High teacher training school’s teacher application exams in the late ottoman empire (second constitutionalist period)

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Abstract

One of the most important and densest phase of Turkish Education System is the Second Constitutionalist Period which is the Ottoman Empire’s late period. In this period there have been dramatic changes and developments especially in teacher training system. Activities and applicable actions in teacher training systems are remarkable. Especially high teacher training school (Darü'l-muallimin) exams and questions’ content, style and level in this exams are interesting.

In this research literature review method is used. The questions asked to teacher candidates in teacher application exams in the mentioned period, are going to be translated into present-day Turkish from Ottoman Turkish. After this translation related questions are going to be reviewed in terms of content, style and level.

Keywords: Teacher application; teacher training; question.

1. Introduction

The last time of the Ottoman Empire is called 2. Period Constitutional Monarchy. During this period, both for government and public, it has been the most intense and complex period. Continuous innovations, the hottest events and changes in almost every area have been occurred. Especially the change in the field of education is quite remarkable. During this period, particularly the activities at Ontario high school, also influenced the activities of other school teachers. These activities occupied a special place in the history of Turkish education. innovations not been done before at high teacher training schools were carried out. For example, an innovation in teaching techniques in Turkish reading-writing, the "spelling" system, was brought about, concrete objects and letters showing the names have been detected in order to gain time for children. Teaching Music, Physical Education and Teaching courses and art and craft activities placed in the teacher training schools for the first time. By using the methods of experiment and observation, thinking and self-injury to draw conclusions, "Gathering Method" which is used much today, is extended. In addition, "Lecture Method" is used in conjunction with the method of invention in this period.

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One of the most important innovations done at teacher training schools is “the training school” established by Mr. Sat. Mr. Sat says about this school, “the training school” is the most important part of teacher training schools. The students at teacher training schools were taking their vocational education, obtaining their ability of teaching (by listening the lessons first, then teaching by themselves under control) there.

Especially the seniors study at the teacher training school for a week and continue at application school. In addition, students will be taken to various schools across the country and they are provided to know the problems of the schools and the style of functioning. Ottoman Government continued establishing schools to everywhere around the country without minding the tough conditions especially from the time of 2. Sultan Abdulhamit. In order to have teachers who will be in charge at the new schools get conscious and modern and a model by being equipped with new education techniques, new methods are tried to teach them. At that time, the general problem was the lack of qualified teacher. But, at teacher training schools, quite modern education methods and ways were used and the quality of teachers were increased. Among the most important facilities that increase the quality of teachers, there is application school. The aim of the questions is to show the point that teacher candidates have come.

The questions that were asked to seniors at teacher training schools at Ottoman Government in 1913 were published in Tedrisat magazine on page 21. Teacher candidates prepared a plan related to the question by drawing lots and told it in front of their friends and teachers, and then the plan was criticized. The publishing of the summary of some of these discussions was decided (Ali Reşat, 1913) in this study, the questions which were asked to the teacher candidates in the teaching application at the last years of Ottoman government are researched.

2. Method

In this study, scanning model has been used. Scanning model aims at describing and defining a situation in a form as it was in the past and it is now as well. The situation, person or object are defined in their own conditions as they are. An effort is not made in order to change or influence them. The thing wanted to be known is apparent. The aim is to determine it properly by observing it carefully. The main aim is to observe it without trying to change it.

The aims are generally expressed with questions in scanning models. These are: “what was that?”, “what is it about?” and “what does it contain?”. So, in this study, it is searched what are the questions which were asked to the teacher candidates before their graduation at the last years of Ottoman government. In the Tedrisat magazine, these questions published in Ottoman Turkish have been translated into current Turkish and evaluated as percent and frequency according to the subjects and topics.

3. Results (Findings)

The number of questions published in Tedrisat magazine and asked to the teacher candidates is 64. 64 questions are published only by being numbered without doing any categorizations. The questions published in Ottoman Turkish in the magazine are simplified and classified according to courses as it follows.

2.1. Geography

- How do you make students think about main directions?
- In which classes and what type of courses do you give about nature?
- How do you teach the roundness of the world to the students?
- How do you teach the directions to the 2nd and 3rd grade students?
- What kind of a thought will you give about the roundness of the world? Will you raise their curiosity?
- A flood has occurred in our city. How will you take advantage of this?
- How do you explain the reasons of the shortening and lengthening of shadow?
- What type of lessons can you give about rivers at primary schools?
- Give a lesson about the river Fırat and Dicle at high school.
- In which classes and what type of courses can you give about forests?
- You are a teacher in a city which hasn’t got a coast. How will you tell about Istanbul? What kind of a way will you follow, what kind of materials do you use?
• You are a teacher in Musul. When you turn back, in which classes and for which lessons do you take advantage of Musul?
• How can you give teach meridian activities at primary schools?
• Teach the importance of the Suez canal at high school.

2.1. Geometry

• Building and the sizes of the basic dimensions of the children will tell how?
• A common measure of frame that consists of what you will tell the children how?
• A common cause of the volume of the cylinder is merely how the kids will tell?
• The angle of a triangle that consists of what you will tell the children how?
• What size of area of Heptagon is merely how the children will tell?

2.2. Guidance-Education

• Which courses and How will you make use of these courses in order to make students get accustomed to quizzes?
• How will you give ideas about the course with the help of the finding method?

2.3. History

• You are in a city surrounded by walls around you. How will you benefit from the walls?
• What kind of examples may be about historical Works?
• Prepare a lesson for 3rd grade about köprülüzade fazıl Ahmet Paşa.
• What kind of an idea will you give about history and calendar?
• Teach about Selim to 3rd grade students.
• Prepare a lesson about “dikilitaş” in İstanbul for primary school students.
• How will you teach “interregnum” at high school?
• Teach “Vaka-i Hayriye” at primary school.
• Prepare a lesson about the importance and development of writing for high school students.
• Prepare a lesson about the service of phonicians to the civilization.
• Teach “Tanzimat Hayriye” at high school.

2.4. Religion

• How will you teach that hz. Prophet is “confident”?
• How will you teach the conditions and elements of ritual worship?
• You will take the students to one of the great mosques. What kind of points will you highlight and raise their attention?
• A lesson you will about Mirac-ı Şerif?

2.5. Mathematics

• How will you teach that if a numerator and denominator of a fraction are the same numbers, the value of the fraction will not change?
• What kind of an idea or example will you give about the types of fractions?
• What kind of an idea and example will you give about the division operations at primary schools?

2.6. Science

• At 1st grade, what a lesson will you give about hands and arms? – science of life.
• You will give a lesson about Archimedes’ law at high school. What kind of a way will you follow and what will you do?
• In which classes and what type of lessons will you give about harmful and beneficial birds?
• How will you persuade the students about the importance of health?
• How will you give an idea about the circulation system?
• You will give a lesson about the digestion system at high school.
• You will give a lesson about the comparison of gold and iron at 3rd grade at primary school.
• How will you teach coal gas and in which classes will you teach?
• You are in Ankara as a teacher. In which classes and how will you teach about Angora goat?
• In which classes and what type of lessons will you give about coal?
• In which classes and what type of lessons will you give about sheep?
• In which classes and what type of lessons will you give about pets?

2.7. Social sciences

• How will you give an idea about law at primary school?
• How will you give an idea about clock?
• How will you give an idea about municipalities at primary schools?
• In which classes and what type of lessons will you give about taxes?
• How will you tell about the concept “constitutional monarchy” at primary schools?
• How will you teach idea cooperation at primary schools?
• Give a general look about the freight vehicles in Ottoman country at primary schools?
• Suppose that you are on a trip with students. You meet a farmer who is busy with ploughing. How will you make use of this?

2.8. Turkish – literature

• Prepare a lesson about conjugation in grammar for 1,2,3 classes at primary school.
• Prepare a reading lesson for 3rd grade students at primary schools.
• How will you teach “adjective” to the primary school students?
• How will you teach that this poem belongs to Nedim?
• You will give a lesson about the emphasize’s importance at a primary school.

The questions asked to the teacher candidates are classified according to the courses. Almost all the questions prepared for each lesson are aimed at application. They are aimed at determining that if teacher candidates have gained the knowledge of profession or not, rather than measuring the knowledge of candidates. Besides, rather than classic questions, they are aimed at advanced thinking abilities. The questions include concept teaching, teaching any subjects and making use of environmental features.

Table 1. Teachers are the 64 channels of the problem Accent Distribution of Courses

<table>
<thead>
<tr>
<th>LESSONS</th>
<th>Geography</th>
<th>Geometry</th>
<th>Guidance-Education</th>
<th>History</th>
<th>Instruction of Religious</th>
<th>Mathematic</th>
<th>Science Teaching</th>
<th>Social Studies</th>
<th>Turkish-Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION NUMBER</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>RATE (%)</td>
<td>(%22)</td>
<td>(%8)</td>
<td>(%3)</td>
<td>(%17)</td>
<td>(%6)</td>
<td>(%5)</td>
<td>(%19)</td>
<td>(%12)</td>
<td>(%8)</td>
</tr>
</tbody>
</table>

Shown in Table 1 also includes questions about nine different courses. Among these lessons geography has got more questions than the others with a rate of %22. Guidance has got less question with a rate of %3.
3. Discussion

There is a lot of publishing about Ottoman period education system, thereby the teacher training schools. Most of this publishing includes the history of these schools such as the foundation, function, aim, activities and problems of these schools. (MEB, 1970; MEB, 1983; Önsoy, 1991:1-23). Taking into account the greatness of Ottoman history, the absence of publishing related to education system and teacher training schools can be understood.

In this study, the information gained from the periodical published during the time mentioned has contributed to the current education literature. Besides, the qualities of the questions in the scope of this study are quite high.

4. Conclusion and Recommendation

- in the last period of Ottoman Empire, major reforms in the field of education have been made. Especially teacher training system has been very effective and efficient.
- The education system of the Ottoman Empire is extremely important in the historical point of Turkish education.
- Exams done in teacher training schools shed lights on today’s exams.
- Exam questions that are directed to Teacher candidates and the ability for the answers to these questions is quite qualified.
- Works published with Arabic letters by using Ottoman Turkish and periodicals seem to contribute to our education system.
- It is seen that there aren’t enough study on the sources related to education in the periodicals published during Ottoman Empire. The most important reason for that is Ottoman Turkish was written by using Arabic letters.
- In the lights of these, we can carry out these:
- The Works about Ottoman education should be translated into today’s Turkish by the ones who know Ottoman Turkish and current publishings about these studies should be increased
- So, the historians who know Ottoman Turkish are to do many things
- The questions in the scope of study should be used especially in special education methods, material development and teacher training applications.
- Different studies can be done about the questions found in this study.

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