



Comparing Teacher Competencies Formed by Professional Teaching Knowledge Lectures in Terms of Teacher Training Moves in Turkey and Germany

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Abstract

The joint improvement studies in education in Europe and the development of common teacher training initiatives/policies to support it goes back to Marc-Antoine Jullien (Jullien de Paris 1775 - 1848) of Comparative Education Science. Educational reform movements link to teacher education. During the establishment period of the Republic of Turkey, innovations have been made in the education system and teacher training system. This teacher training system was also left to education faculties in universities as of 1982. Program for International Student Assessment (PISA) survey laid down by the Organization for Economic Co-operation and Development (OECD) which Turkey is also a member, has shown the educational achievement to OECD member countries in their respective domestic distribution and Trends in International Mathematics and Science Study (TIMSS) results are also included in such educational achievement indicators. Turkey is among the failing countries compared to the OECD countries. According to the educational systems in Germany and the United States, the Turkish educational system should be compared in terms of the places where there are problems. In addition, contemporary and democratic, the secular education system should rapidly focus on the stand of the advanced industrialized countries. In all the European countries, the educational actions, or more precisely the reform studies, are repeatedly reviewed according to the PISA results. Here is a study based on comparative education science and the study aims to reveal the differences and similarities between the moves of teacher training in Turkey and innovative teacher training in Germany, for the example of Europe.

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1. Introduction

Teacher education, like school-based education, is one of the cultural probable subordinate relationships that define the originality in every society, tendencies that exceed certain boundaries of the state, influences the direction of the teacher training practices in primary schools and other upper level schools and even the style and type of how the instructor will be trained in this subject. This tendency creates a context for evaluating the situation of teacher education in terms of the potential benefit of comparative education science, more precisely, the actual forces put pressure on the standardization of the experience of the education faculty-student who will be a teacher. This tendency will lead to a narrowing of the teacher training program. Three particularly important tendencies that are effective in this regard are: "Accountability - Movement" which holds instruction under more rigorous observations; "Regional economic and social integration" that produces pressure in the practice of teacher education in terms of cross-border integration; international tests that steer international competition between countries and the view of success in the shape of test results and even adapt the effect of what is required to be learned in schools on it (Fassum, 2015).

The starting point of this research is PISA's, carried out by OECD, results in which Turkey is located among the failing countries. Our Turkish young people in the 15-year-old population are unsuccessful, or rather this section of the population, who will contribute economically to the active population, are inadequately trained as "human capital". The education faculties should focus on the booths of rapidly industrializing countries that are comparatively modern, democratic and secular education system in terms of places where the problems of the Turkish education system are seen according to the educational systems of the more successful countries that train teachers. Germany provides in-service training programs for teachers for PISA research as an industrialized country and teachers prepare their students for PISA according to this information. As can be seen in the following explanations, a German teacher may be more flexible in educational programs and method applications depending on the situation of the student.

In order to find a solution to this problem, due to the shocking results of PISA, teacher training policy in Turkey is compared to some moves of the European countries which reformed the teacher training that forms their education system. Comparative Education Science is, designing putting into effect its own findings (Amaral & Amos, 2015) and implementing these findings. Comparative Education Science is the "what die science community", i.e., scientific community practice under this label. Mitter (2015) proposed to take function based on optimist principles and even the points of view of the pioneers of comparative education into account before international comparative studies took interest in actual motivation in the extent of PISA and TIMSS, and before designing the subject area of a critical reflection.

2. Method

Outcome evaluations principles of the two main branches of education which are included in the comparative education research herein:

1. Despite the fact that the Ministry of National Education (MoNE) has been positioning the members of the Psychological Counseling and Guidance Department who have graduated from the Guidance and Psychological Counseling Department in Education Faculties with the title of "guidance teacher", these staff members are not the teachers in the schools but as school counselors, "consultant" in guidance service.

2. MoNE assigns the graduates of Department of English Language Teaching under Foreign Language Education Department of Education Faculties, with the title of "foreign language teacher" and positions them to the schools (from primary schools to universities to all levels of education) and these staffs serve their duties in schools, i.e., in classrooms.

Compared to the study activities of two departments, the English teaching duties consist of classroom activities such as disciplines within other schools.

In this study, based on the serves differences in schools, the department that trains school counselors and the department that trains English teachers were selected.

3. The Purpose of the Study

1. To determine the differences of disciplines compared to Germany within the scope of teaching profession knowledge in the departments of Psychological Counseling and Guidance and English Language Teaching

2. Comparing the professional teaching knowledge lessons in Turkey with the same lessons lectured in Germany but with the reasons of being in different categories and

3. To examine the output evaluation of teacher training moves in Germany and teacher training moves of higher education board in Turkey after the shocking PISA results in Europe, through the definitions in Teacher Training Knowledge curriculum.

Selected Comparative Education Science Methodology in this Research:

The comparison is synchrony or diachronic, i.e., it is related to the comparison of countries (international) or historical comparison. Since International comparison is compatible with the exterior, or to be more precise since it works with the subject of researching of education practices in "other" countries, it is the most used and most common two terms. In this research, synchrony comparison is preferred.

The effects to the outcome evaluation for the teacher competences of the teaching profession lessons taught in the two aforementioned disciplines were first examined according to the comparative design of Hilker (1962) (Adick, 2008; Amaral, 2015).

1. Description: Access to Description and Data: First step of the comparison involves descriptions which open to research stand and act as a starting point for the continuous development of research questions and ease the subsequent analyses. This data can be accessed by reviewing the literature when necessary. At this stage, pedagogical data from different (national) contexts are collected and organized by the help of tables (or graphs).

2. Interpretation (interpretative (=explicative) explanations of the findings of historical and social conditions in the background): In the second stage, data are analyzed by socio-scientific methods, with historical, political, geographical, socio-economic and cultural traditions, structures and factors in the background. These contextual background structures serve to explain the controversial question of how to shape an educational system.

3. Juxtaposition (by placing training phenomena to be investigated side by side according to the criteria, the first step in comparison): In this step, data and information, designs and principles are categorized. At this stage, the comparability scale is determined. In Beraday, this means "comparison occurs by placing inclined data side-by-side" (1964). The juxtaposition of the materials is done to investigate the holistic design and hypothesis. The data are brought side by side and compared so that the differences and commonalities arise.

4. Comparison (the second step in the comparison): Consists of simultaneous processing and analysis of all data and materials and includes collecting data from unities in a study together in order to evaluate hypotheses, explain individual phenomena, form typologies.

The assessment here was carried out by means of the literature review.

4. Accessing the Data and Comparisons

According to Hilker's Classification

4.1. Description

The organizational differences of the courses in the first objective sentence are described as follows:

Organizational differences of lessons which indicate the Education policy in Turkey and Germany:

- Lessons in Education Faculties in Turkey mostly are similar in terms of status to "Vorlesung" of Germany (conference lesson type/ teacher-centered lesson type). Academic staffs that take their Ph.D. and then immediately positioned as the Dr. Assistant / Dr. Instructor start to teach as conference type lesson.

- Information about the professors' German professors in their teaching books is conveyed to university students under the heading "Vorlesung" in the form of a conference. These Vorlesungs are few in number but form the bases of the following seminars.

- Types of courses that fill the seminar concept in Germany in faculties of education in Turkey are almost no because it is based on the presentation of the lecturers at seminars in Turkey and the transfer of an instructional book. In addition, students' opinions are generally not given. Semester to students in all courses in faculties of education in Turkey participates as 40-60 people.

- In Germany, the responsibility for the seminar is usually given to young academics (or Juniorprofessor). In these seminars, theories are given on the basis of applications and, his/her students contribute and, the whole of the opinions form the content of the course. It covers the studies on teacher competencies. In the seminar lessons the student density is very small (8-10 students).

Teaching profession courses in education faculties in Turkey are gathered under one category as "presentation" (German equivalent Vorlesungen) whereas lessons in Education faculties in Germany, there are a small number of lessons, are listed as presentation and, there are seminars are in both categories.

a. Seminars consist of courses in educational informatics research methods, general education, differential education and lessons under Pedagogical Psychology / Pedagogical Sociology.

b. Seminar courses can be grouped in roughly four groups: School as an institution; School in its own Social Institution Area; Teacher Competence; Teaching and Learning Processes (Kommentiertes Vorlesungsverzeichnis Universität Stuttgart)

Examining Teaching Profession Knowledge in Turkey in terms of course content and in terms of dependent and independent variables, "lesson classification" may be as follows. Because, the achievements of the courses, which are described as independent variables, act as an advanced organizer (Ausubel, 1960):

- "Introduction to Educational Science" lesson as an independent variable: all teaching profession knowledge courses in the following semesters give a dependent variable image.

- "Philosophy of Education" as an independent variable: All education science courses and courses in private tutoring in the area are included as dependent variables.

- "Educational Psychology" as an independent variable: Especially "Instructional Principles and Methods" is a dependent variable.

- On the other hand, "Instructional Principles and Methods" which transformed into independent variables: "Measurement and Evaluation" course in field education and school observations and applications are dependent variables.

Frame data of the first objective

Table 1. Interpretation based on data 1

When teaching profession knowledge lessons in Turkey and lessons lectured in education faculty in Germany are compared,
<ul style="list-style-type: none"> • Since all lessons in Turkey are in the frame of Vorlesung, a small similarity in terms of functionality (Vorlesung and Seminar) can be mentioned. In this context, the authority in the lessons in Turkey is the instructor (academician) and, the other authority is the lesson book. There is not a suitable structure for student's perspectives to be shared and discussed. Lesson names and content are given by the Board of Higher Education, so education faculties are not autonomous. • While lessons in Germany show a relation in scientific systematic (as it is in the example of independent variable and dependent variable), when compared to Turkey neither the classification of lessons nor general didactic shows any similarities.

This data is the basis for the further development of the research.

4.2. Interpretation

Three methods were used in teacher education in the world for more than 30 years. Skill Model is a model that is based on learning by doing and is based on the processes of gaining specific behaviors and competencies for effective teaching. This model was effective till The Second World War. The Applied Science Model was developed after the efforts of turning psychology into a science and was widely applied after the 1950s. Bloom taxonomy (from psychological taxonomies), Tyler rational

planning are among the important moves. The Reflective Model has become widespread in the 1990s and is based on John Dewey's "How to Think" (as cited in Erdem, 2015).

Under the title of reforms in teacher education programs in Turkey temporary/short-term arrangements was made. The main ones are as follows briefly:

- Teacher Training Institutional Moves: Teacher training moves were highly regarded in the foundation years of the Republic; spreading education through society and aiming for society to adapt to the republic, there were attempts of training teacher from different sources.

- The Village Institutes constitute an important place in these. Elementary Schools served until 1974 and later turned into teacher high schools due to their loss of function and they transferred teacher training functions to the 2-year Educational Institutions with the law number 1739. In 1982, education institutes such as all higher education institutions were also gathered under the education faculty of universities (as cited in Başkan, 2001; Higher Education Council 1998, Reorganization of Teacher Training Programs)

- Guidelines for the development of guidance staff in Europe: The sciences which are the basis of the guidance, especially psychological measurement and assessment and psychology of individual differences, have begun to develop in European countries. Guidance has only entered schools in European countries long after. During the Second World War, many non-school institutions for children and young people were established in European countries. In Europe, guidance services have gained importance in the first area of secondary education. Generally, guidance activities in Europe have been given importance since the 1950s. In Europe, examples based on the development of guidance activities can be cited as follows: In Denmark, students whose intelligence types were identified in the 5th grade in primary school continued their education under the guidance of the guidance teacher. Guidance in France begins with "School and Vocational Guidance Centers" established all around. In the Netherlands, since 1963, the Ministry of Health has been run by 86 regional labor bureaus affiliated to the Ministry of Labor. Guidance in Italy began in 1963 with the Italian School and Occupation Guiding Association. Guidance activities are spread throughout Spain, generally in all schools. In Switzerland, each of the provinces graduates from the Universities of Geneva and Friborg and also has a guiding course, the consultants work on career guidance; At the end of the 8th year of teaching in Austria, Guidance activities in Belgium are between the ages of 12 and 15; this activity, which was commissioned in England in 1959, is carried out by the Ministry of Education and the Ministry of Labor (Girgin, 2007). ((The sentences are not clear and it is also hard to follow the items in the paragraph.))

- Gazi Education Institute in the year 1950 guidance development in Turkey began to be taught as a course in the Pedagogical and Special Education Department. In 1969, personnel was started to train vocational guidance and orientation services. In 1981, Psychological Services in Higher Education took place in the Department of Science (Girgin, 2007).

Changes made in subsequent years according to the Teaching Profession course in Turkey (Board of Higher Education - Faculty of Teacher Training and Education (1982-2007)):

- "Teaching Vocational Knowledge" lessons in 1997: Introduction to Teaching Profession, Development, and Learning, Planning and Evaluation in Teaching, Instructional Technology and Material Development, Special Teaching Methods I and II, School Experience I and II Guidance, Teaching Practice, Classroom Management.

- Courses decided by the Board of Higher Education on July 11, 2007: Introduction to Educational Science, Developmental Psychology, Program Development and Teaching, Teaching Techniques and Material Design, Special Teaching Methods I and II, School Experience, Guidance, Teaching Practice, Classroom Management, Learning Teaching Theory and Approaches, Turkish Education System and School Administration Elective Course Science History, Research Project in Field Education, Assessment and Evaluation.

According to the teaching profession information courses in 1997, more courses are added in 2007. However, none of the courses are classified under the title of the seminar and the courses are not classified according to their fields.

There are three competencies taught by a teacher (Lettmayr & Uhl, 2013):

- a. Field-competence; is the knowledge with the field courses that the teacher will work with.
- b. Soft-skills-competence; method competences, social competence and personal competence (to be careful, values, to organize values and to internalize the importance of values).
- c. People and Organizations Development Competence; definition of target groups, especially for educators, is an integral competence (ability to make targeted compulsive speech, to reduce excitement stress, to create curiosity with examples of life, to implement analysis processes, to place methods in a targeted manner, to stimulate life-coaching learning, placing the task, accompanying the individual development processes in the students and supporting it).

The competencies in item (a) are given in field training. But to what extent can the competencies of "teaching vocational courses (b) and (c) be established?" in the form of a somewhat optimistic (!) brings to mind a question.

4.3. Juxtaposition

The second objective is to compare the problem of comparing the probabilities with those of different categories:

In this third phase

- a) Teacher training in Germany and in Turkey "field and field training" courses with the "teaching profession" Munich University as an example is utilized for the combination of course.
- b) Teaching in the case of the teaching competence which the courses of the vocational education profession will create, the courses given in the example of Stuttgart University are made side by side so as to collect data on the classification based on causality.

Table 2. Teaching Profession Course in Guidance and Counselling in the Department of English Language Education in Turkey

Psychological Counselling and Guidance		English Language Teaching	
1. Term	2. Term	1. Term	2. Term
Introduction to Educational Sciences	Philosophy of Education Turkish History of Education or Economy of Education	Introduction to Educational Sciences	Psychology of Education
3. Term	4. Term	3. Term	4. Term
Principles and Methods of Teaching Assessment and Evaluation	Psychology of Learning Classroom Management	Principles and Methods of Teaching	Instructional Technology and Material Development
5. Term	6. Term	5. Term	6. Term
	Program Development in Guidance and Counselling	Classroom Management	Assessment and Evaluation
7. Term	8. Term	7. Term	8. Term
Education Management		Turkish History of Education School Experience	Comparative Education Teaching Practice

Reference: Teacher training undergraduate programs yok.gov.tr

Teacher professional knowledge courses in Table 1 extend from theory-oriented information (psychology-based) that will develop teaching competence in 8 semesters to teaching strategies based on behaviors of the teacher in the classroom.

Teacher Training in Germany While Area 1 and Area 2 education (secondary/undergraduate minor) continues in conformity with another, teaching profession lessons and practices are grouped as follows (Munich University Example):

- Professional Teaching Knowledge courses: General Pedagogy; School Pedagogy; Psychology
- Implementations: Adaptation implementation; Implementation in enterprises; School Implementation
- Implementation accompanying higher education

Equivalence of Guidance Counselling Area in Germany

Psychology as an area of instruction (E.g. to provide counseling in vocational high school) when selected in conjunction with school psychology, other conditions (i.e. secondary domain) apply: Educational sciences Higher education content, which has been expanded in the field of "Advisory Service" as the structure of education/modular, is presented together with "advisory service", "teaching service". The counseling area communicates the scientific foundations of higher education and the psychology that will bring the "consultant teacher" in the school's day-to-day lifetime counseling duties, as well as different information about the school organization and legal reasons (school psychology-based). Structure/modules of this higher education: Personality Psychology, which is a prerequisite to participate in the First State examination, includes pedagogical (educational) psychology diagnosis and experience gained (Munich University example).

Table 3 gives the theoretical, practical, credit and lesson hours integrity of the student who graduated from both branches of the department.

Table 3. The total amount of theoretical, practice, credit and lesson hours including field education that the teacher trainees needed to take to graduate in 8 semesters in Turkey

Total Amount	Theoretical	Practice	Credit	Lesson Hours
Psychological Counselling and Guidance	146	34	162	180
English Language Teaching	143	32	159	175

Table 4. An example of teacher training at Munich University

Graduation: It consists of a modular entrance and ECTS weights, success on the achievement of the teaching process and graduation notes and consists of two parts; State Examination to be taken as a teacher, modular examinations 40% and First State Examination 60%.

Teaching Fields (E.g. Mathematics, Geography, Sports, English Teaching, etc.) There are also courses related to teaching second field teaching, and the discipline field related to the content to be delivered to the students is also taught. Each area has a weight of 105 ECTS. The free field occurs in its own centre. This free space has a weight of 6 ECTS to be won on both sides.

Reference: Munich University Example

Table 5. Interpretation based on data 2

Similarities and differences found:

Secondary areas also tend to gain the right of the students in the Faculty of Education in Turkey is valid. This is linked to the scientific appropriateness of the selected secondary field as well as the availability of adequate teaching space for the selected students.

In the Federal Republic of Germany, "raising as a consultant" is placed under the sub-domain of psychology. However, the school serves as a psychologist for the school from "School Psychology" outside the school. While in the Faculty of Arts in Psychology departments at universities in Turkey, it is a department of Counselling and Educational Sciences Department at the Faculty of Psychological Counselling. An important reason for this is the fact that the Guidance and Psychological Counselling graduates have the right to be appointed as teacher counselors in the schools attached to National Education.

b) Classification of Teacher Training courses at the University of Stuttgart is organized as follows:

- Analytical / competent competence (getting into depths/reasons into subjects / events)

- Competence related to the research method (making research, recognizing the importance of empirical studies in educational sciences, formulating and testing hypotheses, conducting quantitative and qualitative researches, etc.)
- Didactic competence (based on learning theories and teaching theories)
- Organizing Competence (Instruction is a process of organizing. Organization between individuals and subjects and it is open to interaction)
- Social Competence (examining every kind of behaviour in the social structure and giving appropriate reactions)

In the case of the University of Stuttgart in Germany, the lessons show that they are given in the form of Vorlesung (conference type) and associated seminars:

- Lessons conducted as Vorlesung: Introduction to Research Methodology;
- Pedagogical Psychology: Introduction to the Centre Areas of School Pedagogy
- Seminar Lessons: Introduction to Didactic; Speech Management I; In the Example of Lesson Observations; Observation; Teaching-Learning; Teaching and Learning in Daily Life of the School; Social Interaction and Social Learning; Introduction to Museum Pedagogy; Behavior Analysis and Problems in Teaching; Speech Management II; School as a Pedagogical (Educational) Institution; Diagnoses and Evaluations in School; Are bad students stupid? School Achievements' being Dependent on Individual Characteristics; The School as a Living Space, The Design of Pedagogical Formatted Life and Learning Area and the Reflections of School Pedagogy
- Intensive Seminar: Environment with individual characteristics in school; Unrest in Lesson - Analyses and Interventions; Selected Dimensions of Learning Psychology

Classification based on the scientific system is given in Table 6.

Table 3. Classification of courses based on scientific system

Categories	Scientific Reflections	Relevant Courses
Introduction to Pedagogy / School Pedagogy	General Education	Introduction to The Central Areas of School Pedagogy
Introduction to Pedagogical (Educational) Psychology	Pedagogical Psychology / Pedagogical Sociology	Pedagogical Psychology
School as Institution	General Education and Pedagogical Psychology / Pedagogical Sociology	School as a Pedagogical (Educational) Institution
School in its Social-Cultural Field	General Education and Pedagogical Psychology / Pedagogical Sociology	Introduction to Museum Pedagogy
	Pedagogical Psychology / Pedagogical Sociology	Are bad students stupid? School Achievement Being Dependent on Individual Characteristics

	Differential Education Science	School as a Living Space, Life and Learning Area Designed Pedagogically and Reflections of School Pedagogy
Teacher competences	Pedagogical Psychology / Pedagogical Sociology	Speech Management I
	General Education and Pedagogical Psychology / Pedagogical Sociology	Teaching - Learning
	Pedagogical Psychology / Pedagogical Sociology	Social Interaction and Social Learning
	Pedagogical Psychology / Pedagogical Sociology	Behaviour Analysis and Dealing with Problems in Teaching
	Pedagogical Psychology / Pedagogical Sociology	Speech Management II
	Pedagogical Psychology / Pedagogical Sociology	Diagnoses and Evaluations in School
	Pedagogical Psychology / Pedagogical Sociology	Unrest in Lesson - Analyses and Interventions
Teaching and Learning Processes	Differential Education Science	Introduction to Didactic
	Educational Science Research Methods	Observations on The Example of Course Observations
	Pedagogical Psychology / Pedagogical Sociology	Teaching and Learning in Daily Life Of The School
	General Education and Differential Education	Introduction to Museum Pedagogy
	Pedagogical Psychology / Pedagogical Sociology	Behaviour Analysis and Dealing with Problems in Teaching
	Differential Education	Environment with individual characteristics in school
	Pedagogical Psychology / Pedagogical Sociology	Selected Dimensions of Learning Psychology

Table 6 shows, lessons in Vorlesung group, Pedagogical Psychology categorized as Introduction to Pedagogy and Introduction to Education Psychology in the first column, followed by seminar lectures in the First Pillar, this time in four groups. However, the scientific reflection in the second column is gathered in four groups.

Table 7. Interpretation based on data 3

When Teaching Profession Knowledge courses are juxtaposed with Teaching Profession Knowledge courses in Germany;
 Courses in Turkey are not based on a system with features that supports one another

4.4. Comparison

Third objective statement: The statements based on the comparison of teacher-educated measures in curriculum content in both countries are as follows:

The 2002 PISA surveys' shocking result has affected all European countries and, the measures to be taken in teacher education have begun to be discussed. The work in this regard has continued and the decisions taken at the Rectors' Conference have been shared with the public.

Husung pointed out in his speech entitled "Today's Teacher Education-Education and Training Encouragement" at the University Rectors Conference: "Teachers are crucial to the success of the education system. They provide young people with individual achievement, personality formation, socialization and professional progress. Social changes bring new duties for the education system and the teaching profession; the reforms in the school structure, the transitivity of all educational paths and the interrelationships between clarity, heterogeneity and inclusion, school and parent, must find an efficiency at every stage of teacher education " The reform referred to the following articles (LehrerbildungheuteHochschulkonferenz, 2014):

- Ensuring that field sciences and field education work jointly with educational knowledge and improving places in which practices are made in schools, harmonizing the contents of professional knowledge and field knowledge in teacher education
- On one hand, solving the problems of the field, academic education relations at the higher schools and on the other hand, the creation of professionally adapted course presentations for teacher education
- Encouraging field education that is in line with the school fact, ensuring alignment of teaching elements of education science and field didactics for school practices
- Forming of strong distribution of educational activities to be carried out at all stages of teacher education
- Bringing the precise structure of teacher education and in-service training is to the higher education system so that it can be profiled for higher education
- Researching for reform measures, structuring the research harmonization in the process of teacher education and taking strong precautions by looking at the professional biography of the teachers
- Development of incentive precautions for occupational biographies of teachers in the preparation service and for assignment of them to vocational training in preparatory service
- Improvement of the integrated and heterogeneous environment at every stage of teacher education
- Encouraging in-service training of teachers in universities and seminars at universities

- Taking appropriate measures to create a new development of the missing part of the profession
- Attention to the continuity of the results and the transfer to where they are
- Development of targeted counseling methods and targeted learning outcomes for targeted learners
- Development of new forms and structures of teacher training organization

Recent amendments made in teaching practice in schools in education faculties in Turkey:

Various changes have been made in the direction of teaching practice in the education and, training institutions affiliated to MoNE in order to increase the function and effectiveness of the "Teaching Practice" course after cooperating with the Higher Education Council, Teacher Training National Committee and MoNE, and the General Directorate of Teacher Training and Development. In summary, this directive is based on the following principles

1. At the beginning of the semester, going to practice school together with the teacher candidates.
2. Teaching Practice course consists of 6 hours of practice and 2 hours of theoretical course; each week developments of practices made in school are discussed and evaluated. In order to evaluate the practices, 2 lesson hours must be held at the university. Teacher candidates should be present in practice school 1 full day or 2 half days consisting of 6 hours.
3. According to the common evaluation principle, the performance of teacher candidates in teaching practice is evaluated separately by the practice instructor and the practice teacher.

Table 8. Interpretation based on data 4

Teacher training reform moves made in Turkey can be seen limited with the courses offered in education faculties and with their content. However, the issue of teacher training should be done on the basis of culture, with the aim of shaping society as given in the above paragraph. Some of the main topics of Subject analyses, that are taught in Europe, of some of the lessons which are present as independent variables in this comparison, were addressed and besides two authors who researched and wrote this research has observations about "student's learning motivation decreasing, resisting to learn, not recognizing the practice".

Philosophical approaches to education in Europe often begin with John Lock (1632-1704) as a practical written source: "Some Thoughts Concerning Education" contains Locke's educational writings. Another important name after that is Jean-Jacques Rousseau. Thoughts emerging as a reaction to their contemporaries are influential. In his works, the main problem of "first discourse" is explaining traditions and customs. In the second discourse, "origin and bases of inequality between people" is mentioned, and in the book titled "Emile or On education", the expression of life is taught with educational thoughts, Johann Heinrich Pestalozzi (1746-1827) gives the basic knowledge of education, i.e. principles, in his "JaoderNein" named book in addition to his book, "Wie Gertrud ihre Kinder erzieht?" which includes empirical knowledge. The Village Institutes were one of the teacher training movements. In the years when the Republic was founded, were opened in line with the views that Pestalozzi has taken from his or her work on orphans and children living on the streets and the educational principles he reflected on his works. John Dewey's (1859-1952) experience, education, school and teaching-learning concepts describe the methods of learning in school, planning, tasks of

the teacher and reaching to society with the social structure of the school. (Dewey's views are important in terms of both experimental schools and the reflection of the pragmatism in education in 1928 during the establishment of the Republic, he came all the way to Ankara and observed educational institutions and wrote a report on Turkish education System called "Report about Turkish Educational System".) Paulo Freire (1921-1997) wrote the work entitled "The Pedagogy of the Oppressed" with a stance against authoritarian and loader education. Depending on all these, rather than learning with banker concept, i.e. filling the student with useless and useful information regardless, learning based on background, constructivism was reflected on education by revealing learning outcomes (Tenorth, 2010 & 2012).

Education Philosophy is only located in the program of Guidance and Counselling students in Turkey.

Introduction to Educational Science course includes topics related to education in relation to other sciences (especially as humane sciences and social sciences), historical structure, research methods which are required to be a science and structure of Turkish National Education system, role and characteristics of a teacher.

In Europe, the content taught for the Introduction to Educational Science course is especially started with Kant, and the concept of enlightenment is given by its general characteristics and informative structure. Later in this course, the concepts of education are given, Emile Durkheim (socialization and morality) is mentioned, humanism is mentioned, and the concept of socialization is explained in its broad dimensions. Education, teaching and socialization are complementary factors (see Krüger & Helsper, 2010). As can be seen, the views of the philosophy of education have been passed on to the lesson and positivism and determinism's place in science have been established for the field of education.

Some courses in Europe which follow this foundation and are given in the higher years are in the context of Principles and Methods of Training in Turkey. This course starts with the basic concepts and explains the learning styles, the reasons of memory and learning psychology, teaching, teaching methods, bringing instruction to the upper level and comparing the concepts of effective teaching, definition of the course, structural features of the course, planning, teaching principles, planning models and instructional technology, competition and challenge, assessment of achievement and evaluation (measurement and evaluation) (Schröder, 2002). In terms of methods, methodological behaviour, method application inventory, games in teaching, body language in education (Meyer, 1987) are underlined.

Effective Teaching Methods (2014), a book implemented in the USA and translated into Turkish, is a version of the Teaching Principles and Methods of Teaching Methods (2014) in the United States and is an effective example for prospective teachers in competence learning outcomes based on examples/ based on even data from research results (Borich, 2014).

If the difference in Europe and USA is noted, the lessons/seminars in this context will enable the formation of the three competencies mentioned above. It focuses on how a course is transparent by establishing the relationship between what the teacher is talking about, what he/she is doing and the student being able to establish the relationship between what is taught, and the question being asked.

The course, titled Teaching Technology and Material Development, starts as Media didactics and teaching technology in Europe and describes learning styles (Lettmayer & Uhl, 2013). In Europe, there is another content on media didactics: media typology, media theories, socialization, conceptual explanations, media and lecture, media and "...." lesson, etc. (Barsch, 2006).

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