



Turkey's Education System from the 1940's to 2020's

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Abstract

Since the ancient ages, education has always been an important necessity for life. There is no doubt that the methods or systems have changed over the years but there are a few things that stayed the same : preparing the generations for the future , some kinds of values that are important for the communities. In rural areas, kids are usually raised by the importance of agriculture and stable economic issues or in urban areas which also involves the modern education system containing systematics, positive science, maths etc. The main reason for this difference is cultural difference , political situation or even the century . In this article , it will be tried to contrast Turkey's education system from the 1940's to today with literature review. Which methods have changed , which lessons turned out to change as the time changed. In the light of this, It will be compared and contrasted the elements which are important and give some advice for our current system as was inspired by 1940's village institute education system.

Keywords: Cultural change, Education, Turkey's Education Systems, Village Institutes

1. Introduction

Since the beginning of human life, reassuring that the knowledge of the past generations will be transferred into future generations is education's responsibility. Without it, it would simply be impossible for humanity to thrive. But as the ages rise and fall, the systematic transfer of knowledge, or at least its shape changes drastically and this is inevitable. This has also been the case for the Turkish Republic. Since its formation, the ideals of a higher-life and democratic republic had to be transferred to the new generations. As Turkey has always had a variety of lifestyles because of its various influencing factors that is created by its geopolitical position, the education system has therefore changed a lot from places to places and time to time. In this article breaking point in the initial establishment of the Republic of Turkey and the breaking points today will be examined. In literature review Atatürk's contributions to education will be mentioned, Turkey's education between 1938-1950 will be examined and will be compared with today's education understanding.

2. Literature Review

2.1 Atatürk's Guidance Role in Turkish Education

Significant influence through an installation process and regulations of the Republic of Turkey, Mustafa Kemal Atatürk, the country's intellectuals in the field of education opportunities provided to make this a community is large. First of all, to start with Atatürk's speech in TBMM (Grand National Assembly of Turkey),

"The real owner of this land and the vast majority of our society is peasants. Whom these peasants are deprived from information/education light . For these reasons the path we are going to follow on the national education policies basis, firstly should clear up the ignorance . On the other hand, from clearing up the ignorance, educating land kids about social and economical areas and developing their productivity about these areas should also create our education system basis." [7]

In 1923 at İzmir economics congress 's "Agriculture and Education" reported article 6., "Primary schools in villages must have 5 acres of a garden , barn for two cows, and a coop, a modern bee house and house with two rooms for the teachers also area should contain a part for vegetable, flower and arboriculture, which will be looked after by students and the economic part of this responsibility should be on teachers . By this method students will be learning in an applicative atmosphere. Also these regulations will lead intellectual people to prod the development of the rural areas." [4]

In 26 of August 1924 in teachers union meeting Mustafa Kemal Atatürk stated that (to teachers): "Revolutions, your revolutions, dear teachers, your revolutions in society's life of thought will change by your success. Never forget that; Republic wants free minded, free conscience and free wisdomed generations from you. The target was to raise free and independent people by education." The intended education system was explained by Atatürk in his speech in National Assembly on March 1st 1923 "The method which will be used in education aims to make information become an applicable device that brings success in life, rather than being an ornament, civilization pleasure or a pressure device." [2].



Even if the village institute system occurred in a short amount of time and Turkey was in a bad condition after World War I with financial and agricultural problems so according to the founder of the Turkish Republic Mustafa Kemal Atatürk advised many investment methods to raise the future.

2.2 After Atatürk Era Turkish Education in 1938-1950

In this part of literature review, student's developments and gains about education will be explained that contributed after Mustafa Kemal Atatürk passed away. After Atatürk died in 1938 10th of November, second president of the Turkish Republic İsmet İnönü took the place. As expected, he also developed the Turkish Educational System inspired by the Kemalist Era. From 1923-(Atatürk's reforms) to 1938 modernisation nearly reached the epitome. Reforms are about; education, culture, publication and art [6]. Even if Turkey wasn't at the II. World War between 1939-1945 (the years when the village institute will come to life and affect the Turkish kids both with their educational development and their morale with teaching an identity about their culture and new ideologies about the republic.). World War II (WW II) had become a problem for Turkey with economic issues and lack of food source as well. For these reasons they couldn't get better in education as expected.

Students outcomes from village institutes: Students took on highly important responsibilities during the formation of village institutes. Contributing their own classes, dorm and dining rooms establishes that many exertion was taken from students as well [5].

Students made village institutes unique and special.

The integrity of theory and practice in institutes, which is a fundamental principle of ours, was demonstrated by Tonguç with the words of training for business through work and work. The main goals were to add cultural hardware. Half of the theoretical and practical courses were given, and apart from the institute, it also drew attention to the fields of secular, democratic and scientific education in harmony with nature. It also contributes to social contribution [5].

The aim of village institutes wasn't just to educate people who live in rural areas about reading-writing, technological investments, farming and modern agriculture. Institutes which were opened in the summer had activities containing learning with experiencing with five senses, cooperating and producing, cultural and job lessons were a model of social life based curriculum which were supported by cultural achievement based activities like music, sports, and folk dances. On the way that the institute remaining open for educational purposes students were taking part in the institutes by turns on their summer vacations.

The curriculum contained culture agriculture composed with economics and technical lessons supported by its applications. Culture lessons were Turkish, history, geography, civic awareness, maths, positive science, health culture, handwriting arts, sports also to emphasize the importance of cultural belonging institutes also contained national dances and music, how to domestic economy and housekeeping and so on. The lectures given in the cultural field have a wide range of subjects and have enabled individuals to develop in many ways and to be ready for life in every field and have achieved great works according to their age. Moreover leading to agricultural lessons, gardening applications fruit and vegetable growing, industrial crops which is an important figure for adapting to the innovations of urban areas, zoology, zootechnic, beekeeping sericultural which is as important as industrial crops thus contributing to the economic gain culture textile. With the practice-based culture on the way to train technical education craftsmen, the individuals who will flourish in the society only go beyond the favorite professions of the period. Children who are the carriers of the culture and the state, village blacksmithing, blacksmithing, carpentry, brick concrete making within the construction phase, shoe making, tailoring and handicrafts, as well as medicine and engineering [8]. Constituted a part of the education given to young people in terms of protecting the areas that have disappeared in our daily life..

Reading books and debating on them were also a part of a detail that cares about the principle of questioning and critical thinking [5].

The institutes are a place where village students find themselves again by questioning life on weekends, giving them many perspectives both emotionally and mentally. After World War I., village institutes created a completely different life for kids with education, an education which can't be seen in Turkey 2021 unfortunately.

2.2 Turkey's Current Education State in 2021

Compared to the more advanced and well-equipped education of the 1940s, it has been some problems to be mentioned. Today, the traditional model of a "rote" with attitude. Current Turkish education contains both private and public schools. The main problem between these two schools is



that the economic situation of the family increases the difference between the two students and causes the students studying at the public school to be insufficient in certain areas. It is believed that when the mentioned rote-oriented education system is kept in mind verbally or in writing and asked questions to the student, it is believed that this definition should be expressed in the same way and that the success of the student should be measured in this way [1]. On the other hand this system doesn't involve any critical thinking or student based interpolation. Rote education leads to the development of imitative and similar thinking, ideas and levels, and decreases the diversity that should occur in society. In the system directed, the person enters the society as an individual who has difficulties expressing himself / herself and does not question himself / herself, since the teaching that will cover the needs of his / her daily life other than the field he / she has acquired, and this affects the mentality of the family and future individuals who will form the building block of the future generation [3]. Although this attitude seems to have decreased since the 2000s, one of the reasons for this decline is the scientific studies based on the transition to modern agriculture and the advancement of technology, the interactive trainings given in schools, albeit in a limited number, and the simulation on the websites seen with distance education in 2021 are examples of the most visible changes in the education system of Turkey's unorthodox use of materials. As mentioned in [5]. Andreas Schleicher, who works for PISA/OECD commented about the failure of Turkish students in 2017 November newspapers, states that: *"When Turkish students are interpreted to be good and bad in what tasks, a point emerges: While they get very good grades in reproducing a knowledge they have learned, that is, in memorizing and transferring it to paper, they have difficulty in interpreting and applying this information in a creative way."* *"The achievements of Turkish students are less important in the world now. I would like to point out that Turkish teachers have the opportunity to observe their professions. Teachers who get the best scores in Shanghai teach less than their Turkish counterparts. Most of their experts are developing new educational techniques. Good teachers are researchers. They don't just teach what is written in the textbook. The government should make teaching attractive both financially and intellectually."* High level success is very important in the requirements of Industry 4.0 education. Students who performed at top level in PISA-2015, received 0 in the "Science and reading comprehension" category; In mathematics, this ratio is 0.01. In cases where the highest level of knowledge and skills to be familiar with a student's ability to independently use has been found in Turkey [5].

3. Conclusion

In conclusion, the village institute's understanding of education education and today's education understanding will be compared and contrasted and will be given some suggestions to today's modern education system. As it was explained in the introduction, Atatürk's education plan and his forward thinking perspective illustrates us that village institutes raised the kids by creating an open-minded, questioning individual. Institutes created a new world for children by producing, experiencing experimental pedagogy, resulting in a confident, liberated and socialized generation for life. When we indicate some databases from today's condition 2000-2021's Turkish education changed, PISA results indicate that Turkish students accustomed to memorizing monotonous education, which contradicts with the education plan mentioned by Atatürk, as expressed in the introduction. As it can be understood from the whole article, the elements that are changing in the Turkish education system and that we encounter as a occurred problem today are the fact that all students face the same education regardless of their needs and some inequalities we use today as students live in rural areas cannot access to online education but still they are examined. To suggestion that will be given for current education is education given by injecting into daily life which is found in many European countries and especially Finnish education system. In this way, there will be developments in both academic field and social life of the upcoming generations of Turkey.

"We will not leave flowers that bloom and fade on the slopes, on the mountains even in the most remote parts of the Turkish state." said Hasan Ali Yücel who contributed Village education in a big proportion.

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