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# ***A General View of The Turkish Primary And Secondary Education In Turkey And Empirical Activities***

**Assoc. Prof. Dr. Recep ŞAHİNGÖZ**

**BOZOK UNIVERSITY**



- Dear audiences, valued education community members, and distinguished guests, I benefited from a lot of ideas, information, findings, and comprehensive data base in this panel. I think that it will be useful to add my experience and observations both as an educator and parent who has primary and secondary students.
- I'd like to start my speech with science and technology instruction in primary and secondary education in Turkey.



## ***Science Classes in our Country***

- As you know, primary education is 8 years in Turkey. In this period, science and technology classes start in the fourth grade and goes on till the end of primary school. It is 4 hours in a week and is reinforced with homework. Differences appear in secondary education. The time of secondary education is four years (it is also called “Lycee”). There are two kinds of lycees; vocational high schools and regular ones. In general, regular high schools have Turkish-Maths, Sciences, Social Sciences and Foreign language departments. Science lessons are given as; Physics, Chemistry and Biology.



- In the 9th class science lessons are totally  $2+2+2=6$  hours weekly. The students who choose science department in the 10-11 and 12th classes get  $3+3+3=9$  hours total science lessons weekly. Lessons are generally given theoretically and sometimes demonstration experiments are done in the classroom. Experiments can be done in the schools which have laboratory facilities.



## *The Profile of Science teacher*

- The backgrounds of science teachers differ a lot. Most of them graduated from primary school teaching and science, physics, chemistry and biology teaching departments of educational faculties. Science and Literature Faculty, physics, chemistry and biology graduates who got training education are formed the second biggest part of the teachers. Some engineering faculties, Technical Educational faculties and agriculture faculty graduates are working as science teachers. (Training education is obligatory now to be a teacher).



# *Syllabus*

- I found out that there is no problem in Science and Technology syllabus. Some regions and schools are very successful in realizing the syllabus. Anyway, it is difficult to say that the level of education is enough. Particularly, in rural areas this inadequacy is more evident. Thus, we got started “Modular Mobile Education” (MOBILIM) in Yozgat and we contribute to solving the problem. We trained science teachers here. (I don't want to enter more details about the project because detailed information had been given to you in the first presentation. You can get it from related WEB).



## *Problems in Science Education*

- You would understand that it is impossible to explain all the problems comprehensively here; but we can say the most serious ones are the following:
  1. Examinations such as SBS, OKS, OSS that are always on the foreground in our educational system.
  2. Lack of physical facilities (laboratories, related experiment equipments)
  3. Teachers from very different backgrounds as sources to the course. Especially teachers from other fields who don't enjoy the course.



4. Insufficient number of weekly hours allowing conducting experimental / practical lessons.
5. Crowded classes.
6. The fact that students don't like the course much and that they don't tend to choose a profession that requires science-based education. The parents are also responsible for this state.



7. The parents' and students' mutual opinion that science courses are relatively more difficult.

Their forcing the students to pursue a professional career that brings good money. (Physician, lawyer, civil engineer, manager, dentist and so on.)



## *Advice on Success in Teaching Science*

- For a number of additional reasons, science education is not at a desired level. Out of my personal observations as well as statistics, we know students who prefer a science-related field of study constitute only 10 to 15 percent of the total number of students taking OSS. The preference rate in science fields is low in both university and high school entrance examinations. The success rate in science is even lower in these exams. Therefore, we should find ways that will enable students and parents to have a positive attitude to science education.



- I don't want to take much of your time. We must find some solutions and advice in order to increase the level of success in science education. And these solutions must apply to every country in the world since this is not a problem specific to Turkey, it is common worldwide. Our target here in this conference is to reach to a common thinking, production and solutions in science education.
- Students can be taught in an atmosphere without feeling stress of exams. Teachers can work and learn in a stress-free atmosphere without the pressure of inspections (as in MOBİLİM). Teachers can be given a lifelong professional education.



- Science can be thought in various places through visits to science buildings and museums and outdoor activities and projects.
- Computers can be used more efficiently to serve science education. Games can be an active learning method. For example, trip to the moon can be turned into a computer game. With such a game students would indirectly attain knowledge in an amusing way.



- We should definitely ensure that people, specifically the students like science and science education. We aimed at this in Yozgat by means of MOBILIM Project and succeeded. This Project can be extended to a nationwide base with the support of Ministry of Education and can also be practiced in other partner countries. Science course can be made a favorite one through more EU partner projects and other possible partnerships.



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Thanks for listening