

Education and Teaching Skills Qualities and Strategies for the Teachers

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Abstract: The aim of this study was to evaluate teaching skills and the teaching strategies. Certainly, today's children from the future of this country. Their teachers' being strong in knowledge skill which will educate and prepare them to tomorrow's world as their professional behaviours, personal specialties and the perceived manner of teaching are important on a large scale. Having been accepted the education as a science, the teaching profession knowledge became important and for being a teacher the individual special interests and skills should be gained. Teachers' duty is to train students as people having knowledge to be successful in this age. To be successful to realize, the teacher must have some specialties. The teacher must be a person who takes learning as a hobby and get pleasure while teaching his or her own knowledge to students. So teaching is an ideal job for the ones who love people and like learning and teaching.

Key words: Teacher, quality, training, education, teaching skills, strategies

INTRODUCTION

The future of nations and societies depend on the attitude of young generation and how a young generation trained and which ways used for their education? Today's young people will become tomorrow's adults and then they will manage their country thus, they will represent their country in the world. Hence, our countries teachers and trainers must give best and optimum education and training for young generation and also every member of young generation must be well educated person. This duty must be teachers' mission. Profession of teaching, is the mastership which includes state's education and teaching duty and management (Anderson *et al.*, 1998; Anderson, 2001; Bennett *et al.*, 1999; Berge, 1999). Later from the family the most effective person over the students is certainly a teacher. We can define the profession of teaching or occupation of mastership in this way. They expertise and provide their education period with unique perspectives on teaching and learning successfully or they gain the sufficiency for authorization about teaching. According to national education main regulation's 43 constitutional provision, for the states purpose, mastership related with management duties and specialization profession about education. In accordance with Turkish National Education Purposes and Basic Principle teachers are statutorily obliged for their main duties about their profession. The education which takes particular general knowledge and pedagogic formation is necessary for the preparation for the profession of teaching. The candidates for the profession

of teaching must become graduated from colleges or universities for getting the qualities as I mentioned above. This education is arranged for two-year degree programs, undergraduate and master's degree programs. Besides, provisions about education gives a possibility for horizontal and vertical transfers between this degree programs. Teacher element is irreplaceable thing everytime for the education and teaching activities (Betrus and Molenda, 2002; Beyer, 2002; Brickhouse, 1990; Brown *et al.*, 1989; Bullen, 1998; Chao *et al.*, 2007; Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998; Edwards *et al.*, 2000; Ellis and Phelps 2000; Flottenmesch, 2000). The society which makes her teacher develop, guaranteed her young persons which make her own future become better. Education is a period which continues preschool, in every step of school age and after the school life. In other words, education continues every whole-of-life. This education period includes whole experiments individuals experienced in her whole-of-life. Teaching is the whole of periods about teaching realization and individuals personal development. A majestic leader Atatürk remarks Only teachers save their nations. Nation can not be a nation if educators and instructors are not there. We say to these beings just crowd of people not nation or community for this people. If this crowd of people want to be a nation, they certainly need educators and teachers. Only they can transform crowd of people to nation. We can understand to Atatürk's expression, teachers are obviously important for nations. This situation stated as Atatürk's expression teachers are very responsible for

their nation and country. However, all teachers ready to take this responsibility for their nations, they must developed themselves. After all, development of nations related with absolutely teachers existence. However, all teachers try to develop their teaching qualities and try to fulfill the liability of education also (Furlong *et al.*, 2001; Garrison *et al.*, 2000; Geoghegan, 1995; Goodyear *et al.*, 2001; Guskey, 2002; Halstead and Taylor, 2000; Hu *et al.*, 2003; Katz and Raths, 1985; Kirkpatrick, 2001; Kirschhner and Selinger, 2003; Kreber, 2002; Littlejohn, 2002; MacKenzie and Staley, 2000; McLoughlin, 2000; McNaught, 2003; McNair and Galanouli, 2002; Michael, 2001; Miller *et al.*, 2000; Moon *et al.*, 1999; Moore, 1991; Nieto, 2000; Owings *et al.*, 2006).

DUTIES OF TEACHERS

In our day societies, experienced big and important changes and transformations. Main duties of teachers involve these steps. One of the step is teachers must acquaint themselves with the changing circumstances all over the world, they also know the meaning of this change and they must transfer and teach these changes to their students. Education which is given in the school have importance and active role about socio-pedagogic change and renovation in the society. Teachers are the bridge of this renovation and they play important role about this issue. A teacher have 5 important main duties: Teaching, guidance, management, occupation/topic field specialization and students counselling (Pajares, 1992; Peterson *et al.*, 1989; Posnanski, 2002; Prawat, 1992; Sachs, 2001; Sims, 2003; Simola, 2005; Stacey, 1999; Tatto, 1996; Taylor, 1998, 2003; Veugelers, 2000; Zeichner and Tabachnick, 1981; Zeichner and Schulte, 2001; Zeichner and Wray, 2001). We summarized these briefly in this part:

Teaching task: A teacher is the member of class group and individually teacher of this group and class. Teachers work is teaching and students work is learning. Teaching means directing and orienting students to the learning process. Teacher is a guide for learning students. In this period, the first thing required that to determine the teaching aims and goals.

Organize and management task: If teacher do this organizing and management duties, participate the planning education program and executive management period at the same time. Expectations from the teachers are firstly planning and actualize educational programs and activities with their managers and their collaborators. The other important side of this duty is that planning,

organizing and saving educational places. Teachers must organize and update their teaching program according to their students. Thus, they contribute school activities efficiency (Kirschhner and Selinger, 2003).

Occupational subject area mastership task: Teachers have knowledge and skill about subject area which are learning by students. They must get knowledge and skill throughout their whole-of-life due to develop and update their knowledge and skills. By the courtesy of in-service educational programs, teachers must catch the currency even preparing future. Teachers must participate this programs.

Students counselling task: An effective teacher is the person who can take up with her students. At some states, the teacher takes the family's place. Teachers must ready to guide their students for their fears and concerns about their career in the future. Teachers relations with her students are formed with some behaviors which will become effective (Owings *et al.*, 2006; Pajares, 1992; Peterson *et al.*, 1989; Posnanski, 2002; Prawat, 1992; Sachs, 2001; Sims, 2003; Simola, 2005):

- Teachers shows understanding and sympathy to their students.
- Teachers behave their students friendly and bland.
- Teachers are of assistance to their students for their educational problems and personal problems.
- Teachers manage the students activities and give them reward.
- Teachers encourage and countenance their students.
- Teachers obtain a knowledge about students interests and opinions.
- Teachers make an environment for their students. Teachers must give support and provide to trust students themselves.
- Teachers provide support their students to solve their problems by themselves.

Qualities which must be exist in teachers personalities and characters: There are three main headlines about these qualities. Firstly, Occupational qualities and affection to their occupation. Teachers enjoy and find pleasure in their teaching profession. Every teacher must embrace their job and they must realize the importance of their profession and the values belonging to their occupation. A teacher must embrace their job and also they must fulfill the necessities of their job. Teachers who have willing to do their job, encourage their students about the sublime emotions as understanding of duty and responsibility. If any teacher go to the lessons late or do

not come the lessons anytime or any teacher discontinue the lessons, these teachers make a negative impression on her students. Thus, feelings such as affection of job and sense of duty are sufficient. Lack of faith in the education brings ineffectiveness. On the other hand, affection of job and sense of duty brings success in education and affects teaching positively (Anderson *et al.*, 1998; Anderson, 2001; Bennett *et al.*, 1999; Berge, 1999; Betrus and Molenda, 2002; Beyer, 2002; Brickhouse, 1990; Brown *et al.*, 1989; Bullen, 1998; Chao *et al.*, 2007; Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998; Edwards *et al.*, 2000; Ellis and Phelps, 2000; Flottenmesch, 2000).

Secondly, general knowledge teachers assume a duty to teach the young generation and also they are like the architecture of the young society. For this reason, the Notion of general includes the fields of positive sciences, social sciences, physical sciences and religious knowledge. Thus, every teacher as normal and civilized people has general knowledge about this fields as I stated above. Teachers must have general knowledge for educating and teaching students. However, teachers must know the background of studies about fields of science for their aim, area famous impresses and resources for teaching their students. Students assess the wide and high knowledge about science and they also expect the answers about their questions for their teachers. Teachers must have fundamental knowledge and vision for gaining respect in the students eyes and opinion. In addition, teachers must read daily papers, follow the news and chronicals and see the radio and television for updating of their knowledge (Veugelers, 2000; Zeichner and Tabachnick, 1981; Zeichner and Schulte, 2001; Zeichner and Wray, 2001).

Thirdly, Specialize Area Knowledge. The secret of success in teachers job is conceptual. Thence, teachers must expert and proficient. Again, they trust theirself and establish authority on class and students. Diction, expression and behaviours are important for teachers. Cognizant and knowing teachers reach success and self-confidence. However, teachers who are not gain knowledge and confidence, make concessions for the teaching. A teacher is someone acknowledged as a guide or helper in processes of learning. If teachers have activities, experiences and passion to learning and teaching anything about science, they have ability guiding people at this rate. Teachers can share this expertise and get other people to do something successfully. This process might be called teaching but it could also be called transferring experience/ guiding/monitoring' etc. A good teacher must be demanding with his students. It has been shown that

lenient teachers do not gain students' respect. On the contrary, students respect demanding teachers and remember them ever after finishing their studies. If a teacher is demanding and influential students do not have time on their hands to be unruly, because they have to work the whole class. This is the best way to be respected as a teacher. When some teachers become incapable to teach something to students or they have not enough knowledge about topics about lesson, they use camouflage mechanism for themselves. Because they do not want to lose their authority. Thus, unfortunately they impose and punishesome students. They show unfair treatment and unacceptable behaviours to students. In addition, when authority is used to impose or, it deprives the student of an opportunity to become more responsible. This shows that not anybody is capable of being a teacher. There are a lot of personality traits that are required to be a good one. Because of this experiences as I stated in the last paragraph teachers must have general knowledge and perspective about many different issues and they must have also special cognizance and judgement ability. However, it is important that a teacher has a well - balanced personality. It is not easy to be in contact with students who differ greatly one from another. A good teacher should respect the different points of view of his students and not dismiss them. If so, the teacher will encourage. This students to play an important part in the class, creating the necessary feedback (Kirschner and Selinger, 2003; Kreber, 2002; Littlejohn, 2002; MacKenzie and Staley, 2000; McLoughlin, 2000; McNaught, 2003; McNair and Galanouli, 2002; Michael, 2001; Miller *et al.*, 2000; Moon *et al.*, 1999; Moore, 1991; Nieto, 2000; Owings *et al.*, 2006; Pajares, 1992).

Teachers education knowledge: First of all, a good teacher must have the necessary knowledge to teach his subject. The Importance of being A Teacher is related with important two steps. Teacher learn information for teaching and they must know how to teach. For this reason, they need teachers education knowledge and formation. If teacher can not have an educational formation they can not be a successful teacher. Teachers must have capability to use teaching methods and must have capability to use different methods. For this reason they must get education formation about teaching, relations with students, teaching strategies and methods. If teachers have not enough capability and experience about teaching formations and method, this causes negative consequences and failure in education. In recent years, in the colleges which graduated teachers and instructors, government and universities give an importance for thi issue Teachers education period, formation and knowledge (Tatto, 1996; Taylor, 1998, 2003).

Teachers personal and educational capability: Working conditions changed everytime in every field of career and occupation. Teachers must follow this change as much as new penchants, technical developments, advancements and improvements about educational world. Teachers also try to developed their personality. Another duty of teacher is that they try to use their energy and endeavor for the aim of help the getting students developed persons. Teachers must be susceptible to hardworking and research. They must read many academic or professional documents. Today's world science, technic and other things change and developed fastly. Some unknown things become known now. The process of changing world continue everytime. For this reason, teachers must always develope theirself.

Exactly, teachers need to know in order to teach well and the depth and quality of teachers' content knowledge is a critical aspect of their ability to teach. However, we need to notice the center points of education, teachers and its regulation and elements. Furthermore, how can teachers best be educated and how can we assess their accomplishments as teachers? In what ways are the professional preparation of teachers comparable to the preparation of physicians and other members of learned professions? What kinds of educational research can provide a deeper understanding of teaching, learning and the reform of education. In addition, teachers were found to differ in their orientations and in the combinations of their orientations towards instruction, educational goals and their role in the school organization. These findings are relevant to consider in the light of successful reform of schools and education (Beyer, 2002; Brickhouse, 1990; Brown *et al.*, 1989; Bullen, 1998; Chao *et al.*, 2007; Clegg, *et al.*, 2000; Davis, 2003).

Class management ability: Teachers depend on other knowledge and skills to facilitate student success. Examples of such additional content include classroom management, fundamental technological skills that increase teacher productivity, as well as mentoring and coaching skills for teacher leaders. Again, teachers must experience appropriate staff development designs to facilitate the desired outcome for students. Successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning and the means by which they assess student progress in achieving high academic standards. In the lights of these

observations and principles we need to ask questions. What should teacher education look like in this world, in terms of its approaches, structures and forms of collaboration with all those who have a vital stake in teacher preparation? How teachers should work and how teachers themselves view their professionalism?

In their role as instructional leaders, district and school administrators make teacher content knowledge and skills related to curriculum, instruction and assessment high priorities. They do so by designing teachers' work days to include ongoing professional learning and collaboration and by providing teachers with data to assist with formative classroom assessment. In addition, they create a district and school culture of innovation and continuous improvement by visiting classrooms regularly to observe instruction and by engaging in frequent conversations with teachers individually and collectively about instruction and student learning (Chao *et al.*, 2007; Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998; Edwards *et al.*, 2000; Ellis and Phelps, 2000; Flottenmesch, 2000).

Social qualities, helpful and dutiful personality: Teachers teaching students is like the leading the blind person in such area. If teacher start to understand his students there will be a good relationship, because when students have problems on school they can speak freely whit there teachers and they can find solution together that is good for every one. If that relationship and communication student-teacher is good student will have more respect to the teacher and he will pay more attention on his classes. But if that relationship is bad, then going to school and teachers classes will be the biggest nightmare for the student and for the teacher. Actually, students have to had respect to the teachers and teachers have to had toleration to students for good relationship between them. School is the place where students and teachers spend most of their day. When they return home, they are tired and want to sleep, or they have home works, or they just go out with friends. so the people that maybe know them better than anyone even their friends or the people that we see, talk, laugh and even dislike everyday. Additionally, it is clear that make an important role in their development in their character or behavior teachers and students grow themselves and make them become people and good citizens. That is why relationships between teachers and students are a very important part of our life. If they are understanding and care about students, then teacher become better people in the future (MacKenzie and Staley, 2000; McLoughlin, 2000).

Compatible and positive relations between instructors:

Successful education begins with positive relationship between teacher and their candidates and also between teacher and teacher. Quality education begins with highly qualified and caring teachers who build positive relationships and interactions with their candidates. Quality education through professional development for teachers in relations such as building stronger communication between teachers. Teachers build relationships that are based on trust and respect. But sometimes school cultures are not structured to support collaboration between teachers. A hierarchical structure of social relations exists that influences how teachers relate to each other. A lack of interaction between teachers is irrelevant issue in education. Furthermore, teachers arrange their behaviours in a respectful way between them. Moreover, they must collaborate when they need their candidate. It includes memories and emotions and guides perception, which makes teachers sensitive. Within the community, individuals make a difference as well. Every teacher needs a caring person to provide a bright spark in his or her life like good persons (Peterson *et al.*, 1989; Posnanski, 2002; Prawat, 1992; Sachs, 2001; Sims, 2003).

Faithfulness to their own nation and public: A teacher must be faithful for her nation and public. For this reason, they must be careful for their countries rules and traditions. Their main principle has to be faithfulness to the nation and public. Thus, they respect their country and they educate their students with this faithfulness and loyalty to their own country and public. Besides, teachers must realize the main purpose of examining the relationships between principal rule administration behavior, hierarchical influence and teacher loyalty to the principal. An additional intent was to analyze hierarchical influence as a conditioning factor of the principal's rule behavior on teacher loyalty. A significant relationship was found between representative rule behavior of secondary principals and teacher loyalty and between punishment-centered rule behavior of elementary principals and teacher loyalty. They must work with their full energy and contribute national education. After all, all societies independence and dependence connected with the situation of teachers (Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998).

Simple life-style and keep away bad habits: First of all, teachers must not become flagrant person in the society and in the light of their students. It is obvious that a good teacher should be a good and complete person: curious, passionate, interested about their pupils'

interests, wishes, feelings. A really good teacher should be child in his soul which mean, creative, imaginative and ready for exploration etc. Teachers must have Moral character and honesty and they must have a good knowledge of his subjects. Again, they must be well prepared with his subjects and Physically and mentally fit for the job at the same time. Today's child will be a man of tomorrow. Teachers must be a symbol of kindness and trust. For this reason, teachers must abstain from bad habituations. They lead by simple life-style and also they do not use drugs or bad things like cigarette. Cigarette is the symbol of bad habit. If students can see and know the damage of cigarette, their teacher smoke, teacher lost her own confidence and respect in the eyes of students (Nieto, 2000; Owings *et al.*, 2006; Pajares, 1992).

Personal qualities, be honest and coherent: The importance of Teachers in Human Resources. One of the most significant parts of the Human Resources is teachers. They are essential resources in qualifying students at schools. So, they have a direct relationship with the future students. For this reason, teachers diction efficiency, approach and behaviours must be honest and coherent. Teachers behave trustful because they are educators and their main aim is teaching and educating students. The teacher must show the students respect, in order to be respected. Also, teachers must realize they are hired to teach and if the student are having problems understanding what they are learning, the teacher is responsible to teach the subject in a way that is easier to understand truthfully. Teachers who understand their students and adapt their lessons to recognize the diversity of cultures, backgrounds and learning styles achieve success and honesty in their classrooms. The effect of teachers' centers in increasing self-esteem, confidence and willingness to seek and share advice emerges as one of their major contributions to improving teacher performance. Thinking of teachers' centers participants and leaders as they endeavor to improve, sustain and extend their programs to their students. While the function of teacher centers is, in a broad sense, to encourage teachers to continue to grow in their profession and remain open to new educational innovations. A good teacher is someone who teaches not only with mind, but also with heart. Lastly, it is important that a good teacher is someone who can learn from his students, who can learn with them and for them. He also must be honest in his relationships with students and proud enough about his own value to work, from there, on helping his students to build their own self esteem (Furlong *et al.*, 2001; Garrison *et al.*, 2000; Geoghegan, 1995; Goodyear *et al.*, 2001; Guskey, 2002; Halstead

and Taylor, 2000; Hu *et al.*, 2003; Katz and Rath, 1985; Kirkpatrick, 2001; Kirschhner and Selinger, 2003; Kreber, 2002; Littlejohn, 2002; MacKenzie and Staley, 2000; McLoughlin, 2000; McNaught, 2003; McNair and Galanouli, 2002; Michael, 2001; Miller *et al.*, 2000; Moon *et al.*, 1999; Moore, 1991; Nieto, 2000; Owings *et al.*, 2006; Pajares, 1992; Peterson *et al.*, 1989; Posnanski, 2002; Prawat, 1992; Sachs, 2001; Sims, 2003; Simola, 2005; Stacey, 1999; Tatto, 1996; Taylor, 1998, 2003).

Be tender and tolerant: The reality of communication and interaction are indispensable reality of today's world. Sometimes we experience good and bad relations or events or times. We can try to understand this situations and we can try to show tolerance for people and other things. We must not to be slaver of anger. Especially, teachers are always pay attention about toleration. Because teachers must be the source of education and they must strengthen the peace abd good relations between the students and people. Human nature and children understanding is convenient to do wrong things. However, if teachers try to be patient and judicious for every student, it makes teachers sensitive to their students. Many events and experience show that we must show positive reactions to the bad events in school in everywhere. Our religion and culture is suitable for understand the social relations, events. For this reason, pedagogues and educationalists are especially behave with ethic principles for example, the notions bonhomie, benevolence, bravery, courage, purity, honesty, modesty etc. Moral dimensions of teaching is important concept about education and personality of teachers and students. It includes memories and emotions and guides perception, which makes teachers sensitive to their students. Lastly, contemporary research on ethics in teaching is more concerned with the concrete manner of teaching, the moral climate teachers create in interaction with their students, the moral responsibility for the content taught and the professional ethical standard of the teachers as a collective (Anderson *et al.*, 1998; Anderson, 2001; Bennett *et al.*, 1999; Berge, 1999; Betrus and Molenda, 2002; Peterson *et al.*, 1989; Posnanski, 2002 ; Prawat, 1992; Sachs, 2001; Sims, 2003).

Being of good moral character: Bonhomie, benevolence, bravery, courage, purity, honesty, modesty must be the characteristic of teachers. These good notions need for education. Education is necessary for gaining these moral ethic behaviours. Teachers have also their influence on their students personality and success. Good teachers

have always good influence and bad teachers have bad influence. Good teachers always encourage their friends to learn and help each other in learning. This is obvious that theories of professions and professional ethics as well as specialised formal theories of learning and teaching as potential threats to a teacher's creed. Moreover, it integrates the teacher's sincere interest in the student, his/her responsibility for the relationship and the content learned and the image of a growing person. Ethic is so important to give an notion and discipline to the students. Because teacher is an image of an educated growing person is what should guide teachers in their mission. Teacher must realize what is missing from the knowledge base for teaching, therefore, are the voices of the teachers themselves, the questions teachers ask, the ways teachers use writing and intentional talk in their work lives and the interpretive frames teachers use to understand and improve their own classroom practices (Zeichner and Tabachnick, 1981; Zeichner and Schulte, 2001; Zeichner and Wray, 2001).

Being patient: Teacher have some problems and difficulties in the course of duty due to their profession or negative treatment in school. In fact, teachers must be calm and patient at this time and at this situation. Because especially in preschool, middle school and high school students are in the age of childhood. Thus, this students are different and they have different characters due to their genetic and evolution. Teachers must be sentinent in various situations in the school. Because personal and social problems come into being between teachers and students or students and students. The teachers try to understand this events or situation. They must be careful and forgiving. Here is an example to help understand the difference between something imposed and something elicited. Indignant and impatient teachers can not teach anything to their students but patient and peaceful teachers can teach something successfully to their students. They impress their students in every time and place. To be patient and to be paitent, must indispensable for teachers characteristics. It is clear that personal behaviour for this to be possibly permanent, teachers must be patient and be flame, pull theirself together. A good teacher has to be patient and wants to improve his teaching methods. Furthermore, a good and patient teacher has to be motivated to give his/her pupil the same interest for the subject that he has and has to understand how children act (Anderson *et al.*, 1998; Anderson, 2001; Beyer, 2002; Guskey, 2002; Halstead and Taylor, 2000; Hu *et al.*, 2003; Katz and Rath, 1985; Kirkpatrick, 2001; Kirschhner and Selinger, 2003).

Being fair and proper: Every teacher must be fair and proper between all of the students. Rich or poor, black or white, short or long, clever or sloppy, it does not matter. Teachers pay attention to this situation because students demand teachers who are allowable, candid, bland, fair and proper. For this reason, teachers must be coherent in the eyes of their students. In addition, every teacher arrange their academic and personal relations to their students. They must be like the students' mother or father, even an adjudicator. Teachers must be objective in lessons and they also must be fair about their evaluations about students academic and social position. For example, they give their students' grades or marks according as their pure performance. Students must get clear marks in their examinations or in their transcript. Teachers do not give negative marks if student do not deserve it. Thus, if the teachers will be fair in terms of their behaviour and their duty for their students, students will respect teachers and they will not controvert or challenge their teachers (Kirschhner and Selinger, 2003; Kreber, 2002; Littlejohn, 2002; MacKenzie and Staley, 2000; McLoughlin, 2000).

RESULTS AND DISCUSSION

Teachers have the very important responsibility of shaping the lives of young, impressionable children. With this responsibility comes great pride and joy. Therefore all teachers should strive for what can be considered to be a good teacher. A good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as creative. A positive or negative influence from a teacher early on in life can have a great effect on the life of a child. Teachers, especially at the elementary level, must be very creative with their teaching styles. Not every child learns the same way, nor are they interested in the same things. Teachers are just not the knowledge transporter or converter, they are also the leader of teaching and leading lights of knowledge about resources of science. Students follow teacher's example in every issue at class at school and at their social life. Thus, teachers lead by examples to their students. They must be careful about students. Countries future closely linked with the situation of national education and the teachers. It is so important because this mission saddle teachers big responsibility. For this reason they must developed theirselves. Well-qualified education and well-qualified teachers can create the future of children and youth if teachers can catch the modernity. Well-qualified education provided by well-qualified teachers (Betrus and Molenda, 2002; Beyer, 2002; Brickhouse, 1990;

Brown *et al.*, 1989; Bullen, 1998; Chao *et al.*, 2007; Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998; Edwards *et al.*, 2000; Ellis and Phelps, 2000; Flottenmesch, 2000).

In some countries, the knowledge economy, the impact of globalisation, the structural transformation of industry, industry demands of the workforce, the decreasing national birth rate, education reforms, etc., have indirectly or directly influenced the future development of vocational education. The success of vocational education is intimately dependent on teacher quality. Therefore, identifying how to promote teacher quality is certainly a central issue for Turkey, as well as many other countries. Teacher quality is an indicator of a student's achievements. Consequently, the continuous improvement of an index of teacher quality is necessary in order to produce good teachers. Lecturers are facing an increasing serious conflict between rising teaching/administrative burdens and a sector obsessed with research ratings. Ideally, teachers provide high quality education to students; at least that is what students are being led to believe when they enrol. The same students increasingly see lecturers as service providers, responsible for delivering a product for which they (meaning their parents, or the taxpayer, for the most part) have paid for, reacting with irate indignation if the delivered product, in the form of grades, is not up to the level they had expected. Disregarding the lethargic class attendance by a large section of the student body and the less than stellar enthusiasm for reading and revision, the lecturer gets the blame for poor results. There might be a feasibly and relatively straightforward way out of this problem, if indeed there is one. Ever widening participation and a highly diverse student body, taught in increasingly large classes, require more attention and effort by a teacher and resources by the university. This may also provide a need to improve teaching skills to become effective teachers. So, allow more time for students run smaller classes and train teachers (Betrus and Molenda, 2002; Beyer, 2002; Brickhouse, 1990; Brown *et al.*, 1989; Bullen, 1998; Chao *et al.*, 2007; Clegg *et al.*, 2000; Davis, 2003; Demetriadis *et al.*, 2003; Diggory, 1994; Dooley, 1998; Edwards *et al.*, 2000; Ellis and Phelps, 2000; Flottenmesch, 2000; Furlong *et al.*, 2001; Garrison *et al.*, 2000; Geoghegan, 1995; Goodyear *et al.*, 2001; Guskey, 2002; Halstead and Taylor, 2000; Hu *et al.*, 2003; Katz and Raths, 1985; Kirkpatrick, 2001; Kirschhner and Selinger, 2003; Kreber, 2002; Littlejohn, 2002; MacKenzie and Staley, 2000; McLoughlin, 2000; McNaught, 2003; McNair and Galanoui, 2002; Michael, 2001; Miller *et al.*, 2000).

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