


## Historical Development of Pedagogical Formation Education and a Model Proposal

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### Keywords



Pedagogical Formation Education, Teaching Profession Courses, Non-Thesis Master's Degree

### Abstract

This study aimed to examine the historical process of the Pedagogical Formation Education Certificate Program in Turkey and to propose a new model. Document analysis was used in the study. The 1973 Law No. 1739 on the Fundamental Law on National Education gave bachelor's degree graduates the right to take Pedagogical Formation Training Certificate Program courses through in-service training courses and become teachers. About the pedagogical formation education certificate, a directive dated September 28, 2021, on the teaching practice of students in educational institutions affiliated with the Ministry of National Education came into force recently. By the aim of the study, the quality of pedagogical formation education practices from 1973 to 2021 was analyzed and the proportion of courses offered to students was compared. According to the findings, the decisions and practices regarding the program from 1973 to 2021 do not constitute unity. The fact that experience and knowledge are not taken into account shows that a unique Pedagogical Formation Education Certificate Program model that can be used in the Turkish education system has not been put forward. Based on the issue a new model was developed. It is expected that this model will offer a new perspective to education politicians and teacher training institutions and contribute to the development of teacher training programs specific to the Turkish education system.

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## Introduction

The current century has necessitated the training of qualified manpower who can produce and share knowledge, compete, and internalize democratic values for social continuity. Raising well-equipped people requires qualified education and training (Abazaoglu et al., 2016). Qualified education and training are undoubtedly possible with qualified teachers. Therefore, in line with changing needs, teacher training, teachers' competencies, and roles are among the most fundamental educational issues that remain topical in every society. No matter how well the methods and techniques, tools, and materials used in the education and training process are organized, no matter how well the goals are set, if the teacher is inadequate, it is not possible to achieve the expected results in education and training (Dundar & Karaca, 2013; Eraslan & Cakici, 2011).

The historical process of teacher training shows that there is a tradition of teacher training in our country. Because the Turkish education system has a long experience in teacher training, ranging from Darulmuallimin to teacher schools, from village institutes to primary teacher schools, and from education institutes to education faculties. Therefore, the accumulation of experience and knowledge should be transformed into a policy of training the ideal teacher. However, frequent model changes, new authorities completely ignoring what was done before them, and the inability to put the changes into practice lead us to the conclusion that a teacher training model unique to Turkey still has not been formed (Yildirim & Arhan, 2017).

Faculties of education/educational sciences are the leading institutions that train prospective teachers. The programs implemented in faculties of education, especially professional knowledge courses, play a major role in their professional development and becoming qualified teachers. An important issue in teacher education is the balance between theory and practice and the integration of theory and practice. The program of faculties of education consists of 49% field knowledge, 33% professional knowledge, and 18% general culture courses (YOK, 2018). The Law on Teaching Profession states that preparation for the teaching profession is provided by general culture, special field education, and pedagogical formation/teaching professional knowledge (MoNE, 2022a).

The prerequisite for pre-service teachers to be trained as qualified teachers is to acquire knowledge about field education and general culture. However, to be successful teachers, they also need to acquire knowledge about how to teach (Taskin & Haciomeroglu, 2010). Pedagogical knowledge is explained as a teacher's comprehensive knowledge about learning and teaching methods and teaching processes. A teacher with pedagogical knowledge can know how students acquire and construct knowledge, as well as how they develop positive attitudes toward learning (Koehler & Mishra, 2009).

Although teachers must improve themselves scientifically and academically, it is not sufficient for effective teaching (Açıköz, 2003). Because no matter how much knowledge teachers have about the subject they will teach, they cannot be successful in their profession if they cannot convey this knowledge to their students (Erden, 1999). Professional knowledge courses provide pre-service teachers with information on how to teach the knowledge they have acquired from the field knowledge courses, taking into account the developmental characteristics of students, and how to organize the teaching environment (YOK/CoHE, 2007a). The standards of teaching professional knowledge courses were determined by Law No. 2809 on the Reorganization of Higher Education Institutions published on March 28, 1983. Teaching professional knowledge courses should be carried out meticulously since teacher training is done through teaching programs (Kucukahmet, 2007).

Students can transform the knowledge they have acquired in the teaching profession knowledge and theoretical courses into behavior with teaching practice courses. Although teaching programs consist of theoretical subjects and practices, they also need to form integrity within themselves (Silay & Gok, 2004). In this way, students have the opportunity to gain knowledge about teaching processes through courses and to transform their knowledge into behaviors.

According to the Principles of Teaching Fields, Assignment, and Course Teaching of the Board of Education, the candidates to be employed as teachers in institutions affiliated with the Ministry of National Education (MoNE) must graduate from 90 fields specified in these principles (MoNE, 2021a).

Education faculties provide teacher resources in 25 fields to the MoNE. Apart from education, students who have graduated from 65 fields of other faculties are required to take 30 credits of professional teaching courses from education/educational sciences faculties within the scope of the Formation Education Certificate Program (YOK/CoHE, 2021). In OECD countries, teaching profession knowledge and content knowledge courses are integrated into field teaching programs, and within the scope of teaching practices, counseling teachers who will guide practice students are trained on the clinical counseling model (Buchberger et al., 2000; Resch & Schritteser, 2021).

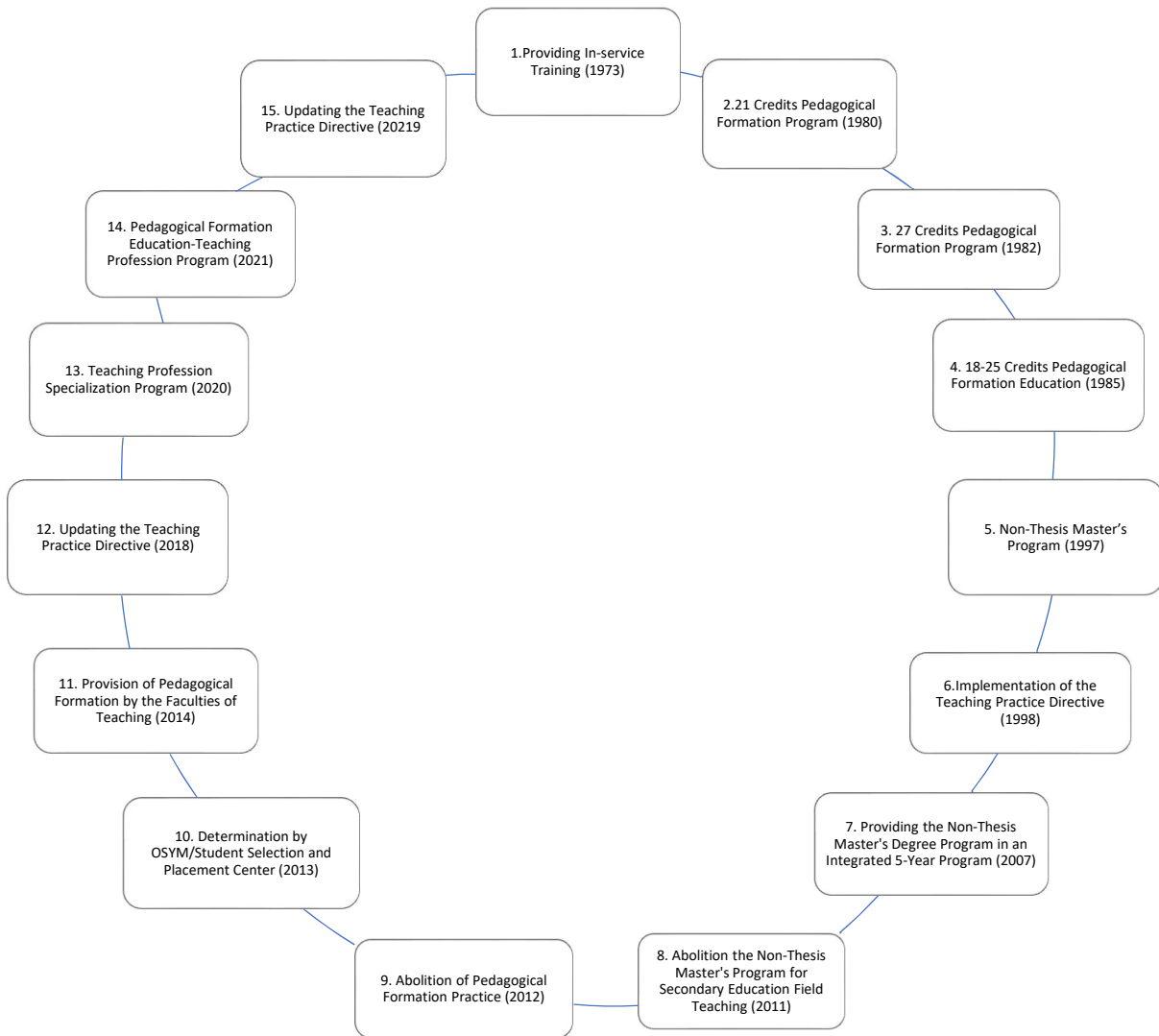
It is a fact that pedagogical formation education has a very important place in increasing the quality of teachers in our country, as in the whole world, and that necessary efforts should be continued to make better practices in this field.

### **Historical Development of Pedagogical Formation Certificate Program**

The issue of teacher employment came to the fore as a "teacher shortage" in all fields until the 1990s (Esme, 2003). In other words, the number of graduates was below the need, and alternative Pedagogical Formation Certificate Programs were tried in different periods to meet the need for teachers. Alternative practices, which are still being tried today, have manifested themselves in differences in the duration, order, and weight of the programs and the implementation activities. The historical development of these practices is given in Figure 1.

#### **Figure 1**

*Historical Development of Pedagogical Formation Certificate Program in Turkey*



According to Figure 1, Pedagogical Formation Training courses were first offered in 1973 within the scope of in-service training based on the Basic Law on National Education No. 1739. It is understood that Pedagogical Formation Education Certificate Programs with different intensities (21, 27, 18-21, 45, 25, and 30 credits) were organized after teacher education was given to the Council of Higher Education. After the abolition of the Pedagogical Formation Education Certificate Program, it is seen that the teaching profession knowledge courses are given as a non-thesis master's program. After the non-thesis master's application was abolished, it was returned to the Pedagogical Formation Education Certificate Program. With the new regulations, efforts to train more qualified teachers have continued. The practices in this field are discussed under the following headings.

### *Providing Pedagogical Formation Education Certificate Program Courses within the Scope of In-Service Training*

In the National Education Basic Law No. 1739 dated 1973; it is stated that the qualities to be sought in teacher candidates in terms of general culture, special field education, and pedagogical formation will be determined by the MoNE, and if those who have not acquired pedagogical formation during their higher education are appointed as teachers in the required fields, necessary measures will be taken by the MoNE for their training during the candidacy period (MoNE, 1973). With the same law, the right to become a teacher by receiving teacher

training was also granted to those who graduated from higher education institutions (Bilir, 2011).

For those who became teachers without taking the Pedagogical Formation Training Certificate Program during their higher education, in-service courses (except for the teaching practice course) were organized by Article 45 of the Basic Law on National Education and Article 17 of the "Regulation on the Establishment and Functioning of the Department of In-Service Training published in the Official Gazette dated November 14, 1977, and numbered 161.3 (B- Courses Branch II, sub-paragraph b)" and they were provided with the Pedagogical Formation Training Certificate Program in this way (see Figure 3).

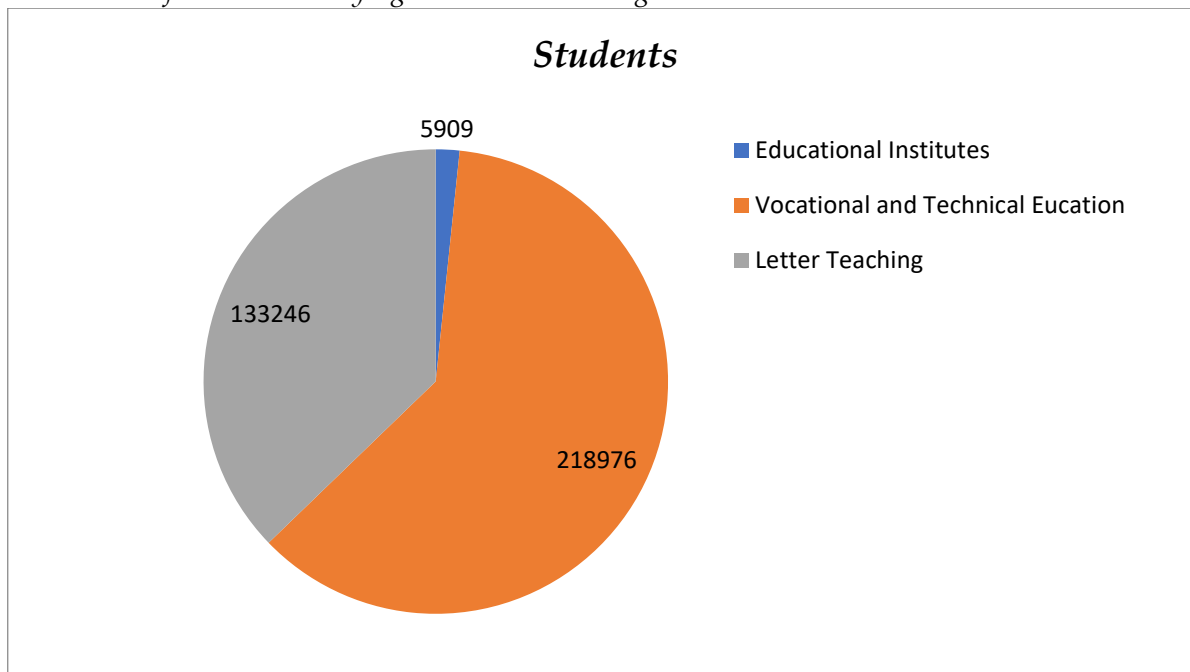
The following groups of teachers were among those who participated in Pedagogical Formation Courses in the process of candidate teacher training after their teaching appointment: Those who completed their higher education in an accelerated manner before service, did not receive sufficient professional formation during their education, completed their education through exams without participating in face-to-face education, graduated from sports academies, completed their undergraduate education through the letter training and did not get the pedagogical know since the Pedagogical Formation Education Certificate Programs have not been opened in their fields.

*Organizing Pedagogical Formation Courses within the Scope of In-Service Training for Those who Graduated with Letter Teaching Practice and were Appointed as Teachers*

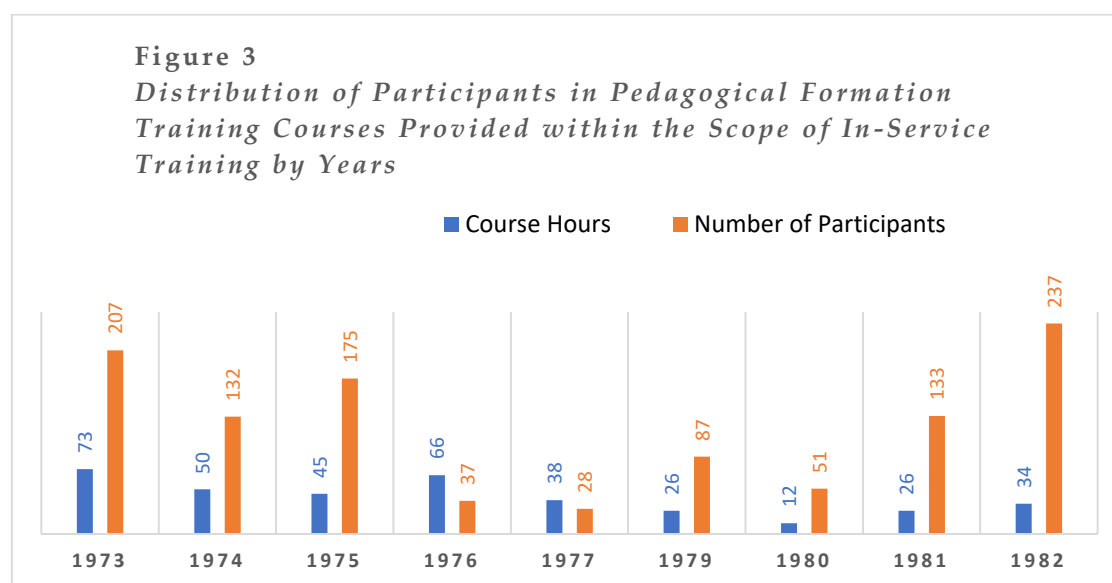
The Letter Teaching Practice started in the 1974-75 academic year and the legal arrangements for this were made in 1975 (Geray, 1977). Since the beginning of the letter teaching practices, students were not admitted to the programs at the level of higher teacher training schools for only one academic year and to the programs at educational institutes for two academic years (Beyzadeoglu, 1976). The distribution of students studying in teacher training schools between 1974 and 1979 is shown in Figure 2:

**Figure 2**

*Distribution of Students Studying in Teacher Training Schools Between 1974-1979*



As seen in Figure 2, between 1974-79, 218,976 students were educated in educational institutes, 5,909 students in vocational and technical education institutions, and 133,246 students were educated within the scope of letter teaching practices. Students studying within the scope of letter teaching practices (358,131) correspond to 37 percent of the number of formal students. Between 1975 and 1978, 10,473 (7.86 percent) of the students who studied within the scope of letter teaching practices were able to graduate. While the students in the teacher schools studied for 24 weeks (72 weeks in total) per year, the students within the scope of the letter teaching practices studied between 4-18 weeks yearly. In addition, teaching internship, which has an important place in teacher education from Darulmuallimin to teacher schools, was not carried out in letter teaching practices (State Institute of Statistics, 1975).



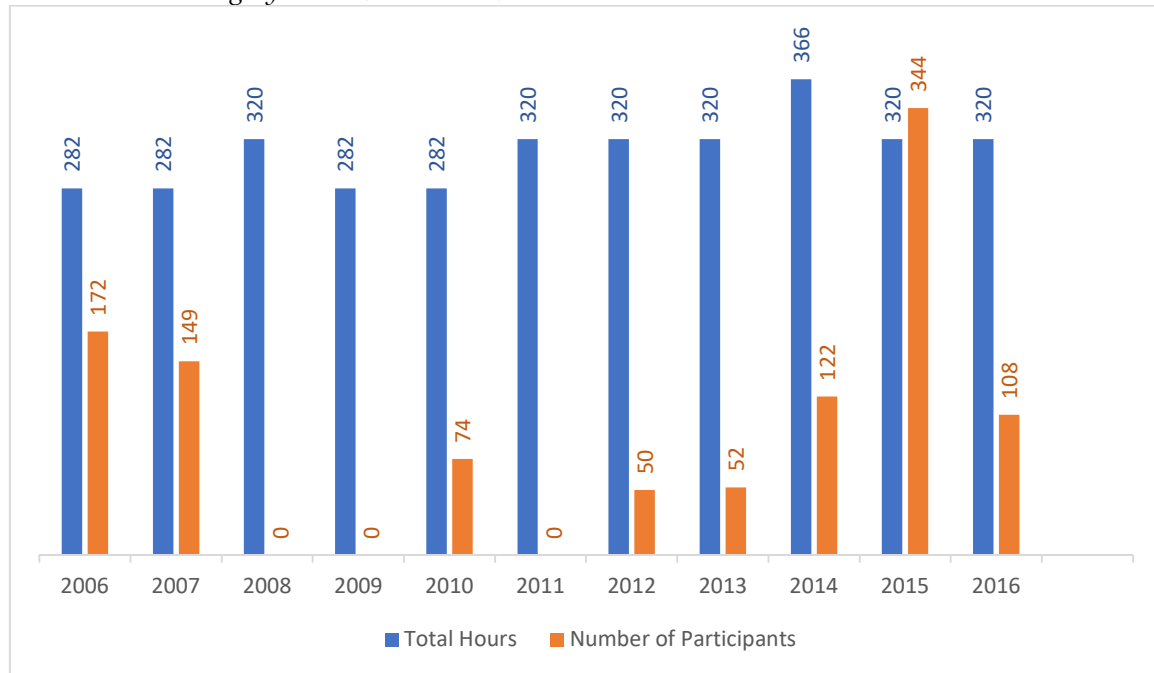
According to Figure 3, a total of 370 Pedagogical Formation Courses (average 41.11 hours) were organized by the In-Service Training Department of the Ministry of National Education between 1973 and 1982 with the participation of 1087 people (MEGSB, 1988). In this context, those who did not attain to Pedagogical Formation Training Certificate Program and could not obtain a formation certificate were taken to courses called in-service training after they were appointed as teachers.

### *Organizing Pedagogical Formation Courses within the Scope of In-Service Training for Those Appointed to the Primary School Teaching Branch from Outside the Field*

Due to the inability of education faculties to train teachers at a level that will meet the increasing need in the field of primary school teaching, the MoNE had to appoint thousands of university graduates who did not go through the necessary formation as classroom teachers (YOK, 2007a). In June 1996, 20,368 people from outside the field were appointed as primary school teachers by the MoNE. Of those appointed, 3,056 graduated from education faculties and 13,647 from other faculties. 3,665 of them returned to teaching after retirement. Apart from these, some became teachers through inter-institutional transfers (TBMM, 1997).

**Figure 4**

*Distribution of Participants in Pedagogical Formation Training Courses Provided within the Scope of In-Service Training by Years (2006-2016)*



\* Data entry could not be made because the number of participants in the course was not specified in the in-service training plans.

As understood from Figure 4, 11 courses with 26 credits were held between 2006 and 2016 for teachers who were appointed without participating in the Pedagogical Formation Education Certificate Program. The 1,071 teachers who participated in the courses received an average of 310 hours of teaching professional knowledge courses within the scope of 3,414 hours of Pedagogical Formation (excluding the teaching practice course) (MoNE, 2022b). Within the context of in-service training, 20 Pedagogical Formation courses were organized between 1973 and 2021 with the participation of 2158 teachers in total. While creating Figures 3 and 4, the number of participants and course hours were taken into consideration. Because the information on the courses does not include the branch of the participants.

#### *Organizing Pedagogical Formation Course for Teachers Working in Private Education Institutions within the Scope of In-Service Training*

The MoNE stated (in its circular dated February 24, 2006) that it will be organized a "Pedagogical Formation Training Course" within the scope of in-service training for those working as expert instructors in private schools and private tutoring centers. The Presidency of the 8th Chamber of the Council of State found this decision of the MoNE contrary to Article 131 of the Constitution and Article 43/b of Law No. 2547 in 2006 and stated that this authority belongs to the Presidency of the Higher Education Council. In this context, the planned in-service training course with activity number 493, which would be attended by those selected by the General Directorate of Private Education Institutions, has not been realized (MoNE, 2006).

#### *Pedagogical Formation Program (21 Credits)*

Until the regulation on the qualifications of teachers in Article 45 of Law No. 1739 on National Education Basic Law is issued, the principles of the Pedagogical Formation Program

will be required to be followed by the graduated people from various institutions that train teachers and want to teach were accepted as valid from the 1981-1982 academic year by the decision numbered 62 dated 05.05.1980 of the Board of Education and Discipline. It is stated in the Board decision that the Pedagogical Formation Program consists of compulsory and elective courses and teaching practice, and also the teaching practice covers a period of at least three weeks. In the decision of the Board; Pedagogical Formation Courses consist of eight courses, of which six are compulsory and two are elective (see Table 1). While the name, duration, and course credits of the teaching practice course were not included in the table, the document to be given to the student was required to include the statement "completed the teaching practice course" (MoNE, 1980). The number of credits of pedagogical formation courses changing by years is also given in Table 1.

**Table 1***Pedagogical Formation Education Courses by Years*

	1980	1982	1985
Compulsory Courses	Credit	Credit	Credit
Introduction to Education (Science*)	3	3	3
Educational Psychology	3	3	3
Sociology of Education	-	3	2
Principles and Methods of Education	-	3	-
General Education Programs	-	-	3
Curriculum and Teaching Methods	3	-	-
Measurement and Evaluation	3	3	3
Education Technology	-	3	-
Special Teaching (Methods*) Methods	3	3	3
Education Management	-	3	-
Special Teaching Practices	-	30 days	-
Guidance	2	3	-
Elective Course	2	-	2
Elective Course	2	-	-
<b>Total</b>	<b>21</b>	<b>27+ Practice</b>	<b>19</b>

\*Names of pedagogical formation education courses in 1985.

As seen in Table 1, the Pedagogical Formation Program prepared by MoNE in 1980 includes eight courses, six of which are compulsory and two electives. In the program prepared in 1982, the number of courses was increased to nine, and all courses were made compulsory. In the program prepared in 1985, the number of courses was reduced to seven. While teaching practice was three weeks in 1980 and was not included in the table, it was increased to 30 days in 1982 and reduced to 21 days in 1985.

*Pedagogical Formation Program (27 Credits)*

The Presidency of the Council of Higher Education increased the Pedagogical Formation Program to 27 credits by taking into account the decisions of the XIth National Education Council held in 1982 (Table 1). Accordingly, with the decision dated October 12, 1982, and numbered 82/367, it was decided to establish "departments of educational sciences" for teaching knowledge courses in all education faculties. In the following years, it was stated that they would be able to teach these courses if educational sciences departments were established



in science and literature faculties of universities that do not have faculties of education (YÖK, 2007a).

***Pedagogical Formation Education (18-21 Credits)***

Following the regulation on the Pedagogical Formation Education Program in 1982, the Council of Higher Education made a new regulation in the teaching profession courses (18-21 credits) in response to the MoNE's request for a revision of the teaching formation program (YOK, 2007b). Later, the Council of Higher Education closed it in the 1997-1998 academic year, claiming that the Pedagogical Formation Education Certificate Programs were far from practicable (YOK, 1998).

***Teaching Profession Knowledge Courses within the Scope of Non-Thesis Master's Program***

The Presidency of the Council of Higher Education arranged an order to conduct the teaching profession courses in the Department of educational sciences, and the field courses in the faculties of Science and Literature, depending on the restructuring of the education faculties in 1997. According to this regulation, the last two or three semesters of secondary teacher training programs had to be conducted within the institutes. Accordingly, in the field teacher training model, education faculty students were given teaching profession knowledge courses within a non-thesis master's program lasting 1.5 years during a period of 5 years (3.5 + 1.5), and science-literature faculty students were given teaching profession knowledge courses within a non-thesis master's program lasting 1.5 years during a period of 5.5 years (4.0 + 1.5) (YOK, 2007). Information about the courses in the non-thesis master's program for secondary education field teaching is presented in Table 2.

**Table 2**

*Non-Thesis Master's Program Courses for Secondary Education Field Teaching*

	<b>Courses</b>	<b>T</b>	<b>P</b>	<b>C</b>
I. Semester	1 Introduction to the Teaching Profession	3	0	3
	2 Development and Learning	3	0	3
	3 Planning and Evaluation in Instruction	3	2	4
	4 Special Teaching Methods I	2	2	3
	5 School Experience I	1	4	3
	<b>Period Total</b>	<b>12</b>	<b>8</b>	<b>16</b>
II. Semester	1 Instructional Technologies and Material Development	2	2	3
	2 Classroom Management	2	2	3
	3 Special Teaching Methods II	2	2	3
	4 School Experience II	1	4	3
	5 Elective I	3	0	3
	<b>Period Total</b>	<b>10</b>	<b>10</b>	<b>15</b>
III. Semester	1 Subject Area Textbook	2	2	3
	2 Guidance	3	0	3
	3 Teaching Practice	2	6	5

4	Elective II	3	0	3
	<b>Period Total</b>	<b>10</b>	<b>8</b>	<b>14</b>
	<b>General Total</b>	<b>32</b>	<b>26</b>	<b>45</b>

When Table 2 is examined, a non-thesis master's program was organized to give three semesters of teaching professional knowledge courses to graduates of faculties other than teacher training faculties, within the scope of secondary education field teaching formation. There are a total of 14 courses in the program, two of which are elective. It is seen that the total duration of these courses is 58 hours and 26 hours are allocated for practice. Allocating half of the total course hours to practice in the program is important in terms of revealing the importance given to practice in teacher training.

### *Implementation of Teaching Practice Directive*

To realize the faculty of education-practice school cooperation, the "Directive on the Teaching Practice of Teacher Candidates in Educational Institutions Affiliated to the MoNE " dated 1998 and numbered 2493 came into force (MoNE, 1998). The purpose of the directive is to provide prospective teachers with the competence to teach learning and the opportunity to put into practice the knowledge, skills, attitudes, and habits they have gained during their undergraduate education through teaching practice courses in institutions affiliated with the MoNE.

### *Non-Thesis Master's Degree with an Integrated Five-Year Program*

With the restructuring of teacher training programs in 2007, some problems were experienced in the functioning of the non-thesis master's program. Accordingly, the Presidency of the Council of Higher Education (3.5+1.5 years) decided that "teaching professional knowledge courses in the non-thesis master's program should be distributed over the years and converted into a five-year combined education." Simultaneously with this decision, the new model started to be implemented (YOK, 2007a)

### *Abolition of Non-Thesis Master's Program for Secondary Education Field Teaching*

The Secondary Education Field Teaching Non-Thesis Master's Program has caused administrative lawsuits among teachers and administrators working in the MoNE due to financial and personal rights related to degrees and ranks. For example, a teacher candidate who graduates from the Faculty of Education started teaching with a degree and rank of 9/1, while a candidate who graduates from the non-thesis master's program based on formation started teaching with a degree and rank of 9/2. Based on the request writing dated October 20, 2011, and numbered 70526 of the General Directorate of Human Resources of the MoNE, this practice, which caused problems, was abolished by the Council of Higher Education.

### *Abolition of the Pedagogical Formation Education Certificate Program*

According to the decision taken at the General Assembly Meeting of the Council of Higher Education dated April 5, 2012, the Pedagogical Formation Education Certificate Program was abolished. At the same time, it has been decided that new programs will not be opened and that the programs that were allowed to be opened before will be closed after the procedures of existing students are completed. The excess of teachers was shown as the reason for the decision (YOK, 2012).

### *Selection of Candidates for Pedagogical Formation Certificate Program by ÖSYM (Student Selection and Placement Center)*

The Presidency of the Council of Higher Education, after the registration of the students who were centrally placed by ÖSYM in June 2014, left it to the authority of the university to give priority to those who have graduated and gave this right to those who are in the graduation stage (in the letter of the Presidency of the Council of Higher Education dated June 25, 2014). Students were admitted to the Pedagogical Formation Education Certificate Programs by considering a 60 percent ALES score and 40 percent undergraduate graduation grade point average (YOK, 2014).

### *Provision of Pedagogical Formation Education Certificate Program by Faculties Providing Teacher Training*

In the announcement dated April 17, 2014, The Presidency of the Council of Higher Education stated that the Pedagogical Formation Education Certificate Program opened for undergraduate graduates in universities with education/educational sciences faculties and educational sciences departments is a personal development program given within the scope of lifelong learning (<http://www.yok.gov.tr>)

This decision of the Presidency has led to the fact that everyone who takes the teaching profession courses has met one of the conditions required for teaching, teacher training has been seen as personal development training and secondary education teaching has been reduced to a certification program (Uygun, 2013).

### *Practice Student Evaluation System*

On October 07, 2016, a "Practice Student Evaluation System" integrated with the Higher Education Information Operating System (Yoksis) was established through the MoNE Information Operating System (Mebbis) to ensure the applicability of the Directive on the Teaching Practice of Teacher Candidates in Educational Institutions Affiliated to the MoNE (October 1998/2493) and the Pedagogical Formation Procedures and Principles (MoNE, 2016). With the system, the applicability of teaching practice courses has been standardized according to the Directive and Pedagogical Formation Procedures and Principles.

### *Updating of Teaching Practice Directive*

To bring the teaching practice process to the desired quality, to maximize the interaction between teacher training institutions and practice institutions in the education and training process, and to ensure the training of experienced and qualified prospective teachers the "Directive on the Teaching Practice of Prospective Teachers in Educational Institutions Affiliated to the MoNE " dated July 28, 1998 and numbered 4392 was updated (MoNE, 2018b). With the directive, after the establishment of the practice student evaluation system, those who want to work as a practice teacher in teaching practice courses are required to attend a 24-hour in-service training course (Teaching practice mentoring training course). Between 2018 and 2022, 118,265 teachers participated in the training of trainers course on teaching practice mentoring (MoNE, 2022b).

### *Transition to Teaching Profession Expertise Program*

The Directive on Teaching Practice in Educational Institutions Affiliated to the MoNE entered into force with the approval of the Minister dated September 28, 2021, and numbered 33258264 (MoNE, 2021b).

In the "2023 Education Vision Document" published by the MoNE, it is stated that the certificate-based "Pedagogical Formation" practice will be abolished and replaced with an easily accessible graduate-level "Teaching Profession Specialization Program" (MoNE, 2018a). For this purpose, with the letter dated June 29, 2020, and numbered 8615756, the MoNE stated that the Pedagogical Formation Education Program was abolished (Board of Education decision dated June 29, 2020, and numbered 12) and this practice was replaced by the Non-Thesis Master's Program in Teaching Profession Knowledge in cooperation with the Council of Higher Education (MoNE, 2020).

### *The transition from Pedagogical Formation Education / Non-Thesis Master's Program in Teaching Profession Knowledge*

During the fourteen months from June 29th when The MoNE abolished The Pedagogical Formation Education Certificate Program with the letter numbered 8615756 dated June 29th until September 27th when The Framework Procedures and Principles Regarding the Pedagogical Formation Education Certificate Program were published by The Higher Education Council Presidency on September 27th, Pedagogical Formation Education Certificate Programs have not been organized.

Due to the restructuring of the faculties of education in 2018, the duration and credits of the teaching professional knowledge courses in the Pedagogical Formation Education Certificate Program were increased, and the teaching practice courses were spread over two semesters.

### *Updating of Teaching Practice Directive*

The "Directive on Teaching Practice to be Performed by Practice Students in Education Institutions Affiliated to the MoNE" entered into force with the approval of the Minister numbered 33258264 dated September 28, 2021 (MoNE, 2021b). Data on the numerical change of the teaching practice directive over the years are given in Table 3.

**Table 3**

*Numerical Change of Teaching Practice Directive by Years*

	2018	2021
Number of students per practice instructor	Maximum 8	Maximum 12
Number of students per practice teacher	Maximum 4	Maximum 6
Number of students per lesson	Maximum 2	Maximum 3
Lesson hours to be taught by the practice student	<b>Weekly Schedule</b>	
	1-2 hours: at least 14 hours	1-2 hours: at least 10 hours,
	3 or more hours: at least 24 lesson hours	3 or more hours: at least 20 lesson hours
Number of lessons that the practice instructor observes the practice student teaching	At least 4	At least 2
Number of lessons that the practice student will teach under the supervision of the practice teacher	At least 4 separate weeks*	At least 8 separate weeks**

\*Teaching practice 2 weeks (one semester) in 2018, \*\*Teaching practice 24 weeks (two semesters) in 2021

In Table 3, the teaching practice guidelines issued in 2018 and 2021 are compared. In comparison, while the number of students per practice instructor was a maximum of 8 in 2018, it was increased to 12 in 2021, and the number of students per practice teacher increased to 6 in 2021 from 4 in 2018. While the number of students per course was 2 in 2018, it was increased to 3 in 2021. In 2018, the practice instructor had to observe the practice student at least 4 times while lecturing, the number of observations was reduced to 2 in 2021. Compared to the Directive published in 2018, in the Directive published in 2021, it is seen that the indicators that enable to make of inferences regarding the cooperation between the schools of practice and the faculties of education/educational sciences have decreased.

### *The Research Purpose*

The purpose of this study is to reveal an original "Pedagogical Formation Education Model Proposal" that can be used in the Turkish education system. For this purpose, Pedagogical Formation Education Certificate Programs put forward between 1973 and 2021 were analyzed and also the following problems were addressed in the study:

1. What are the historical process and implementation forms of the Pedagogical Formation Education Certificate Program in Turkey?
2. What are the problems encountered in the implementation of the Pedagogical Formation Education Certificate Program?

## **Method**

### *The Research Model*

This research is qualitative in nature and was conducted through document analysis. With this method, the following stages were followed: (a) accessing the documents, (b) checking the authenticity, (c) understanding the documents, (d) analyzing the data, and (e) using the data obtained in line with the purpose of the study. In analyzing the data obtained from the documents, frequency tables were used for descriptive purposes. In addition, the descriptive analysis technique was used in the stages of processing the data, defining and interpreting the findings according to the purpose of the study (Yildirim & Simsek, 2008).

For the study, Pedagogical Formation Education Certificate Programs were implemented from 1973 to 2021 and the changes made in the programs were analyzed through official documents. The information revealed by the analysis is also used under the relevant topics in the study. A new pedagogical formation model was developed in light of the information provided by the documents and the problems encountered in practice.

### *Data Analysis*

The aim is to propose a new Pedagogical Formation Education Model by examining the historical process of the Pedagogical Formation Education Certificate Program in Turkey. In the study, the document analysis method was used since it is appropriate for the study. In this method, "the researchers should decide what can be used as a data source and check the originality of the sources." Ways such as understanding the documents, analyzing the needed data, and using the data should be followed in order (Yildirim & Simsek, 2008).

### *Ethical Procedures*

Since this study is based on the analysis of the documents related to pedagogical formation education, it does not require ethical permission and in the study, all the rules

specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were followed. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics" have been carried out.

### Findings

In this section, the rationale, basic features, principles, standards, duration, admission criteria, and structure of the proposed model for "Pedagogical Formation Education" are discussed in detail.

#### *Process and Rationale for Creating a Pedagogical Formation Education Model*

The appointment of graduates from both faculties of education and other faculties as teachers and the many changes in the way teaching professional knowledge courses are given during the educational process have made the Pedagogical Formation Training Certificate Program a problem in our country. However, as a result of short-term decision changes, the dimension of training qualified teachers has been ignored in Pedagogical Formation Certificate Programs carried out with different practices (Azar, 2011; Yilmaz, 2015).

In the literature, it is stated that the Pedagogical Formation Education Certificate Program, which includes short-term teaching professional knowledge courses, contradicts the principle of qualified teacher education (Calisici, 2019; Kose, 2017), does not provide the quality and quality dimension in teacher education (Bakac & Ozen, 2017; Doğanay et al., 2015; Kavcar, 1998; Topsakal, 2015) and has commercial concerns (Kavcar, 1998). It has been also emphasized that teacher candidates graduate from the Pedagogical Formation Education Certificate Program without gaining sufficient experience in practice (Akdemir, 2013) and without gaining a teaching identity (Ulubey et al., 2018). The quality of the Pedagogical Formation Education Certificate Program is questioned because its dysfunctional aspects are more prominent than preparing teacher candidates for the profession, it is seen as a job gate after graduation, and it is open to graduates from outside the faculty of education (Kose, 2017).

In pedagogical formation education, teaching practices and mentoring processes that provide interaction between theory-practice connection and practice instructor, practice teacher, and practice student have an important place in the United States (Dennis, 2016; Gatti, 2019; Humprey, Wechester, & Hough, 2008; Marczely, 2001). In Finland, research-oriented practices and performance assignments are emphasized in teacher training (Berry et al., 2008; Niemi & Sihvonen, 2011). In addition, the learning environments provided by practice schools are considered important for pre-service teachers to establish a connection between theory and practice (Snoek, 2011).

When the above-mentioned explanations are evaluated as a whole, the searches in the ways of teaching professional knowledge courses (1973-2021) lead us to the conclusion that a unique model has not been developed. Accordingly, the "Pedagogical Formation Education Model" has been developed to plan not for today but for tomorrow, away from all kinds of influences and taking into account the economic benefits.

In the process of creating the Pedagogical Formation Education Model, the opinions of the practice teachers, practice instructors, provincial practice coordinators, practicum students, and practice institution directors were informally obtained, the teaching practice evaluation status reports created by the provincial practice and faculty practice coordinators together and the literature on teaching professional knowledge courses was examined. In

addition, interviews were conducted with practice teachers who took part in the teaching practice and guided the practice students.

The "Pedagogical Formation Education Model" proposed in this study is designed to be adaptable to the conditions of the institutions to facilitate the works and transactions of the stakeholders who will take part in the implementation.

On the other hand, the design approach, principles, standards, criteria for student admission to the program, the duration of the training, and the evaluation of the process put forward in the Pedagogical Formation Education Model provide integrity between the practices. This situation can be considered an indicator that the model was created systematically by considering integrity.

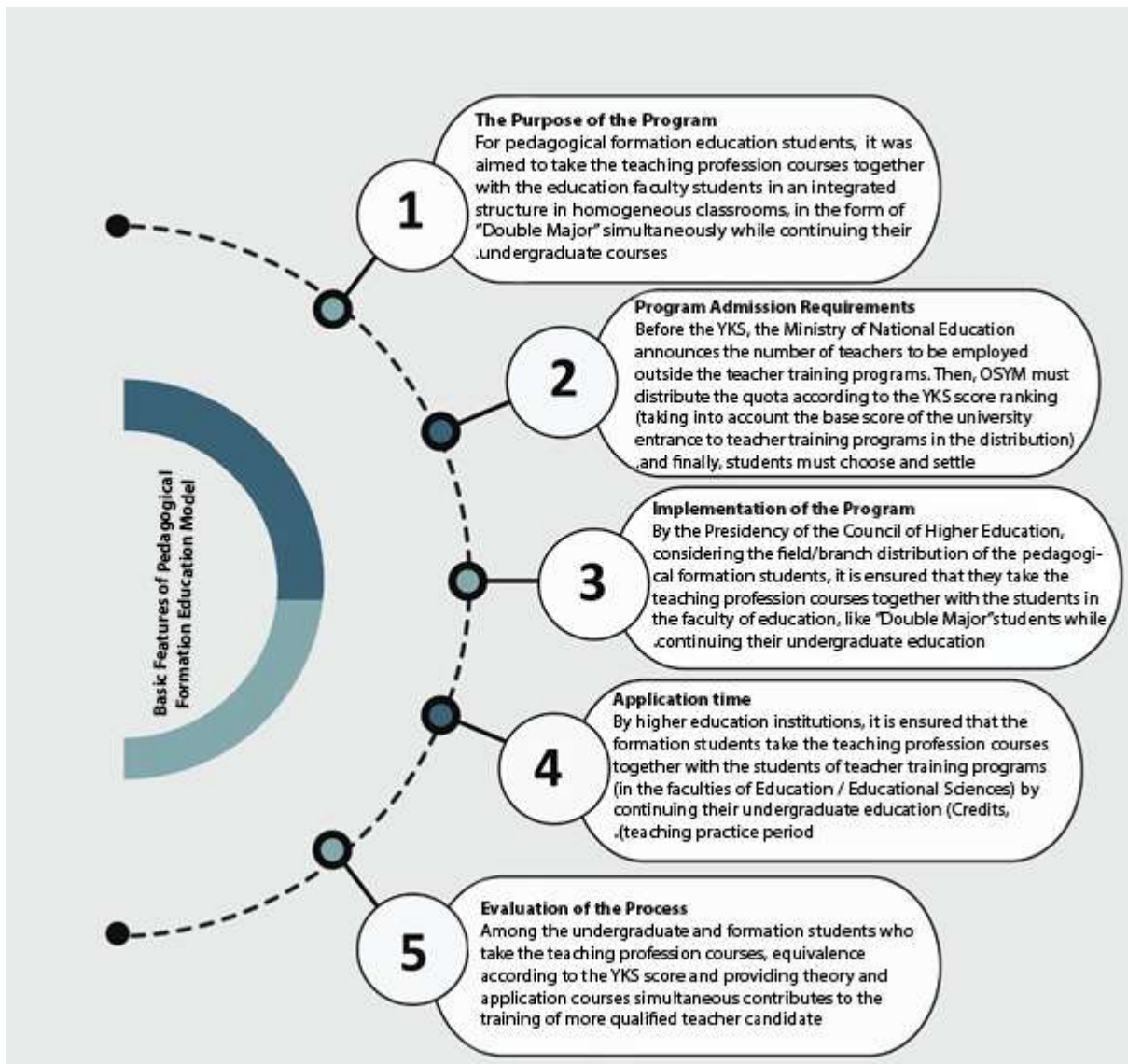
As a result, in the Pedagogical Formation Education Model, considering the supply and demand balance of the MoNE, it is recommended that students who prefer the departments that are the source of teaching by entering the ranking should take teaching professional knowledge courses together with the students of the faculty of education in homogeneous classes as a "double major". In this way, theory will be transformed into practice, practice into theory, and more qualified prospective teachers will be trained in all fields.

#### *Basic Features of Pedagogical Formation Education Model*

In this section, the basic features of the "Pedagogical Formation Education Model" are presented in subheadings within the framework of duties and responsibilities. In addition, the model was created by taking into consideration the literature, how teaching professional knowledge courses were given between 1973 and 2021, and the opinions of practitioners. The main features of the "Pedagogical Formation Education Model" are summarized in Figure 5 as follows:

#### **Figure 5**

*Basic Features of Pedagogical Formation Education Model*



With the proposed pedagogical formation model, the following is expected to be realized:

- Equivalence based on the YKS score (Base score) between education faculties and other faculties that are the source of teaching
- Transfer of theory to practice and practice to theory
- Providing more qualified, manageable training and teaching practices
- to train prospective teachers in a qualified manner with experience
- Improving inter-institutional cooperation and coordination
- Giving teaching profession knowledge courses in homogeneous classes depending on the branch
- Standardizing the teaching of professional knowledge courses by including the knowledge and experience of the faculties of education/educational sciences in the process.
- Elimination of commercial concerns and vain hopes arising from pedagogical formation education

### *Principles Underlying the Model*

The Pedagogical Formation Education Model is designed to contribute to inter-institutional cooperation and coordination, eliminate problems experienced in converting theory into practice, and transform accumulated knowledge into practice. In this model, it has



been adopted that teaching vocational knowledge courses are given to those who study in fields other than the education faculty, while continuing their undergraduate education, in the form of a "double major" at the same time as the education faculty students.

The fact that the MoNE and the Council of Higher Education did not go to the source of the problem in the decisions taken on pedagogical formation was seen as one of the main obstacles to adopting a policy of training qualified teachers (TEDMEM, 2021). Accordingly, to provide practice-oriented teacher education, the basic features of the model are that teaching vocational knowledge courses are given to those in all fields of teaching while continuing their undergraduate education.

### *Criteria Underlying the Model*

In Pedagogical Formation Education Model, It has been found valuable to consider the supply and demand balance of the MoNE, the admission YKS base score on the education faculties, the credits/hours of the teaching profession courses (in the faculties of education), the Directive on Teaching Practice to be made by the Practicing Students in the Education and Training Institutions affiliated to the MoNE, and the Principles of Teaching Areas Assignment and Lecture.

### *Duration of Education in the Model*

It can be ensured that the courses given to teacher candidates in undergraduate education can be experienced with teaching practice courses and become settled. Therefore, it is thought that giving theory and practice as a whole within undergraduate education in all fields that are the source of teaching may encourage candidate teachers to acquire and internalize teacher competencies. In the pedagogical formation education model, students become more qualified teacher candidates by transforming theory into practice and practice into theory by taking the same course hours/credits (one semester of theory, two semesters of practice) together with the education faculty students in homogeneous classrooms. The 240 ECTS required to complete the targeted undergraduate programs in the Bologna processes will be provided in the process.

### *Acceptance Criteria of the Model*

Individuals who will practice the teaching profession must have a high potential to gain general competencies of the profession before being admitted to the program (Wang et al., 2003). In many countries, multiple criteria are used in selecting students for teacher training programs (European Commission, 2013). In this context, the criteria of the Pedagogical Formation Education Model have been established. These criteria are as follows:

- MoNE announcing the number and branch of teacher candidates it will employ outside of teacher training programs,
- OSYM distributes quotas according to YKS score ranking,
- Taking into account the base score for entering teacher training programs at university in distribution,
- Students making choices, settling and taking teacher professional knowledge courses together with those in education faculty while continuing undergraduate education (double major).

### *Structure of the Model*

A pedagogical formation education program is designed to eliminate differences in quality and competence in ways of giving teachers professional knowledge courses between

education faculty and other faculties that provide resources for teaching and standardizing all fields.

**Table 4**

*Distribution of Teacher Profession Knowledge Courses*

Course Name	T	P	C	ECTS
Research methods in education	2	0	2	3
Introduction to education	2	0	2	3
Measurement and evaluation in education	2	0	2	3
Special education and inclusion	2	0	2	3
Guidance in schools	2	0	2	3
Teaching principles and methods	2	0	2	3
Classroom management	2	0	2	3
Educational psychology	2	0	2	3
The Turkish education system and school management	2	0	2	3
Teaching principles and methods (again)	2	0	2	3
Classroom management (again)	2	0	2	3
Teaching practices 1 and 2	2	6+6	5+5	24*
Sociology of education	2	0	2	3
Turkish education history	2	0	2	3
Philosophy of education	2	0	2	3
Ethics and Morality in Education	2	0	2	3
Sociology of education	2	0	2	3
Education technologies	2	0	2	3

\*The ECTS of Teaching Practice I and II courses vary according to fields/branches, so the average number has been taken.

Table 4 shows the distribution of theory (T), practice (P), credit (C), and ECTS of teacher professional knowledge courses included in the program of education faculties updated in 2018.

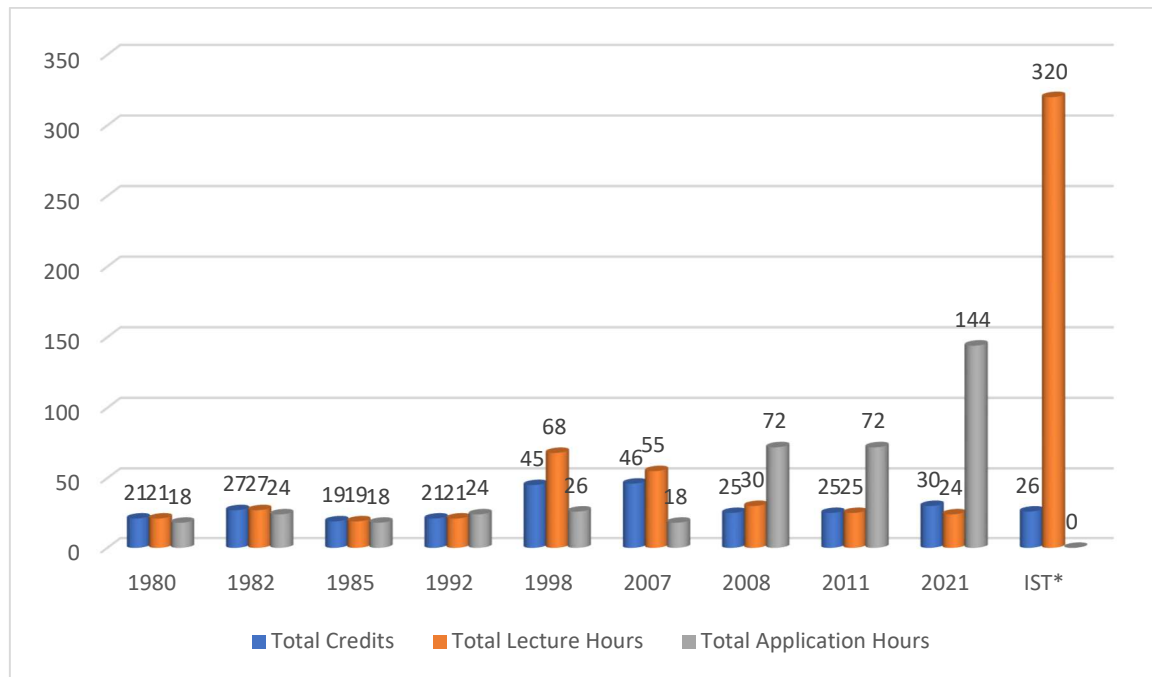
In Pedagogical Formation Education Model, equivalence will be provided by students studying in fields that provide resources for teaching taking teacher professional knowledge courses as a "double major" while continuing undergraduate education with education faculty students.

### Discussion and Conclusion

In this study, firstly, ways and methods of teaching learning-to-teach, which are taught in teacher professional knowledge courses; The ways of giving Pedagogical Formation Education Certificate Program between 1973-2021, credits of courses, and application hours were compared. In line with the data obtained, the distribution of credits, courses, and application hour totals of teacher professional knowledge courses by year are shown in Figure 6.

**Figure 6**

*Comparison of Credits/Course Hours of Teacher Profession Knowledge Courses in Pedagogical Formation Education Certificate Program by Years*



\* Data entry was not made because the teaching practice course was not given within the scope of in-service training (IST).

According to Figure 6, teaching profession knowledge courses were/are held as shown below:

- In 1980, 21 credits, teaching practice 3 weeks/18 hours,
- In 1982, 27 credits, teaching practice 4 weeks/24 hours,
- In 1985, 19 credits, teaching practice 4 weeks/18 hours,
- In 1992, 21 credits, teaching practice 4 weeks/24 hours,
- In 1998, 45 credits, teaching practice 12 weeks/26 hours,
- In 2007, 46 credits, teaching practice 12 weeks/18 hours,
- In 2008, 25 credits, teaching practice 12 weeks/72 hours,
- In 2011, 25 credits, teaching practice 12 weeks/72 hours,
- In 2021, 30 credits, teaching practice 24 weeks and/114 hours.

However, the duration of the teaching practices course is determined by the branch of the practice teacher in the practice school, the weekly course hours, the number of practice students per practice teacher, and the participation of the practice student in the institution one day a week. For these reasons, it does not seem possible to realize teaching practices in all fields/branches as 114 hours.

Within the scope of in-service training, courses of 26 credits of teaching vocational knowledge courses are organized for those who are appointed by the MoNE as teachers without receiving pedagogical formation training (MoNE, 2022b). The fact that teaching practice courses have not been given in these training and that students are employed without measuring their ability to learn and teach causes the objectives of these courses to be questioned.

As stated in the literature, teaching practice courses support the professional development of teacher candidates and enable them to create a positive attitude towards the profession (Aslan & Saglam, 2018; Ozkilib, Bilgin & Kartal, 2008; Sisman & Acat, 2003). In this respect, teaching profession courses should be carried out by taking into account the qualifications and competencies in all areas of teaching (undergraduate/pedagogical

formation) to improve the professional skills of candidate teachers and to provide them with the opportunity to experience these skills in a practical environment and to ensure permanence in their learning.

It is noticed that academic researches in this field mostly focus on the pedagogical formation of students' attitudes and competencies toward the teaching profession. Attitudes of pedagogical formation students towards the teaching profession are evaluated (Eraslan & Cakici, 2011; Ilgan, Sevinc & Ari, 2013; Kartal & Afacan, 2013), achievement orientation levels (İzci & Koç, 2012), classroom management perceptions (Yaman, 2010), formation (Kaya, Hururoglu, Keser, & Horoz, 2011), examining the self-efficacy perceptions of pedagogical formation students in terms of different variables (Elkatmis, Demirbas, & Ertugrul, 2013; Ilgaz, Bulbul, & Cuhadar, 2013; Uysal & Kosemen, 2013), the effects of formation education on students and its reflections on the field (Can, 2010) studies.

The different practices made between 1973-2021 for teaching vocational knowledge courses within the scope of the Pedagogical Formation Education Certificate Program were questioned because they included short-term vocational knowledge courses that conflicted with the principle of qualified teacher education emphasized in strategic plans ignoring the quality dimension in teacher education with purely commercial concerns. Since the candidate teachers did not have enough experience, they graduated without having a teaching identity. The program was seen as a job door after graduation and the quality of the education provided was constantly criticized.

These factors have brought the relevant institutions and organizations into focus. The failure of the MoNE and YOK to create a long-term teacher training and employment strategy, not going to the source of the problem in the decisions they made about the pedagogical formation and the fact that the decisions taken from time to time are seen as the main obstacles to adopt a qualified teacher training policy.

It is seen that the Pedagogical Formation Education Certificate Program has more weaknesses than strengths, and threats rather than opportunities. In this context, it can be advocated that it is a necessity to eliminate the weaknesses and threats of the Pedagogical Formation Education Certificate Program, to develop its strengths, increase its opportunities, and to develop a new model proposal unique to us. It can also be foreseen that the discussions on these problems will continue unless arrangements are made to eliminate the weaknesses of the program. Inadequacies of their results from the research on the effectiveness of the Pedagogical Formation Education Certificate Program, reveal a limitation in terms of what the best approach or model should be in the field of Pedagogical Formation Education Certificate Program. Therefore, it can be said that the results obtained in this study are important in terms of providing data for model-building efforts or restructuring studies. Considering the weaknesses in the functioning of the Pedagogical Formation Education Certificate Program in particular, it can be said that the current practice does not provide the necessary physical and educational conditions for the acquisition of learning-teaching competencies. Accordingly, it is difficult to say that teacher candidates can internalize pedagogical knowledge and skills, and professional values due to short-term practices. This situation can be considered a threatening aspect that reduces the quality of education given in schools in the long run. However, an effective and competent teacher is an important element of building a strong education (Chong & Cheah, 2009).

When the above explanations are evaluated as a whole, the search for teaching profession courses (1973-2021) and the application examples lead to the conclusion that a model unique to us has not been created up until this study. With the Pedagogical Formation

Education Model, ensuring equivalence based on YKS score between education faculties that serve as a source for teaching and other faculties, providing more qualified and manageable training and teaching practices, training qualified teacher candidates with experience, teaching profession knowledge courses in homogeneous classes depending on the field/branch, inclusion of knowledge and experience in education/educational sciences faculties into the process, eliminating commercial concerns due to formation, saving institutions and teaching profession courses from being devalued and eliminating administrative pressures on the MoNE and education faculties are surely to become applicable.

For the pedagogical formation education model to be applied effectively, it is essential to ensure the interaction of the practice instructor, the practice teacher, and the practice student. Instead of applying for the teaching profession courses in two different ways, the theory will be transformed into practice and practice will be transformed into theory by giving them a "double major" while continuing their undergraduate education together with the education faculty students in an integrated manner without making any distinction between "undergraduate and formation".

It is expected that this developed model will offer a new perspective to education politicians and teacher training institutions and contribute to the development of teacher training programs specific to the Turkish education system.

All the rules in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with and none of the "Actions Contrary to Scientific Research and Publication Ethics" in the second part of the directive were carried out.

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No potential conflict of interest was reported by the author(s).

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