



## BASIC TRAINING AND PROFESSIONAL QUALIFICATIONS OF TEACHERS IN BULGARIA AND TURKEY: A COMPARATIVE STUDY

### TÜRKİYE VE BULGARİSTAN'DA ÖĞRETMEN YETİŞTİRMEDE TEMEL EĞİTİM VE MESLEKİ YETERLİKLER: KARŞILAŞTIRMALI BİR ÇALIŞMA

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**ABSTRACT:** The professional qualification of teachers is a derivative of the career development system, the lifelong study model, the expected efficiency of the learning process and others. Motivating a teacher with regard to the need for continuous development depends on the order of the profession with respect to other professions, the remuneration, the satisfaction one gets from the accomplished work and other conditions. The purpose of this study is to discover the mode of interaction of these factors with continuous development phenomenon of every person, and to relate the accumulated experience of one's personal training at different stages with the project for career development of students with educational majors.

**Keywords:** learning culture, learning strategies, , professional project

**ÖZET:** Ulusal eğitim sistemlerinin çağdaş sorunları, küresel toplumun açık alanında meydana gelmekte ve değişmektedir. Ortak özellikler, başarılar ve aksaklıklara dair arayış, birçok uluslararası çalışma ve raporun odak noktası olmuştur. Bu makalede Pedagoji öğrencilerinin öğrenme sürecine ilişkin yaklaşımlarına dair çevirisi yapılmış karşılaştırmalı bir çalışmadan bir bölüm sunulmaktadır. Çalışmada iki ana evre hakkında veriler toplanmaktadır – lise eğitimi ve üniversite eğitimi. Bu, pedagoji öğrencilerinin geleceğin öğretmenleri olarak gelecek kariyer planlarını gerçekleştirmeye yönelik projelerin analizine olanak vermektedir. Bu çalışma karşılaştırmalı bir çalışmadır. Çalışma grubu Türk ve Bulgar birinci sınıf öğrencileridir. Çalışma, 2011 yılı Şubat – Haziran ayları arasında yürütülmüştür.

**Anahtar sözcükler:** öğrenme kültürü, öğrenme stratejileri, mesleki projeler

## I. INTRODUCTION

In service and pre service teacher training are an important task of the contemporary education-related institutions. Nowadays, as the world stands before the hardships of a severe financial crisis, the matter is of extreme significance. According to the UNESCO report (2010), the financial crisis may affect a large number of youth who have difficulties to reach education. This is why the contemporary world has the task to devote their utmost care to the education and prosperity of the population if it desires to overcome the drifting of the marginal groups and their low social activity. A vital part in solving the problem in this context is the continuous renewal of teacher training programs. The traditional school has during the past decade opened up to active life by means of receiving a significant autonomy and an opportunity to structure and develop its own policy. The world is changing. The processes of globalization and liberalization of 7 systems allow larger and larger communities of people to travel, select their field of professional career and their place to live. These dynamics have placed the school before a challenge which leads to reorganization of the system and to delegating the right to choose where to study to the students themselves, while allowing schools to select freely what they want to use in order to teach children and how to do it. Information technology itself has changed the needs of this exact same world. The daily life of each and every one of us has been burdened and/or relieved by the new devices – the mobile phone, the computer, e-trading, e-governments and so on. The prosperity of a society is measured by the content and development of its IT infrastructure, its virtual markets, developed and adopted patents and so on.

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All this leads to the imperative acceptance of a new schooling content –that is the so-called Information and Communication Technology (ICT) that has slowly and offensively been taking up a larger and larger territory of the learning space, taking over the functions of classical school material and changing the type of relationship between the teacher and the learner. Such and other changes in time have established conditions suitable for talking about the forms and content of the teachers' basic training more actively, as well as their continuous training to come, concerning the change in their responsibility towards the effectiveness of the fulfillment of their activity in order to create a new philosophy in education. The European strategy for cooperation in the field of education and training is a part of a universal policy and has been developed as a result of an agreement on the program "Education and Training 2010" on European level, which took place in the beginning of this century. This program substantiates the significance of education and training for progress of the society and its economy. The agreement reached based on this program is established on the understanding that even though national governments are responsible for the education and training in their countries, some challenges are common for all member countries, such as the aging society, the shortage of contemporary skills and the insufficiency of working hand that has these contemporary skills, global competition, climate changes, etc. This makes it necessary to construct a new strategy for learning. Even in the earliest of documents related to its development, it is noted that both the quality of teacher qualification and the establishment of a new model for relationship are of vital essence. To do this, a new task is formulated for the teacher: to change the philosophy of his/her attitude towards the learner and thus the profile of his/her social role. A comparative presentation of the specifics of the model of traditional learning and those of lifelong learning allows us to observe what this could look like (Table 1).

**Table 1. Traditional vs. Lifelong Learning Model**

<b>Traditional Learning Model</b>	<b>Lifelong Learning Model</b>
The teacher is the source of knowledge.	Educators are guides to sources of knowledge
Learners receive knowledge from the teacher.	People learn by doing.
Learners work by themselves.	People learn in groups and from each other
Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning	Assessment is used to guide learning strategies.
All learners do the same thing	Educators develop individualized learning plans
Teachers receive initial training plus ad hoc in-service training	Educators are lifelong learners. Initial training
"Good" learners are identified and permitted to continue their education.	People have access to learning opportunities over a lifetime.

As a result of this comparison of approaches towards learning, the training team of the World Bank (2003) motivates that the appearance of the modern teacher should change with regard to the following:

- Approach
- Attitude towards the learning content
- Reflection of the role being fulfilled

It also analyzes that teachers and other educationalists in the system should change the following:

- Their stereotypes related to the "institutional frames" in action so far
- Teaching methods during training
- School programs and curricula



Increasing the quality of education and training in EU countries is vital for the development and competitiveness of the community. In the Council's Information as of May 12, 2009, regarding the strategic frame for cooperation in the field of education and training (ECET 2020) the second strategic target is namely the enhancement of the quality of education and training. One of the tasks necessary for the achievement of this goal is "to provide high- quality teaching, to provide adequate initial education for the teachers, continuous professional development of the teachers and trainers and to turn teaching into an attractive career choice." In search for an opportunity to check how this happens at schools and in universities, in this exposé we decided to present data from different researches conducted and to trace how and to what extent the opinions of the respondents coincide. On one hand, a good overlap of opinions will show us where the visible characteristics of the systems are. On the other hand, it will also give us a hint on how to proceed if we plan steps for changing it. In the past few years, a series of international research has been conducted, clearly outlining the status of schools nowadays.

In this study, basic training and professional qualification of teachers in Bulgaria and Turkey were compared. This is why we have decided to ask freshman students with educational majors how they evaluate what's happening at school.

## **2. METHOD**

### **2.1. Research Design**

The study adopted a descriptive survey research design to find out basic training and professional qualification of teachers in Bulgaria and Turkey.

### **2.2. Sample**

240 students from universities in Bulgaria and Turkey, aged between 18 to 20, participated in the survey.

### **2.3. Research Instruments**

The attitudes of Pedagogy students on the significance of learning, lifelong learning and the link between basic education and vocational qualification were studied by means of a specially designed questionnaire of 41 questions. In this questionnaire, the questions seek to retrieve information regarding what the students enjoy in the process of teaching that they have participated in at schools or they are participating in at the moment at the university. This information is collected through questions 1 to 23 in the questionnaire. The following questions ask the students what they know about the process of education (questions 24 to 38). The last part of the questions inquire about what the students undertake in order to create a successful project for themselves as future teachers (questions 39-41). A part of the collected data is presented for this analysis. There are two sets of questions. The first set of questions they answered were related to the assessment of the quality of study culture formed at school, of the ability of the teachers to direct their activity towards the individuality of the learner, of the ability of the teachers to use IT devices during class, of the effective stimulation of the learners' creativity during class. These four questions communicate directly with the posed characteristics of the new type of lesson which will form the skills and needs of learning through the entire life span, presented earlier. In order to be sure that the replies were not random, the second set of questions on whether the culture of lifetime learning is formed exactly at school and whether this has occurred along with their ability of informal learning. We also asked them if there is a relation between the use of IT in class and learning motivation and whether the teachers' use of more individual approaches in class will create more socially resistant learners. The answers to these two sets of questions present an interesting picture. The fact that it is performed simultaneously in two



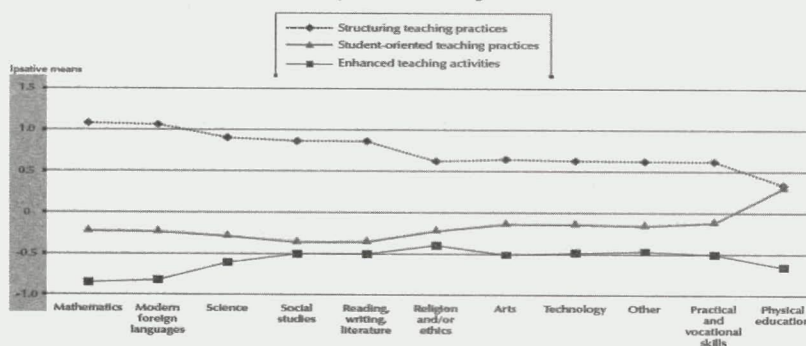
countries gives the opportunity to assess not only the differences, but also the resilience of the opinions of young people aged 18 to 20. The results are presented in Table 2.

**Table 2. The Learning Culture They Enjoy**

	Question 1		Question 2		Question 3		Question 4	
	Bg	Tr	Bg	Tr	Bg	Tr	Bg	Tr
1	23,5	3,4	32,8	7,6	7,6	4,2	21,0	5,0
2	58,0	14,3	39,5	40,3	27,7	29,4	36,1	31,9
3	13,4	68,1	18,5	36,1	37,0	52,1	28,6	48,7
4	3,4	14,3	7,6	16,0	26,1	14,3	12,6	13,4

The following relativity is observed in the students' responses. The students from Turkey consider that the culture of learning is formed "to a large extent" (68.1%) at school, whereas 58% of the Bulgarian students consider that it is formed at school "not so much". If we take a look at the table and observe the manner of distribution of this first question, we notice that Bulgarian students are generally more critical in their assessment than the Turkish ones. The Bulgarian students state that the learning culture at schools is not well accepted (23.5%) whereas merely 3.4% of the Turkish students give this assessment. Relativity is also close with regard to the ones who have responded that the learning culture is formed entirely at school. Only 3.4% of the Bulgarian students believe that this takes place at school while this answer is chosen by 14.3% of the Turkish students

This difference in the final assessments may be interpreted in a different way. There possibly are various prerequisites the first of which could be the cultural differences, then the differences in the manner of management of the school system, the teacher's personal presence and so on. These prerequisites are not a subject of this analysis and any comment would not be useful. With regard to how much teaching is personality oriented towards the learner, students share the same opinion. Students who agree "not so much" that teachers do exert effort in this direction are 39.5% from Bulgaria and 40.3% from Turkey. Additional verification of this answer can be found in the answers of the teachers in the TALIS (2009) report. Being asked about the three methods they most frequently use in their work, teachers give the following answer (Fig. 1).



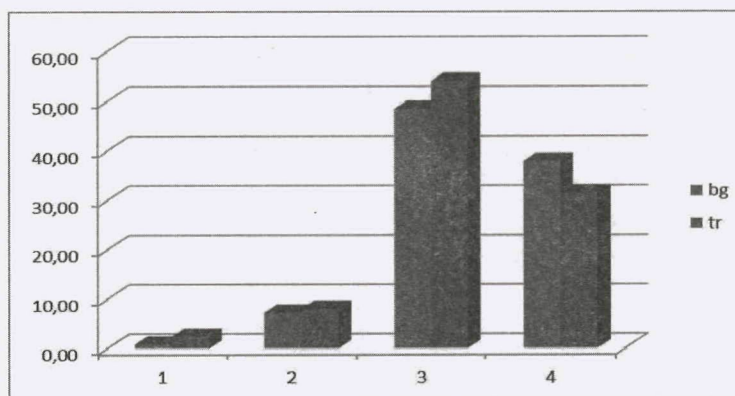
**Fig. 1. Subject profiles of classroom teaching practices (2007-08), mean of ipsative scores among countries**

We should remind that the methods used by the teachers are selected with complete autonomy. This is why the representation of the graphics shows that the main preference of the teacher remains the structured method. This confirms the opinion shared by the students – that they hardly focus their attention on the learner's personality. This is a priority of the other two methods (learner oriented and/or creative). The second group of questions aimed at checking how to define the meaning of the Lifelong Learning and Informal Learning policies on one hand, and how to define the influence of IT on the learners' motivation to learn, in addition to the student personality oriented training for their social resilience. The results are in Table 3.

**Table 3. The Learning Culture They Are Familiar With**

	Question 25		Question 26		Question 27		Question 28	
	Bg	Tr	Bg	Tr	Bg	Tr	Bg	Tr
1	12,90	15,32	5,65	3,23	4,84	4,84	2,42	4,84
2	23,39	43,55	19,35	26,61	16,94	19,35	7,26	32,2
3	41,94	29,84	33,87	41,94	50,81	50,00	59,68	46,7
4	18,55	7,26	38,71	25,81	23,39	21,77	26,61	13,7

In the answers of 25 questions we can observe an interesting fact. The Bulgarian and Turkish students share the same opinion regarding the fact that school does not form lifelong learning skills (12.9% of the Bulgarian students; 15.32% of the Turkish students). This fact is much more interesting because in the TALIS research (2009) the percentage of the teachers who have no desire at all to have additional qualification is 11%. In other words, this confirms the assumptions of Barber and Mourshed (2007), that “the quality of the educational systems cannot exceed the quality of its teachers”. If 11% of the teachers refuse to accept the philosophy of Lifelong Learning, then it is logical that a similar percentage of the students feel the same way. As of the opinion of the students on the influence of IT in class on learning motivation, students from both countries consider that it is “very” important (50.81% for Bulgaria and 50.00% for Turkey). The comparative data from the responses of this question 27 are presented in Fig. 2.

**Fig. 2. Information Technology at School – Question 27**

Similarly, students share opinion regarding the extent to which the teacher’s approach towards the learner’s personality would affect his social resilience positively. 59.8% of the Bulgarian students say this affects “pretty much”, and 46.77% of the Turkish students believe the same thing. Are the students pleased with the beginning of their educational preparation? This is the third set of questions analyzed (Table 4).

**Table 4. The Quality of the University Educational Training They Are Familiar**

	Question 35		Question 36	
	Bg	Tr	Bg	Tr
1	0,81	2,42	2,42	3,23
2	7,26	8,06	15,32	18,55
3	48,39	54,03	58,06	53,23
4	37,90	31,45	20,16	20,97



The figure 3 shows that both groups of students have answered “very” or “completely” content of the fact that their training at the university is directed towards their practical creativity. This is the opinion of two-thirds of the students in both countries. The students also answer the following question in the same convincing manner. In their opinion, the way theoretic disciplines are taught at the university will allow an easier application in their future practice.

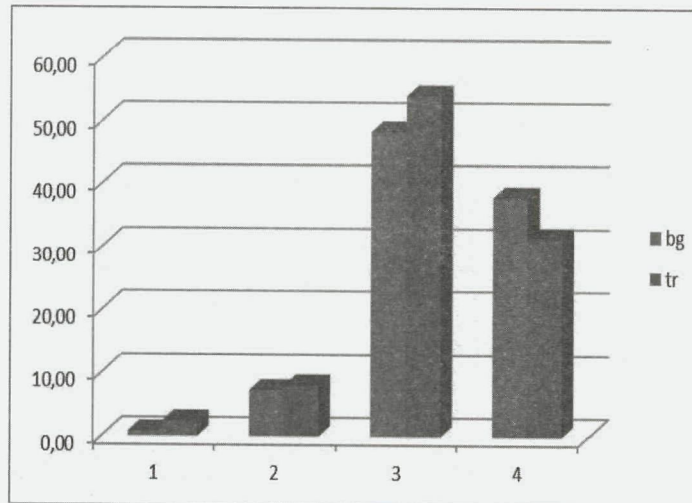


Fig. 3. The Practical Purpose of University Education (Question 35)

It is probably because they are in the beginning of their study course, their opinions tend to vary between “Accept a little” to complete acceptance. In order to be able to more convincingly motivate the extent to which students make this education status assessment in educational universities and have a motivated approach towards school, we asked them one special question. This question enabled us to be sure that their assessment of the system is committed. The question demanded information regarding how motivated they are by their choice of educational major that they study at university. In their answers, 77% of the Bulgarian students state that they were “completely motivated” when choosing this major, whereas 61% of the Turkish students state that they were “very motivated” when choosing the major. This difference in the answers is present almost everywhere. It is only with regard to IT and to a large extent the necessity of teachers using individual approached in teaching where answers almost coincide. In order to trace how this happens we conducted a cross-analysis of the question on motivation with the other 5 questions. Here are the results of the cross-analysis: Table 5 shows the answers to questions 15 and 21 of the Bulgarian and Turkish students. The column represents the answers to question 15 and the row – the answers the question 21. The data shows that the level of motivation in choosing the major influences the idea that students form about their future career.

Students believe that they will be modern teachers “pretty much” (which is the answer of 30%) and they are “completely” sure they’ll be modern teachers (28% of the answers). This shows that almost half of the students have an optimistic vision of their career with regard to its being contemporary.

Table 5 also shows the answers of the Turkish students. We are obliged to remind that their motivation in choice of major in the university is far less than that of the Bulgarian students. This leads to a slightly different picture with regard to how they see their careers as contemporary teachers. Here we can make a quality conclusion: In general, the students from Turkey are more tolerant towards the system as it is. This influences the way they plan their future.

**Table 5. Motivated Choice of Major and Career Project – Bulgarian and Turkish Students**

<b>Item 15 * Item 21 Cross-tabulation</b>						
<b>Count</b>		<b>Bulgarian Students</b>				<b>Total</b>
		<b>Item 21</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Item 15</b>	<b>1</b>	5	1	3	4	13
	<b>2</b>	7	17	8	3	35
	<b>3</b>	6	7	27	11	51
	<b>4</b>	8	11	30	28	77
<b>Total</b>		26	36	68	46	176

<b>Count</b>		<b>Turkish Students</b>				<b>Total</b>
		<b>Item 21</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Item 15</b>	<b>1</b>	2	2	5	3	12
	<b>2</b>	1	2	16	6	25
	<b>3</b>	0	3	25	33	61
	<b>4</b>	0	1	4	19	24
<b>Total</b>		3	8	50	61	122

In the data presented in Table 6 we can see how choice motivation relates to the evaluation of the significance of teaching at the university. The diversity of the answers in the third column shows that the high motivation in choice is a condition for the diversity of the students' requirements and thus for their requirements towards the education offered.

**Table 6. Motivated Choice of Teaching Method –Bulgarian and Turkish Students**

<b>Item 15 * Item 35 Cross-tabulation</b>						
<b>Count</b>		<b>Bulgarian Students</b>				<b>Total</b>
		<b>Item 35</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Item 15</b>	<b>1</b>	3	2	7	1	13
	<b>2</b>	4	6	20	5	35
	<b>3</b>	5	11	27	8	51
	<b>4</b>	6	13	28	27	74
<b>Total</b>		18	32	82	41	173

<b>Count</b>		<b>Turkish Students</b>				<b>Total</b>
		<b>Item 35</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Item 15</b>	<b>1</b>	0	5	3	4	12
	<b>2</b>	1	8	14	1	24
	<b>3</b>	2	3	42	14	61
	<b>4</b>	0	3	14	7	24
<b>Total</b>		3	19	73	26	121

The image of the answers of the Turkish students is more definite. One can say that the choice motivation extent corresponds to the “higher level” of acceptance of what is taught in the university. Again we observe column 3.

This relation between motivation and the process of education in the university is the same for the answers of question 36 where students were asked whether they will be able to transform what they are taught in the university into their practices (Table 7).

**Table 7. Motivated Choice of Ability to Transform the Theory Taught into Practice – Bulgarian and Turkish Students**

Item 15 * Item 36 Cross-tabulation						
Count	Bulgarian Students					Total
	Item 36					
	1	2	3	4		
Item 15	1	5	3	3	2	13
	2	2	11	17	5	35
	3	7	10	27	8	52
	4	4	16	32	24	76
Total		18	40	79	39	176
Count	Turkish Students					Total
	Item 36					
	1	2	3	4		
Item 15	1	0	2	8	2	12
	2	1	10	11	2	24
	3	3	9	34	14	60
	4	0	2	14	8	24
Total		4	23	67	26	120

The high motivation level influences the understanding of the Bulgarian students of the theory taught at university. Their answering with “I pretty much agree”, “I completely agree” can be explained with the fact that the theory could be transformed into practice. The Turkish students are a little less confident regarding this ability. This gives ground to believe that it is necessary to complement university teaching with content to support and enhance the motivation for the specific career of the students. This will have a positive impact on their professional creativity. Their personal professional profile are shown in Table 8. The variety of opinions demonstrates specifically that personal responsibility towards the future career, on one hand. On the other, and despite the fact that most students have answered that their choice of major was motivated, this doesn't mean this motivation is not sustained during the course of study in the university. It is exactly this variety that shows this specific necessity.

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**Table 8. Motivated Choice of Project for Personal Professional Profile Bulgarişan and Turkish Students**

		Item 15 * Item 38 Cross-tabulation				
Count		Bulgarian Students				Total
		Item 38				
		1	2	3	4	
Item 15	1	8	2	2	1	13
	2	10	14	9	62	35
	3	5	20	21	6	52
	4	7	19	34	16	76
Total		30	55	66	25	176
Count		Turkish Students				Total
		Item 38				
		1	2	3	4	
Item 15	1	2	2	7	1	12
	2	1	6	15	2	24
	3	0	20	30	9	59
	4	0	2	11	11	24
Total		3	30	63	23	119

### 3. RESULTS AND DISCUSSION

The results presented as the following:

- The profile of a future educator greatly depends on their personal experience at school,
- The motivated choice of career, in addition to the opportunity to build and develop the idea of a personal education style while in university,
- It is extremely important that the process of teaching be individualized,
- It is important that IT is present in this process,
- The idea that the culture of lifelong learning and informal learning during free time is a priority for school education is applied.

We also looked for evidence for the opinion shared by the students within the premises of educational majors. We will now demonstrate only one fragment of the results of the survey conducted on/by Market LINKS (Bulgarian . Ministry of Education, Youth and Science, 2011) which was performed using two instruments – a quantitative instrument and a qualitative one. In it we have searched for the model of professional qualification desired by the students. 1087 students in educational majors of up to 45 years were surveyed, covering the entire spectrum of majors in the system. We will not be pausing in detail on the general task of the survey. We shall only point out two fragments corresponding to our data. First we would like to present the list of criteria, which educators believe they should be evaluated. This is how the list appears in the presentation of those conducting the survey:

The career progress of educators should be based on a significantly more complex system of evaluation of the teachers' achievements than the one currently present. It should measure the following criteria, factors and indexes:

- Achievements/ results of the learners
- Coefficient of difficulty – e.g. working with children of marginal groups
- Assessment of the school or kindergarten principal based on general impression

- Vocational-qualification degrees (VQD's)
- Participation in extracurricular activities
- Evaluation by colleague educators
- Open classes
- Psycho-emotional tests
- Interview with an evaluating expert or committee
- Evaluation by the mentor educator
- Self-evaluation test
- Satisfaction of the learners' parents
- Student evaluation
- Average marks of the students in the subject during the evaluated period"

The criteria are listed in decreasing of importance, where most important are the achievements of the learners. Two types of criteria follow that – administrative evaluation and collected certificates. Third come evaluations of persons – colleagues, parents during an open class, educators. The instability of this third group of criteria is found in that among them evaluations such as a psycho-emotional test and a meeting with evaluators are found. This fact may be referred to the opinion shared by students, that their teachers did not direct their work towards their personality. This is logical because if a teacher does not place these requirements as basic to himself, he can not pose them to his students. In both of its phases (qualitative and quantitative), the survey showed that teachers are very sensitive towards being evaluated by the students and teachers. According to some of them, their students' evaluation cannot be objective. The principals, on the other hand, believe that it should be taken into consideration because the students themselves are the users/ the clients of the service of teaching, provided by the teachers.

As we have seen before, the assessment of teachers in TALIS (2009) and the evaluation of the students are identical. This is the other big issue that we are not prepared to comment on right now: How to structure teachers' training in the university and in the continuous training so that it can accept the learner as a user of their effort and not as a recipient of their knowledge. In the EU policy for the coming decade, which comes a result of the global processes, attention is now directed towards visible targets and the achievement of specified results. Thus the five tasks for education should give us the opportunity to form a good evaluation of the status and find the successful way to achieve them. This is a good situation after the years of wide change in the system and the establishment of new realities – mobility, lifelong study, formal/informal learning, learning as a means of social acceptance, etc... Today we should concentrate on the details. If we still believe that educating is an art, then it would not be difficult to create a beauty in the educational system.

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## Genişletilmiş Özet

Ulusal eğitim sistemlerinin çağdaş sorunları, küresel toplumun açık alanında meydana gelmekte ve değişmektedir. Ortak özellikler, başarılar ve aksaklıklara dair arayış, birçok uluslararası çalışma ve raporun odak noktası olmuştur. Bu çalışma ve raporlar, devam eden eğitimin özel bir verimlilikte olmasını sağlayan bildirilmiş ön koşulların tamamen aynı nedenlerle önceden tahmin edildiğini ve aynı değişiklikleri gerektirdiğini giderek daha fazla doğrulamaktadır. Bu da, sürecin benzerlikleri ve farklılıklarının daha ayrıntılı ve dinamik bir tanımına ulaşmak için karşılaştırmalı çalışma aralığını genişletmeyi gerekli kılmaktadır.

Bu makalede Pedagoji öğrencilerinin öğrenme sürecine ilişkin yaklaşımlarına dair çevirisi yapılmış karşılaştırmalı bir çalışmadan bir bölüm sunulmaktadır. Çalışmada iki ana evre hakkında veriler toplanmaktadır – lise eğitimi ve üniversite eğitimi. Bu, pedagoji öğrencilerinin geleceğin öğretmenleri olarak gelecek kariyer planlarını gerçekleştirmeye yönelik projelerin analizine olanak vermektedir. Bu çalışma karşılaştırmalı bir çalışmadır. Katılımcılar birinci sınıf Bulgar ve Türk öğrencilerdir. Çalışma, 2011 yılı Şubat – Haziran ayları arasında yürütülmüştür. Bu sürede, öğrenciler okullarındaki ilk yıllarını bitirmektedir. Sonuç olarak, üniversitedeki öğrenme sürecine ilişkin yeterli ilgili deneyimi de kazanmış olmaktadır.

Toplanan veriler, bize süreci farklı açılardan analiz etme fırsatı vermektedir. Bu makalede, dikkatimiz eğitim sistemlerinde ciddi farklılıklar olan iki ülkeden öğrencilerin tutumlarının ne kadar ve ne ölçüde benzer olduğuna ve öğretmenlerin gelecek kariyer gelişimlerine ilişkin projelere odaklanmaktadır.

Pedagoji öğrencilerinin öğrenmenin, yaşam boyu öğrenmenin ve temel eğitim ile mesleki vasıf arasındaki bağlantının önemine dair yaklaşımları, özel olarak tasarlanmış 41 soruluk bir anket aracılığıyla incelenmiştir. Bu ankette, sorulan sorular ile, öğrencilerin okullarda katıldıkları veya şu an üniversitede devam ettikleri öğretme sürecinde nelerden keyif aldıklarına dair bilgileri elde etmek amaçlanmaktadır. Aşağıdaki sorularda öğrencilere eğitim süreci hakkında ne bildikleri sorulmaktadır. Daha sonraki sorular, öğrencilerin geleceğin öğretmenleri olarak kendileri için başarılı bir proje oluşturmak için neleri üstlendiklerini sorgulamaktadır.

Sonuçların analizi, şu hususları göstermiştir: Öncelikle, her iki ülkeden öğrencilerin öğretme sürecine dair aktif bir yaklaşımları vardır. Sunulan, öğrenme kültürüne yönelik yaklaşım, ülkelerden her birine için soruların iç mantığı bakımından çok farklı olmamakla birlikte, dengelidir. Bu özel husus, bize cevapların içten geldiğine ve öğrencilerin kendi düşüncelerini ifade ettiklerine inanmamız için gerekçe sağlamaktadır. İkincisi, her iki ülkeden öğrenciler, öğretme sürecinde bilişim teknolojilerinin hedef odaklılığına ve etkin kullanımına olan büyük ihtiyacın hesabını vermektedir. Bu ortak düşünce, dünyanın eşdeğer süreçlere – bu örnekte, bilişim teknolojilerine – tanık olduğunu kanıtlamaktadır. Bu eşdeğerlik, ulusal eğitim sistemlerinin özel durumlarından etkilenmemektedir. Üçüncüsü, her iki ülkedeki öğrencilerin görüşleri ile öğretmenlerin, söz gelimi sınıftaki görev organizasyonuna dair, uluslararası çalışma TALIS ile araştırılan görüşleri uyuşmaktadır. Bu durum, öğrenme sürecindeki katılımcıların, bu sürecin parametrelerine ilişkin ortak görüşte birleştiklerini göstermektedir. Bu husus, sadece verilerin tarafsızlığını değil, aynı zamanda geleneksel didaktiklerin öğretmen ve öğrencilerin rollerinin tek biçimliliği olarak tanımladığı bir sürecin her iki eğitim sisteminde meydana geldiğini göstermektedir. İncelenecek ve analiz edilecek soru şudur: bu tek biçimlilikle, hangi rol (öğrencininki veya öğretmeninki) sürece dair, sürecin etkinliğini olumsuz etkileyen bazı kusurları etkileyebilir ve bu kusurların aşılmasına yardım edebilir? Bunun arkasına, kariyer gerçekleştirme projelerinin öğrencinin kendi üniversite eğitimi için bu bölümü seçme konusundaki motivasyon derecesine bağlı olduğu hususunu getirebiliriz. Buna dayanarak, ulusal eğitim sistemi ne olursa olsun, düşük maaş dahil, pek çok nedene bağlı olarak öğretmenin görevinin değerinin düşürüldüğüne dair yerleşik kamuoyunun tartışılmasını önermekteyiz. Bu durumun muhtemelen ödmeden çok daha önemli olan başka bir nedeni daha vardır. Üniversitenin gençlerin bu mesleği seçme konusundaki motivasyonunu sürdürme ve takviye etme çabasının yeterince hedef odaklı olmaması yüksek ihtimaldir. Bu konuyu açıklığa kavuşturmak, gelecek yıllarda bu yöndeki yenilikleri gerçekleştirmeye ve şimdiki ve gelecekteki öğrenciler için yeni bir proje tipi oluşturmak

için gerçekçi koşullar oluşturmaya yardım edecektir. İyi yapılandırılmış bir gelecek kariyer gelişimi projesi, bunun gerçekleşmesinin koşuludur. Projeyi geliştirme azmi mevcuttur; bunu kitle eğitime uygulama şekli ise henüz bulunmayı beklemektedir. Bu çabalar, Pedagoji öğrencilerinin üniversite eğitimi kadar erken bir sürede birleştirilirse muhtemelen daha başarılı olacaktır.



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