

THE PRINCIPLES OF COLLECTIVISM APPLICATION IN COMPULSORY EDUCATION CURRICULUM IN TURKEY

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ABSTRACT

This study aimed to find out the principles of collectivism in Turkish Compulsory Education in primary school curriculum(1-5 grade).

Compulsory education in the Turkish National Education System is the education that is given freely and equally, to all citizens who have reached the school age, for an 8 year period by the state. However, this application has not been realised sufficiently as defined qualitatively and quantitatively because of some special conditions in Turkey. There are numerous factors which are responsible for these consequence. However, the application of collectivism application in primary schools is very important in the system of Turkish National Education.

Collectivism application in primary schools is considered as a principle of first compulsory education curriculum 1926 in Turkey and it is being applied. It can be called as the application style which is a collectivism in content and collectivism in lecturing technique. And this principle applications is to continue.

Key Words: *Turkish National Education, Primary School Curriculum (First five year in compulsory education), Transportable Education Application, Collective Education*

TÜRK EĞİTİM SİSTEMİ ZORUNLU ÖĞRETİM'DE (İLKÖĞRETİM) TOPLULAŞTIRMA UYGULAMASI

ÖZET

Türk Milli Eğitim Sisteminde İlköğretim(1-5.sınıf) eğitim programı üzerine yapılmış olan bu çalışmada, programının önemli bir ilkesi olan toplu öğretim ilkesinin teorik ve uygulama temellerinin ortaya konulması hedeflenmiştir.

Türk Eğitim Sisteminde zorunlu eğitim tüm vatandaşlara devlet okullarında parasızdır. Bu uygulama Türkiye'nin özel şartlarından dolayı her yerde aynı nitelik ve nicelikte uygulanamamaktadır.

Öğretimde toplulaştırma uygulaması; Türk Milli Eğitim sisteminde ilköğretim programlarında çok önemli bir yer teşkil etmektedir. Bu uygulama İlköğretim (İlkokul-1-5 sınıf) programlarında 1926 yılından beri, içerik olarak toplulaştırma ve öğretim tekniği bakımından toplulaştırma olarak iki şekilde uygulanmaktadır. Bu ilke, süreç içerisinde içerik olarak tüm derslerde içerik toplulaştırması olarak yapılmış olmasına karşın, öğretim tekniği bakımından ise mihver dersle ilişkilendirme olarak uygulanmaktadır.

Anahtar Kelimeler: *Türk Eğitim Sistemi, İlköğretim Programı, Taşınabilir Eğitim Uygulaması, Toplu Öğretim*

1. COLLECTIVISM APPLICATIONS IN PRIMARY SCHOOLS

Collectivism applications in primary schools in the Republic era have lots of inadequacies with respect to the creation of quality in the compulsory education system. This problem of quality mainly results from the education circumstances in rural schools, the inadequacy of the applied program and the insufficiency of material–human resources.

1.1. Collectivism in Education

Collective learning or collectivism in education is called as a way of education in which sperate courses have organic relations each other in general. On the other hand, from the process respect it is defined as the aplication of course subjects that are grouped in a central point (Aytuna, 1936, Baltacıoğlu, 1938, Kaya, 1939, Hesapçioğlu, 1988). But according to the phychology, collecting the attention on a certain subject providing continuity is called collectivism. The idea collectivizm was progressed by the Herbart (1776-1841) and his students. Ziller (1817-1882) studied on estimating the course subject which were common in every class and he took the child's charecteristics to the centre while comleting primary education process. He advised that in education people should act according to “the theory of cultural level”. Up to this theory there are five levels while doing to course. These are analysis,

combination, reminding, system and method. On the other hand Rein (1847-1929) devided collectivism into three because he claimed that there many differences between the subjects which take the students to the centre, lead grouping and cause to be dominant.

In education collectivism generally has been applied according to the three main basic catagory. These are;

1. Bringing different subjects to only one centre.
2. Suplying a natural relationship between the course subjects.
3. Finding out the most characteristics of the relationship between different subject of different courses (....., 1953;493).

The elementary school program was based on the findings of the Gestalt psychology. Accordingly, students of the first level of the elementary education, which is the first five years, cannot learn what they are supposed to learn in a classified and systematic manner (Declory, 1929, Senemoğlu, 1997). A child of that period learns them as a whole. This general principle has been known as collectivism in education since the 1926 elementary school program. This new understanding of education established the method, which was separate and defined according to differing concepts, used in the pre-republic era (MEB,1930, Antel, 1930, Aziz, 1931,

Baymur, 1937, Karagöz, 1966, Rodop, 1965, Karanlıkagezer, 1977, Binbaşıoğlu, 1983). In the new method the first period (1st-3rd grades) was unified in "Social Studies" course and the second period (4th-5th grades) were unified in social sciences and science lessons. Other lessons such as Turkish, mathematics, art, music and physical education would support these levels and interact with them in the teaching process (MEB, 1930, MEB, 1968, Binbaşıoğlu, 1983, Sönmez, 1999a, 1999b). The method of collectivist education unifies, as far as it can, skills and expression courses that were weaved into the centered pivotal courses. The education, which uses collectivism in education as a ground, uses the teacher as a main factor to achieve its goals.

However, it has only been possible to apply this approach in all classes of first grades in elementary schools of compulsory education in the year 1968. In the first three grades the principle of collectivism had been applied, and in the following two grades a course system (where every lecture is independent) had been followed.

The following two methods have been used in collectivism in education as applied in Turkish elementary schools (Taşdemir, 2005):

1.1.1. Collectivism in Content

Before the application of the first program of 1926, courses and lectures which have similar contents had been lectured under different names in the compulsory education process from the first grade to the fifth grade. Similarly, lecture subjects that build up a course were taught as different learning chapters although they were not quite independent of each other. Contrary to this, in the more developed 1926 Elementary Schools Curriculum, collectivism has been applied in the contents of all the courses of the first period (comprising the first three years), and in some classes of the second period (comprising the fourth and fifth years). With this method, unifying similar courses, instead of lecturing on different courses and different educational topics, has developed a new main course. For this main course, namely "Social Studies", new learning chapters have been developed (MEB, 1930).

In the second period (4th-5th grades) of elementary school education this application was first made with in the 1968 program. However two pivotal courses and related educational topics have been set respectively: Science and Social Sciences (MEB, 1968).

The new elementary school curriculum was date 2004, is developing process now which is to continue collectivism principle

too. And it's basic principle is correlate to between differint courses. According to new program, teachers have to correlate between learning fielts, ümits and different courses (MEB, 2005).

1.1.2. Collectivism in Lecturing Technique

Collectivism in lecturing technique in elementary schools' first period (first to fifth grade) in Turkey is based on establishing an organic relationship between courses (MEB, 1997a). According to this technique a meaningful relationship between a so-called pivotal (main, basic) course and additional so-called skills and expression courses is to be established. The teacher has to maintain this relationship by being prepared for each and every course and by using his or her own creativity (MEB, 1997a). This requires teachers to be remarkably talented and prepared especially in courses like art, music and physical education. This is so because the teachers have to plan and execute applications, maintaining a meaningful relationship between the contents and applications of these courses and the lectured chapter of the pivotal course parallel to them. In cases where the teacher is not qualified and prepared for each and every type of course, this process of maintaining an organic relationship remains superficial and artificial.

Despite the predominant rule of training and employing elementary school teachers in the first step of compulsory education, subject specialization approach is also gradually being used in schools with multiple classrooms and facilities. This approach is very welcome though not applicable in small schools and rural areas. According to the approach of maintaining a relationship between courses, all applications in one specific course support other applications in other courses. At the same time the application should bear the characteristics of those lessons that are closely related to the chapter introduced in the pivotal course. However, the fact that only one teacher is employed in each class, which brings us to the fact that this teacher will be the central point of each and every application, requires this teacher to have multiple features. In the Turkish educational, system many quantitative and qualitative difficulties occur in training, employing and maintaining a teacher, capable of such preparedness (Akyüz, 1999).

2. CONCLUSION AND SUGGESTIONS

The 1968 date elementary school curriculum was in need of developing because of the progress in teaching and learning and it is developing process now. The date 2004 elementary school curriculum is developing progress and it's experimantal applications in whole

elementary school in Turkey. But in primary education the traditional applications have been used without doing any study on collectivism. The collectivist applications in Turkey lead to teacher centred education. However, for the effectiveness of the application, student centred education should be preferred.

2.1. Suggestions

For effective application and success;

The content of the courses in primary school curriculum should be looked through,

It should be given more importance to the applications of collectivism in the courses by the teachers,

Moreover, the teachers in primary school should act according to the applications of collectivism which are the basic principles of instructional and educational part of training.

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