

TEACHER EDUCATION POLICIES IN THE 100TH YEAR OF THE REPUBLIC

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INTRODUCTION

It is not easy to travel through the history of education in Turkey and the world in general and teacher training in particular. Because it is obvious that the human element can be approached to the truth at the rate of preserving the evidence. In this context, just as it is possible to take education back to the times before the invention of writing, on the basis of the ages of historical science, it is equally possible to explain how teaching has evolved in this process. Accordingly, it can be said that when human beings started to live as at least two people, teaching was born at that time. Then, with the first child born, if the mother is alive, it can be said that the first teacher is the mother and the father and others take elective courses. In parallel with the gender of the child, for example, if it is a boy, it can be said that the knowledge of life is given to the boy on the basis of the father's branch teaching at the end of primary school and until high school, and if it is a girl, it can be said that the mother is the branch teacher and the father or mother takes elective courses according to the situation. Then the population will become crowded and the teacher will be sought as a master. Then it will become more crowded and it will be understood who is the master (teacher) not by rumours but by documents (diplomas), and the schools of the medieval society in the form of tribes, clans, beys, churches, etc. will emerge. On the basis of states shaped by people coming together as larger communities in order to protect themselves in the face of new inventions, discoveries and wars, it is possible to encounter schools shaped in the modern (new age) sense and teachers close to today's meaning. In this study, it has been tried to touch upon the dimension of teacher and teacher training from the end of the schools (Ottoman) to the schools and up to today in the Turkish society-oriented part of the said evolution.

1. TEACHER TRAINING POLICY IN THE PRE-REPUBLICAN PERIOD

It is possible to read the initiation of innovation efforts in the field of education and training by removing the teacher-student relationship from the master-apprentice relationship in the theocratic educational institutions of the Ottoman Empire through the Maarif Councils (Meclis-i Maarif-i Muvakkat and Meclis-i Maarif-i Umumiye) established immediately after the Tanzimat Edict (Lewis, 1988). It can be said that the necessity to move from the education of an elite and few to the education of a large number of people, and the birth of an education system based on the relationship between a teacher and many students from the education system based on the one-to-one relationship between teacher and student (Tekeli, 1985). Darülmualimin-i Rüştî, which was opened in 1848 following the establishment of the Maarif Councils, was a first in terms of showing that modern education and training should be provided not by people who were bound to the madrasa tradition, but by those who could fulfil the requirements of the profession (Kodaman, 1988). Although the first teaching staff of Darülmualimin-i Rüştî were from the madrasa, in the following years officer teachers were also assigned, especially for science courses (Öztürk, 1996). In 1868, Darülmualimin-i Sıbyan was opened in order to train teachers for sanatoriums. In 1869, with the Maarif-i Umumiye

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Nizamnamesi published in 1869, it was decided to establish Dârümuallimat (girls' teacher schools in Istanbul (Sakaoğlu, 1991). Since the opening of the girls' teacher training schools, "strange" things are also dealt with due to the suspicion that bigotry may occur under simple pretexts; the teachers appointed to the girls' teacher training schools are made to be ugly, old and tough, the principal is forbidden to enter the main building where the female students are, and the male teachers and principals have to live in the small building (outbuildings) next to the school (Sakaoğlu, 1991).

The Teacher Training Institute (Darülmualimin-i Aliye), which was opened to train teachers for the expanding high schools (Sultani) and provided a 4-year education after secondary school, was one of the first teacher training institutions to approach modern education (Akdemir, 2013). In the early 1900s, there were 17 teacher training schools and one teacher training school in 13 regions in the Ottoman Empire. In order to meet the increasing need for primary school teacher training, their number increased to 31 in 1911 (Karagözoğlu, Arıcı, Bülbül, & Çoker, 1995). Again in this period, provincial Darülmualimin and Darülmualimat were opened. One of these is the Karesi Darülmualimini in Balıkesir, the building where this congress was held, which also educated intellectuals such as Sabahattin Ali, and whose present name is Necatibey Faculty of Education. In this schooling and upbringing move, the priority was to raise a Muslim elite and entrepreneurs (Bora, 2021). After the defeat in the Balkan War in 1912, it can be said that national education came to the agenda. In 1916, some regulations were made in teacher training schools and "Darülmualimin and Darülmualimin-i İbtidaiye Talimatnamesi" was announced. Until the proclamation of the Second Constitutional Monarchy, the main objective of all teacher training school programmes, "the development of Ottoman consciousness", was replaced by the principle of "the development of Turkish consciousness" in parallel with the political, social and cultural policy of the Committee of Union and Progress (Öztürk, 1996). In 1912, Gaspıralı İsmail wrote in Türk Yurdu about the ideology in which teachers should be educated; the veterans and soldiers of the Turkish army would be "national teachers", chief leaders, and experts of *usul-i tedris*, which facilitates teaching and learning (Belge, 2012). At the beginning of the 1923-1924 academic year, there were thirteen teacher schools in Turkey, including Istanbul Darülmualimin. With a law enacted in 1923, the expenses and salaries of all schools began to be covered from the budget of the Ministry of Education, and then teacher training was subject to new principles (Öztürk, 1993).

2. TEACHER TRAINING POLICY DURING THE REPUBLIC OF TURKEY

2.1. Early Republican Period (Atatürk's Years)

During the reign of Hamdullah Suphi Bey, Minister of National Education, the Education Congress convened in Ankara on 15 July 1921 under the auspices of Mustafa Kemal Pasha. The Maarif Congress is extremely important both in terms of showing the importance Mustafa Kemal Pasha attached to education and that the real struggle after the victory would be against ignorance, and in terms of initiating the education and training mobilisation of the new Turkish state. On the other hand, the following moment also gives an idea about how the teacher of the new republic should be: When the Education Congress was convened in Ankara, fierce battles were going on in front of Kütahya. The participation of women teachers in the congress disturbed the turbaned deputies of the parliament. They went to Atatürk to complain to those responsible for this situation, which they considered to be against religion. And then the events unfolded as follows (Ünsay, 2017): After listening to the complaint, Atatürk summoned Mazhar

Müfit Bey, President of the Education Society. "What have you done at the teachers' meeting? What a shameful thing!" The complainants are in high spirits. Atatürk continues in the same tone: "It's not right, it's not right!" Mazhar Müfit, at a loss for what to say, tries to defend himself. Atatürk: "Let it go, let it go, I know all about it, you invited the female teachers to the meeting. But why did you make them sit in separate rows? Do you have no confidence in yourself or in the virtue of Turkish women? Let me never see such separation again..."

On 15 July 1923, at the First Council of Sciences meeting, the regulations and programmes of teacher schools were evaluated and it was decided that Darülmualimin-i Aliye would be renamed as Higher Teacher Training School, the education period of Darülmualimin and Darülmualimat would be increased to five years, and exams for teaching and assistant teaching would continue during the holidays (Elçiçeği & Yılmaz, 2020). The Law on the Unity of Education, adopted by the Grand National Assembly of Turkey on 3 March 1924, stipulated that all educational institutions in the country would be affiliated to the Ministry of Education (Ministry of National Education of the Republic of Turkey). According to Article 1 of the Law on Secondary Education dated 13 March 1924, "teaching is defined as a profession that takes on the duty of instruction and training from the public services of the State and is divided into independent classes and grades (Üstüner, 2004). In the meeting of the Second Council of Sciences held on 22 April 1924, decisions were taken on issues such as the duration of primary education, secondary education and Teacher Training Schools and the printing of textbooks; however, religious education was almost never included among the issues discussed (Yavaş, 2003). On the other hand, the duration of Teacher Training Schools was increased to five years and important changes were made in the curriculum. With these changes, religious courses were significantly reduced (Öztürk, 1996).

At the Turkish Teachers' Union Congress in Ankara (25 August 1924), Mustafa Kemal Atatürk said, "Teachers! You, the devoted teachers and educators of the Republic, will raise the new generation; the new generation will be your work. The value of the work will be proportional to the degree of your skill and sacrifice. The Republic requires intellectually, scientifically, scientifically, physically strong and high characterised guards! It is in your hands to raise the new generation with these qualities and abilities. Our national morality must be developed and reinforced by civilised principles and free ideas. The Republic demands from you 'generations whose minds are free, whose consciences are free', each of which can be regarded as aphoristic, expressing his expectations from teachers.

In the Third Heyet-i İlmiye (27 December 1925), issues such as the more beneficial use of the budget allocated to national education, the reorganisation of high schools and the gathering of vocational high schools in certain centres were discussed (Yavaş, 2003). In this meeting, the issue of teacher training, which was emphasised by the Minister of National Education Mustafa Necati, was also discussed and the policy of expanding and developing teacher schools was put into practice (Öztürk, 1996). Mustafa Necati, who came to the ministry as the president of the teachers' organisation, was also important in terms of teacher training policies. Among his actions were the following (İnan, 1980): To increase the prestige and quality of teachers and teaching, to have educational laws and regulations enacted rapidly, to institutionalise the functioning of the educational organisation, to reconstruct the philosophical foundations of Turkish education, to bring in foreign experts in order to make use of science (John Dewey, etc.) and to have them prepare research reports, to introduce vocational and technical education (John Dewey, etc.), to regulate vocational and technical education, to ensure that the Saniyi-i

Nefise (Fine Arts) programme and physical education programmes were reconsidered, to generalise primary education, to train inspectors, to ensure the establishment of Gazi Teachers' School, to establish the Language Committee and the Department of Education and Training within the ministry, to establish the Maarif Emini administrations, to establish the Public Education Unit, and to ensure the opening of two village teachers' schools, the precursors of the Village Institutes. According to Mustafa Necati, the aim of education was to prepare the new generation physically and intellectually, as well as in terms of character and national enthusiasm, for the new life and the requirements of democracy. With regard to the development of teachers, Mustafa Necati, for example, learnt that the majority of teachers could not read professional publications and had publications prepared and delivered to teachers to help them improve themselves. Mustafa Necati, who was well aware of the importance of self-improvement in teaching, said: "A teacher who does not read more than he/she teaches wears out quickly, becomes old and tiresome. A white-haired teacher who is fond of research and scrutiny is always vigorous and young." Mustafa Necati emphasised the importance of teachers' self-improvement. For this purpose, a travelling teacher's library was established within the "School Museum", which consisted of teaching tools and equipment. He sent the books requested by teachers to them by post (Akyüz, 1999).

During Mustafa Necati's ministry, "Millet Mektepleri" were established in late 1928 to teach the public how to read and write after the adoption of Latin letters, and were crowned with the personal participation of Atatürk. On 11 November 1928, Mustafa Kemal Atatürk took the pen in his hand and set to work to teach the new Turkish letters to the public and on that day Mustafa Kemal Atatürk was given the title of "Head Teacher". Mustafa Kemal accepted the title of "Head Teacher" on 24 November 1928. Much later (1981), the Ministry of National Education declared 24 November, the date Mustafa Kemal Atatürk accepted the title of Head Teacher in 1928, as "Teachers' Day".

In the 1930s, efforts to train teachers for the village and vocational high school teachers were emphasised. The first Vocational Teacher Training School for girls' vocational schools starts to operate in 1934 at İsmet Paşa Girls' Institute in Ankara. In 1936, the Male Technical Teacher Training School is opened in Ankara to train blacksmithing and woodworking teachers and this school is renamed as the Male Vocational Teacher Training School in 1937. Graduates of the 3-year programme of the Girls' Vocational Teacher Training School were assigned to Girls' Technical Education Institutions, and graduates of the 2-year programme were assigned to secondary schools (teachers of needlework) (Sakaoğlu, 2002).

The Village Teacher Training Schools established in 1926 were closed down in 1932 due to insufficient efficiency and different methods were sought to train village teachers (Akyüz, 1985). The Village Institutes were implemented as a revolutionary teacher training project, the spark of which belonged to Atatürk, under the auspices of the then President İsmet İnönü, with the efforts of Hasan Ali Yücel, Minister of National Education, and İsmail Hakkı Tonguç, Director General of Primary Education. A law was passed in 1937 to send sergeant instructors to 35 thousand villages that lacked schools and teachers. From 1937 onwards, Village Instructor Courses are opened. These courses are later connected to the village institute in that region with the establishment of Village Institutes (Erdem, 2008). It can be said that village schools were concerned with ensuring the penetration of "national culture and ideals" into the village during the last periods of the Ottoman Empire and the Republic (Bora, 2021). The Village Institutes project was based on the "technical" aim of urgently raising the minimum level of education of

the peasant population (Bora, 2021). According to the Regulations of the Village Institutes, students were to have republican and national feelings, to serve for the realisation of national ideals and aims in the village, and to work as men of culture for the progress and development of the Turkish nation as a whole, which was formed from various professions and classes (Kaplan, 1999). Tonguç (2009) summarises the aim of the Institutes, which trained thousands of teachers, as "to train men who will take the great revolutions we have made in our social life to the villages". In 1939, in line with the decisions of the First National Education Council (MoNE, 2023a), village schools with three grades were increased to five grades (which was the decision that laid the foundation of the Village Institutes), a uniform book system (state book) was introduced, and colleges and faculties were affiliated to the Ministry of National Education. However, the conditions of the time in the context of other countries (World War II, Marshall Aid, the footsteps of the transition to a multiparty system) led to a strong social opposition and despite the resistance of İsmet İnönü, the de facto founder of the village institutes, the courses and curricula of these schools were changed in 1947, again with the approval of İsmet İnönü himself, and in 1953 they were transformed into Primary Teacher Schools. Toprakçı's (2011) identification of Atatürk's philosophy of education as 'Reconstructionism' in the light of what he said and wrote may express the transformation from a society with a king to a republican society constructed through education. On the other hand, Toprakçı and Yılmaz's (2015) finding the philosophy of education in the light of İnönü's words and writings as predominantly 'Progressivist' can be seen as an endeavour to make the new republic last forever, including not involving the country in World War II.

2.2. From the Transition to Multi-Party Political Life to the 27 May Coup

With the decisions of the Second National Education Council (MEB, 2023a) convened on 15-21 February 1943, it is seen that the importance of morality, national history and Turkish language are emphasised and nationalism in education is brought to the forefront and implicitly the village institutes are terminated. The decisions of the Third National Education Council held on 2-10 December 1946 (MEB, 2023a), signed by the Minister of National Education Reşat Şemsettin Sirer, were related to the organisation, programmes and regulations of vocational and technical education institutions. The decisions of the Fourth National Education Council (MEB, 2023a), convened between 22-31 August 1949, with Dr. Tahsin Banguoğlu as the Minister of National Education, emphasised that the ideal of democracy should be the ideal of education and decided that "the organisation of educational institutes and higher teacher schools that train teachers for secondary and high schools should be arranged according to the needs". The discourse that the Village Institutes trained "communist" students and that communist professors gave lectures in these institutes spread in the political arena and some accusations were made, which were effective in the process of closure. Tevfik İleri, who was appointed as the Minister of National Education by the government after the new political organisation came to power in 1950, stated in his speech on teacher training that the teachers with "communist imagination" were teachers who could not be considered as teachers and that the necessary purges would be made in this regard (Aksoy, 1977, p: 105). The new political structure did not neglect to make statements about education in the party programme published in 1946. In this programme (Vatan Gazetesi, 9.1.1946) is one of the six most important points in terms of education; The six most important points of this programme (Vatan Gazetesi, 9.1.1946) in terms of education are the statements that the party was committed to a nationalism based on the unity of culture and ideals created by a common history among citizens and rejecting all kinds of

discriminatory tendencies, that education and training institutions had a duty in the realisation of such a nationalism ideal, the necessity of education and training to take part in economic development, the importance of educational unity, opposition to the Village Institutes, the establishment of institutions to train clergy, and finally, that universities should have scientific and administrative autonomy. Following the new political movement and with the public's support for this movement, the CHP's party programmes and congresses included some changes in decisions related to education and differentiated the laws. The CHP's decisions regarding the closure of the village institutes can also be considered in this context.

In the decisions of the Fifth National Education Council held on 04-14 February 1953 (MoNE, 2023a), with the signature of Minister Tevfik İleri, it was decided that "From now on, village institutes will receive primary school graduates from villages and individuals in a certain proportion and will teach for six years (as opposed to the previous five years); teacher schools will receive secondary school graduates and will teach for three years (as before)". The decisions of the Sixth National Education Council, which convened on 18-23 March 1957 (MoNE, 2023a), show a characteristic towards the dissemination of foreign languages in education. In the period between 1950 and 1960, Gazi and Istanbul Education Institutes, Ankara and Istanbul Universities, State Conservatories, Istanbul Technical University, Higher Schools of Economics and Commerce trained teachers for secondary schools (Maaske, 1955). In the 1950s, teachers of technical courses for girls' technical institutes and boys' art schools were trained at girls' and boys' Higher Technical Institutes (Maaske, 1955). In 1954, village institutes were closed down and transformed into primary-teacher schools and two different types of schools emerged; 3-year teacher schools accepting secondary school graduates and 6-year teacher schools accepting primary school graduates (Kaya, 1972). Higher Teacher Schools were also opened during this period. In 1959, the first Higher Islamic Institute was opened in Istanbul to train vocational teachers for imam hatip schools and religion teachers for secondary schools. Different methods, including shortterm teacher training practices, were also tried in order to fill the increasing teacher shortage. The reason for the suppression of the need to train teachers for the village by the new political structure can be attributed to the transformation of the agricultural structure in Turkey in the 1950s, the rural-urban migration brought about by the capitalistisation process, the labourisation process including the dispossession process and the squatting policies (Yıldırım, 2023). The 1950s saw the rise of nationalist-conservative populism and the reawakening of Islamism. This period, which aimed to appeal to and gain political support from the "burnt Anatolian children" against elitism (Bora, 2021), necessitated the bending of education policies, especially with the increase in young people migrating from rural to urban areas.

2.3. From 27 May Coup to 12 March Coup

The period that started with the military coup of 27 May 1960, continued with the interim military coup of 12 March 1971 and ended with the military coup of 12 September 1980 is distinguished by the rise of democratic and socialist thought currents in the fields of politics and culture and the impact of this rise on all areas of social life. The strengthening of trade union and political organisation of workers, the increase in youth movements, the mobilisation of the peasantry, the activism of public employees and the movements of teachers' organisations led to a deep political and social crisis in the country (Kaplan, 1999). This crisis and search resulted in turbulence in educational policies and especially in teacher training strategies, and unplanned and unprogrammed teacher training policies on the basis of the penetration of the

current government ideology into education. In the 1961 "Teacher Training Committee Report and 10-Year Plan" (MEB, 1961), it was stated that graduates of girls' institutes should be subjected to a one-year pedagogical formation in order to train kindergarten teachers, public education courses should be included among the courses taught in primary teacher schools and public educators should be trained, In order to train reserve officer teachers, it was decided that high school graduates should be subjected to teaching courses and perform their military service as teachers in the villages, primary teacher schools should be encouraged to be completed from outside, and courses to train temporary teachers should be opened (1961). On 5 January 1961, with the Law on Primary Education and Training, graduates of secondary school equivalents were made primary school teachers through courses. In these circumstances, the Seventh National Education Council (5-15 February 1962) convened under the chairmanship of the then Minister of National Education Hilmi İncesulu (MEB, 2023a) and took decisions on primary education, secondary education, technical education for girls and boys, measurement and evaluation of trade education, maturity examinations, higher education, private schools, foreign cultural relations, education and training related to religion, physical education and health, education and training related to national defence and educational foundations. On the basis of these decisions, the content of the council is very comprehensive; for the first time, the basic principles of national education, imam hatip high schools, maturity examinations, teacher training and making the teaching profession attractive, and the Higher Institute of Educational Sciences (it is deemed appropriate to establish it by a special law, first outside the university and affiliated to the Ministry of National Education, and after the establishment is completed, to seek ways and means to join the university as a faculty of education) are mentioned and resolved.

In 1963, a law enacted in 1963 allowed reserve officer teachers to become permanent teachers (Özoğlu, 2010). After the establishment of Ankara University Faculty of Educational Sciences in 1965, some universities started to establish schools of education to provide teaching certificate programmes based on 7-8 teaching method courses (Okçabol, 2005). These certificate programmes were generally aimed at undergraduate students in faculties of science and literature. In this period, Menderes's national voluntarism was continued by the Demirel administration and developmentalism and welfare were emphasised politically. It will be seen that the right-wing parties, which met under the umbrella of the government in the 1960s, evolved into different, independent movements and formations in the 1970s. In 1969, the Islamist political movement gained a significant representation, and the fact that they addressed industrial development and spiritual development together can be said to reflect the spirit of the period. In this period, foreign experts were invited and their opinions were also taken in matters related to education. Marım and Sam (2017), in their analysis of American expert reports between 1950-1960, made an important observation about teachers. Accordingly, in foreign reports, it was emphasised that in order to ensure that teachers embrace their profession, practices such as increasing their salaries, being appreciated, being rewarded, participating in decisions about themselves and the programme, and encouraging them to higher education should be applied.

2.4. From the 12 March Memorandum to the 12 September Coup

From 1960 to the early 1970s, the populist, anti-elitist political model was strengthened and the society was divided into two as the wise and the rest (Özdemir, 2021, p: 331). This course of events did not please some people, which was followed by the 12 March Memorandum. In the

1970s, Süleyman Demirel, who came to power after the memorandum, moved far away from his liberal democratic attitude and twice assumed the presidency of anti-communist governments that included Islamist and nationalist parties under the roof under the name of "Nationalist Front". The "Turkish-Islamic Synthesis" idea, which developed around the Intellectuals' Quarry founded in the mid-1970s, also emerged in these years. The Eighth National Education Council (28 September-3 October 1970), held under the ministry of Prof. Dr. Orhan Oğuz in the shadow of the March 12 Coup d'état, can be remembered for the decisions detailing the current framework of the education system, especially higher education. The Ninth National Education Council (24 June-4 July 1974), held under the ministry of Mustafa Üstündağ, is a continuation of the previous council, but it is seen that the details of today's education system were drawn, especially the Objectives and Basic Principles of National Education, which were shaped as the articles of the Law No. 1739, were determined and the decisions were taken that "teacher training institutions will be reorganised in accordance with the principles in the Basic Law on National Education and the provisions of the Law on Higher Education Schools to be issued next year" (MEB, 2023a).

The educational institutions of the Turkish society, which was experiencing political turmoil, were also affected by these turmoil and teacher training policies were also affected by this turmoil, and the way to become a teacher was reorganised in such a way that it could be achieved with "short-term efforts". As of the 1973-1974 academic year, high school programmes started to be implemented in teacher training schools and they were renamed as teacher high schools (Ataunal, 1987). The practice of Teacher Training by Letter was put into effect in 1974-1975 in order to prevent overcrowding in universities and to meet the need for teachers; through the "Higher Education Centre by Letter", a large number of teachers were trained with short-term courses of a few weeks in the summer months (Akyüz, 2001). In the 1974-1975 academic year, some of the first teacher schools lost their teacher training function and were transformed into three-year teacher high schools. In line with the Law No. 1739's provision that teachers at all levels should be trained through higher education, Two-Year Training Institutes were opened in the 1974-75 academic year. As a result of problems such as lack of teaching staff, political events and pressures between 1975-1980, the Two-Year Training Institutes were forced to train teachers through accelerated education outside the normal programme and on 20 July 1982 these institutes were brought under the roof of universities under the name of education colleges (YÖK, 1998). Until the Law No. 1739 (Article 43) stipulated that teachers should have "field knowledge, professional formation and general culture" (between 1923 and 1973), the uncertainties in forming teacher cadres continued; unfortunately, after 1973, the institutions that would train teachers as defined by the Basic Law on National Education disappeared within the Higher Education Institutions (Sakaoğlu, 2002).

The 1973 Basic Law on National Education's demands to extend primary education to 8 years and to train teachers accordingly led to the establishment of 3-year Education Institutes as a result of the political developments of 1974 and the following years. The First Nationalist Front Government, which was active between 1975-1977, decided that the compulsory ethics courses taught in primary and secondary education should be taught by appropriate teachers and that these should be provided by graduates of the Faculty of Theology, Faculty of Islamic Sciences, Higher Islamic Institute and Imam Hatip Schools (Dağlı and Aktürk, 1988). The Second Nationalist Front Government, which was active between 1977-1978, stated that the Islamic Institutes would be transformed into academies and that graduates of these institutions would

be assigned as teachers of philosophy, ethics, sociology and psychology in high schools, and that graduates of İmam Hatip high schools would be assigned as teachers of religion and ethics in primary schools (Dağlı and Aktürk, 1988, , p: 389). According to the 1975 report of TÖB-DER, the recruitment of teachers from many different sources such as Teachers' High Schools, Education Institutes and Higher Teachers' Schools in the field of education and training, which requires expertise, has corrupted the profession and the unity of thought and behaviour among teachers has disappeared due to this reason (TÖB-DER, 1975). Indeed, in 1976-1977, there were different numbers of Primary Teacher High Schools, two-year Institute of Education, three-year Institute of Education, Higher Teacher Training Schools, Male Technical Teacher Training School, Female Technical Teacher Training School, Trade and Tourism Teacher Training School, Industrial Arts Teacher Training School and Higher Islamic Institute. At this point, those who set out with the idea of finding a job no matter what have chosen to become teachers (TOB-DER, 1977). In the 1989 Teacher Training Advisory Board Meeting, a retrospective regret was expressed and the following was said about the educational policies and teacher training practices since the 1960s: "In order to meet the increasing need for teachers, from time to time, for social, economic and political reasons, there have been practices that prioritised quantity over quality, which were not very useful. Among these, the practice of reserve officer teachers initiated in 1960, the practice of substitute teachers in 1961-1962, the practice of teacher by letter initiated in 1974, the practice of teacher training with accelerated programmes since 1978..." (MEB-ÖYDKT 1989).

2.5. From 12 September Coup to 28 February

The Tenth National Education Council (23-26 June 1981), held under the ministry of Hasan Sağlam, ended with the decision that "the school should be considered as the basic level of management in the educational organisation", and other parts of the Council were added to or retouched on the past, with the emphasis on the training of teachers and other high-level educational personnel in teacher training institutions, and the in-service training of personnel. The Eleventh National Education Council (8-11 June 1982), which was held under the ministry of Hasan Sağlam, was almost entirely about teachers and teaching profession with its content based on the titles of development of teacher education, pre-service problems and suggestions in teacher education, training of education experts, in-service training of teachers and experts, problems of teachers and experts and suggestions for solutions. For the first time, the concept of specialisation in education (Educational Administrator, Educational Inspector, Educational Planning, Guidance in Education, Programme Development in Education, Special Education, Educational Technology, Nutrition Education, Public Education, Measurement, Evaluation and Guidance in Education) was emphasised. In addition, with the establishment of faculties and departments of education in universities, teachers were given the opportunity to pursue master's and doctorate degrees either in their own disciplines or in various specialised areas of education.

As of 1982, two-year Institutes of Education, Schools of Education and 3-year Institutes of Education, the number of which had been reduced to 17 in 1981, were extended to 4 years and affiliated to universities under the name of Faculties of Education. The Council of Higher Education (YÖK), which was established with the 1982 Constitution, became the administrative centre of the education institutes affiliated to universities. Technical and Art Higher Teacher Training Schools were also transformed into Faculties of Technical Education. There were also those who had done their military service as teachers, and these were assigned to the east and south-east with the 1987 regulation. In the Twelfth National Education Council

held between 18-22 June 1988 under the ministry of Hasan Celal Güzel, the following comment was made on teacher training policies: "In order to provide new generations with a consciousness of development, Turkey's development goals should be liaised with the subjects taught in the classroom in terms of where and why Turkey's needs are used; students should be given information about various professions" (YÖK, 2007). The economic policy implemented in Turkey after January 24, 1980 had an impact on the commercialisation of the education system and the centralisation of education around YÖK, facilitating these processes (Beytekin & Çıldır, 2023). The five years following the 24 January Decisions were the years in which some changes began to be seen in the educational policies of the country. The commercialisation of public schools, the proliferation of attempts to open private educational institutions from the 1980s onwards, the establishment of private universities, working students being directed to open education and being victimised with limited branch opportunities significantly weakened the egalitarian character of education. In addition, during this period, social opposition was silenced and many people were suspended from educational institutions. In 1982, Prof. Dr. Selçuk Kantarcıoğlu, a member of the Advisory Council of the Council of Higher Education, stated that with the Higher Education Council (YÖK) established in 1981, equality of opportunity was abolished, those with money were given the opportunity to pursue an academic career, the nepotism method would find a field of application with this law, and absenteeism would increase (Cumhuriyet, 25.1.1982). Since the 1980s, it can be said that a political style that adapted the market logic to all areas of life has been dominant. As a result of the transformation of education colleges into faculties of education with a law enacted in 1989, the primary teaching programmes within these institutions could not produce graduates for several years from 1992 onwards; in order to fill this gap, short-term (at least 26 weeks) pedagogical formation courses were opened at universities upon the request of the Ministry of National Education, and graduates of various faculties who completed these courses were appointed as primary teachers (Özoğlu, 2010). The period between 1980 and 2002 was also a period of rising Islamism. The 12 September regime used both Kemalism to legitimise itself and the Turkish-Islamic synthesis. The practice of compulsory religion classes that emerged in this period is an example in this regard. In this period, it was also an important political attitude to demand the obedience of citizens through religious references. The military regime used the Turkish-Islamic synthesis as a valve to prevent radical Islamism. The rise of another right-wing political organisation in the late 1980s accelerated the rise of Islamism in all sectors (Bora, 2021, p: 475), thus affecting education policies and teacher training strategies. In the Thirteenth National Education Council held between 15-19 January 1990 under the ministry of Avni Akyol, the subject was mainly non-formal education.

In the Fourteenth National Education Council held between 27-29 September 1993 under the ministry of Nahit Menteşe, it was decided to make the necessary legal arrangements for the establishment of a Teacher Training Coordination Board in order to ensure a continuous cooperation between the Ministry of National Education and the Council of Higher Education in teacher training (YÖK, 2007, p. 22). Starting in 1994 and ending in 1997 with the new teacher training model, the Pre-Service Teacher Education project led to a major transformation in the teacher training system (Okçabol 2005). This project was initiated, financed (as a loan) and sustained under the expertise of the World Bank in cooperation with MoNE and YÖK. This new model, based on the recommendations of the Carnegie Forum on Education and the Economy, was used to meet the educational needs of the United States. However, this programme was deficient in two aspects in particular: previous teacher training experiences and

recommendations were not taken into account in the development of this model, and Turkey's specific conditions, such as religious fundamentalism problems and economic conditions, were prepared without consulting educationalists, without any research, and without paying attention to the situation of the faculties (Okçabol, 2012, p: 223). In the Fifteenth National Education Council (13-17 May 1996) convened during Turhan Tayan's ministry, the decisions to improve the coordination between the relevant higher education institutions and the Ministry, to improve the teaching profession economically and socially, to direct teachers towards master's and doctorate degrees, and to establish a National Education Academy to support in-service training and research and development related to teaching were partially implemented. The Sixteenth National Education Council (22-26 February 1999), convened during the ministry of Metin Bostancıoğlu, focused on teaching in vocational and technical education. In fact, the first subsequent council was convened seven years later and the next three councils did not go beyond the repetition of the problems related to the teaching profession. Interestingly, the format of the pages of the Ministry's Board of Education and Training (MoNE, 2023a), where the decisions of the last three councils were published, has moved away from the format in which the decisions of the other councils were published, and has turned into a list of recommendations.

2.6. From 28 February to Today

28 February marks the process in which the Refah-Yol coalition, Islamic capital, the military and the bureaucracy attempted to suppress it. 28 February led to a process of questioning and recreation of the forms of existence and participation of Islamic actors in the public sphere; Islamic elites had to invent strategies of articulation between the past and the future in accordance with their new class status in order to position themselves legitimately within the system, and public Islam was now secularised in capitalist, democratic and rational forms (Yankaya, 2012). The 28 February decisions can be said to have closed the paths of teacher training for some groups. The equivalence of some universities, such as Al-Azhar, was cancelled and this cancellation provision was retroactively applied and those who had graduated from these universities years ago and were teaching in Turkey were dismissed; with the transition to eight years of uninterrupted education, it was made de facto impossible for vocational school students to enter university by not recognising their acquired rights, and thus at least three generations of "children of the others" were purged, which also affected İmam-Hatiplis (Özipek, 2021, p: 643). One of the most important decisions of 28 February in terms of education policies was the statement that "Education policies should once again be in line with the spirit of the Tawhidi Tedrisat Law". It can be said that the idea of "unity", which was born out of this spirit, accelerated the process of homogenising the decision-making processes in education and validating the strategy of "gathering in one hand", which was imposed by the 12 September coup, and reinforced it in the eyes of the society after 28 February. In 1997, in order to ensure "the continuity of the reformist attitude of the teacher training system", the National Committee for Teacher Training was established in line with the proposal to establish a national committee in the Carnegie report, and with this decision, it was aimed to establish a permanent body that would bring together the relevant parties of teacher training and employment (Ministry of National Education, Council of Higher Education and Faculties of Education) and advise on national teacher training policies (YÖK, 2007). With this policy, decisions on teacher training have fostered an understanding that demands unquestioning students through hollow teachers. On this basis, the National Education Development Project

(NEGP), which was carried out in 1997 in cooperation with YÖK and the Ministry of National Education in order to restructure the structure and functioning of faculties of education, envisaged radical changes in faculties of education. As a result, graduates of the faculties of science and theology were given the right to become teachers by completing a master's degree without thesis.

After 2002, governments have strengthened neoliberal policies in education. In 2006, with a regulation made by the Council of Higher Education, the responsibility of training religious culture and moral education teachers was transferred from the faculties of theology to the faculties of education. However, prospective teachers continued to take their subject courses in theological schools (Kavak et al., 2007). In this period, following the transfer of the relevant programmes to faculties of education, theology backgrounds were appointed in faculties of education. With the government's decision dated 2 November 2009, all vocational and technical education faculties were transformed into faculties of technology, art and design or trade and tourism. As a result of this decision, approximately 73 years of experience and teacher training process in vocational and technical fields were erased (Okçabol, 2012). Furthermore, those who want to teach in vocational/technical fields are required to apply for teaching certificate programmes in the same faculties to be opened (Okçabol, 2012). In March 2009, YÖK authorised foundation universities to open faculties of theology to train teachers. On 27 August 2009, YÖK decided to restart teaching certificate programmes (pedagogical formation) for all undergraduate students and students had to pay higher education fees to enrol in such programmes. In the meantime, the proliferation of private schools meant that teachers in these schools did not enjoy the same rights as public school teachers. The National Committee for Teacher Training, which was established during this period, operates with cadres formed by those close to the government; it can be said that they are content with approving the decisions of the Council of Higher Education (YÖK) rather than opposing it. In the programme of the 64th Government in 2015, under the shadow of neoliberalism, it is decided to establish a libertarian, productive and competitive education system that educates the manpower needed by the knowledge-based economy and to train teachers in accordance with this system (Government Programme-64.-, 2015). With the Law No. 3797 dated 12 May 1992 on the "Organisation and Duties of the Ministry of National Education", the Directorate was renamed as "General Directorate of Teacher Training and Education" and restructured as "General Directorate of Teacher Training and Development" with the Decree Law No. 652 published in the Official Gazette dated 14.09.2011. The 2022 Law on Teaching Profession (Official Gazette, 2022) is also problematic in that it does not include policies related to teacher training. The slow increase in public expenditures on education and the increasing difference between the quality of high schools and the private tutoring system in university entrance have created increasing inequalities in access to quality education (Pamuk, 2022). The fact that teacher training universities are becoming more popular in private universities and that the private sector prefers teacher candidates trained at private universities constitutes an important dimension of these inequalities. However, the problem is not only economic. It can be said that teaching, which used to be considered as a public job, has entered a process of erosion of the culture and character of education with the marketisation of education, deregulation of the teaching profession and the evaluation of education from a profit/loss perspective, thus individualism has become popular (Yıldız, 2012).

TODAY AND CONCLUSION

Today, even in the most difficult moments of the War of Independence, in spite of the Maarif Congress and Heyeti İlmîye Meetings, which were held in order to put common sense into action, the features of the councils as an opinion-making body in determining policy and creating a road map have almost been lost. Under these circumstances, it is really difficult to understand the state of teacher training in Turkey. Again, there is a view specific to the times of disorganisation. Education faculties train teacher candidates who can work in primary, secondary and high schools. In addition to this, with a new decision taken by the Council of Higher Education (YÖK) (YÖK, 2023), other practices related to teacher training are summarised as follows: In faculties other than teacher training faculties, pedagogical formation education is provided face-to-face or remotely within the formal education and training period (starting from the third semester as elective courses). There are Master's Degree programmes without thesis in Teaching Profession and they also train teachers. Pedagogical Formation Education Certificate Programme for graduate students continues. As can be seen, our teacher training policy is always rewinding. Especially in the 2022-2023 education and training period, it seems that almost all university students, except freshmen, will be allowed to take formation courses as elective courses during undergraduate education, and the application will be determined by the universities. This situation, due to the insufficient number of lecturers within the faculties of education, means both teacher training with each faculty's own lecturers and teachers trained by distance education asynchronously.

The number of teacher training faculties is around 95 in public and private universities and there are about 200 000 students studying in these faculties. In the academic year 2022-2023, a total of 6 939 511 students are studying in all universities. Of these, 3 754 095 are undergraduate students (YÖK, 2023). Even if the number of students of a few programmes such as Medicine, Law, etc., which also guarantee employment upon graduation, is roughly subtracted, this number will be around three million. If only the number of fourth year students of these programmes is roughly calculated, it is approximately 750 000. When both the graduates of the faculty of education who could not be appointed in the past and those who have received formation in the past and are waiting are added to this number (since 572 thousand 19 candidates applied to the 2023 KPSS educational sciences session, 572 thousand 19 candidates are currently 572 thousand 19 candidates, not counting those who have given up hope!) Including approximately 50 000 new graduates of the faculty of education, it means that around 1 250 000 teacher candidates will be waiting to be appointed as teachers at the end of the 2023-2024 academic year. In the meantime, the Ministry of National Education, which never publishes any statistics on the number of teachers needed in terms of branches, conducts an oral exam in addition to KPSS. While the discussions on how the oral exam is conducted and its fairness continue, it is certain that how so many people will be taken to the oral exam is a separate problem.

The focus of the solution lies first and foremost in convincing everyone, from seven to seventy, that education is a science and teaching is a profession requiring expertise. On the other hand, it is obvious that the multi-sourcing in teacher training, which has been going on since the past, must be ended. Accordingly, a solution can be realised by transforming faculties of education into postgraduate faculties and by including students from science and other faculties who wish to become teachers and whose graduation grades are above seventy-five out of a hundred in the programme through oral/written examinations. For example, for guidance counsellors or

psychological counsellors to work in schools, the psychology department of the faculty of science will be used. This training will last for two years, one year will be in the form of lectures and the other year will end with each student producing a thesis that solves a problem in practice in a school on the basis of an agreement with the Ministry of National Education. A second solution is to strengthen the faculties of education in the context of the areas with the greatest need for teachers, in such a way that graduates of science and other faculties are never included. In other words, for example, the physics teaching programme will be in the faculty of education with a strong physics teaching programme in every aspect, and students from science faculties will not be made teachers by giving them a certificate through formation or some other means.

It would not be correct to state that the solutions mentioned above are thornless. For years, educational scientists have been producing research reports and articles on how to get out of the situation. In order to evaluate this accumulation, it can be said instead of the last word that the fact that teaching is a profession as a reflection of the belief in science should be realised by the society and the world, and policy makers (top managers) should calculate the society/world of the future and the state it will be in with strong probabilities, and especially employment and population-oriented solutions should be produced. On the other hand, while doing this, it is obvious that we have just entered a new century (postmodern/near modern age) in which technology, learning objects, artificial intelligence have started to emerge and the world's resources have been exhausted, and that all conceptualisations and problems should be handled on this basis.

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Davetli Konuşmacılar/Keynot Speakers

Prof. Dr. Kathy Cabe Trundle
Utah Devlet Üniversitesi/Utah State University

Dr. Xiaojing Kou
Indiana Üniversitesi/ Indiana University

Dr. Lukáš Rokos
South Bohemia in České Budějovice Üniversitesi/ University of South Bohemia in České Budějovice

Prof. Dr. Erdal Toprakçı
Ege Üniversitesi/ Ege University

Dr. Uwe Krause
Fonty Üniversitesi/ Fonty University

Atölye Çalışmaları/Workshops

Prof. Dr. İsmail Karakaya
Gazi Üniversitesi/Gazi University

Doç. Dr. Yavuz Samur
Bahçeşehir Üniversitesi/Bahçeşehir University

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*Kongre Programı/Congress Program***26.10.2023 Thursday**

Time	Activity	Location
09:00 - 10:10	Congress Opening Ceremony	Şehit Öğretmen Aybüke YALÇIN Conference Hall
10:10 - 10:30	NEF Academic Chamber Orchestra	The Foyer
10:30 - 11:00	Coffee Break	
11:00 - 11:45 Keynote Speaker	Prof. Dr. Erdal TOPRAKÇI - Teacher Education Policies in the 100 th Year of the Republic (Turkish)	Şehit Öğretmen Aybüke YALÇIN Conference Hall
11:45 - 12:30 Keynote Speaker	Dr. Lukas ROKOS - Visualizations in STEM Education: How Can We Use Drawing and Visual Models to Understand Student Ideas? (English)	
13:00 - 14:00	Lunch Break	Dining Hall
14:00 - 15:30 Workshop	Doç. Dr. Yavuz SAMUR - Game Friendly Teacher (Turkish)	Halil İnalcık Hall
14:00 - 15:30	Online Sessions	Microsoft Teams
15:30 - 16:00	Coffee Break	First Floor Hall
16:00 - 17:40	Oral Sessions	Classrooms
19:00	Gala Dinner	

27.10.2023 Friday

Time	Activity	Location
09:00 - 10:30 Workshop	Helene CLAEYS and Corinne MANCEL - Building Bridges with eTwinning (English)	Halil İnalcık Hall
10:30 - 11:00	Coffee Break	First Floor Hall
11:00 - 12:30 Workshop	Doç. Dr. Duygu GÜNGÖR CULHA - Data Analysis through R for Educators (Turkish)	Computer LAB A
11:00 - 12:30 Workshop	Prof. Dr. İsmail KARAKAYA - Measuring the 21 st Century Skills (Turkish)	Halil İnalcık Hall
13:00 - 14:00	Lunch Break	Dining Hall
14:00 - 14:30 Keynote Speaker	Dr. Xiaojing KOU - How can ChatGPT Be Used in Language Teaching and Learning? (English)	Şehit Öğretmen Aybüke YALÇIN Conference Hall
14:30 - 15:00	Coffee Break	The Foyer
15:00 - 15:30 Keynote Speaker	Prof. Dr. Kathy Cabe TRUNDLE - Arts Integration: STEAM Learning (English)	Şehit Öğretmen Aybüke YALÇIN Conference Hall
15:30 - 16:50	Oral Sessions	Classroom
17:00	Balıkesir City Tour	NEF Courtyard

28.10.2023 Saturday

Time	Activity	Location
09:30 - 10:30	Closing Panel	Şehit Öğretmen Aybüke YALÇIN Conference Hall
10:30 - 18:30	Trip	NEF Courtyard

*Çevrimiçi Oturumlar/Online Sessions***26.10.2023 Friday****Türkiye Local Time 14:00-15:20****Chair: Petra Karvankova****Online Session Hall**

Time	Authors	Affiliation	Title
14:00 - 14:20	Felea, Maria Iulia M*	Universitatea, "1 Decembrie 1918" din Alba Iulia	From Classical Assessment to Formative Assessment in Academic Education
14:20 - 14:40	Karvankova, Petra*; Vondruska, Jan	Faculty of Education, University of South Bohemia	Professional Development Training for Scientists: How to Communicate Science?
14:40 - 15:00	Pečiulienė, Lina*; Šimienė, Gerda	Vilniaus kolegija/Higher Education Institution	How to Enhance Pre-Service Teachers' Engagement in The Study Process?
15:00 - 15:20	Venera Sarbassova*	Taraz Regional University named after M.Kh.Dulaty	Formation of National Self-Consciousness of Teachers in a Cross-Cultural Competence-Oriented Environment

26.10.2023 Friday**Türkiye Local Time 14:00-15:20****Chair: Filiz Tuba Dikkartın Övez****Online Session Hall**

Time	Authors	Affiliation	Title
14:00 - 14:20	Ceylan, Harun; Erdener, Mehmet A*	Balıkesir University	The Review of Academic Studies on Instructional Leadership Model in The Field of Educational Administration in Recent Years
14:20 - 14:40	Juškienė, Vaiva O*; Voidogaite, Viktorija	Vilniaus kolegija Higher Education Institution	The Disruptions Occurring in the Co-Operation of Teachers and Parents with ASD Children
15:00 - 15:20	Kayumova, Mehriniso*	Tashkent Şarkşinaslık State University	Some Methods Used to Teach Turkish as a Foreign Language in Uzbekistan

26.10.2023 Friday
Türkiye Local Time 14:00-15:40

Chair: Hülya Gür

Online Session Hall

Time	Authors	Affiliation	Title
14:20 - 14:40	Gür, Hülya*	Balıkesir University	Developing 21 st Century Competencies of Prospective Mathematics Teachers for Teaching Stem Contexts: Stemcraft
14:40 - 15:00	Tamer, Sevda; İzgi Onbaşılı, Ümit; Sezginsoy Şeker, Burcu*	Balıkesir University	Analyzing the Opinions of Classroom Teachers on the Contribution of eTwinning Activities to Digital Literacy Skills
15:00 - 15:20	Aktaş, Feriha Ferhan*; Yıldırım, Bilal	İstanbul Sabahattin Zaim University	The Relationship between Teachers' Lateral Thinking Tendencies and Their Adopted Style of Classroom Management
15:20 - 15:40	Kačinėitė-Vrubliauskienė, Dalia*; Trukšininė, Danutė	Vilniaus kolegija Higher Education Institution	Challenges Experienced by Teachers in Organizing Inclusive Education: A Case Study in Lithuanian Schools

26.10.2023 Friday
Türkiye Local Time 14:00-15:40

Chair: Renata Kondratavičienė

Online Session Hall

Time	Authors	Affiliation	Title
14:00 - 14:20	Rafukjanovna, Dिल्фуза Akhmedova*	TSUOS	Online Class as One of the Forms of Distance Teaching a Foreign Language at a University
14:20 - 14:40	Bertašienė, Inga; Kondratavičienė, Renata*	Vilniaus kolegija/Higher education institution	The Analysis of Pedagogical Studies: Students' Learning Experience in a Virtual Learning Environment: The Interaction with the Tutor and Other Learners
15:00 - 15:20	Zaripova Dिल्фуз Bakhtiyorovna*	Bukhara State University	Innovative Technologies in Language Teaching
15:20 - 15:40	Todor, Ioana *	"1 Decembrie 1918" University of Alba Iulia	An Investigation of Pre-Service Teachers' Motivations for Choosing a Teaching Career

26.10.2023 Friday
Türkiye Local Time 14:00-15:20

Chair: Hasene Esra Yıldırım

Online Session Hall

Time	Authors	Affiliation	Title
14:00 - 14:20	Esen, Betül; Dikkartın Övez, Filiz Tuba*; Tekkalan, Okan; Yoncacı, Ayşegül	Balıkesir University	The Effect of Mötemm Project Applications on Technology Acceptance and Use of Mathematics Teachers and Teachers' Opinions
14:20 - 14:40	Durmaz, Hüsnüye*; Çelik Keser, Hande	Trakya University	The Effect of Stem Education Practices on the Awareness Towards Stem Education and Opinions of Pre-Service Science Teachers
14:40 - 15:00	Karakoç-Topal, Özlem; Yıldırım, Hasene Esra; Gülay, Buse*	Balıkesir University	The Effect of Teaching with Multiple Representations on Science Pre-Service Teachers' Cognitive Structures about Electrochemical Batteries
15:00 - 15:20	Aydar, Melike*; Uyangör, Nihat	Balıkesir University	Determining the Qualities That Faculty Members at The Faculty of Education Consider Important in Teacher Training

26.10.2023 Friday
Türkiye Local Time 14:00-15:40

Chair: Blazek Vojtech

Online Session Hall

Time	Authors	Affiliation	Title
14:00 - 14:20	Betáková, Lucie* Dvořák, Petr; Tilp, Vojtěch; Fuka, Vojtěch	University of South Bohemia	Critical Issues in English Language Teacher Education from the Point of View of Students at Teaching Practice
14:20 - 14:40	Blažek, Vojtěch*; Karvanková, Petra; Uhlíková, Renata	Faculty of Education, University of South Bohemia	Strengthening Geographic Concepts through Geographic Information Systems
14:40 - 15:00	Blažek, Vojtěch*; Rokos, Lukáš	Faculty of Education, University of South Bohemia	Virtual Versus School Reality: A Comparison of the South Bohemia Region and Upper Austria in the Implementation of Virtual Reality
15:00 - 15:20	Nicolaeva, Prascovia Dmitrievna*	Comrat State University	Teaching English Grammar through Phraseological Units
15:20 - 15:40	İsmatullayeva, Nargiza*	Tashkent State University of Oriental Studies	Teaching Approach in Instructing Specialist Subjects within the Domain of Translation Studies: "Text Translation and Editing", "Translation of Media Texts"

26.10.2023 Friday
Türkiye Local Time 14:00-15:20

Chair: Semiral Öncü

Online Session Hall

Time	Authors	Affiliation	Title
14:00 - 14:20	Mubarakova, Dilshoda*	Tashkent University	Teacher Training Experience in the 100th Year of The Republic of Türkiye
14:20 - 14:40	Mubarakova, Dilshoda*, Yunusova, Nodira	Tashkent University	Improving the Qualifications of Teachers in the Field of Education
14:40 - 15:00	Raxmatjonova, Kamola*	Tashkent State University of Oriental Studies	The Importance of Linguistic Typology in Teaching Foreign Languages

Sözlü Oturumlar/Oral Sessions

26.10.2023 Türkiye Local Time 16:00-17:20			
Chair: Gülcan Çetin			
Session-1 Hall-207			
Time	Authors	Affiliation	Title
16:00 - 16:20	Çopur, Ahmet*; Önal, Hakan	Balıkesir University	Investigation of the 2018 Social Studies Course Teaching Program in Terms Of 21st Century Skills And Turkish Qualifications Framework
16:20 - 16:40	Yasemin Sayan; Mahbuba Tashpulat *, Gülcan Çetin	Kazah National Women's Teacher Training University	Comparison of Classroom Teacher Training Programs in Türkiye and Kazakhstan
16:40 - 17:00	Dilrabo Elmuratova & Güliz Şahin*	Gülistan Pedagogy University	Two World Nations in Education: A Comparison of Teacher Training Programs in Uzbekistan and Türkiye
17:00 - 17:20	Tursunay Baynazarova; Mahbuba Tashpulat; Gülcan Çetin; Yasemin Sayan *	Kazakh National Women's Teacher Training University	Comparison of Preschool Teacher Training Programs in Türkiye and Kazakhstan

26.10.2023 Türkiye Local Time 16:00-17:20			
Chair: Handan Ürek			
Session-1 Hall-208			
Time	Authors	Affiliation	Title
16:00 - 16:20	Ürek, Handan*	Balıkesir University	Determination of Argumentation Quality of Science Teacher Candidates in the Context of the Human Reproductive System Subject
16:20 - 16:40	Filiz, Ahsen*	Biruni University	Prediction of Teachers' Readiness for Change with Data Mining Algorithms
16:40 - 17:00	Matoušková, Radka*	University of South Bohemia in České Budějovice	Inter-Disciplinary Tasks in Lower-Secondary Textbooks, Their Stem-Related Classification, and the Process of Posing
17:00 - 17:20	Tuychieva, Nodira*	Tashkent Institute of Finance	Modern Approaches to Defining the Teacher's Role in Education.

26.10.2023 Türkiye Local Time 16:00-17:20			
Chair: Güliz Gür Şahin			
Session-1 Hall-209			
Time	Authors	Affiliation	Title
16:20 - 16:40	Hastürk, Gamze*; Hastürk, Gökhan	Tokat Gaziosmanpaşa University	Socio-Scientific Issues in the Cognitive Structure of Classroom Teachers: Mind Map Example
16:40 - 17:00	Şahin, Güliz*; Erdoğan, Damla; Özdemir, Aylin	Balıkesir University	The Confluence of the Art of Thinking and Creative Skills: The Contribution of Postgraduate Theses in the Field of Philosophy for Children to 21 st Century Competencies
17:00 - 17:20	Yüksel, Muammer*	Ministry of Education	The Effect of Teachers' Characteristics in the Teaching Process on Students' 21 st Century Skills: A Review on PISA 2018 Results

26.10.2023**Türkiye Local Time 16:00-17:40****Chair: Hasan Hüseyin Şahan****Session-1 Hall-210**

Time	Authors	Affiliation	Title
16:00 - 16:20	Korucu, Merve*; Şahan, Hasan Hüseyin	Mehmet Akif Ersoy University,	Investigation of Teachers' Lifelong Learning Tendencies in Terms of Different Variables
16:20 - 16:40	Ulukuş, Zeynep Ezgi*; Özen, Zeynep ; Karakoç-Topal, Özlem	Balıkesir University	Teacher Candidates' Awareness Towards Stem Activities and Their Motivations for Involving the Activities: Comparison of Preschool and Science Teacher Candidates
16:40 - 17:00	Tezcan, Fatma*	Muğla Sıtkı Koçman University	Being a Teacher in the 21 st Century: A Journey from a Changing World to a Changing Educational Approach
17:00 - 17:20	Ismoiljonov, Shukhratjon*	Namangan State Institute of Foreign Languages	Meeting the Expectations: Essential Skills for 21 st Century Teachers

27.10.2023**Türkiye Local Time 15:30-16:50****Chair: Nihat Uyangör****Session-1 Hall-101**

Time	Authors	Affiliation	Title
15:30 - 15:50	Gülburnu, Mehmet*; Özcan, Umut	Mersin University	Investigation of Secondary School Mathematics Teachers' Opinions on the Questions Book Used as a Supplementary Source
15:50 - 16:10	Kırtak Ad, Nilay*; Kandemir, Buse	Balıkesir University	The Effect of History and Philosophy of Science Course Enriched with the First Scientific Physics Experiments in History on Pre-Service Teachers' Beliefs about the Nature of Science
16:10 - 16:30	Sinem Güçhan Özgül; Nazlı Ruya Taşkın Bedizel*	Balıkesir University	Exploring the Cultural Diversity Awareness of Pre-Service Teachers in a Multinational Study Group
16:30 - 16:50	Dikkartın Övez, Filiz Tuba*; Yağlı, Gizem; Mecer, Zeynep; Kesriklioğlu, Merve; Örene, Sıdika; Dalkılıç, Tugba; Deniz, Şebnem	Balıkesir University	Investigation of Pre-Service Primary School Teachers' Pedagogical Content Knowledge on Number Sense

27.10.2023**Türkiye Local Time 15:30-16:50****Chair: Gülcan Öztürk****Session-1 Hall-102**

Time	Authors	Affiliation	Title
15:30 - 15:50	Tuychieva, Nodira*	Tashkent Institute of Finance	Challenges and Solutions in the Digitization of Distance Education.
15:50 - 16:10	Yüksel, Muammer*	Ministry of Education	The Effect of Gender on Teacher Candidates' Attitudes Towards Distance Education: A Meta-Analysis Study
16:10 - 16:30	Elif Kuşoğlu*; Gülcan Öztürk; Gür, Hülya	Balıkesir University	Prospective Mathematics Teachers' Technological Pedagogical Content Knowledge Competencies for 21 st Century Skills and Digital Proficiency Perceptions
16:30 - 16:50	Yünkül, Eyup*; Ahmet Melih Güneş	Balıkesir University	The Relationship Between Teachers' Self-Efficacy Towards Technology Integration and School Happiness

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