

EVALUATION OF TURKEY'S TEACHER TRAINING SYSTEM FROM THE VIEWPOINT OF EXPERIENCED TEACHERS

(PAST, PRESENT AND FUTURE)

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History of teacher training system in Turkey goes back to 200 years. As we know, the first teacher training institution is Dar'ul Muallimin founded in 1848. After foundation of Turkish Republic, teacher training has become more important for the country. Various stages in teacher training are seen in Republican period. Teacher training school applications for male and female students is one of them. Village Institutions, Primary Teacher Training Schools and 2 years Educational Institutions were some of them. Finally, teacher training system was reorganized with a project of Ministry of Education, Board of Higher Education and World Bank. In Turkey, discussions about the teacher training system are still going on. Experienced teachers argued that former training systems are better than today's system. Many researchers claim that despite increased duration of education, today's teacher cannot have the spirit and required ideals of teaching profession. In other words, it is emphasized that affective dimension of the teaching profession is omitted.

The purpose of this study is to evaluate today's teacher training programs in line with the ideas of experienced teachers. Teachers' opinions about meaning of teaching profession, personal values and professional skills the teachers should have, differences between the training system in the past and present, differences in teacher roles, efficacy in school, family and community relations, qualification of prospective teachers, how we should evaluate the performance of teachers, advantages and disadvantages of today's teacher training system and suggestions to improve better system in teacher training are the sub-topics of the study. Participants are 20 experienced teachers graduated from Ordu-Perşembe Primary Teacher School and had worked as a teacher at least 25 years. Qualitative research design is conducted in this research and semi-structured form including 12 questions is used. For validity of questions, 5 curriculum and instruction experts' opinions have been consulted and after arrangements according to these opinions the forms are distributed to teachers.

Content analysis performed on the answers by multiple researchers for reliability of the research. According to some findings, teachers think that former teachers have more knowledge and skills in all areas; they are sensitive to their society and social events. New teachers are more knowledgeable about their specific area and technology but they are lack of teaching skills. Teachers are seen as source of information and leader of society but now they are seen as guide for achieving the knowledge. They have been more productive. However, they are lack of passion. It is seen that the most important advantage of today's teacher training system is technology usage and knowledge about global issues and disadvantages are giving little importance to teaching practices and not provide prospective students to be skillful in social skills. It is thought that this study provide new contributions to construction of today's teacher training system.

Keyword: teacher training system, experienced teacher, opinion

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