

Reflection on teacher education in turkey education essay

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The success of a school program, whatever the objective is, relies upon mostly on the teacher, who is the key person in enacting it. Starting from the beginning of the last century, there have been many initiatives to enhance instructor knowledge. These initiatives are aimed not only at enhancing academic practice but also at dealing with some of the serious issues in the academic system. These issues include: lack of teachers for the growing population; irrelevancy of instructor knowledge to the facts of Turkish schools; the need for a theoretical base for instructor knowledge. There have been many efforts to get over these issues in instructor education and knowledge in general. These efforts have been continuous extremely recently and there has been an effort by the Higher Education Authorities to change instructor knowledge in Turkey. We believe that the efforts to enhance instructor knowledge will be restricted unless they are based in a relevant theoretical discussion to address the unique issues of Turkey. Our aim in this document is to talk about the issues of instructor knowledge in Turkey, and also to intricate on the issues in the instructor knowledge discussion that we think are difficult. Fast development and activity of inhabitants is a serious issue of Turkish policy creators. The overall inhabitants' rate of development in Turkey is around 2% per year. The people in this country, which was 13. 6 thousand in 1927, achieved 65 thousand in 2000. However, this development reveals a impressive difference in different areas. Population development in certain areas, especially in developed areas, is much higher than the inhabitant's development in non-industrialized areas because of immigration. Knowledge in those areas where the inhabitants is modifying fast is a serious problem in

Turkey in terms of both economic difficulties of providing necessary curricular components to academic institutions and planning academic actions. In places where the inhabitants are heavy, there is a lack of instructors to work in academic institutions, curriculum materials and physical features.

Article#2:

Educational reform in Turkey:

Turkey felled the Copenhagen requirements in 2004 and the Western Percentage implemented a frame-work for accession discussions in 2005. The first phase of the discussion is known as screening: its main objective is to evaluate the level of preparedness to take on the responsibilities of account and the administrative potential to implement and implement acquits of the Partnership. In Turkey's situation, acquits consists of 35 sections. Each includes a plan place. Educational change projects in Turkey are not only curricular but also architectural. A structural reform was presented in 2004, planning to re-define the primary part of the Secretary of state for National Education, and to reallocate tasks and responsibilities accordingly. However, the recommended changes resulted in significant debate and they still await solution. Educational change initiatives in Turkey have been somewhat piecemeal, and have not generally touched primary academic methods. Although various superficial modifications have been created in the past, most have not had the significant impact hoped for. Fragmented changes were created, usually to gain political benefits, but the primary techniques to a large extent remained the same.

Article#3:**Philosophy of Education as an Academic Discipline in Turkey, the Past and the Present:**

Perspective to practice and studying is an item of the secularization to practice and studying in the procedure of Westernization in Turkey. Before westernization the Ottoman Empire was an Islamic Empire made the decision by Holy Law or rules appropriate with it. Like all other places of life education too had been taken over and managed by faith. It is developed and content of almost all details were spiritual too. Magnificent subjects such as thinking and geometry were taught at best as essential for spiritual analysis. We can take viewpoint to practice and studying in academic sensation, i. e. as a place of knowledge qualified, found and examined at appropriate schools. We can best identify how philosophy to practice and studying has been identified if we look at the content of the appropriate courses of trainer coaching schools and teaching certificate programs for the students of the capability of technological innovation and art, and the guides released for these programs. For most people, viewpoint has been a look for into, or speculation about, biggest basic principles of everyday encounter. Most people believe that philosophers have endowed having accessibility biggest details, a notion rejected by analytical philosophers. As opposed to philosophers to train, they have a nearer relationship with them and even have been at the center of that group. They also taught and recommended more doctorate learners and thus the isms strategy was also spread by these learners.

Article#4:**A Call for Change and Pedagogy: a critical analysis of teacher education in Turkey:**

There is a renewed interest in education worldwide. Depending on its spokesmen, it is seen as the gateway to future economic prosperity, the tools which are combating the rate of unemployment, the forces which are likely to drive the progress in science and technology as well as the social prosperity is the keys to success for the education in Turkey. Almost all the countries in the world are playing their vital role in the progress and prosperity as well as spread of the standard education. So, we can say that every country is playing a role in making the educational system more reliable for the generations. These days, colleges, schools and higher educational institutions employ only highly qualified and experienced teachers. So, the students belonging to different areas of studies such as science, arts, religious studies and technology, engineering have a bright chance to get the teachers' jobs at these institutions immediately after they have completed their degree or certificate. The practicum is the most ignored place in instructor coaching. Student teachers spend time studying about their topic and common education and learning, but short time on learning how to educate and real educating. What is recognized by practicum is placing beginner instructors into educational institutions for eight several weeks with no audio guidance or any probability to indicate what they did and why. Hardly manual intervention is given to teaching the abilities that will allow them to successfully implement their information in the classroom. This is only aspect of the issue, however. Even more crucial is

the issue of how those encounters are organized. Quite often trainee placements are completely separated from the rest of the program and supervision comprises in a few website trips and the reviews that those produce. Hence, they do not provide as skill-building encounters.

Article#5:

The latest reform in initial teacher education (ITE) in Turkey:

The existing research looks for to comprehend ongoing changes in the Preliminary Instructor Information (ITE) programmers over the last many decades. Thus, the research elaborates styles such as need for the re-structuring, the theoretical foundation for the re-structuring and upgrades in ITE from the policy-makers and practitioners' viewpoints. The objective of this research is to comprehend the re-structuring process of ITE and its theoretical platform. In this research, papers research and semi-structured interviews were used as information resources. The objective of teacher education, therefore, is to create instructors who are touching what is occurring in the educational setting and who consistently and consistently indicate on their decisions with an eye to enhancing their expert exercise. Bryan and Abell condition that experience performs a important part in creating expert knowledge and the center of knowing how to educate cannot be discovered from training alone. The aim of school-based initial teacher coaching has been to filter the gap between teacher coaching concept and classroom truth. In this document, the rationales and importance of the newest change in ITE have been elaborated, but much more research is required to get the image right, to discover out whether the new model and

its actual concept performs, and what has been occurring in the execution procedure. Rather furthermore, insights on the procedure should be taken into consideration to improve and create the existing ITE. Basically, there are two methods to become a teacher: one is conventional way, in which students, finishing from great educational institutions, adhere to ITE applications at FEs durable four or five years (concurrent design for pre-school and main teacher education, successive and concurrent models for additional teacher education), after getting an excellent entry exam; the other is one in which graduate learners from other four-year university applications obtain teacher certification through relatively intense programs, durable from one to one-and-a-half decades.

Article#6:

General View of Teacher Education Policies of Turkey:

The existing process of instructor education and studying is belittled in many aspects: out of balance ration of the three primary places of training; quality and material of the applications, and ineffectiveness of realistic coaching interval. Research done by the Directorate of Teacher Education, mentioned that the curricula of the academic setting teaching department of Education Ability did not similar the curricula of primary education and studying. The need for adequate studies regarding learning-teaching concepts, system designs and instructor credentials for classroom teaching divisions was described as a concern by the scientists. Work on these subjects is ongoing.

Measures are taken to provide a healthy submission of instructors at the nationwide, local and institutional stages. Currently 456, 477 instructors are on responsibility in coaching and education and studying services of the <https://assignbuster.com/reflection-on-teacher-education-in-turkey-education-essay/>

Ministry of National Education. However, in certain places, places and academic institutions, there are some failures. In addition, there is a need for instructors in certain divisions where the amount of prospective applicants graduated from Education Ability is inadequate. To make up for this lack, learners from other faculties (Engineering, Technology and Literature) widely-used to as instructors in place relevant to their primary area after they complete the necessary " Pedagogical Development Certification" system. Students who are considering becoming instructors can take the necessary applications for the " Pedagogical Development Certificate" in addition to their significant area applications during the undergrad interval. Also the " Pedagogical Development Certificate" can be gained after finishing from college by participating the applications started out by some Educational Faculties. The primary requirements to start these applications are identified by the rules of MNE, and the colleges must get acceptance from the MNE before starting the applications.