

Opinions of Mathematics Teacher Candidates on Subject Area Courses**Fatma Cumhur**Associate Professor, Faculty of Education, Mus Alparslan University
Mus, Türkiye**Abstract**

In order to teach mathematics effectively, both the knowledge of the subject and the knowledge of the field education are needed. The need for both pieces of information in this regard reveals that one of these pieces of information is not superior to the other and that both are needed. This study, it is aimed to examine the opinions of pre-service mathematics teachers about field-based courses. In this sense, it is aimed to reveal the personal views of the candidates in terms of the content and necessity of the courses they have taken until their last year. The study was carried out with 26 senior mathematics teacher candidates. The research was carried out within the scope of the phenomenology design, which is one of the qualitative research designs. In the study, a questionnaire consisting of 2 open-ended questions was presented to the candidates. The content analysis method was used in the analysis of the data. As a result of the analysis, it was found that some courses were beneficial for reasons such as dominating the field, learning the history of mathematics, and facilitating transfer to students; it has been determined that some courses are useless due to excessive information stack, the way they are taught, being difficult and worrying that they will not work in professional life. As a result of the study, various suggestions were made on how these courses could be more beneficial.

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