekindal, & Uğuz Arsu, 2020). While choosing the sample group, the students were chosen on a voluntary basis. 78 students participated in the research. When the demographic characteristics of the study group participating in the research are examined, there are 35 female and 43 male students. When the distribution of students from the two universities is examined, 45 students from the first university and 33 students from the second university participated in the research.

Demographic information of senior university student candidates participating in the research

Table 1: Demographic Information

Variable	Grup	F
Gender	Female	35
	Male	43
University	1.university	45
	2.university	33

2.2. Collection of research data and analysis of data

In this study, last year teacher candidates in the faculty of education at the university constitute. 78 university students were included in the study. Ethics committee approval was obtained from both universities in order to conduct this study. The data of the study were prepared by the researchers by taking the opinions of experts in 3 fields. Qualitative research design was used for the research data and semi-structured interview forms were prepared by the researchers. In order to measure the intelligibility of the questions, a trial study was conducted before the research was implemented. After the trial study and expert opinions, the questions were finalized and 3 questions were included as research questions. The answers given at the end of the interview were approved by the students participating in the research. The research findings were explained in detail with the content analysis method.

3. Findings

3.1. Theoretical courses in teacher education

Table 2: Theoretical courses in teacher education

Theme	f
Yes	60
relevant to my field	30
Condensed information	30
No	28
Unnecessary content	16
Information outside of my field	12

Future teacher candidates studying at the faculty of education at the university were asked about their views on the theoretical content of the courses they took at the university. 60 pre-service teachers gave adequate answers to this question. 28 pre-service teachers stated that the theoretical courses given at the university should be sufficient. The pre-service teachers who answered yes stated that they learned theoretical contents related to their fields. On the other hand, 30 pre-service teachers stated that they learned content related to all concentrated areas. Again, there are 28 teacher candidates who stated that the theoretical courses in the teacher education given at the university are not sufficient. He stated that he was taught in content that is not related to unnecessary fields.

Again, under the same finding, it was asked whether the theoretical courses made you feel competent during your professional life. When the findings related to this question were examined, all of the pre-service teachers answered that the theoretical courses did not make them feel completely safe in their professional life.

Opinions of some teacher candidates

"The theoretical courses I have taken during my teaching education are definitely sufficient. There is more, nothing less."

"Even though what we learned in the courses we took theoretically contains information that will be very useful in our professional life, I think that some courses are unnecessary because they are out of my field."

3.2. Contribution of applied courses in teacher education

Table 3. Contribution of the advantage of using applied courses

Theme	f
Job preparation	25
Rehearsal	14
Opportunity to try	14
Interaction	13

There are 25 teacher candidates who state that they are preparing for the profession from the opinions of the teacher candidates studying at the university about the applied courses in the education process they took at the university. There are teacher candidates who stated that it is beneficial due to the possibility of pre-professional rehearsal. There are 14 pre-service teachers who stated that they provided an opportunity to try. There are 13 teacher candidates who stated that they interacted.

“Applied courses mean the application of knowledge learned from theoretical courses. The number of applied courses should be more. We are preparing myself for the profession”

"It certainly has a lot to contribute. We have teaching practice and internship classes and we go to schools. We have the opportunity to try our profession."

3.3. Opinions of prospective teachers about their professional life

Table 4. Opinions of prospective teachers about their professional life

Theme	f
Providing effective teaching	28
Continuously improve yourself using different techniques	26
not doing the job	4

The last class teacher candidates were asked about their findings regarding their professional life. There are 28 teacher candidates who stated that they want to provide effective teaching. 26 pre-service teachers stated that they want to contribute to their students by constantly improving themselves. 20 pre-service teachers stated that they want to provide learning at the highest level by learning different techniques. 4 pre-service teachers stated that they would not do the teaching profession.

Opinions of some teacher candidates:

“It is not related to the education I received at the university, but I want to offer effective teaching. I will try in every way possible for my students to learn.”

“I don't want to do my own job. I will do another job”

3.4. Psychological views of senior pre-service teachers towards the profession

Table 4. Psychological research of senior teacher candidate

Theme	f
Excited	26
Curious	25
Insufficient	20
Worried	7

The last class teacher candidates were asked how they feel that they have a short time to start the profession. When the findings related to this question were examined, it was found that 26 pre-service teachers were excited, 25 pre-service teachers were curious, 20 pre-service teachers felt inadequate, and 7 pre-service teachers were anxious.

Opinions of some teacher candidates:

"I do not feel ready for the teaching profession. I feel like I need more information. In this case, it worries me."

"I am extremely excited. Even in the teaching practice class, I felt very different emotions. I am very excited to think that I will be a teacher."

4. Conclusion, Discussion and Suggestions

In this research, it is aimed to examine the education process of future teachers studying at the education faculty of the university from a psychological point of view. Future teacher candidates studying at the faculty of education at the university were asked for their opinions on the theoretical content of the courses they took at the university. Theoretical information should be necessary and contain the content that enables to specialize in the profession. Although many of the pre-service teachers find the theoretical courses suitable for the profession, it is seen that there are also pre-service teachers who do not find it sufficient. From this result, it can be concluded that the field knowledge, that is, the theoretical knowledge given at the university, should be reviewed.

There are both theoretical and applied courses in teacher education in universities. Applied courses should prepare students for the profession. If we look at the results of the teacher candidates' findings on applied courses, it can be concluded that the applied courses should be increased. Increasing applied courses in teacher training institutions can eliminate many problems in the future. Similar results were found in another study. Issues of professional training of future educational psychologists for the organization of psychodiagnostic activities in the e-educational environment are discussed. The theoretical and methodological basis of the study was used. It has been concluded that creating a psychological and psychodiagnostic culture of future pedagogical psychologists is essential and important in the purposeful organization of psychodiagnostic activity. In the same way, in the research, it was concluded that the educational psychologist is one of the components of the problem of the quality of vocational education, the quality of life of the child's developing personality, and that they are given at the university during their vocational training (Sandugash, Aygerim, Gulzhanar, Indira, Makhsat, & Gheisari, 2022).

Teacher candidates were asked what they would do in their professional life. Considering the results of this finding, the answers given are very pleasing. It has been concluded that future teachers want to present instructive content and methods during their lectures. In addition, it is very thought-provoking that a small number of teacher candidates say that they will not do the profession. The student group included in this study group are senior students. It is very thought-provoking that there are those who say that they do not start the profession in the last year and do not do this profession at the last stage.

The psychological status of the pre-service teachers, who would qualify as teachers from now on, were asked about the profession. To this question, many pre-service teachers stated that they are as

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excited as individuals who will just start each profession group. In addition, there are prospective teachers who are curious. It is very sad that people who will start the profession do not feel competent, shortly before starting the profession. Again, a small number of pre-service teachers were found to be anxious. It can be said that the reason for these situations is that they do not feel ready enough for the teaching profession. Although the training given to teacher candidates is theoretical and practical, it is also very important to prepare them psychologically. Piotrowski & Zalewski, (1993) in their study titled "Psychodiagnostic Test Training in APA Approved PsyD and PhD Clinical Psychology Programs" have shown that the emphasis on education in assessment courses has changed little over the past decade. Intelligence testing was emphasized in most programs, followed by objective and projective personality assessment. However, only half of the responsive programs required training in behavioral assessment techniques. It has been concluded that psychological preparation and training are very important.

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