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## CONTENTS, FORMS AND METHODS OF PREPARING FUTURE TEACHERS- PHILOLOGISTS FOR PROFESSIONAL ACTIVITIES IN HIGHER EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF TURKEY

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### **Abstract**

The relevance of the problem under study is determined by the analysis of world experience in the direction of training teachers-philologists, as well as the trends and prospects of the teacher's professional development, which is of interest both in theoretical-methodological and practical terms. The purpose of the article is to determine the content, forms and methods of preparing future philological teachers for professional activities in higher educational institutions of the Republic of Turkey. Based on the analysis, the following were determined: content, forms (lectures, seminars, practical, laboratory classes, group consultations, master classes, individual consultations, independent work, work in a scientific library, educational and industrial practices) and methods (trainings, discussions, debates, business and role-playing games, brainstorming, case technologies) training.

**Keywords: preparation; content; forms of education; teaching methods; future philology teachers; professional activities; institution of higher education; Republic of Turkey.**

## **Introduction**

At the present stage, Turkey's education system is undergoing radical changes. The government's educational reforms include external and internal changes in the education system: changes in the entire structure of education, development of education, opening of religious educational institutions, changes in the education management system, review and improvement of teaching methods, creation of new curricula aimed at comprehensive student development.

The relevance of the study is due to the need to find ways to improve the training of teachers of philology in today's globalization and integration processes. In the international legal documents of UNESCO, the Council of Europe, the Organization for International Cooperation and Development, and the International Organization for the Work of Teachers of Philology of the 21st Century, they are proclaimed the bearers of social change. Their preparation at the world level is recognized as one of the most pressing problems, the effectiveness of which largely determines the future of each state. This determines the social order that should be implemented in the system of higher pedagogical education, and is also declared in its legislative framework: Law of Ukraine «On Higher Education» (2016), Convention on the Recognition of Qualifications of Higher Education in the European Region (1999), Concept of Pedagogical Education (1999), «National Doctrine of Education Development in Ukraine in the XXI Century» (2001), «Law on Higher Education» (Republic of Turkey, 1981), Decree on Academic Evaluation and Quality Improvement in Higher Education Institutions» (Republic of Turkey, 2005), in which the main activities aimed at becoming a competitor are identified teachers of the European level, the bearer of modern pedagogical culture and thinking.

This requires the internationalization of the world educational space in terms of political, legal, socio-economic and cultural rapprochement of countries as leading social trends, determines the need for in-depth and critical study of the experience of training teachers of philology in different countries to use the best world achievements. Sphere of public life, determining ways to solve them in theoretical and applied aspects.

Important for modern pedagogical research in this context is the experience of the Republic of Turkey, which in the context of dynamic socio-political development pays great attention to creating an independent and flexible system of training future teachers of philology for professional activities. Comparative pedagogical research provides an opportunity to reveal the content of the training of teachers-philologists-philologists in the Republic of Turkey.

### **Analysis of scientific research**

In domestic and world pedagogy, considerable experience has been gained in researching the problems of integration, as: theoretical and methodological foundations of integration (M. Berulava, S. Goncharenko, V. Zagvyazinsky, I. Kozlovetsky, A. Sergeev, M. Chapaev) features of integration processes in professional technical school (G. Gurevich, B. Kaminsky, N. Nichkalo) psychological aspects of integration (H. Adivar, M. Ivanchuk, V. Savchenko, T. Yatsenko) development of pedagogical education in Western European countries (V. Zhukovsky, A. Ovcharuk, L. Pukhovskaya).

The research of I. Doromadji, H. Ez, K. Tseitkovich is devoted to the theoretical foundations of the development of the education system of the Republic of Turkey. These studies examine the problems of educational transformations related to the need to bring the country's pedagogical education system in line with the dynamic requirements of society, the provisions of the Bologna Convention, reflecting the integration processes in Europe and the world educational space. In scientific researches of the Ukrainian scientists separate aspects of system of education of Turkey (S. Usmanova, A. Dzhurinsky, A. Gazizova) are opened.

**The purpose of the article** is to determine the content, forms and methods of training future teachers of philology for professional activities in higher education institutions of the Republic of Turkey.

### **Presenting main material**

The content of education, according to the scientific theory of V. Kraevsky, should be considered as knowledge, skills and abilities acquired on the basis of the general social experience of mankind (unity of knowledge and experience) [1, p. 42–43].

I. Kharlamov believes that the «content of education» is the unity of scientific knowledge and practical skills that an individual acquires in the learning process. The essence of the concept of «content of education» is determined based on objective and subjective factors of its content. The objective factors include the needs of mankind (growth of production, spirituality, science). The subjective factor is manifested in the ideology of society and politics. I. Kharlamov notes that the content of education based on social experience contributes to the harmonious development of the individual and determines his life position [4, p. 77–79].

The content of future teacher training involves a set of theoretical and practical disciplines on the basics of the specialty in accordance with the requirements of state standards of teacher training in a particular profile in classical and pedagogical universities, based on the latest advances in pedagogical science and practice. To analyze the content of

teacher training in Turkey, we turn to the conceptually important tasks, the solution of which ensures the formation of the student's personality as an active subject of organization and management of their own educational and future professional activities. These include:

- to teach students to independently find scientific and applied information necessary for the implementation of personality-oriented training of future teachers;
- to form students' knowledge on the basis of various information into a clear and coherent scientific system;
- learn to quickly and creatively use knowledge to expand and acquire new knowledge, to solve various professional problems;
- establish interdisciplinary links;
- make optimal use of knowledge of various subjects in educational and creative professional activities;
- rationally combine the achievements of scientific knowledge with the formation of a scientific worldview;
- to teach students to combine educational activities with scientific research and solving problems of pedagogical practice development;
- learn to analyze, observe, summarize facts and phenomena and predict the emergence of new directions and trends;
- identify and guide the development of individual creative talent of students [2].

A special place in the structure of the training of teachers-philologists is occupied by general pedagogical training, the main goal of which is to form a teacher who has not only knowledge of pedagogical theory, but also practical skills in the field of education and upbringing. General pedagogical training lays the foundation for further continuous teacher education.

Most researchers in the field of teacher education identify the following components of the system of general pedagogical knowledge:

- fundamental methodological knowledge on the history and methodology of pedagogical science, the theory of teaching, upbringing, issues of pedagogical management;
- theoretical and practical knowledge about certain aspects of education and upbringing, about advanced teaching experience in teaching.

The content of the multilevel system of teacher education should also ensure the choice of an individual educational trajectory by the student himself in accordance with his goals, motives, interests, needs and opportunities. This system includes compulsory courses and workshops, elective disciplines and various electives.

On the basis of a theoretical analysis of scientific works and the content of training future teachers in higher pedagogical educational institutions in Turkey, S. Sapozhnikov determines the general structure of the content of higher pedagogical education, which includes six main blocks of training specialists: general education, special, psychological and pedagogical, cultural, research, practical pedagogical [2].

We believe that the scientific structuring of the content of higher pedagogical education in Turkey is expedient due to the fact that each block of training provides for professional tasks, covers a significant educational and educational potential and allows the use of educational information both for the formation of a personality and for ensuring its readiness for professional pedagogical activity. This approach makes it possible to present the structure of the content of higher pedagogical education as: content (system of scientific educational information); procedural (a system of generalized skills, methods of action); organizational (a system of forms, methods and means of assimilating educational information and transforming it into pedagogical knowledge, skills and professional actions); effective (experience of creative activity, professional relations, pedagogical communication) components.

The allocation of six interrelated and interdependent blocks on the basis of a systematic analysis of the content of the training of pedagogical personnel in Turkey allows balancing the areas of vocational and pedagogical training, their operational management, ensuring mobility and professional orientation, as well as creating the prerequisites for organizing a differentiated training system for students of a particular higher pedagogical educational institution: general education (fundamental) block (25% of the study time, which may vary), cultural studies block (10% of study time), psychological and pedagogical block (18% of study time), subject block (32% of study time), research block ( 5% of the study time), practical pedagogical block (10% of the study time) [3].

In the context of our research, it is expedient to analyze each of the six blocks of professional and pedagogical training of students of higher pedagogical educational institutions in Turkey.

The general educational (fundamental) block includes fundamental disciplines, the study of which is focused on the assimilation of information concerning modern achievements of science, technology, culture, the formation of a broad scientific worldview, and the creation of a base for obtaining special and professional education. When studying general education disciplines, preference is given to the study of languages used in the fundamental sciences, acquaintance with information that has a field of functional significance, assimilation of

methods and means of solving general scientific problems. The criterion for the effectiveness of general education is not the total volume of courses taught, but their creative assimilation and comprehension, aimed at forming a holistic worldview of a specialist. The following disciplines are of prime importance in this block: philosophy, ethics, aesthetics, political science, sociology, history.

A special (subject) block assumes the assimilation of academic disciplines and courses that allow the future teacher to freely navigate in the chosen area of subject knowledge. As a result, a certain universality of education and special training is achieved. Subject training in a higher pedagogical educational institution occupies a leading place in Turkey. The content of the disciplines of this block is determined taking into account the specialty, the goals and objectives of professional education, the types and characteristics of the activities within which the future teacher will act.

The disciplines of a special cycle that are required for studying constitute the scientific and theoretical basis for the training of specialists with a wide and integrative profile. The fundamental assimilation of the system of subject knowledge creates the preconditions for the professional and pedagogical development of a young specialist.

A special block, as a rule, includes disciplines that cover all areas of subject training of a future teacher – methodological (philosophy, theories, technologies and methodology of education, history of science), technological (technology of teaching and education), methodological (theory and methods of education). The content of this block provides for the mastery by students of the system of basic fundamental categories of professional and pedagogical orientation used in this subject area, methodology and means of solving special-subject problems, properties of objects of the branch of knowledge of the studied language.

The psychological and pedagogical block is aimed at the development of the teacher's pedagogical self-awareness, his creative individuality, it turns out to be in the methods of analysis, design, implementation and reflection of pedagogical activity. This block focuses on the formation of students' foundations of professional competence in the field of pedagogy, psychology, teaching methods, upbringing and development of students of different age groups. In the curriculum for teacher training in Turkey, there is a tendency to minimize the theoretical component of training and increase the practice-oriented one, in order to form the graduate's ability to:

- organize their own professional activities at a high scientific and pedagogical level;
- independently study, describe and explain real pedagogical phenomena to justify a professional decision;

- independently acquire scientific and pedagogical knowledge, skillfully and quickly navigate the flow of modern information. Such disciplines, for example, include: «Motivation in elementary grades», «Assessment of teaching a foreign language», «School experience», «Classroom leadership», «Turkish education and school management».

The culturological block includes disciplines, the content of which reflects the assimilation of common human experience in the field of culture, art, literature. The study of academic disciplines of the culturological block is aimed at satisfying the student's own professional and personal interests and needs. The value of humanitarian education lies in the fact that it develops abilities, thinking, emotions, imagination, aesthetic culture, trains the intellect, contributes to the formation of personal qualities, communication skills, and serves as a powerful means of integrating knowledge. From the existing curricula of higher pedagogical educational institutions, this block includes the following disciplines: «Cultural Studies», «Foundations of World and National Culture», «Speech Etiquette and Intercultural Communication», «The Image of a Turk in Europe», «Principles and History of the Ataturk Revolution».

The research block is aimed at preparing students of Turkish universities to master the methodology and methodology of scientific and pedagogical research; formation of skills to plan and organize scientific research in the field of pedagogy; draw up a program of experimental work; to realize it into a pedagogical reality; analyze to generalize pedagogical experience. Analysis of scientific literature and the experience of training pedagogical personnel in higher pedagogical educational institutions of Turkey has proved that today such disciplines as: «Fundamentals of Scientific Research», «Research on Pedagogical Sciences», «Methodology of Educational Research», «Research of Pedagogical Experience», «Statistical Methods in Psychological and Pedagogical Research», «Studying the Role of the Gender Factor in Teaching Children», «Education and the Labor Market». Scientific and practical seminars and research projects are organized for senior students. The use of problem teaching methods in seminars and practical classes brings the assimilation of training courses closer to an independent scientific search.

The practical pedagogical block is aimed at studying modern pedagogical experience, mastering teaching skills during pedagogical practice and a system of methods and means for solving professional and problematic problems. It is during pedagogical practice that knowledge, skills, means of action that students received in the process of general theoretical, special, psychological and pedagogical, cultural and research training are integrated and used.

Traditionally, from 2 weeks to 1 year from the 7th to 9th academic semester is allocated for active teaching practice according to the curriculum of Turkey, estimated at 10 credits [2].

The general conditions for success are the coordination of educational problems and the pace of practical work in pedagogy, psychology and subject methods, providing a unified methodological guide and requirements for the system of problem-pedagogical tasks, complex programs of continuous practical pedagogical work that students perform at various stages of pedagogical practice.

It is worth noting that the curricula for the preparation of teachers-philologists of various specialties in Turkey provide for the study of several foreign languages to choose from (English, German, French).

Analysis of modern curricula for the training of teachers, the results of a survey of teachers of pedagogical disciplines of higher educational institutions in Turkey, in which it should be argued that the most necessary and sufficient for teacher training in higher pedagogical educational institutions of the country is the study of such pedagogical disciplines: pedagogy, didactics, history of pedagogy, research methodology in the field of education, social pedagogy, pedagogical rhetoric, the basics of correctional pedagogy, entry into the profession, theory and methods of education. In addition to the compulsory disciplines listed above, students – future teachers of certain specializations and profiles of their choice study a number of professionally oriented courses.

Here is an example of the content of training English teachers in higher education institutions in Turkey.

Students of this specialty in the third semester study English grammar, linguistics, principles and methods of teaching, English literature, reading and writing skills, approaches to teaching English. In this semester, an elective course is offered (at the choice of students): literature of Turkish emigrants, the image of a Turk in Europe.

In the fourth semester, subjects are studied: reading and writing skills, comparative grammar, scientific research methods, technological design, linguistics, approaches to teaching English, and English literature.

In the fifth semester, special teaching methods, literary texts and learning analysis, classroom leadership, second foreign language, effective contact, history of science are presented.

The elective course includes: text translation strategies, comparative cultural history, English language practice.



In the sixth semester, foreign language for children, special teaching methods, history of English education, assessments, literary text, learning analysis, second foreign language are presented. The elective course in the sixth semester involves elective subjects: literary translation, history of the English language, drama and animation, practice of the English language.

In the seventh semester, the academic subjects «Review of the English language», «Adaptation», «School experience», a second foreign language, «Governance», «Ataturk's principles and the history of the Turkish revolution» are presented. The elective course in the seventh semester includes elective subjects: intercultural communication, information about English-speaking countries in a European context.

In the eighth semester, academic subjects are presented: «The education system of Turkey», «Education and school leadership», «Ataturk's principles and the history of the Turkish revolution», «Educational practice».

The elective course in the eighth semester includes subjects: Fundamentals of English, Creative Drama, Intercultural Education and Imageology, Analysis and Storytelling Teaching.

The assessment system is based on the European Credit-Modular Assessment System (ECTS (AKTS)) [6].

Note that such disciplines are studied at the Yeditepe University in Istanbul (Yeditepe Üniversitesi) at the Faculty of Education, which trains teachers of English [7].

Analyzing modern forms, methods and means of professional training of teachers-philologists in Turkey, one can say about their similarity with Ukrainian and European in general. The forms of education in higher educational institutions in Turkey include:

- classroom studies (lectures, seminars, practical, laboratory classes, group consultations, master classes);
- extracurricular activities (individual consultations, independent work, work in a scientific library, educational and industrial practices);
- knowledge control (modular control, exams, testing (written or computer) by course sections, report on term papers, colloquia)
- current and final attestation (final tests in disciplines, examination (written or oral), defense of the final work, interdisciplinary examination, state examination) [6].

The training of future teachers-philologists in Turkey provides for the implementation of integration learning technologies, in which a special place is given to project methods, role-playing games, Portfolio of professional and personal development, integrative teaching

methods, corporate trainings, case study methods, planning future educational, cognitive and practical activities taking into account interdisciplinary connections.

These methods can significantly increase the cognitive activity of students of pedagogical educational institutions, contribute to a significant increase in their competencies, and also help to develop such professionally significant competencies as the ability to formulate a problem, initiative, and the ability to work in a team.

### **Conclusions**

So, the training of teachers-philologists in Turkey provides for the use of such forms of education in the educational process: classroom studies (lectures, seminars, practical, laboratory classes, group consultations, master classes); extracurricular activities (individual consultations, independent work, work in a scientific library, educational and industrial practices); knowledge control (modular control, exams, testing (written or computer) by sections of the course, report on term papers, colloquia) current and final attestation (final tests by discipline, exam (written or oral), defense of the final thesis, interdisciplinary exam, State exam). The teaching methods that contribute to the effective study of disciplines include: trainings, discussions, debates, business and role-playing games, brainstorming, case technologies.

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