



An investigation of teaching practice course exams of “DarülmuaUllim”

Gönül Türkan Demir ^a *

^a Amasya University Faculty of Education Akbilek, Amasya, Turkey

Abstract

The study aimed to scrutinize the practice course exam and the exam questions in DarülmuaUllim- the first teacher training institution in Turkish education history. In the study, the nature of the theoretical basis of today's teaching practices was also considered by shedding light on the past. The study was carried out via document analysis design, one of the qualitative research methods. The two texts published in Tedrisat Journal in 1912 and 1913, published by the teachers of DarülmuaUllim, were the main data sources of the study. The data were analyzed through the document analysis method. The content of the questions asked in the teaching practice course in 1912 and the distribution by subject, the application of the practice exam and the evaluation process constituted the main data sources of the study. As a result of the study, it was found that in the teaching practice exams in DarülmuaUllim, senior students told a topic they chose with lots in the practice school. The results revealed that the assessment of the exam was carried out by the pre-service teacher, classmates and the practice lesson teacher via discussion method.

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Teaching Practice, DarülmuaUllim, Practice Exam, Evaluation, Turkish Education History.

1. Introduction

1.1. Introduce the problem

Educational activities in all societies are carried out with the aim of educating and developing individuals, societies and nations in accordance with the competencies that can adapt to the requirements of the age and transferring cultural values to future generations (Tuğluk & Kürtmen, 2018, 811). The rapid change and increase of these requirements mean that the function and importance of education is increasingly changing. One of the most important factors in achieving the goals expected from education is teachers. Because teachers are in the position of practitioner the studies,

* Corresponding author: Gönül Türkan Demir
E-mail address: gonul_2818@hotmail.com

determined goals and curriculums related to education (Ekici, 2008, 112). The teaching profession has some unique features and teachers are expected to have these characteristics. In this context, the subject of teacher training gains importance.

Teacher training is an important point dwell on for all societies. In addition to the universally accepted criteria, it is understood that the teacher training is shaped in direct proportion to the meanings attributed to the teacher in the culture within. It is seen that the importance of some points is emphasized both in the laws in force in our country and in the studies conducted by educators in determining the processes related to teacher training. When the literature is examined, it is understood that the content of the education (METK, 1973; Koçer, 1973; Can, 2001; Ekici, 2008; Şişman, 2009; Erdem, 2015; Girmen, Kılıç & Kaya, 2016; Tuğluk & Kürtmen, 2018) and taught in the institutions providing teacher education (Ergün, 1987; Duman, 1999; Taşdemirci, 2002; Öztürk, 2008; Bilir, 2011) is pointed out.

In the National Education Fundamental Law has been stated as "the preparation process for the teaching profession is provided by general culture, special field education and pedagogical formation", outline of content in the teacher training process (METK, 1973, 5109). It has been understood that the content of teacher education is determined in accordance with these dimensions. At this point, it will be useful to mention the status of institutions that train teachers as practitioners of the content. The teacher training institutions attached to the Ministry of Education until 1982. When the restructuring of Turkish higher education system in 1982, the teacher training institutions had been connected to the Higher Education Board (Şişman, 2009, 73-74). When the teacher education programs are examined both in the world and in our country, it is seen that the dimensions of general culture, special field knowledge and professional knowledge / pedagogical formation come to the fore. It is of great importance for the process of training a qualified teacher with its meaningful and complementary features in all three dimensions (Can, 2001, 3). In order for this process to achieve the desired results, the courses included in the programs should be distributed in a balanced manner in theory and practice. When the programs of education faculties are examined it has been seen that among the practical courses, especially the courses in which the school practices are given in the last grades, have an important place in terms of gaining teaching profession skills. Because these courses provide pre-service teachers the opportunity to apply the knowledge they have learned in theoretical lessons in a real classroom environment (Aslan, 2015, 3; Girgin & Şahin, 2019, 1603). In school practices, pre-service teachers find the opportunity to gain professional socialization skills as well as realizing and developing their own professional skills and abilities (Girmen, Kılıç & Kaya, 2016, 90; Hurioglu, 2016, 10).

Educational scientists constantly emphasize the importance of practice lessons in the teacher training process. Change, adaptation and renewal in the concept of education are

indispensable. However, this change should be made without breaking the ties with the past. Aytaç's following statements are most important in explaining the necessity of past and future connection in education;

“In all societies, the task of education is to transfer the inheritance inherited in the cultural field and the values adopted later on to future generations. Younger generations take over these without making a contribution. Thus, the continuity of the culture is ensured. For this reason, continuity and tradition are also characteristic of formation groups such as schools and universities. Science, technique and fine arts are in a continuous development. The social, economic and political situation constantly changing. This means that school reforms try to strike a balance and harmony between these two central problems;

1. How do traditional values inherited from the past can take a form in the new life style?
2. How can new cultural values be embedded in the traditional cultural system?

Thus, the main problem of school reform is to find a synthesis within the values system taken from the past and the value system that is newly acquired or to be gained. (Aytaç, 1966, citation Koçer, 1973, 2).

When Turkish education history studies are examined, it is understood that we have a rich historical background in training teachers. Darümuallimin, which was established in Istanbul in 1848 with the modernization studies that started with the Tanzimat Period, was the first educational institution to train teachers by teaching vocational courses. In the first regulation of Darümuallimin dated 1851, the course of Lecturing and Teaching Method is included. This is an important first step towards the institutionalization of educational science in Turkey (Akyüz, 2018, 177).

Darümuallimin-i Sıbyan (İdadi / Male Primary Teacher School) was opened in 1868 in line with the needs of ongoing innovations in the field of education. After the opening of this school, the name of Darümuallimin was changed to Darümuallimin-i Rüşdi (Elçiçeği & Yılmaz, 2020, 171). In 1870, Darümuallimat (Girls' Teacher School) was opened. Darümuallimin-i Aliye (Higher Teacher Training School) was established in 1891 as a result of the decisions taken in the Regulation of Education of the General Directorate of Education dated 1869 (Abazaoğlu, Yıldırım & Yıldızhan, 2016, 145; Cücük, Bay & Doğan, 2017, 137). With this arrangement, Darümuallimin-i İdadi was closed and Darümuallimin-i Aliye was formed from the branches of elementary, secondary and high school, each of which is 2 years.

It is understood that the modernization efforts that continued in the Second Constitutional Period brought a new dimension to the understanding of teacher training. Especially the appointment of Satı Bey, one of the important educators of the period, as the director of Darümuallimin-i Aliye in 1909 has been initiated radical changes (Akyüz,

2018, 279). Satı Bey first made an examination for the students in the school and ultimately has been decided that 150 students should continue the school. It has also made important changes in the teaching staff and has created a staff that is experts in the field. With this staff, he published a journal called *Tedrisat-ı İptidaiye* and focused on courses such as science education, teaching methods, music, painting, handicrafts and physical education in the program. In addition to these lessons, lessons such as Turkish, history, geography, civics, religious knowledge, and foreign languages has been also given. In addition to all these, the most important innovation realized by Satı Bey is that he opened a Practice School affiliated to Darülmualimin (Ergün, 1987, 12; Akyüz, 2018, 280). By Akyüz (2018, 280) has been commented on the opening of the practice school with the following statements; “Indeed, before 1909, one of the weaknesses of teacher training was the lack of practice schools. After 1909, one of the most important factors that ensure the success of the Istanbul Darülmualimi is the establishment of such a practice school affiliated to it.” As can be understood from these expressions of Akyüz, the practice school has been opened a new understanding of teacher education and increased the success of the teacher school. In this context, the importance of applied education in teacher training is once again reveal.

1.2. Purpose and importance of the research

Teacher training is of great importance in order to achieve the expected goals in education. In line with modern educational approaches, the goal is always to achieve better in training teachers, as in every subject. Practical education has been one of the topics that educators have emphasized on teacher training from past to present. Because teachers can't acquire the competencies they need to gain only with knowledge. The most important way to gain professional skills and to establish a connection between theoretical and practical is to provide an effective application environment (Hurioğlu, 2016, 10).

The aim of this study is to examine how the exam of the teaching practice lesson, which was held for the first time in our educational history, and the evaluation process of pre-service teachers. When the studies on the importance of applied education in teacher education are examined (Can, 2001; Ekici, 2008; Bektaş & Ayvaz, 2012; Aslan, 2015; Hurioğlu, 2016;), it is thought that examining past practices will contribute to the relevant literature.

While carrying out innovations for the future, it is a point to be considered in terms of protecting our national and cultural values to build these innovations on our cultural foundations. It is important to pay attention to building on our national values while innovating for the future. The 1912 Darülmualim practice lesson examined in this study, exam questions and the texts evaluating a practice lesson were considered important because they were concrete examples of how the first examples of teaching practice in our

history were realized. This study, which is based on the analysis of these texts, will propound the understanding of teacher education in that period. It will also contribute to today's teaching practice studies in terms of forming a theoretical basis. It is expected to contribute to the points to be considered especially in the evaluation of the application lessons and how the evaluation process should be managed. In this context, it is important for both contemporary educational sciences and educational history studies.

The research questions of this study are; How are the exam questions patterns asked in the teaching practice (Usul-i Tedris) lesson in Darülmualimin in 1912? and how is the evaluation process of the practice exam conducted?

2. Method

2.1. Research design

This study is a historical research patterned with document analysis method. Documents such as corporate reports, press releases, internal and external correspondence, official documents and periodicals are used in document review. The stages of the document analysis method were followed in collecting the data. Document review consists of the stages of reaching documents, checking their originality, understanding the documents, analyzing the data and using the data (Yıldırım & Şimşek, 2013, 223; Merriam, 2013, 131-145). The authenticity of the documents has been checked with the opinions of field experts. The texts written in Ottoman Turkish were transcribed into contemporary Turkish by the researcher and again, two experts were controlled.

2.2. Data sources

In the study, two texts, published in 1912 and 1913 in Tedrisat Journal, constituted the data sources of the research. The fact that the journal, in which the texts were published, was released by the teachers of Darülmualimin during Satı Bey's administration period increased the reliability of the data. The text belonging to 1913 bears the signature of Muallim Cevdet (İnançalp), one of the teachers of Darülmualimin. The texts examined in this study were accessed digitally from the Hakkı Tarık Us Collection.

2.2.1. Data analysis

Content analysis method was used in the analysis of the data. The purpose of content analysis is to reach concepts and relationships that can explain the collected data. The data collected is first conceptualized and then organized logically according to the emerging concepts (Yıldırım & Şimşek, 2013, 259).

Out the data obtained, the 1912 practice lesson exam questions were grouped according to the lessons in Darulmuallimin's curriculum and, 64 questions were included

in the study. These questions were divided into 11 groups in accordance with the courses they are related to. Then the questions were reclassified in terms of their content. In this classification, 3 groups were formed according to the grade levels specified in the questions. These groups were in the form of primary school level questions, middle school level questions and questions without any grade level specified. The text containing the evaluation of the practice lesson was published in 1913. This text was divided into three main themes: the views of the student participating in the practice exam, the opinions of his classmates about the application and the teachers' evaluations about the lesson. The important parts about these themes were presented with direct quotations. While making direct quotations, simplifications were made in modern Turkish language.

In order to increase the quality of the study, the concepts of credibility, transferability and verifiability, which are compatible with the nature of qualitative research, were taken into account in providing validity and reliability (Merriam, 2013, 201). At this stage, expert opinion was consulted for the transcript to ensure reliability and verification. After the content analysis of the transcript texts that passed through the expert control, opinions were requested from the experts of different fields regarding the themes determined to ensure transferability, and the contents were finalized.

3. Results

The first research question of this study is how the exams of the teaching practice lessons were conducted in Darulmuallim. The findings obtained in the documents examined were given below.

The questions asked to Darulmuallim senior students in the practice lesson exams were published in the *Tedrisat Journal* prepared by the teachers of the school. Before the questions, it was seen that a short explanation was given as follows;

We publish the topics determined for the practice course exams of the senior student of Darulmuallim in our journal. Each of the pre-service teacher will prepare a lesson plan on the subject that has hit them with cast lots and explain this in the presence of their teachers and friends, and then a discussion will be held on this lesson plan. Summaries of some of these discussions will be published later in our journal (Anonim, 1912, 89).

After this brief explanation, 64 questions has been given for senior students. When the questions are examined, it is seen that some questions are classified to primary school and secondary school, and expected a lesson preparation suitable for the grade level specified in the question is required. In some questions, the subject or concept was specified and explanations were asked about at which grade level and by which methods the given topic / concept should be explained. Considering these differences, the distribution of the questions given by courses and levels is shown in Table 1.

Table 1. Distribution of exam questions according to lessons and levels

Lesson	Elementary	Secondary	Undefined class level	Total
History	6	4	3	13
Geography	2	2	10	14
Religious Information	1	-	3	4
Algebra	1	-	8	9
Fauna	-	-	3	3
Teaching Method	1	-	3	4
Stuff - Word Lesson	2	-	2	4
Scientific education	2	2	1	5
Sanitation	1	-	1	2
Civic Knowledge	4	-	-	4
Turkish	1	-	1	2
Total	21	8	35	64

As seen in table 1, 14 questions about the geography lesson, 13 questions about the history lesson and nine questions about the mathematics lesson were prepared. It has been seen that the least question are related to Turkish and Hygiene lessons. Looking at the distribution of the questions, it is understood that there are 21 questions at the primary school level, 8 at the secondary school level, and 35 questions at the undefined class level.

The list of questions asked to the senior students using the lottery method is as follows;

1. How will you explain the constitutionalism in primary school?
2. Prepare a lesson about Köprülüzade Fazıl Ahmet Paşa for the third grade in primary school.
3. Give an opinion summary about the transportation vehicles in the Ottoman Empire in the primary school.
4. Prepare a lesson about Selim the third to the primary third grade.
5. Prepare a lesson for primary about Obelisk in Istanbul.
6. Give a lesson about Vaka-i Hayriyye in primary school.
7. Prepare a recitation-interpretation lesson for the third grade of primary school.
8. How will you give an idea of the length measurements in primary school?
9. You are a primary school teacher in a city without a coast You will give an idea about Istanbul; What kind of a movement path do you follow, what tools do you use?
10. Give a lesson to first grade about hand and arm? (Stuff - Word Lesson)
11. Give a lesson to the third grade of primary school about gold and iron using the method of comparing?
12. How would you give your students an idea about the harbor in the second and third grades of primary school?
13. What lessons do you teach about stream and rivers in elementary school?
14. Which classes and how do you teach about air gas in elementary school?
15. By what method would you give an idea about the process of "division from the account" in primary school?
16. Give a lesson in primary school about the necessity and importance of washing.
17. How will you give an idea of the "Law" in primary school; (civic knowledge)

18. How will you give an idea about municipalities in primary school?
19. Prepare one lesson for each of the three classes of the primary school about saving.
20. How will you inculcate the idea of helping each other in primary school?
21. How would you describe "adjective" to children in primary school?
22. Prepare a lesson for secondary school on the importance and historical development of "writing".
23. Prepare a lesson on secondary school about Phoenicians service to civilization.
24. Give a lesson about "Tanzimat-ı Hayriye" in middle school.
25. Give a lesson in secondary school about interregnum.
26. Give a lesson in secondary school about the Euphrates (Fırat) and Tigris (Dicle) rivers.
27. Teach a lesson in middle school about the importance of the Suez Canal.
28. You will teach a class in secondary school on Archimedes law. What kind of movement will you follow and what tools will you use?
29. Give a lesson about digestion in middle school.
30. You are in a city surrounded by walls; How do you benefit from "wall" in teaching?
31. Are you going to create a curiosity in children about historical artifacts? How?
32. How would you give your student an idea of the date and calendar?
33. How will you teach the terms and parts of salaat?
34. Give a lesson about Miraç-ı Şerif (the prophet Mohammed's ascension)
35. How will you tell your student that the Prophet was analphabet?
36. How do you explain that if the numerator and denominator of a fraction are multiplied by the same number, the value of the fraction will not change?
37. How will you give an idea about the decimal fraction?
38. How will you explain the surface measurement of the angle (corner) and the essence of the protractor to the children?
39. How will you explain to children how the area of a parallelogram is calculated?

40. How will you explain to the children how the area of a triangle is calculated?
41. How will you explain to children how the square meter of a rectangular classroom is calculated?
42. How will you explain to children how the total area of the lines running parallel to each other is calculated?
43. How will you give children an idea about the circumference of the circle?
44. In which classroom do you teach about sheep?
45. How do you teach about pets in which classes?
46. How do you teach about useful and harmful birds in which classes?
47. You went on a country trip with the children. You came across the farmer who was busy plowing his plow; how do you take advantage of this?
48. You took the children to one of the Selatin Mosques (mosques built by the Sultans); What points will you get their attention on?
49. Which lessons and what opportunities do you take advantage of to motivate children to the local product?
50. How do you teach about printing in which classes?
51. How will you give children an idea about the clock?
52. How will you give your student an idea of the main directions?
53. How will you give kids an idea about the roundness of the earth?
54. How will you explain the movements of world to children?
55. How will you explain to children what a "city" means?
56. How will you explain the reasons for the lengthening and shortening of the shadow?
57. In what classes do you teach about mineral coal?
58. In which classroom will you teach about forests?
59. There was happen a flood in your city; how would you benefit from this in your lessons?
60. You are in Ankara. What lessons will you teach in which classes about Angora goat?
61. You are in Mosul: In which classes you will benefit from raft for what lessons.
62. Which method will you give an idea about blood circulation?

63. How will you convey to your student the importance of health?

64. What lessons do you teach about commas in which class? (Anonim, 1912, 89-91).

In the question list given above, the questions are listed according to grade levels. In the first 29 of the 64 questions, the grade level at which the course should be taught is specified. When the list is examined, it is understood that the first 21 questions are at the primary school level and the next 8 are at the secondary school level. In the questions between 30-64, the subjects are given and the pre-service teacher is asked to find out at what grade level he should explain. This expectation shows that the pre-service teacher was tested not only in lectures but also in his command of the curriculum.

When the list of questions is examined, it is understood that in questions numbered 9,11,13,14,15,28,45,47,49,60 and 61, pre-service teachers are expected to use different methods, techniques and tools suitable for the subject and student level. Expressions such as "how will you give an idea, how will you suggest" used in the roots of the questions show that the teacher is not in a position to transmit information directly in the classroom, but is expected to be in a position to guide.

3.1. Evaluation process of the practice lesson exam

The second question of the study is the evaluation process of the practice lesson exam in Darulmuallim. The findings obtained regarding the evaluation process in the documents examined were given below.

In order to better understand the exams made in the practice lessons, it has been stated in the 21st issue that the discussions of these lessons will be published in the *Tedrisat Journal*. It was found that in the 23rd issue of the journal published in 1913, there was an article describing the discussion process of the practice lesson exam prepared by Muallim Cevdet. In the article entitled *Discussion of a Cable Lesson*, an example of a lesson in which the subject of Cable is taught in the Science Education lesson of a pre-service teacher of Darulmuallim in the first grade of secondary school is discussed. It is understood that while the pre-service teacher teaches the practice lesson, his classmates are watching him together with their teachers. It has been understood that after the application was completed, the pre-service teacher, his friends and the lesson teacher went to the conference hall and discussed the lesson.

In the analyzed text, the lesson taught by the pre-service teacher who took the exam first, was given with the title of Lesson Summary. Then, the candidate's classmates were asked to evaluate his lecture. After giving the opinions of a few classmates, the lesson taught was evaluated by the teacher in terms of teaching methods. It is understood that copper wire, rubber insulated wire, tar hemp, iron wire and a small cable sample were

prepared by the pre-service teacher before the lesson. The entrance of the pre-service teacher to the course is explained as follows;

Pre-service teacher addressed to students; see this is a cable example. Let's examine this example with you. (The teacher shows the parts that make up the cable separately and tells them their names and tasks. Copper wire is used to conduct electricity. Insulates rubber. The iron wire is wrapped the rubber so that does not hit an obstacle in the water, cut, break, and the electricity does not pass to water. Without hemp, iron would soon rust in water, rot and rubber would puncture. Electricity stops when rubber is pierced, telegraph does not work. Tar is to prevent hemp from getting wet (Cevdet, 1913, 188).

After this introduction, the pre-service teacher begins to explain the subject. The historical process related to the discovery of the cable is conveyed to the students with the method of direct expression. After the explanations are finished, the pre-service teacher asks a student from the class to recount the lesson and a student narrates. Then he give another student word and after to correct one or two mistakes and the lesson is over.

The teacher, who listens to the lesson, asks the other prospective teachers to evaluate the lecture of their friends. Four people has been expressed their opinions about the lesson they listened. Lecture were found to be unsuccessful in all of the opinions stated. They also has been explained in detail the places they saw as missing or incorrect in their friends. Making short quotations from these explanations will be beneficial both in terms of understanding the nature of the criticism and noticing the kindness of the pre-service teachers.

First student: Sir, the lesson should have been more solemn and lively. However, my friend is in a hurry. This is bad for me. ... The lesson will be soulless, especially if it causes fussy and to narrate it as if it were memorized from the book.

Second student: I think my friend forgot what the purpose of the lesson was. I have no words if the lecture is direct instruction. However, the aim of the lesson in secondary schools is not direct instruction. The purpose has been to taken the student to many investigation. It should break up the lesson in such a way that the student can prepare some of it, find it, process it. The teacher should say and show the things that they cannot find or think. The teacher said everything in this lesson, so what's left for the student?

Third student: During the teacher's explanations, I saw that some students wanted to say something. Our friend did not respond to these signs. In my opinion, one of the clearest signs that the student wants to think is such an act of thought. The more children asked question, the more satisfied the teacher

should be. Because this shows the student's attention and thinking. Our friend ignored the children's questions and forced them to remain silent, causing numbness in the student's psyche. I paid attention, then some of the children started to play with extracurricular things, which is natural.

Fourth student: One of the main points we learn in educational sciences is this: The more attention one pays to associate new knowledge with old knowledge and memories, new connections link up the deeper become and are unforgettable. In my friend's cable lesson, he explained new information without reminding the children of their previous knowledge. I consider it an educational mistake to explain it directly without suggesting it with the help of old information (Cevdet, 1913, 189-190).

After these explanations, the teacher asked the pre-service teacher about the views of his friends. The pre-service teacher said that all of the views were correct, but claimed that the lecture he taught was well understood by the students. He also has been indicate produce a witnessed this idea of the two students who take word at the end of the lesson. After these explanations, both the lecture and the views expressed by other students by Muallim Cevdet has been evaluated.

Muallim Cevdet first stated that he found the criticism about the course very successful in terms of education and reminded his students that after criticizing the wrong thing, it would be more beneficial to say what should be done to correct the mistake. Then, while criticizing a course, the points to be considered in terms of educational sciences has been explained in detail.

Muallim Cevdet stated that the first point to be considered in the teaching of a lesson is the scientific aim of the lesson and that the pre-service teacher do not achieve this goal. Approving the opinions of other students, Cevdet stated that in every lesson, relations should be established with the old learned and the new ones. He stated that the pre-service teacher did not use the old knowledge of the students at all, therefore it was not understood what the students learned as new. He underlined that two students giving correct answers to the questions at the end of the lesson would not show that the whole class understood the lesson. He stated that it would be more correct to take the opinions of all the students with the question-answer method during the course. He explained his opinions on this subject as follows;

Your friend says that since the two students gave the correct answer, all students understood the information given in the lesson well. That's right up to this point. But how is the class in general? What are they thinking? This is unknown. If the method of direct instruction was not used from the beginning to the end, and the students 'opinions were taken by asking small questions as each item was explained in each chapter, both the errors would be corrected and

the students' attention would be preserved until the end of the lesson (Cevdet, 1913, 191-192).

One of the shortcomings of the pre-service teacher during the course was stated as showing the cable sample to the classroom remotely and explaining the information himself. Muallim Cevdet shared his thoughts on this issue as follows;

For example, I would not show the cable to the student from a distance like your friend did. On the contrary, I would go to students, come between them, show them piece by piece and ask questions. In this way I would encourage students to think. For example I would ask the following questions: What is this wire? Does it conduct electricity? Have you seen anything like this in lessons before? Show electrical copper wire running in class, school? Did you recognize the substance (rubber) on this wire? Where have you seen it before? Are you using anything like this? Why do they put the rubber on the copper wire? (Cevdet, 1913, 192).

The author then touched on the importance of the moral purpose of the lesson. He reminded that the moral purpose of the lessons in the middle school level is more important than the scientific purpose. He stated that although the teacher candidate showed little success in scientific purpose, he could not achieve any success in moral purpose. According to the moral purposes of the lesson, the biggest mistake of the pre-service teacher in the lesson is that he could not arouse interest and excitement in the students while explaining the historical process of the discovery of the cable. The importance of arousing excitement and curiosity in students about subjects especially in science-related courses has been emphasized. Muallim Cevdet regarded it as a huge mistake not to even mention the name of the engineer who found the cable.

It was stated that there are deficiencies in the equipment used in the course. It was emphasized that only cable samples were brought to the lesson, and that maps or pictures were not used. It was stated that the cable used in the lesson was also not used correctly and effectively. He further reminded that the pre-service teacher did not follow the students' interest in the lesson while he was teaching the lesson, he did not give the students the opportunity to ask questions, and has been stated that this was a big mistake. It was emphasized that just transferring information is not enough, even transferring information directly is in the second place.

Another shortcoming expressed by Muallim Cevdet is that the economic dimensions of the issue have not been addressed at all. Stated that the discovery of the cable should definitely explain the economic gain to England, it was stated that the situation should be evaluated in terms of our country's economy. In addition, it was stated that the examples in the student's immediate environment should be used in relation to the subject covered in the lesson, and it was stated that this point was also missing in the

application. Then the preparations to be made before the lesson are listed as follows (Cevdet, 1913, 196);

- What will be given in the lesson?
- How will it be given?
- What subjects will the student's opinion be taken?
- What conclusions will be drawn from the lesson and what is the main conclusion among them?

After these explanations, a new lesson plan was prepared on the subject. In this plan, it is understood that the points emphasized in the evaluation of the course are taken into account. In the lesson plan; It is seen that there are subjects such as determining the prior knowledge of the students at the beginning of the lesson, explaining the importance of the subject in terms of human history, stating that scientific developments have taken place as a result of great difficulties, and motivating students to science. Finally, it was stated that a course taught in this way would serve national education.

The findings obtained in the texts analyzed are qualified to provide an understanding of the teacher training philosophy of the period. In line with the findings, it is possible to make inferences about both the educational characteristics of the period and today's educational understanding.

4. Discussion and Conclusion

The first text consisting of questions asked to pre-service teachers in teaching practice exams is important in terms of being a concrete example in our education history on this subject. It has been capable of give an idea to both education historians and contemporary educational scientists about the teacher training approaches of the period.

It is understood that the questions prepared beforehand for the exams of the practice lessons of the last year students of Darülmualim were asked to the students by drawing lots. The pre-service teacher has been expected to prepare a lesson on the subject that came to him in the draw and to lecture it in the practice school. It has been understood that both the classmates and the lecturer listened to the lecture taught by the candidate during the practice exam, and then the practice was discussed in the conference hall. It is understood that everyone about the practice made during this discussion was given the right to express their opinions. When this implementation plan is considered in its own period, it is a very modern understanding. In the study conducted by Hurioğlu (2016), it was concluded that feedback and correction in teaching practices had a positive effect on the success of pre-service teachers. This result shows that the expressions in the text in which the application lesson was evaluated are still valid today. The evaluation made

right after the practice lesson will reveal a much more beneficial result for the pre-service teacher in terms of feedback and correction.

When the list of questions is examined, it is understood that the questions are prepared in accordance with the principles of educational sciences. It is seen that the question expressions draw attention to student levels and grade levels rather than subjects. In the distribution of questions, it is understood that the subjects of History, Geography and Mathematics are more, but there are also questions about other courses. It is noteworthy that the questions are in accordance with educational principles such as from near to far, from concrete to abstract, from known to unknown. Pre-service teachers are expected to awaken an opinion on the subject, rather than transferring information directly. In this understanding, it brings to mind the strategy of discovery learning technique, which is an indispensable part of today's educational approaches. The pre-service teacher has been expected to prepare a lesson where the student is at the center. It is possible to understand this expectation from the evaluations of M. Cevdet regarding the sample lesson. While dealing with the subject of cable, instead of explaining the cable directly to the students, the examples of the questions to be asked to the students after showing the cable example match up with the implementation stages of the discovery learning technique. In the discovery learning strategy, first examples related to the subject are given by the teacher. Then students are asked to describe these examples and additional examples are given. Then again, non-exemplary situations are presented by the teacher. Students try to express relationships or principles by comparing different examples (Görmez & Merey, 2019, 182).

In the list of questions given in the findings section, it is striking that the first 29 questions indicated the grade level of the lesson, but the grade level was not specified in 35 questions. It is understood that with these questions, the pre-service teachers' domination of the curriculum is also tested. The pre-service teacher has been expected to know at what grade in which lesson the subject given in the question should be taught. Another point that draws attention to the given question list is that there are also questions on subjects such as outdoor activities and values education.

When the findings about the evaluation phase of the practice lesson are examined, it is seen that both the other students listening to the lesson and the practice lesson teacher expressed their views in line with the principles of educational sciences. In the evaluations made by the students, it was observed that they very gently expressed the missing points in the lesson that their friends told. The thoughts of the students about the lesson are important in terms of understanding the general philosophy of teacher education given in the Durlmuallimin at that time. It is understood that they criticized the pre-service teachers' use of direct instruction method in the practice lesson, the attitude of the pre-service teacher towards students who wanted to participate in the lesson, and the lack of a relationship between the students' old knowledge and new

knowledge. All of these views show the existence of a very modern approach in terms of educational sciences at that time. When the application lesson teacher Muallim Cevdet's evaluations about the lesson are examined, it is seen that he not only criticizes but also explains how to correct it in detail. In the study conducted by Aslan (2015) on the practice lessons, it was revealed that both the pre-service teachers and the instructors had negative views especially regarding the evaluation phase of the practices. On the other hand, it was stated that the teachers in the practice school had positive opinions. This result shows that there are differences of opinion between faculty and school. The main reason for this was stated as the difficulties in cooperation and coordination between two different institutions. In this context, it can be concluded that the issue of cooperation and coordination did not pose a problem in the practice school, which was opened in 1912 within the body of the darümuallim. In this case, it makes it easier for the practice lessons to reach their purpose. In the study by Bektaş and Ayvaz (2012), in which prospective teachers' expectations for practice lesson were examined, it was stated that the candidates had expectations for mentor teachers such as giving feedback, showing example activities, providing guidance about the methods and techniques used and giving tips about classroom management. These findings make the evaluations made by Cevdet in 1912 meaningful and important for today.

Two texts belonging to the years 1912 and 1913 given in the section of the findings give important ideas about the general education conceptions of the period. It is understood that the education understanding of Satı Bey, who was the director of Darümuallim at that time, was reflected in the practices. When Satı Bey's views are examined, which on teaching methods and techniques and education should be student-centered, it is seen that it coincides with the findings given in the study (Ergün, 1987; Şanal & Çelikten, 2006; Polat & Arabacı, 2015, Akyüz, 2018). In the study of Şanal and Çelikten (2006), the opinion of Satı Bey that teachers should definitely engage in a student-centered teaching activity was mentioned. It was emphasized that Satı Bey's thoughts that the teachers' knowledge of psychology is of great importance in terms of getting to know the student. When the research conducted by Polat and Arabacı (2015) is examined, it is seen that Satı Bey is the first educator to use the discovery learning strategy in the history of Turkish education.

The results of the study are also important in terms of being examples of the applications of innovation studies carried out in the field of education in the Second Constitutional Period (Ergün, 1987; Duman, 1999; Bilir, 2011; Abazoğlu, Yıldırım ve Yıldızhan, 2016). As a result, the texts examined in the study are important in terms of filling the gap in the relevant literature in terms of concretizing the practices carried out on teacher education in the Second Constitutional Period. It is thought that it will form a theoretical basis in terms of modern education understanding and practices, as well as bringing a new perspective to Turkish educational history research.

References

- Abazoğlu, İ. Yıldırım, O. & Yıldızhan, Y. (2016). Geçmişten günümüze Türk eğitim sisteminde öğretmen yetiştirme. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 4(6), 143-160.
- Akyüz, Y. (2018). *Türk eğitim tarihi M.Ö. 1000 - M.S. 2018*. Ankara: Pegem Akademi.
- Anonim (1912). Darümualliminin tatbikat-ı tedrisiye imtihanları. *Tedrisat Mecmuası*, 3(21), 89-91.
- Aslan, M. (2015). *Eğitim fakültelerindeki öğretmenlik uygulaması dersinin değerlendirilmesi ve öğretim programının hazırlanması*. (Yayımlanmamış Doktora Tezi), Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Bektaş, M. & Ayvaz, A. (2012). Öğretmen adaylarının öğretmenlik uygulaması dersinden beklentileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8(3), 209-232.
- Bilir, A. (2011). Türkiye’de öğretmen yetiştirmenin tarihsel evrimi ve istihdam politikaları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 44(2), 223-246.
- Can, N. (2001). Öğretmenlik uygulamasının yönetimi ile ilgili yeni düzenlemenin getirdikleri ve yaşanan sorunlar. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(11), 1-18.
- Cevdet, M. (1913). Bir kablo dersinin münakaşası. *Tedrisat Mecmuası*, 4(23), 188-196.
- Cüçük, E. Bay, E. & Doğan, A. (2017). Tanzimat’tan Cumhuriyet’e Osmanlı’da öğretmen yetiştiren kurumlara öğrenci giriş şartları İle usullerinin belirlenmesi ve değerlendirilmesi (Nizamnâme ve Talimatnâmelere göre). *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 16(1), 136-161.
- Duman, T. (1999), Türkiye’de eğitim reformları açısından öğretmen yetiştirme sorunu. *Erdem*, 12(34), 91-106.
- Ekici, G. (2008). Öğretmen adaylarının öğretmenlik meslek bilgisi derslerine yönelik tutumları ile öğrenme biçimlerinin değerlendirilmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 5(1), 111-132.
- Elçiçeği, B. ve Yılmaz, A. (2020). Tanzimat’tan günümüze öğretmen yetiştirme politikaları ve değer yargılarında yaşanan dönüşümler. *Disiplinler Arası Eğitim Araştırmaları Dergisi*, 4(7), 168-187.
- Erdem, A. R. (2015). Türkiye’deki öğretmen yetiştirmenin [A]1 ,[B]2 , [C]3 si. *Journal of Teacher Education and Educators*, 4(1), 16-38.
- Ergün, M. (1987). Türkiye’de öğretmen yetiştirme çalışmalarının gelişmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 2(2), 10-18.
- Girgin, D. ve Şahin, Ç. (2019). Sınıf öğretmeni adaylarının öğretmenlik uygulaması dersi kapsamındaki etkinlik hazırlama ve uygulama süreçlerinin incelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 39(3), 1601-1636.
- Girmen, P. Kılıç, Z. & Kaya, M. F. (2016). Öğretmenlik uygulaması dersi kapsamında sınıf öğretmeni adaylarının uygulama örneklerinin incelenmesi. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama*, 7(13), 89-108.
- Görmez, E. & Merey, Z. (2019). Öğretim stratejileri. In: *Özel öğretim yöntemleri I*. (ss.171-194), Ed. A. Uzunöz ve V. Aktepe, Ankara: Pegem.
- Hurioğlu, L. (2016). *Öğretmenlik uygulaması dersinde dönüt-düzeltilmenin öğretmen adaylarının öğretim planlama ve uygulama becerileri ile öz-yeterlik düzeylerine etkisi*. (Yayımlanmamış Doktora Tezi), Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.

- Koçer, H. A. (1973). Eğitim reformları açısından öğretmen yetiştirme problemi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 6(1), 1-19.
- Merriam, S. B. (2013). *Nitel araştırma desen ve uygulama için bir rehber*. Çev. S. Turan, Ankara: Nobel Yayıncılık.
- METK, (1973). *Milli Eğitim Temel Kanunu*, <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf>. Citing date: 3.11.2020.
- Öztürk, C. (2008). Türkiye’de öğretmen yetiştiren kurumlar tarihi literatürü. *Türkiye Araştırmaları Literatür Dergisi*, 6(12), 487-519.
- Polat, M. & Arabacı, İ.B. (2015). Emrullah Efendi ve Satı Bey’den günümüze: Eğitimde yenileşme sorunsalı. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21, 35-43.
- Şanal, M. & Çelikten, M. (2006). Mustafa Satı Bey’e göre öğretmenlik mesleği. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(21), 339-348.
- Şişman, M. (2009). Öğretmen yeterlilikleri: Modern bir söylem ve retorik. *İnönü Üniversitesi Eğitim Fakültesi*, 10(3), 63-82.
- Taşdemirci, E. (2002). 20. yüzyılda Türkiye’de öğretmen yetiştirme sisteminde çağdaş pedagoji akımları. *Erdem*, 14(40), 269-304.
- Tuğluk, M. N. & Kürtmen, S. (2018). Türkiye’de öğretmen yeterlikleri. *Adıyaman Üniversitesi Sosyal Bilimler Dergisi*, 10(30), 809-841.
- Uygulama Öğrencilerinin Milli Eğitime Bağlı Eğitim Öğretim Kurumlarında Yapacakları Öğretmenlik Uygulamasına İlişkin Yönerge http://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/25172143_YYnerge.pdf. Cating date: 2.11.2020.
- Yıldıran, G. (2010). Öğretmen eğitimi üzerine düşünceler. *Boğaziçi Üniversitesi Eğitim Dergisi*, 27(2), 1-11.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).