"The teacher" in the memory of teacher candidates

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Abstract

The aim of this study is to investigate the attitudes, behaviors, communication with students, field dominance, personality traits of teachers who leave positive and negative traces in the education and training life of pre-service teachers and how these common characteristics and attitudes affect them deeply. The students stated that they never forget their teachers who left a trace and that they will take a model for themselves when they start the teaching profession. The study group of the research consists of students studying in different departments from Niğde Ömer Halisdemir University Faculty of Education in the 2021-2022 academic year. A total of 100 students, 40 males and 60 females, participated in the study. As a result of the research, it was seen that the students like and take as an example of the teachers who show understanding and love, who are friendly, open to communication, humorous, who explain the lesson in a fluent style, make the lesson enjoyable, make a difference, inspire and especially empathize and are open to criticism. In this context, the teachers who were prescriptive and apathetic, closed to communication, authoritarian, did not use a clear and understandable language, and could not master the classroom management in the lesson, negatively affected the teacher candidates. As a result of this research, pre-service teachers stated that they realized how they would make a difference and leave a mark on students when they started the teaching profession, by developing their empathy skills in line with these experiences, based on their experiences in their own education and training life.

Keywords: Teaching profession, personality traits, attitudes, teacher candidates' memories

1. Introduction

Teachers and their education, as the most important elements in educational systems, have been one of the mostly debated issues in Turkish national education system. The success of an education system largely depends on the quality of the teachers who plan and practice teaching and learning process (Duman & Karagöz, 2016; 1). Memories are personal observations and experiences that enable us to express our honesty, sincerity, and feelings and thoughts sincerely. So much so that a person cannot easily forget the memories that leave deep traces in his soul and heart. These

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unforgettable stories carry emotions that will add value to both the person who is the subject of the story and those who listen to it. For this reason, teachers' memories are very meaningful and important. In particular, it may be hard to forget their teachers, who are the main objects of teaching that leave a trace in their educational life. Teacher memories are the stories that teachers tell about events that happened inside or outside the classroom in relation to their teaching experiences. Memories contain important information about school, teacher life, individual and collective teaching experiences, education and training process. Listening or reading memoirs provides insight into the events that shape the expertise by sharing experiences, and helps to understand how teachers give meaning to their experiences and how they are combined with knowledge based on individual experience (Toprakçı & Altınay, 2015; 3). Memories of teachers have a very important place in our education and training lives from past to present. It has a very meaningful place especially in guiding students who will choose the teaching profession. Hüseyin Hüsnü Tekışık, when he started teaching for the first time, told a memory about the teaching profession being a sacred profession as follows;

> *The year was 1948, we finished the teacher's school. Necmettin Bey gave us Mustafa Necati's letter from the principal of the teacher's school. The letter contained the following words; "My dear child, you have been assigned to the Karlıova district of Bingöl, the blessed corner of our heavenly homeland. Your traveling expenses are being sent. Act on your mission. I am kissing your eyes." That generation of ours received this letter and went to the places where I was appointed. The place I went was the garden village of Karlıova. There was no school there. They took me away to a barn of 30 square meters. There was no desk in the classroom, the children were sitting on the stones. Bahçeköy is at the foot of Kartal Mountain. Our first job was to carve the oak poles and make a seat for those children. I taught there for two years* (Tekışık,1992;213).

Teaching is one of the most sacred professions in the world. There are words of many thinkers about the teaching profession, which touches the life of every person; According to Socrates, *"Everything in the world can be valued, but what a teacher does can never be valued. Because it is everything. Maybe nothing!"*. According to Anton Chekhov, "*we have to create opportunities for teachers that are not available to anyone. We must do this as soon as possible; because if the people do not receive adequate education in all aspects, the state collapses like a house built of insufficiently fired bricks. The teacher must be passionately in love with his work like an artist".*

For this reason, the teaching profession is as old as human history. There is a constant interaction and exchange of information between individuals where it comes to

living collectively. If the information is transferred from the more experienced generation to the new generation in a correct plan and program, the activity includes learning and teaching. Teaching is possible with the teacher. Teaching is the name of a profession and this profession begins with the existence of human beings (Celkan, 1998:30). The most important element of an education system is the teacher. The success of the education system basically depends on the qualifications of the teachers and other personnel who will operate and implement the system. No training model can produce a service above the qualifications of the personnel who will operate that model. Therefore, it can be said that a school is only as good as the teachers in it (Kavcar,1987; 39).

Teaching is a profession that bears the responsibility of preparing the future of a nation and a state. Teaching profession is the art of raising the next generation to be useful, constructive, creative, good people and good citizens for their family, environment, nation, state and country. These people, trained by teachers, make their family and nation happy, develop their country and strengthen their state. In this respect, the future of our nation depends on its success in the teaching profession (Tekışık,1986; 24). According to Kavcar (1999, 11), for the future of the society and the country, we should dwell on the teacher and the teaching profession adequately. The most important element of an education system is the teacher. Good education is made by good teachers, and qualified education is made by qualified teachers. In addition, the educational activities and roles of the teacher are gradually increasing.

The basic building block of education and training is the teacher. We see that when the teacher creates a good communication network with the students in the classroom, the student's success increases and at the same time, the student's positive attitudes towards the teacher develop. When the results obtained from the meta-analysis on the factors affecting student achievement in the classroom are examined from Hattie, J.'s (2009) work called "Visible learning: A synthesis of over 800 meta-analyses related to achievement", it can be seen that the most important factor affecting student success is the teacher, as can be seen in the table below.

Table1. Influence, effect size and effect source

Influence	Effect size	Effect source
Feedback	1.13	**Teacher**
Student's previous cognitive characteristics	1,04	**Student**
The nature of the teaching	1,00	**Teacher**
Direct instruction	0,82	**Teacher**
Acceleration	0,72	**Student**
Remediation-feedback	0,65	**Teacher**

Student's tendency to learn	0,61	**Student**
Classroom environment	0,56	**Teacher**
Difficulty of goals	0,52	**Teacher**
Peer teaching	0,50	**Teacher**
Mastery learning	0,50	**Teacher**
Homework	0,43	**Teacher**
Teacher style	0,42	**Teacher**
Questioning	0,41	**Teacher**
Peer influence	0,38	**Peer**
Advance organizer	0,37	**Teacher**
Simulation & games	0,34	**Teacher**
Computer assisted instruction	0,31	**Teacher**
Testing	0,30	**Teacher**
Instructional tools	0,30	**Teacher**
Affective attributes of student	0,24	**Student**
Physical attributes of student	0,21	**Student**
Programmed learning	0,18	**Teacher**
Audı-visual aids	0,16	**Teacher**
Individualization	0,14	**Teacher**
Finances/money	0,12	**School**
Behavioral goals	0,12	**Teacher**
Team teaching	0,06	**Teacher**
Physical characteristics (class size etc.)	-0,05	**School**

Teachers are the ones who will ensure the social, cultural, economic and technological development of the society. Because the development of the country, the welfare and happiness of the nation depends on the teachers and the qualified manpower to be trained by the teachers. In other words, teaching is a profession that determines the destiny of a nation (Dilaver, 1994; 15). Akkutay (1996) determined that there are "teacher" training centers in many countries and that there can be no good education without well-trained teachers. While the importance of education reforms, educational technology, satellite broadcasting system has increased, teachers have become the main focus of attention. The task of organizing the education system in line with the needs of the society in accordance with contemporary developments and raising the workforce and individuals needed by the society is given to the teacher. From this point of view, it is clear how important it is for the societies.

The teaching profession, which has such a wide range of duties and responsibilities, is also a gentle profession. It is easily affected by the profession and culture in other

fields with which it is related. In this respect, the teaching profession has different characteristics from other professions (philosophical, political, social, religious, etc.). Many factors like these affect it. An engineer's A or B oversight does not affect the calculations of the bridge he will build. It is normal for the teacher to have an opinion, but it is wrong to convey his political and other thoughts to his relations with the students. The teacher will be the person who can remain impartial and show the truth (Türkoğlu, 1990; 195). But most importantly, it is important that this idea does not remain in theory, but also in practice. As the place of the teacher in the education system is understood, the importance of impartial personality will be noticed more clearly. Teaching should be put in a profession that is suitable for making progress and providing comfort in all circumstances, like other free and higher professions, in order to entrust the teaching task in schools to reliable hands, to ensure that the children of the country are raised by a respected teacher who will consider that task both a profession and an ideal for them. All over the world, teachers are the most devoted and respected people of the society (Duman, 1991; 24). According to Akyüz (2002), the human values of the teacher are also among the important values. "The most important virtue of a teacher is not to be very knowledgeable, but to have enthusiasm. He should know well that there are different temperaments and different minds than his own, he should go down to the child's level, and confront the child as a friend, not as an enemy.

Although the teaching profession is perceived as a sacred profession, we see that the perception of the teaching profession in the society has lost its prestige in recent years. When we look at the research conducted in this area, according to the findings obtained at the end of the research, 83% of the teacher candidates stated that the current education policies are insufficient, and 54% stated that the teaching profession is not respected by the society. In addition, 80% of these teachers expressed negative opinions about possible changes in the education system in the near future, 16% stated that they had positive expectations and 4% stated that they were undecided (Polat, Kaysılı& Aydın, 2015). For the future of the society and Turkey, enough emphasis should be placed on the teacher and the teaching profession. As it is known, the most important element of an education system is the teacher. Good education is made by good teachers, and qualified education by qualified teachers. In addition, the educational activities and roles of the teacher are gradually increasing.

The purpose of this research is to determine the opinions of prospective teachers who continue their education at the Faculty of Education about the teacher profiles in their memories. Depending on the purpose of the research, answers to the following questions were sought:

1. What are the traces left by their first teacher in the memories of teacher candidates?
2. What are the teacher behaviors that leave a trace?
3. What are the teachers' views on their professional characteristics?

4. What are the views of teacher candidates about their dreams about the profession?

2. Method

2.1. Research Model and Study Group

In this research, which is considered as a qualitative study, the scanning model was used. Qualitative research is defined by Yıldırım and Şimşek (2009) as "a qualitative process in which qualitative data collection methods such as observation, interview and document analysis are used, and a realistic and holistic presentation of perceptions and events in the natural environment is followed". The study group of the research consists of students studying in different departments from Niğde Ömer Halisdemir University Faculty of Education in the 2021-2022 academic year. The research consists of 100 students, 40 of whom are male and 60 are female. Age, gender and school information of the participants are shown in the tables in the findings section.

2.2. Data Collection Methods and Tools

In collecting the data, a semi-structured interview form prepared by taking the opinions of two experts, who are faculty members in different universities and whose area of expertise is teacher training, was used. The items of the interview form are shown in the findings section. In the interview form, there are questions about the sub-objectives of the research, thoughts on education policies, thoughts about the society's perspective on the teaching profession, and what kind of changes they foresee in the education system in the future. Interviews were conducted with the study group based on a semi-structured interview form. In the interviews, the participant teacher candidates were informed about the purpose and process of the research. The research was conducted on a voluntary basis. In the research, it was ensured that personal information would be kept confidential. Before the interview, the participants were asked whether they wanted a voice recording, and the voices of the teacher candidates who wanted to be recorded were recorded on the voice recorder, and the interviews with the participants who did not want the voice recording were noted by the researcher.

2.3. Analysis of Data

The interviews were transferred one-to-one on paper, and each participant was numbered without using the names of the participants (Teacher candidate: Ö.1, 2, 3). The data were analyzed with descriptive and content analysis methods. The answers given by the pre-service teachers to the questions were coded with the thematic coding method, and content analysis tables were created, and at the same time, one-to-one examples from the discourses of the pre-service teachers were presented.

3. Results

The findings obtained in the study were discussed in four sections: the thoughts of the pre-service teachers about the profile of the teacher in their memories, the traces left by the first teachers in the memories of the pre-service teachers, the behaviors of the teachers that left a trace, the opinions of the teachers about their professional characteristics, and the opinions of the pre-service teachers about their dreams about the profession.

Table 2. Traces Left by Their First Teachers in the Memories of Pre-Service Teachers

Comments (Coding)	N	Category	Total (N)	Percentage(%)
An understanding teacher	5	Positive Trace	69	%69
A loving teacher	20			
Teacher calling by my name	10			
teacher with calming demeanor	10			
possessive teacher	15			
Teacher who exhibits trusting behavior	9			
He was a scary teacher	3	Negative Trace	27	%27
Prescriptive teacher	8			
Beating teacher	3			
Disinterested teacher	10			
Angry teacher	3			
Other	2	Other	4	%4
No answer	2			

As seen in the table above, the traces left by the first teachers in the memories of the pre-service teachers emerged in three categories as "positive trace", "negative trace" and "other".

Some of the opinions of pre-service teachers whose first impressions were grouped in the "positive mark" category are as follows:

S.1: … *Since my parents were teachers, they had to leave early. My dear class teacher took me with her and stood by me like my parents and never left me alone.*

S.2: … *My teacher, Ms. Gülçin, came to the class in a clown outfit and wanted us to sing along with her by keeping the rhythm of applause. She is the best teacher in the world...*

S.9: … *I remember running to hug my teacher the first day I started school. Frankly, I don't remember anything else. I just remember running to hug her and my teacher hugging me back lovingly.*

S.43: *… On the first day of school, I was very nervous. However, my teacher's loving demeanor and fatherly approach helped me to get over this uneasiness from the first day.*

As seen in the examples above, in the "positive trace" category, it was stated that the traces left by their first teacher in the memories of the pre-service teachers, and the "loving and possessive" teacher characteristics were more effective on the students. "giving and understanding teachers" also finds positive response by students.

The opinions of some pre-service teachers whose first impressions were grouped in the "negative trace" category are as follows:

S.7: *… He was very irritable and sullen. I'd be lying if I said I didn't wimp out at that moment. Afterwards, as soon as he entered the classroom, I can say that it was a bad start for us when he spoke to us in a loud and harsh tone and angrily.*

S.17: *… The moment I had with my teacher was not a good one. I was so embarrassed that I couldn't talk to the teacher and I cried.*

S.29…*When I first started school, our classroom teacher had no interest and love for her profession and for us students, or I did not feel it.*

Ö.32… *In the first days (first grade of primary school), I was excited, but my teacher destroyed this excitement. When I went to ask about an activity I couldn't do, he slapped me, I fell to the ground and cried.*

As seen in the statements of the teacher candidates above, we see that in the category of "negative traces", the teacher candidates attribute the most meaning to the concept of "indifference," among the traces left by their first teachers in their memories. The concept they attribute to another meaning is that teachers are prescriptive. The fact that the teachers were angry and beaten also left a negative mark on the students. When we look at the traces left by their first teacher in the memories of the teacher candidates, we see that the first teachers of 69% of the students left a positive and 27% of the students left negative traces.

Table 3. Teacher Behaviors That Leave a Trace in The Memories of the Teacher Candidates

Comments (Coding)	n	Category	Total (N)
Full of love	16	Teacher Who Leaves a Trace with Positive Aspects	59
Smiling	12		
Open to contact	13		
Humorous Friendly	11		
Patient	7		
Using the marks as a threat tool	6	The Teacher Who Leaves a Trace with Negative	41
Distinguish between students	8		

Being out of contact	15	Aspects	
To be authoritarian	4		
Criticizing the student's personality	9		

As can be seen in the table above, teacher behaviors that left a mark on the memories of teacher candidates were categorized as "Teacher Who Leaves a Mark with Positive Aspects" and "Teacher Who Leaves a Mark with Negative Aspects". The opinions of some teacher candidates grouped in the category of "Teacher Who Leaves a Positive Aspect" are as follows:

S.1: … *I also learned from my teacher to be patient, that everyone can have many good and bad behaviors, but the most important thing is how we approach those people.*

S.2: … *My teachers were people who loved their country and gave us this feeling. I can't say that only for one of my teachers, but I can say that they left a good mark in general.*

S.56: … *My primary school 1st grade teacher was a very good, kind, well-informed teacher and loved me very much. Once he said; "A very good student, honest and hardworking. I would do whatever he asked of me." about me. This made me very happy. I once again understood how important it is to be honest and hardworking.*

S:39: … *Like me, he was born and raised in a village, studied under the harsh conditions of the village, and became a teacher with the support of his family. I've always wanted to be like him. It is my biggest dream to make my family happy that I became a teacher like him.*

As can be seen in the above views, teachers' behaviors that leave a positive mark on students, especially being loving, open to communication, smiling, witty and patient are important factors in creating exemplary behaviors. When we look at the teacher behaviors that left a mark in the memories of teacher candidates: 59% expressed positive behaviors and 41% expressed negative behaviors.

The opinions of some pre-service teachers grouped in the category of "Teacher Who Leaves a Mark with Negative Aspects" are as follows:

S.8… *I was late for the ceremony on April 23. Instead of welcoming or warning me, my teacher said to me, "Get out, I can't deal with you anymore. Go get a lateness paper and come back!". I was very upset that day. I was still young; I didn't even know what a late card was. I was walking alone in the garden crying.*

S.12: … *One day, I was constantly talking to my friend in the lesson and I was not listening to the lesson. Realizing this, my teacher called me and my friend and asked why we did not listen to the lesson and talked all the time, and then slapped us both.*

S.48: … *My English teacher loved and favored a child in the class. Everyone would notice it. When I saw this, I said I will never be such a teacher.*

S.61*: … Our teacher was not communicating with us, he was just lecturing and leaving.*

S:11*: … The teacher I remember was scolding and humiliating us in the classroom, we didn't want to attend that teacher's class.*

When we look at the negative opinions of the students above, the most common problem among students is that teachers are closed to communication with students. Not respecting students' personality, discriminating between students, using grades as a threat and being authoritarian are also teacher behaviors that are perceived negatively by students.

Table 4. Occupational Characteristics of the Teachers that Candidate Teachers Remember

Comments (Coding)	n	Category	Total (N)
The fluency of the lecture style	10	Creating an Effective Learning Process	59
Making the lesson enjoyable	20		
Using different methods and techniques in the lesson	11		
How to use the board, drawing shapes	8		
Enjoying learning and teaching	10		
Inability to actively involve the student in the lesson	5	Creating an Ineffective Learning Process	11
Inability to maintain discipline in the lesson	3		
Insufficient field knowledge	4		
Using understandable language	7	Effectively in the Learning Process	21
Calling us by our names	8		
Giving everyone a say	6		
Being very nervous in lessons	4	Inability to Communicate Effectively in the Learning Process	9
Being excited in the lessons	3		
His movements, his tough appearance	2		

The table above presents the opinions of the prospective teachers about their professional characteristics in their memories. Some quotations are also as follows:

S.*19: … Especially my class teacher was teaching very well. He spoke fluent and beautiful Turkish.*

S.*68: … I was very impressed when a teacher in high school told me about the morality and life of the prophet. However, it was not the first time I was listening to this subject,*

but we used to listen to it in class without making any noise because our teacher made the lesson enjoyable.

S.70: … Our teacher was delivering the lesson in an effective way. He was especially good at using the board and his writing was beautiful.

S.17: … Our teacher explained the lesson very well. He was especially good at using the board and his writing was beautiful.

S.18: … When our teacher came to the first lesson, he asked our names first. The next lesson he was calling us by our name and he knew very well both the names of all the students and where they live. We liked that he called us by our name.

S.40: … Our teacher was a very good person, but her the classroom management was very poor.

S.41: … Our primary school teacher was very disciplined and had her own rules. We couldn't communicate because we were afraid of her.

S.44: … Our teacher did not give the right to speak in the lesson, he always taught the lesson with the same people. That's why we didn't like your teacher and we were waiting for the lesson to end as soon as possible.

S.43: …. Our math teacher was teaching the lesson, but when our friends asked questions, he could not answer some questions. He kept saying you should research. Our teacher also created the perception that he is knowledgeable in his field.

When we look at the memorable professional characteristics of the teachers of teacher candidates;

In the category of Creating an Effective Learning Process, "Teacher's making the lesson enjoyable" remained as a memorable profession perception towards students' teaching. The teacher's use of different methods and techniques in the lesson, the fluency of the lecture and the good use of the blackboard are the features that remain in the memories of the students.

Creating Ineffective Learning Process; Failure to ensure active participation of the student in the lesson, insufficient content knowledge and the teacher's inability to provide discipline in the lesson created an ineffective learning area for the students.

Effective Communication in the Learning Process; Students' addressing their teachers by their names, using an understandable language, and giving everyone a voice creates a meaningful and permanent learning environment for students in terms of communication.

Inability to Communicate Effectively in the Learning Process; The fact that the teacher is very nervous, excited and tough-looking in the lessons makes communication between students and teachers difficult.

Table 5. Opinions of Teacher Candidates About Their Dreams of Profession

Comments (Coding)	n	Category	Total (N)
Being a teacher who treats all students equally	10	Having Personal Characteristics	100
Being a humorous teacher	9		
Being a friendly teacher	11		
Being a communicative teacher	10		
Being an open-minded and flexible teacher	9		
Being a helpful teacher	11		
A teacher who is open to criticism	7		
Being an empathetic teacher	14		
A teacher who enjoys teaching	12		
A teacher who communicates well with students' parents	7		
Being a teacher who makes difference	24	Having an Impressive Feature	100
Being an inspiring teacher	18		
Being a teacher who leaves a trace	32		
Being an exemplary teacher	26		
Being a modern teacher	15	Having a Modern-Democratic Understanding	24
Being a democrat teacher	8		
A teacher who raises good generations who love their country	9	Other	19
Teaching in a village school	10		

As seen in the table above, the "Opinions of Teacher Candidates About Their Dreams of Profession" are as follows:

S.66: … *I want to teach with my students in a teacher-friend relationship. I want them to see me as both their teacher and their friend. And I want to see them both as students and as friends. I want to spend the best time with them and convey my experiences and knowledge about the course and life to them. I want to open new doors and horizons for them and direct them in the best way possible. My biggest dream is to raise my students to be useful people to the country, the nation, their parents.*

S.55: … *As a teacher candidate, my biggest dream is to be useful to students as an idealistic teacher in a village school with limited opportunities.*

S.56: … *To raise a conscientious student whose every talent has been discovered, who have self-confidence, who radiate joy, who can study and bring our country to a successful place.*

S.58: … *My dream is to be appointed and do my duty shortly after I graduate from university. I want to spend time with my students and pass on useful information to them. I want to collect memories with my students. I have a lot more to learn from them.*

S.20*: …I want to teach my students that school is not only a place where education takes place but also it can be a family environment, I want to teach them that everything should be done on time and in the right way. I want to see the good effects on my students, whom I graduate every 4 years, where I do everything I can to make them good and reliable people in their lives.*

S.6*: … My dream is to be a good teacher. I never want to give wrong or incomplete information to students and it is my biggest dream to make mathematics a subject that they love. In other words, they should not come to class unwillingly. Instead, I want it to be a lesson that they are eagerly waiting for. This depends on my being a well-equipped teacher. The more I know and transfer the information correctly, the more the students like my lesson.*

S.11: … *As a guidance counselor, I want to give my money's worth by not sitting in my room doing anything, but by going down to the field, dealing closely with the problems of young people, applying the necessary tests and scales and do my job properly.*

S.35: … *I will make sure that they are happy to be themselves no matter what. I will help them discover the limits of their own abilities, but I will enable them to face success or failure. As an Art teacher, I will teach them to swim in this beautiful ocean of art.*

S.23… *As a teacher, I first aim to raise conscious and knowledgeable individuals who love their country and are loyal to their country, no matter what profession they may do in the future. It is my biggest dream to raise students to very good positions in the future and to spread this goodness not only professionally but also in human terms.*

S.31: ... *I love my job very much. My childhood dream. It's not just about teaching. I can't wait to learn from my students about life, love, hope, dreaming, getting up when you fall, growing the sprouts of hope where you say you're done, being human and remaining human. Even though they are students, they become the teacher of a teacher. For this reason, my biggest dream is to "smell all the Flowers in the world".*

S.42: … *First of all, I don't want to be a boring teacher. I want to raise students who can dream. I want to be an innovative teacher and introduce my students to differences. I want to break down the prejudices of my students against mathematics. I want my students to feel good by respecting them, because it will be difficult for an individual who grows up without self-respect to respect others in the future. I can't expect them to do something I didn't do to them.*

S.45: … *I guess my only dream is not to be a teacher like my own class teacher. At first, I was not so angry with my teacher, but every time I approached teaching, I realized that being a teacher is not just about educating the child you come across. It was necessary to educate the family of that student as well. I will always observe my students closely and include their families in education as much as possible.*

When we look at the views of the teacher candidates above regarding their dreams about the profession;

In the category of having personal characteristics, the characteristics of teachers who empathize, enjoy teaching, are helpful and friendly were expressed by the participants that when they become teachers, they want to be educators who have these characteristics as a model. In this context, being a teacher who treats all students equally, is open to communication, humorous, open-minded and flexible also constitutes the ideal teacher profile. We also see that they prefer to be teachers who are open to criticism and have good communication with the parents of the students.

In the category of having an impact; The desire to be a teacher who leaves a trace is among the concepts out of which the students make sense most. The desire to be an exemplary teacher, a teacher who makes a difference and inspires is also an attitude preferred by students.

In the category of having a contemporary-democratic understanding; Being a contemporary and democratic teacher is also among the professional dreams of students. One of the most important dreams of students is to teach in village schools. Raising good generations who love their country and are hopeful for the future is in the professional dreams of students as a teacher candidate.

4. Discussion and Conclusions

When we look at the opinions of teacher candidates about teacher profiles in their memories within the scope of the research, it is seen that the rate of the first teachers who left a positive mark in the education and training life of the prospective teachers is 69%, and the rate of those who leave a negative mark is 27%. The positive impact of our teachers on students will lead to an optimistic attitude towards the profession among students.

When we look at the teacher behaviors that left a mark in the memories of teacher candidates, 59% of them are among the behaviors that leave a mark on students in terms of creating exemplary behaviors, especially being *"loving, open to communication, smiling, humorous and patient"*. In this context, the rate of teachers who create negative behaviors is 41%. Especially the first teachers' being *"closed to communication, not respecting the personality of the students, discriminating among the students, using grades as a threat and being authoritarian"* changed the positive perspectives of the students towards their teachers in a negative way.

The opinions of teacher candidates about the characteristics of teaching professional in their memories are as follows;

The rate of *"Creating an effective learning process"* is 59%, and the teacher's making the lesson enjoyable, using different methods and techniques in the lesson, being fluent, effective use of the blackboard, the behaviors and teaching skills are also the other characteristics which are affective on students.

The rate of *"Teachers communicating effectively in the learning process"* in students' memories is 21%. The students stated that the teachers' addressing their students by name, using an understandable language and giving everyone the right to speak creates an effective communication network with their students.

"Creating an ineffective learning process" causes the students to develop negative attitudes towards the teacher because of the failure of the teacher to ensure the active participation of the students in the lesson, the insufficient knowledge of the field and the inability to provide discipline in the lesson. In the context of *"not being able to communicate effectively in the learning process"*, the teacher's being tense and nervous, overly excited and harsh in the lessons made communication between students and teachers difficult.

When we look at the pre-service teachers' opinions about their dreams about the profession;

In the category of having personal characteristics, teacher characteristics of being "empathizing, enjoying teaching, helpful, smiling, treating all students equally, open to communication, witty, open-minded and flexible" also formed the ideal teacher model. They also stated that they want to be teachers who are open to criticism and have good communication skills with their students' parents.

In the category of having an impact, among the students, the desire to be the "teacher who leaves a mark" was expressed the most. Being a difference-maker, inspiring and exemplary teacher is also among the most important professional dreams of students.

In the category of having a contemporary-democratic understanding, being a contemporary and democratic teacher is also among the professional dreams of students.

One of the dreams of the students is to be the teacher of the children living in the village. While most of the teachers prefer to work in districts and cities, it is meaningful in every respect that future teachers prefer to teach in villages. The idea of raising good generations who love their country and be beneficial to their nation is among the dreams of teacher candidates.

Some results of this study show similarities with the results of the research in the field. According to some researchers who have worked in the field, the "Ideal Teacher" should be friendly, tolerant, affectionate, reliable, honest, objective, confidant and should be a model for students with their thoughts and behaviors. The teacher's focus on success and having high expectations from students are among the teacher characteristics considered very important by teachers (Çelikten, Şanal, & Yeni, 2005).

When we look at the study titled "The Views of Pre-service Classroom Teachers on Being a Good Teacher" by Ubuz and Sarı, (2009), the results of the study support our findings by stating that the communication between teacher and student is very important for an effective learning-teaching process. Taşkaya (2012) points out that among the personal characteristics that a qualified teacher should have are tactfulness, equal treatment to all students, ability to constantly improve herself/himself, sufficient field knowledge, good communication with students, and classroom management skills.

The study titled "Values That Teachers Should Have From Perspectives of Principals, Teachers, Students and Parents" supports our findings of this study by stating that communication skills have the highest frequency as the basic value that teachers should have in students' views (Çubukçu, Eker Özenbaş, Çetintaş, Satı & Yazlık-Şeker, 2012). In the study of Küçükahmet (1999), an answer was sought by taking the opinions of university students on how the ideal teacher would behave. The ideal teacher is defined by the characteristics of those who love the profession, are not prejudiced, modern, honest, humorous, love their students, are experts in their fields, can enable the students to participate in the lesson, capable of making the students like the lesson, are kind but firm in the classroom, know the individual differences of the students and can act in accordance with this situation.

In the research of Şimşek and Tuzluca (2015) named "Common personality and behavioral characteristics of teachers who leave a positive mark on the thinking life of adults", the teachers' being open to communication, loving and smiling are among the characteristics that leave a trace. In addition, it has been determined that their attitudes towards teaching, loving their profession, enlightening, guiding, logical, self-confident and being mature are the personality traits that leave the most important traces on their students. Based on the results, various suggestions were made to teachers, practitioners and researchers to reach personal maturity and improve attitudes in a positive way. Karagöz (2020) and Erden (1998) examined the qualities that a successful teacher should have in two groups as personal and professional. Among the personal qualities, features

such as being tolerant and patient, open-minded, flexible, adaptive, encouraging and supportive come to the fore. The importance of general culture, subject area knowledge and knowledge and skills related to the profession were emphasized as professional knowledge and skills. In the research conducted on the views on the teaching profession in the pre-republican period, we also agree with our findings (Karagöz, 2017).

In the study titled "A Study on the Future Professional Expectations of Teachers Working in the Province of Niğde", by Polat and Koç (2018) along with the cognitive domain competencies of the teacher such as content knowledge, cultural knowledge, professional knowledge and skills, personality traits also affect the student. It is a tendency that regularly creates related thoughts, feelings and behaviors. The attitude of the teacher towards his profession is one of the most important factors that guide his professional actions. It can be stated that teachers' professional perceptions are formed with the experiences they have gained in different roles throughout their lives. Since many personal characteristics of the teacher can leave lasting effects on the students, they should be able to lead the students to positive in their attitudes and behaviors while performing their profession (Polat, & Koç, 2018). In the research conducted by Karagöz (2020), it was observed that the above-mentioned views and suggestions of the teachers were implemented in the practice school located in the Darulmuallimin (male teacher's school 1848).

Considering the characteristics that teachers should have, "Is a teacher born or become one?" is a very important question. According to some, there are certain qualities that must be innate in order to be a teacher. For example, temperament. According to some, a person can do this profession professionally with a good education, that is, he becomes a teacher. According to some, there are both innate features and features that can be acquired later. An artist may not have many qualities off stage, but he can give a superior performance on stage. Being able to show this performance shows that he can do his job professionally. When a teacher starts the lesson in the classroom, he should be able to do his job professionally, leaving many features aside. As a result of the research, it has been seen that teachers who show understanding and love, are friendly, open to communication, fluent, make the lesson enjoyable, humorous and especially empathic and open to criticism, make a difference, and inspire more. As a result of the research, it was seen that teachers who show understanding and love, smiling, open to communication, fluent, making the lesson enjoyable, humorous, empathetic, open to criticism, can make a difference and inspiring are liked more and seen as role models by their students.

The fact that teachers in the education system are well trained with regard to their qualification both in pre-service and in service activities before they start teaching activities is of great importance in terms of efficient education and achieving the desired goals (Dilekli & Tezci, 2016; Dilekli & Tezci, 2020). Teachers have a great responsibility

to be a role model and to provide opportunities for children and young people to have universal values such as peace, respect, love, cooperation, happiness, honesty, humility, responsibility, purity, tolerance, freedom and integrity/unity. The limitation of this study is that it was conducted at the micro level. It is recommended that similar work be done at the macro level.

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