

Full Length Research Paper

Evaluation of articles related to program development in education published in the journal of primary education^{i,ii}

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The purpose of this study was to make an overall assessment of articles related to program development in education that appeared in the Journal of Primary Education, which had been published between 1939 and 1966. For this purpose, the articles in the journal were analyzed by using content analysis, and evaluated in terms of program development in education. The general structure and the problems of training programs as well as content, learning - teaching processes, and planning the education have been discussed. It was concluded that the articles published in this journal have a significant impact on the improvement of the program development in the primary education in Turkey.

Key words: Journal of primary education, program development.

INTRODUCTION

Several different definitions have been given concerning program development in education. Although there is no common definition of this concept, these definitions have some common features. Education program consists of the items such as objectives, content, educational attainment and assessment.

Many specialists' studies on the curriculum development suggested that there is a dynamic relationship between these items of the program, and any changes in any of these items affect each other. Thus, it can be said that such a program is open to change. Educational programs are affected by scientific, technological and social changes; therefore they should respond to the needs arising from these changes.

One of the most prominent aims of the history of education is to draw lessons from the past to provide a strong foundation to new educational practices. An education program has social, philosophical, psychological, and historical foundations. The program makers should take into account previous educational practices that had been implemented in that country. In other

words, to benefit from the experiences of previous training programs in the process of developing new programs, repeating certain errors should be avoided. Therefore, benefiting from the earlier experiences is of great importance in order to place the program development studies on a strong basis in Turkey.

The important tolls to learn from previous educational practices based on the planning of today's training courses are the journals. Journals have reflected the improvements gained during the period in which they were released. One of these journals is Primary Education, which was published by Republic of Turkey Ministry of National Education between the years 1939 and 1966. The time of the publication of the journal was the years that important progresses occurred in the field of curriculum development in the education in Turkey. The implemented programs were mostly a list of courses and subjects in the 1950s. However, they were recognized as training program with the support of foreign experts; after 1950s, subsequently studies related to the field of program development in education gained

importance. The term, education program has also been used as the list of issues in western countries in the 20th century (Oliva, 2009).

The Journal of Primary Education played an important role by disseminating the thoughts of educationists to large audiences during that period. Scientists involved in the field of education released their opinions concerning the educational challenges and solutions through this journal; thus, they made important contributions to the development of education in Turkey. One of these contributions was in the field of training programs. The programs implemented in the schools are of importance for a nation's education because the human model to be trained was presented in these programs.

The aim of the study

In the study, it was evaluated how progress occurred in the field of program development between the years 1939 and 1966 in Turkey, and how the progress was reflected by the articles in the Journal of Primary Education.

The following issues were evaluated and discussed in the study: a) the general structure and problems of training programs, b) the component of the training program such as target, content, learning - teaching and evaluation, c) planning the education.

METHOD

Model of the study

In this study, the screening model was used, because the situation was described as it was in the past or as it is in the present. The content analysis method was used in the study performed through document scanning. Content analysis is a scientific method that investigates social reality through objective and systematic classification, conversion of numbers and extrapolation of the message of verbal, written and other materials by taking into account meaning and / or grammar (Çebi, 2003; Gökçe, 2001).

Universe of the study

All issues of the Journal of Primary Education published between the years 1939-1966 were the universe of the study. All of the issues of the journal were obtained during the research process.

Collection of data

The data were collected through document scanning. Document scanning, which means data collection by reviewing the existing registered documents, includes resource finding, reading, note taking and evaluation process for a specific purpose (Balci, 2007; Karasar, 1999).

Analysis of data

The articles related to program development in education were determined after looking over the all issues of the journal. The

identified articles were examined by categorical analysis technique, which is one of the content analysis techniques. The categorical analysis technique refers to the division of a specific message to units, and then grouping these units into categories according to specific criteria. Therefore, in this study, the articles related to the study subject were divided into groups according to their contents; furthermore, the articles that have particular characteristics were gathered under the same category. Thus, articles were discussed under three headings related to the structure of the programs and general issues, content, and learning-teaching.

FINDINGS AND INTERPRETATION

Components of education programs

In the journal, 41 articles related to the contents and learning - teaching, which are the items of education program, were presented. Some papers investigating the teaching-learning process mentioned the methods, techniques and tools-instruments to be used in and/or outside of the lessons; whereas some papers deal with the content of textbooks.

The articles were mostly on the content of textbooks. The deficiencies with regard to content of current textbooks were emphasized, and the features that should have existed in textbooks were indicated. In addition, the content of courses such as geography, history, social studies and Turkish were evaluated in the journal.

In the journal, focusing solely on mental education in elementary schools was criticized. In addition, it was mentioned that curriculum and textbooks give knowledge to the students only for information without taking into account whether it is necessary for them or not. The most important issue was to make the lessons to be tolls that assist the students in solving the problems encountered in their life instead of being abstract lessons. However, textbooks should be considered as a whole during their preparation. For example, Turkish courses that consist of the curriculum of reading an article in silence and aloud, writing, spelling, and memorization should be together instead of being separate (Ergün, 1950; Şahintaş, 1954; Üstün, 1965).

One of the lessons evaluated in the journal in relation to the content was the geography course. The features that should be present in textbooks of geography were discussed in these articles. It was emphasized that the Ministry of National Education should have taken into account the principle, "from near to far", during the preparation of geography textbooks. The studies should start from the place of the school and then proceed to villages, towns and cities during the assessment of the content. The main hills, rivers, climate, population, the surrounding major cities and towns, trade routes and connections to other provinces of that city should be considered. Consequently, the city lived in and later on Turkey should be evaluated. However, it was reported that every time it is not possible to arrange the education according to the principle of teaching from near to far; in

these cases, benefiting from map and pictures becomes a necessity (Alagöz, 1942; Durlu, 1940; Tonguç, 1948; Yanır, 1948).

The recommendations of national and international organizations for the features that should be present in the textbooks were reported in the journal. According to these recommendations, books should be scientific, correct, and aesthetically pleasing in terms of education, and should be prepared based on the educational researches performed by the experts and teachers of the related courses. There should be a pilot phase after the preparation of the books, and if there are any shortcomings, they should be removed. The books should be well prepared in terms of their letters, pictures, print quality, and cover. If the books are used throughout the country, such as geography and nature, they should be adapted to local conditions. They should be suitable for the psychology of children and modern teaching principles. Knowledge in the books should conform to the reality and needs of current time (Baymur, 1962; Öymen, 1939d).

One of the subjects dealing with learning – teaching process mentioned in the journal was the use of the panels and pictures in school activities. In this regard, it was indicated that to make a country album with pictures and photographs might be a useful source for the geography of the country. In addition, it is possible to use illustrated calendars, newspapers, magazines and advertising brochures as tools that are useful for the courses. These materials should be collected and classified very well for use in schools for educational purpose. According to the journal, depiction of the pictures and panels can attract the interests of intelligent students to the courses. Thinking on a foreign panel rather than a panel that is familiar to students is more useful for the students (Akgün, 1964; Öymen, 1939a; Öymen, 1939c; Üstün, 1939).

In the journal, the materials that can be utilized in history courses were also discussed, and they were classified as historical artifacts in surrounding area, panels and illustrations, and books and articles. Historical monuments in surrounding area, clothes, documents and legends were used as the teaching tools in life Science course given in the first term (grades 1-3) and history course given in grades 4 and 5 of primary school. Other materials that should be used for the concretion and revitalization of the history lessons are panels and pictures. In addition, the importance of history strips that held in classrooms was emphasized because of their role in teaching the issue of the time as a concrete concept rather than an abstract concept (Baymur, 1940b; Günden, 1960).

In education process, giving the punishment and rewards in correct time and situation with regard to the pedagogical rules increases achievement of children in the courses whereas the use of punishment as a threat adversely affects the development of the students. In

addition, school gardens were considered as necessary places in order to give an opportunity to the children to deal with farm activities for directing the energies of children to a positive rout. It was emphasized that the implementation of physical education courses not only in theory but also in practice is a necessity for gaining positive attitude towards to school that increases school success (Arda, 1939c).

The journal contains recommendations for the teaching process of some courses. These recommendations are as follows: to give importance to the issue of motivation of the students to be successful in arithmetic and geometry as well as writing in Turkish lessons; to teach the lessons as concrete and according to the level of children ; not to constrain the children to do the activities in class as punishment; to use the game in the teaching process; to take into consideration the students' readiness levels before the course, and to consider the courses as a vehicle not a purpose (Cırıtlı, 1941; Çoruh, 1943; Çoruh and Gökçe, 1943; İnan, 1940; Uludağ, 1942).

One of the problems dealt with in the journal was teaching methods and techniques in learning and teaching processes. The main methods and the techniques discussed in the journal articles were lecture, group work, research, projects and experiments. Several authors have shown that the success of teachers is closely related to the successful applications of methods and techniques. In the journal, the utility of motion (lecture) in the systematic presentation of the subject was considered as beneficial for avoiding the teachers to be tired. In addition, the group studies were considered as a very useful tool for activating the students (Altuğ, 1965; Canat, 1949; Mengü, 1965; Öztürk, 1956; Seyhan, 1956).

In the articles dealing with the method of group studies, it can be seen that group studies have been used especially since the 1960s. The journal mentioned the benefits of group studies such as facilitating work of teachers who were employed in multigrade classes in villages and direct learning of the topics by the students as well as the formation of the groups, processes of group studies and the duties of teacher. It was also suggested that groups should be heterogeneous, not homogeneous for successful group studies. Studies in this journal emphasized the need to consider children's individual differences in the group (Altuğ, 1964; Durlu, 1964; Harit, 1965; Öztürk, 1954).

In the journal, information was provided on methods and techniques of outdoor education used in the learning and teaching process. One of the outdoor education techniques is exhibitions. It was suggested that exhibitions have several benefits for developing the sense of responsibility of children and developing the student's sense of belonging to be that class, improving the observation skills and aesthetic sense of children. They also improve the relationship between the school and the parents and the environment. Moreover, the exhibitions were useful for promoting the students for group studies,

introducing the improvements of the students to the public as well as showing good examples to students who do not like to work, and the evaluation of the students' achievements. Exhibitions have benefits not only for the students but also they were helpful for the teachers. They provide close relationship between teachers, and increase parents' interest towards the school (Akgün, 1964b; Özgönenç 1941; Sunar, 1939; Tuncer, 1942).

Observation and practice, which have several utilities in the new school concept, were reported in several studies. Some authors expressed that observation and practice have important functions in the regulation of education having regard to the principle "from near to far". Attention is needed in observation and practice, because more sensory organs are involved in, and they should be planned and programmed, and implemented according to the objectives. According to the journal, artificial materials and social events were quantitatively high in the city schools whereas the large number of tools and events in the villages were often revealed by nature. Therefore, the principle of reality and spontaneity of observation provided great help for the teachers in the villages (Göker, 1964; Ögmen, 1943; Öyet ve Köymen, 1940; Paracıoğlu, 1953).

The most important goal of education and training activities is the preparation of the children for the life. It was expressed in the journal that vital information can be obtained by applying the learned knowledge. One of the application ways of the activities is homework. Although homework has an important role in establishing a link between schools and home, the teachers cannot benefit enough from homework.

According to the articles (Tükel, 1963; Türkyılmaz, 1963; Yetenç, 1955), a good homework should have the following features:

1. The homework should contain the subject that is found by the students in journals, textbooks, helper textbook as well as the subjects learned from the business owners.
2. Children should repeat the knowledge by doing the homework. Conscious repeats reinforce learning.
3. Homework should be done by pictures, graphics, etc. thus allowing the students to express what they know.
4. Homework can encourage the students to the activities such as research and experiment.
5. Homework should be appropriate to the level of students.
6. Homework should be capable of revealing special abilities.
7. A homework concerning a lesson should be linked to other courses.
8. Homework topics should be selected from the subjects that could attract the attention of children.
9. The purpose of homework and the issues that will be gained at the end of homework should be explained; abstract issues should become concrete with illustrations

and examples.

Structure of education programs and general issues related to the programs

Thirty-four articles related to programs implemented in schools appeared in the journal. These papers presented the subjects such as the historical progress of program development, multigrade teaching, developments of the new programs, and the roles of environmental factor (flexibility) on the program development. The journal provides information on the history concerning program development in Turkey.

In the journal, in which program development studies were examined in two stages (before and after the republic), information about the reasons of implementing the 1924, 1926, 1938 and 1948 primary school programs and innovations brought about by these programs was provided. It was emphasized that the concept of developing separate programs for the village and the town has been raised since 1893. In these articles, contributions of Professor Dewey and Prof. Dr. K. V. Wafford to program (curriculum) development activities in Turkey were also discussed. It was stated that, in particular, the report of Wafford who had been invited to Turkey by the Ministry of National Education, was a turning point for the rural schools (Baymur, 1940c; Binbaşıoğlu, 1953; Binbaşıoğlu, 1954; Karagöz, 1965a).

The journal also includes information about the revisions in the curriculum of some lessons. In the article of Yalçınöz (1943), the topic was revisions in 1936 primary school geography curriculum. These revisions were implemented by the new program that was put into practice in 1941. The two more items were added in 1941 to the geography curriculum. These two changes in the third year curriculum were supporting the geographical observations of the close environment with drawing plan and sketch, measuring, analyzing map, etc., and studying the geography of the close area.

The problems related to the programs of primary school were also presented in the journal. The main issues suggested by several authors were lack of alignment between the objectives and subjects. The lessons of term I was inconsistent with term II. The lessons of term II (elementary school grades 4 and 5) were unsuitable to gather up on a main subject in a certain time; whereas the lessons in the first term (elementary school grades 1-3) were appropriate. Teaching the lessons as abstract by following only a single book was also a significant issue that was mentioned in the articles. In addition, the issues such as courses without taking into consideration the interests and needs of children, providing comprehensive courses, implementation of the programs without enough flexibility for the students living in the village and the town as well as insufficient time allocated to the units were criticized in the journal (Arda, 1939; Erdoğan, 1961;

Ergün, 1952; Günden, 1962; Karaçay, 1961; Seyhan, 1953; Uğraksızoğlu, 1962a).

In the meeting of V. National Education Council, it was proposed to combine the items that make up life science lesson, which was given in the first term, with history course; to combine geography and civics lessons, which were given in the second term, as "social studies", and also to combine agricultural issues with some parts of family science course that relevant to the nature into the lesson of "science and nature" in order to eliminate the inconsistency of the lessons of term I with term II (Seyhan, 1953; Yıldırım, 1953a). This proposal was offered by V. National Education Council consequently implemented with the Draft Program in 1962.

In Draft Program of 1962, history, geography, civics courses were combined with society and country studies whereas nature, agriculture and family sciences were combined into science and nature. In this context, although the lessons were consolidated, the inconsistency of the units seen in Primary School Program of 1948 was eliminated with Draft Program implemented in 1962, thus the units showed integrity (Arda, 1939a; Konuk, 1963; Tükel, 1965).

Korkut (1964a) indicated the need to consider the following issues in the course of science and nature, which was created by combining agricultural topics with some parts of family science relevant to the nature in Draft Program of 1962:

1. If 82% of the people are engaged in agriculture, one of the important matters of the draft program should be agriculture.
2. Only 13% of land area was covered by forests in Turkey. This rate is very low, thus the topics related to forest and erosion should be included in the draft program.
3. Turkey is a developing country. Therefore, to create a productive generation should be included in the program draft.
4. Science and nature course should contain the topics such as some new technical tools that are used in daily life as well as nutrition and traffic.

In the journal, it was reported that interests, needs and skills of the students have an effective role in the preparation of the program. The frame (minimum and maximum limits) of the program was drawn, and left to teachers and local governments to fill in because of the differences in the interest, needs and ability of the students according to the regions. In the program, the features of the environment, in which the children live, should be considered because generally determined topics show different characteristics in cities, towns and villages. Thus, it can be claimed that the concept of training program is not an abstract concept but it is a concrete concept (Alper, 1939; Alptekin, 1959; Binbaşıoğlu, 1953; Baymur, 1939; Çalık, 1964; Esin,

1934; Öymen, 1939b; Songür, 1955; Yalçınöz, 1944;).

One of the issues mentioned by several authors was a multigrade teaching. In the journal, knowledge concerning the difficulties encountered in multigrade classes, the benefits of multigrade classes, creating of multigrade classes and weekly charts of the courses were provided. According to the journal, in the academic year 1960-1961, the 48.8% of the total number of primary school teachers were the primary school teachers employed in multigrade teaching in Turkey.

Although time to be allocated and tools – instruments to be provided were serious problems in the multigrade teaching (Aytuna, 1949a; Olgaç, 1964; Uğraksızoğlu, 1962b), several benefits of the multigrade teaching were mentioned. Firstly, teachers in villages' schools where classes combined were loved more by people. Secondly, when teachers deal with other classes, they assigned students in higher grade to take care of other students, and this assignment increased the self-confidence of such students, thus decreased workload of teachers. Thirdly, regular courses of multigrade schools were in a family atmosphere apart from the schools in the cities (Aytuna, 1949a; Aytuna, 1949b; Işık, 1952).

Program development studies have gained more interest in Turkey since 1962. One of these studies was the Draft Program of 1962. The expectation from Draft Program during the preparation of the draft in 1962 and the issues that were brought by this draft were emphasized in the journal.

Draft Program of 1962 resulted in significant changes in primary schools. In the journal, this Draft Program was compared with the program of 1948. It was indicted that the Draft Program demonstrates the differences in the issues such as the program type, objectives and principles, content, methods, tools, and evaluation. Unlike the program implemented in 1948, Draft Program of 1962 introduced the concept of the group instead of class. Units were processed in turn and the units started to be processed in parallel with each other, and the number of classes reduced in villages (Karagöz, 1965b; Kısagün, 1964; Korkut, 1965; Tanışık, 1965a, b; Yılmaz, 1965).

Articles related to planning of education

There are 15 articles in the journal on education planning. These articles focused on the subjects such as necessity of planning of teaching, types and characteristics of the plans in teaching process, the benefits of the plans.

The journal reported three types of plan as daily, unit and the annual plans that presented by Draft Program of 1962. According to the draft, the teacher makes a meeting with the administrator and parents of students before making the annual plan, then revises units in the draft considering environmental features and needs, and determines the issues and units having regard for the ideas of parents, administrators and experienced

colleagues. Teachers remove the issues that do not comply with the current environment from the plan, and do not neglect the current issues even not present in the draft (Korkut, 1964b).

In the journal, it was reported that the seasons and time should be taken into account when making the annual plan. Appropriate topics concerning the environment should be selected and the activities of the other lessons should be determined with the appropriate tools and supplies and with the trip-observation studies (Aytuna, 1948; Sungur, 1949). The journal mentioned a large number of utility of the plans in the teaching process, and emphasized the phases that a plan should contain. Thus, plans avoid the empty and useless lessons, provide time to the teachers to think in advance about the topic of the lessons, and give a chance to use the time devoted to teaching more efficiently. In addition, an evaluation process should take place at the end of the unit, during this process, thus not only teachers but also students should find some things to think about (Arda, 1939b; Engin, 1939; Öztürk, 1949; Güneşoğlu, 1949; Tanışık, 1965c; Yıldırım, 1953b; c).

It is generally accepted that the meaning of a plan is to determine the design of the work to be done, which was briefly outlined previously. On the other hand, there is no consensus with regard to the content of a plan (Aytuna, 1949a; Binbaşıoğlu, 1949; Harit, 1965). However, according to the journal, plans should be considered as a vehicle rather than a goal; they should not carry the volume concern and should not show all the details of the work. On the other hand, they should be based on students' interests and needs, allow students to solve their own problems, be based on principle of relativity to the students, should be improved and be usable in the future, should be composed of the volumes including goals, motives of interests, materials and methods and educational outcomes (Binbaşıoğlu, 1949; Binbaşıoğlu, 1962; Kaçar, 1962).

Conclusion

When reviewing the journal articles dealing with the education program development activities in Turkey, it is possible to go back before the establishment of the republic. In this journal, especially, features of the programs implemented in 1924, 1926, 1936, 1948 and 1962 were expressed. It was also reported that social and technological transformations in the country affected the programs; thus, they were renewed to eliminate the shortcomings.

In the studies conducted in other countries, it was reported that training programs consisted of four items in the 1940s. These items are the target, content, methods and evaluation via arrangements (Ornstein and Francis, 2004) consistent with the journal evaluated in the presented study. In the journal of Primary Education, it can

be also seen that content, methods and regulations are the items of the programs discussed.

Environment was accepted as a very important factor in the process of program development. Therefore, it was emphasized that the programs should be prepared by taking into account the environmental conditions due to different interests, needs and capabilities of children who live in different regions of Turkey. Flexibility, which is one of the most important features of contemporary programs, was also emphasized in the journal. The benefits of taking into account environmental conditions in the process of developing the program have also been mentioned in the studies performed in different countries at the same publication time of this journal (Koopman, 1966).

Multigrade teaching was considered as an important issue during that period, in which this journal was published. Multigrade teaching played an important role in the education in Turkey during this period, because most of the population was living in villages; the number of the students in villages was not enough for each grade as well as teachers, and classrooms were insufficient.

Today, the benefits and limitations of multigrade teaching that has been implemented in all over the world are still discussed in the articles. In these journals, it was mentioned that multigrade teaching provided some benefits for the students including self-respect, peer counseling, sense of independence, leadership skills, and intellectual development as well as convenience for the teachers in contrast to the disadvantages such as insufficient time of the teachers in comparison with the teachers employed in independent classes and equipment (McEwan, 1998, Mulryan-Kyne, 2007).

Programs were criticized due to being comprehensive, inappropriate to the level of children, therefore it was recommended to use the methods and techniques that will enable students more active during learning-teaching process. In addition, the important roles of the tools such as panels, pictures and the strip of date and time on changing an abstract lesson to a concrete lesson during the teaching-learning process were emphasized in the journal. The features of textbooks' content were reported, and the recommendations of the relevant international organizations and institutions are included in the journal. In the journal, it was suggested that planning is a necessity. Plans reduce the teachers' workload and provide benefits for using the time efficiently.

The results of this study have shown that, the learning-teaching process was more commonly mentioned than other elements of program development in education in the articles that appeared in this Journal. The methods and tools used by teachers were the prominent issues. In the journal, emphasizing the use of the equipment in the lessons, makes education more concrete. It was recommended that attention should be given to the selection of teaching methods that activate the students. It can be suggested that this journal has made a significant

contribution to the program development in Turkey

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