



Village Institutes From Past To Present Day And Ascertainment Towards Future

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Abstract

The process of planing future starts with the analysis of the past and 'today'. Moreover, accepting 'change itself' as basic data and supporting development which is based on 'the person' must be the antecedence for societal process.

Analysis, change and forming a person-centered perspective are required for planing education as a social institution and for educating teachers who is the most strategic factor of educational systems.

Village Institutes, as having a special place in practices of educating teachers in Turkish history, are teacher education institutes which have linked theory to practice and aimed at discovering the students' power of production and ability for creativeness. Furthermore, these institutes are the ones in which there is a philosphy of 'educating village children' as by this way the institutes are the pioneers of social development.

These institutes, which had been active between 1940-1954, were totally unique to Turkey and have been the center of debate by authorities about its being political rather than scientific from their time of establishment to their time of termination. The debates have not seemed to be finished even today.

However, by research it is clearly seen that these institutes are very important models for analysis of current issues and for planing the future. Moreover, some interesting educational practices were made both in Village Institutes and in villages in which teachers graduated from the instututes worked. This article aims at presenting the change-based perspective of Village Institutes, the unique teacher education centers, which considers global and national conditions. It is also aimed at chiming in how to benefit from this perspective in today's educational context.