

Value Education in Turkish Teacher Training

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ABSTRACT This study is based on a model of review which consists of document examination. The data of the study was gathered through reviewing the research made on teaching programs and the Turkish teacher training program which was applied. In the study, the Turkish teacher training program was evaluated in terms of its functionality. It was detected that the program does not include the courses which could maintain functionality. For that reason, the courses of which inclusion could contribute to the functionality of the program were recommended.

INTRODUCTION

Program is the list of plans containing subjects, contents, materials, targets and behaviors within education and teaching process (Varis 1988; Tan et al. 1997; Demirel 2007; Cepni and Cil 2012). Accordingly the program is considered to be a significant tool that provides transmission of behaviors desired to be given within a definite order (Varis 1988; Safran 2004). Owing to the programs education and teaching is tired to be made more systematic and planned. So the content of the programs should be prepared considering the cultural elements of the society. Within this planning the program should only include socio-cultural and universal values because the technological developments in the world may lead to disappearance of those values in time, those developments do not only remain as restricted to material culture but they may also affect spiritual values (Kaplan 1982; Turhan 2002). Specifically, those interests and needs of the individual may change his/her viewpoint too. And in general terms, the societies are sometimes affected negatively by this situation lose their self identities; sometimes they become indifferent to this change and fall behind technologically and they sometimes develop rapidly shaping its education, economy and all programs according to this change. Particularly those societies designing their education and teaching programs according to this change gain a more advantageous position than the other societies. In this context the compulsion to restructure programs beginning from basic education programs to those in higher education arise. Examining the course names, credits and practice hours included in the currently applied teacher

training program, certain problems of the program become apparent.

RESEARCH METHODS

This study is qualitative and performed in reviewing model and reviewing model is researches aiming at describing any past or present situation as it is. It is the attempt to define the event, individual or object which is the subject matter of the research within its own conditions and as it is. No effort to change, affect them is exhibited (Yildirim and Simsek 2005; Karasar 2008).

Data Collection Tool

The data of the study were acquired using the studies performed on teaching programs and the Turkish teacher training program applied and the suggestions about the courses that should be included in the program were given on the basis of those data.

FINDINGS

Functionality of Turkish Teacher Training Program

Turkish teacher training program was found to be insufficient in different terms according to the studies performed. These may be listed as application hours, field courses and contents (Duman 1998; Sagir 2002; Guzel 2003; Guzel 2005; Ozbay 2005; Sarac 2005; Kucukahmet 2007; Borekci 2009; Acik 2010; Aktas 2010; Guzel 2010; Cifci 2011; Kirkkilic and Maden 2010). And in the light of the detections performed, one may

perform the following evaluations according to periods looking through the functionality of the program:

In the first semester courses where only theoretical information prevails should be given excluding *Writing Techniques*. Qualities of the courses about actuality were extremely insufficient. In this semester there is no course about why the candidate teacher should perform teachership or transferring the values about teachership.

In the second semester, there is no significant difference other than the course of *Education Psychology*. And in the course of *Education Psychology*, rather different theoretical titles and concepts were given. In this semester functionality of the program was ignored.

In the third semester it is found out that teaching continues through theoretical information. In this semester it is considered that the concept of value may be given though partially upon the commencement of literature courses. Looking through the contents of the courses, it is found out that eras, persons and currencies are narrated in literature courses. And this approach is insufficient in the transmission of the concept of value.

It is found out that in the fifth and sixth semester applied courses about teachership increase. However lack of courses about value and philosophy in the program lead to incompleteness of certain points in transmitting the justifications of the practices about teachership.

It is found out that in the seventh and eighth semester there is *School Experience* and *Teachership Practice* about functionality in the program. The fact that there are no courses that could increase the general culture levels of candidate teachers and take the candidate teachers to new thought horizons is considered to be the incompleteness of the program.

Looking through the general courses, it is revealed that the program lacks courses that would enable them to be associated with daily life. Additionally, it is concluded that such courses including value education which would assist candidate teachers to integrate with other fields should be included in the program. The result that candidate teachers do not have any questioning approach about what the courses they receive serve or in which stage of education and teaching those courses shall be used is revealed. In this context Turkish teacher train-

ing programs should be given a nature that they could be more applicable in daily life. And for this purpose it is considered that particularly value education courses should be associated with field courses.

Insufficiency of Turkish Teacher Training Program

The contribution of courses to daily life is considered to be extremely restricted. The courses are intensified with theoretical information distant from detail such as the formula included in the courses given in departments including mathematics or physics. And the applied courses in the program were insufficient in terms of hour. In this regard it is revealed that only theoretical information was included in the programs and one should avoid didactic approaches which are not useful for personal development and "human" factor should be emphasized in all teaching programs. This point should be kept alive always particularly in Turkish teaching program because Turkish teachers may affect the student mentally, psychologically and sociologically through Turkish courses and may have them become aware about the values they belong to. And for this purpose, particularly the teacher should be aware of his/her own values. Turkish courses should not be restricted only to grammar teaching because it is considered that if education and teaching is only restricted to courses where grammar rules are given, value transmission aspect of Turkish teaching shall be ignored. Besides, value education is considered to be a tool at the top of social norms that provide socialization of the individual (Burroughs 2002; Argandona 2003; Ozensel 2003; Hitlin and Piliavin 2004; Burchielli 2006). For this reasons one should carefully emphasize on the value adding aspect of Turkish teaching.

Turkish teacher should have the students establish inter-text relations and give them clues about the past facts or probable future facts based on those data while instructing Turkish course, giving information about the subject; in this regard the teacher should definitely be informed about ethical, belief and other values and reach such academic proficiency and perfection to be able to express those values with an academic language. Otherwise, Turkish teacher is transformed into any teacher distant from social spirit who only gives didactic information. The

teaching programs should include “Values Education” courses which would lead the student think and assist them to create awareness about their own values. Those courses should be evaluated as associated with relevant fields in the program.

Teaching programs are auxiliary tools that guide the system and the teacher about when, how and with what should the behaviors desired to be given to the student be given. Creation of the trivets of this guide correctly has particular significance in terms of any individual who will be a Turkish teacher having the qualifications that he/she should have in addition to field knowledge and professional knowledge. Courses that would increase the quality of the teacher and contribute to teachership formation and which would create values system which would provide support and thinking are needed. In this context, one of the courses that should be included in the Turkish Teacher Training Program is the course of value education. Turkish teaching is considered only as a course where grammar rules are given. Whereas Turkish teaching is at the same time a culture teaching program. Teacher training program should also include courses that could reveal such aspect of Turkish. Those who perform teachership and candidate teachers studying in faculties of education know and use this aspect of Turkish teaching more or less. In this regard it is considered that the point that Turkish teaching is a value education is ignored. The courses that would emphasize this aspect of Turkish teaching should be given to Turkish teacher. Those courses may be dealt with and associated with value education as given in Table 1.

Education and teaching programs are shaped depending on technological developments arising in the world. Those developments affect humans as it is the case in all fields and make it compulsory to review titles and gains as well. So social changes and transformations may go

forward sometimes and backward at other times (Akyuz 2011). For this reason the thought that each innovation would bring social benefit is inconvenient; but it is considered that making those changes convenient for socio-cultural structure shall be useful. One of the countries where those models are implemented is Japan. The language teachers in Japan are given courses including psychology, sociology, ethics, religion, philosophy and law in addition to field courses (Aldemir and Er 2012). As it is seen, teachers may receive courses related to social structure and courses in different fields covering value judgments as well in addition to field courses.

DISCUSSION

Teacher training programs should be strong in terms of content. Enrichment of this content takes long time (Saunders 2012). One should pay attendance that elements related to society and culture should be included in the content. Particularly the teaching programs prepared for faculties of education should have a striking nature with their theoretical and practical aspects compared to other teaching programs (Eliot 1990; Berman et al. 2012). In this regard, in preparing Turkish teaching program, the program makers should design the program content from a different point of view.

Turkish teacher should have the adequacy of internalizing language and values and transferring the same to the students (Gogus 1978; Aydin 1999; Oz 2001; Sagir 2002; Ozbay 2003). In this context Turkish teacher should have the perfection at the point of transferring the non-concrete cultural elements and the moral spirit to the students. Teaching programs are one of the biggest parts of the whole that directs the future of any society. Placement of this big part in the whole correctly and provision of togetherness within the whole is dependent on regula-

Table 1: Recommended courses

	<i>Name of the course</i>	<i>T</i>	<i>U</i>	<i>K</i>
Semester I	National Values Education	2	0	2
Semester II	Universal Values Education	2	0	2
Semester III	Language and Value Education	2	0	2
Semester IV	Turkish Aesthetics and Value Education	2	0	2
Semester V	Ethical Values Education	2	0	2
Total	10	0	10	

tion of the content of the program. In this context one should adopt an approach in the programs that put the individual in the center. On the basis of this point the concept of “value” that enables the individual to be aware of himself/herself should be emphasized in the program. Noticing that the individual is a value as well should be provided and programs should include courses under the name of “value education”. In addition to this, clues that would enable the individual to look at the life from different viewpoints and mobilize the ability of questioning make the individual research why he/she learns something should be presented.

CONCLUSION

As a result, teacher training programs should not only be such programs through which single dimensional technical teachers are trained but also the teacher should know why he/she gives the information while transferring information and what this information gives. The teacher should be able to give examples that would remind the students the values they have while enabling them to think.

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