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Teacher training system in Finland and comparisans related to Turkey

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Abstract

PISA which is an examination of assessing student groups aged 15 in subject areas of Mathematics, Social Sciences and Reading Skills is arranged by Organisation for Economic Cooperation and Development OECD every three years and was applied in the years of 2000, 2003, 2006, 2009 and 2012. The success of Finnish students has attracted the attention of many other countries and countries whose success rate is low like Turkey have started searching education system and teacher training system of Finland. For this reason, the primary reason of this study is to explain the most important factors such as education system and teacher training system behind the outstanding success of Finnish students and the secondary reason is to discuss what lessons could be taken by Turkey considering the differences in educational policies between Turkey and Finland.

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Keywords: Finland, Turkey, PISA, Finnish education system, Finnish teacher training

Introduction

Finland, with a population of 5.359.538 (2010 estimate), a Scandinavian country in the Baltic Sea coast. There are two main language of Finland, Finnish and Swedish. According to data from the year 2010 %11.9 of public expenditure in education is. Schooling rate is close to %100 at compulsory education and pre-school, basic education, secondary education is completely free (Ekinci and Öter, 2010). Education is responsibility of the Ministry of Education in Finland. National Board of Education with the Ministry are working to develop training objectives, contents and methods for the secondary and adult education. In addition each of the six provinces of Finland have to Ministry of Education and Culture dealing with these issues (Eurydice, 2011).

Basic education includes for 9 years process to Finland (7-16 age) and almost all children must complete this compulsory education. The school year begins mid August and continues to early June, contains a total of 190 days. The National Curriculum includes goals and assessment criteria set by the National Board of Education. All schools and local governments create curriculum and regulations accordance with local scopes. Teachers choose their own methods and they are freedom to determine their own educational materials (Eurydice, 2011).

Compulsory core subjects to basic education; Finnish or Swedish the main language and literature, second national language, foreign languages, environmental studies, health education, science of religion and morality, history, social sciences, mathematics, physics, chemistry, biology, geography, physical education, music, visual arts, crafts, home economics, guidance courses. Teachers develop evaluation objectives written into the curriculum. Each student has a report at least once. In addition, at least once during the school year may be an intermediate report. Students who successfully complete 9 years of comprehensive school life are given a certificate (Eurydice, 2011).

Students who successfully complete mandatory training is suitable for general and vocational education. Choice of upper secondary students academic work takes place according to the records; but the selection criteria used by vocational secondary school may be include the work experience, entrance aptitude test and other comparable factors. The compulsory subjects in general upper secondary education; the main language and literature, second national language, foreign languages, mathematics and natural science studies, humanities and social sciences,

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curriculum includes courses on convicts. Vocational secondary education includes apprenticeship training and other competence training (cultural, social science competency training) outside of school-based education (Eurydice, 2011).

Higher education, technical schools and universities are divided into two. Universities emphasize scientific research and teaching; but technical schools is based on more practice-oriented vocational training.(Ekinci and Öter, 2010, s.18) In Finland, the Finnish University of 7, there are the Sweden University of 1 (Eurydice, 2011). Finland is used as a criterion of eligibility for higher education in the university entrance exam. University placements are done by looking at; university entrance exam, institutes, faculties, or as a result of entrance examination organized by the department and upper secondary school leaving certificate. (Ekinci and Öter, 2010, s.19) According to the Universities very low or very high academic levels is possible to. A lower level or license degree are 180 AKTS and completed in 3 years. A high level or license degree are 120 AKTS and completed in 2 years (Eurydice, 2011).

TEACHER TRAINING SYSTEM IN TURKEY

Examined the history of teacher education system in Turkey in 1848, attending the secondary school teachers to be trained first development conspicuous Darülmuallimin as the opening of the first teacher's school. Based on this date, has a history of 150 years of teacher training system. (Baskan, Aydın and Madden, 2006) Regulations made in 1982, by primary school teachers training colleges, secondary schools teachers also started to be grown by the faculties of education. 8-year compulsory education started in 1997, following the structure of the organization of primary and secondary schools as, Ministry of National Education, Higher Education and as a result of studies conducted in cooperation with representatives from faculties of education, faculties of education has been restructured since the academic year 1998-1999.(Transmit to YÖK, Baskan, Aydın and Madden, 20063)

Transition to Higher Education Examination (YGS) is carried out through, selecting students for teacher training programs in Turkey. Students take an examination to natural sciences, social sciences, mathematics, Turkish and foreign language areas. As a result, they are placed the relevant sections with according to their score. (Baskan, Aydın and Madden, 2006) It consists of a four-year Bachelor programs in the faculties of education in Turkey. This is a student under the program, area courses, including teaching certificate courses and elective courses must complete courses in at least 152 credits. There isn't a separate test application for graduate students (Baskan, Aydın and Madden, 2006). After graduating from Turkey, teachers engage in Public Personel Selection Examination (KPSS) for public schools to begin the task General culture, in the areas of educational sciences general ability and the multiple-choice exam questions for the teacher candidates in the field information KPSS. Based on this examination, candidates, they score, they are assigned in accordance with the measurement (Baskan, Aydın and Madden, 2006).

TEACHER TRAINING SYSTEM IN FINLAND

In 1971, the structure of higher education based on primary and secondary school teachers in teacher training are required to graduate from universities (Ekinci and Öter, 2010).

Class and subject teachers will work in primary and secondary schools are trained in graduate degree. The process of teacher training, research-based orientation, national and international assessments, and is of a pedagogical structure that contains the program. In this regard, subject to the process of teacher education faculty is very challenging and intense (Ekinci and Öter, 2010).

Graduated from high school in Finland, a person who decides to become a teacher, first in Turkey to participate in this program transition Higher Education Examination (YGS), a similar "marticulation" accepted test consisting of three stages of examination, and then have to be successful. Acceptance test consists from book exam, interview and sample lessons. The book exam, the student's knowledge of research, think and interpret critical perspective, to distinguish between relevant and irrelevant information, to create their own idea, and synthesis of defense capabilities is measured. Characteristic of the candidate during the interview, the field of education, learning and development program and eligibility is checked in terms of capacity. The last stage, the candidates to manage the group discussion by asking a sample lesson or explain their social orientation, speech, presentation, and management capabilities are measured. At the end of these stages is about 10 percent of those who apply for teaching in the teacher education program are accepted (Erarslan, 2009). Students who are admitted to the Faculty of Education, branch of science or social sciences faculty of the university are lessons to be taken. Teacher candidate takes the lessons on branch; after then begins to take courses in the department of education teacher. Formation of the teacher education faculty teaching communication, didactic research, special education, pedagogy, training, field knowledge, and there are other courses in the universities designate (Ekinci and Öter, 2010).

PISA tests show a very significant successes in Finland, consisting of four stages in the process of training teachers, and a two-year internship (teaching practice) are subjected to training. The internships in practice schools connected to three of the education faculties, except when the application is one of the schools are public schools. In Finland, basic education and secondary education level of each faculty of education has a practice school (Ekinci and Öter, 2010). Internship training school for teachers who work in starting a training instructor, training, and application monitoring as a consultant at a teacher training school counselor who served as a teacher is assigned. The first practice school internships "harmony internship". This phase of training for teachers in different grade levels branch, observes that different curricular and extra curricular activities.

Internship training "basic internship" is defined as the second stage of the student teachers in schools and short courses application allows you to tell. Student teachers what day, what class, what lesson will tell the application how the consultant will do and what we plan together teachers and teacher trainees. Teacher candidates give a lecture supervision and guidance of the teacher consultant to time of the course. Control as an observer in the classroom where the teacher candidate to another, belongs to the teacher advisor. At the end of course about the teacher's lesson, observers criticized the various aspects of prospective teachers and consultant teachers make the work done. In the third stage of education, teachers training, implementation of a public school education activities outside of school makes observations and there are practical. The aim here is relatively normal with the hardware on the faculty of education and schools and other educational environments outside of school to introduce the practice, training and education activities in schools provides the opportunity to observe their actual environments (Ekinci and Öter, 2010; Pieri and Diamantini, 2010, Hussein, 2010; Meerah et al., 2010).

Internship training school in the last stage is the application again. Here, under the supervision of student teachers practice school counselor education faculty member, faculty advisor guidance and control of the shortcomings of the teacher have the capability to troubleshoot and self-improvement. Teacher candidate describes the longer courses, and lecturing to make preparations for the performance of mutual guided credited to the table. The development of teacher candidates are evaluated by considering the form of successful and unsuccessful. Unsuccessful candidates in the teacher internship program failed again in the aspects of the teacher candidates are notified and that. In Finland, pre-service training of teachers in-service training at the beginning of the next task is given a different significance. In-service training of teachers who have a basic responsibility of the employer is on duty. In-service courses are usually free or work is funded by the school (Ekinci and Öter, 2010).

CONCLUSION:

Considering the Finnish teacher education system to train teachers in Turkey what suggestions can be more qualified? First, a multi-stage examination for teacher training programs select their students as well as in Finland, such as Turkey, a country that every year 1.5 million students entered the exam will not be able too. However, the candidates want to have a master's degree candidates who choose to help reduce teacher training programs. In this way, students can be grown more qualified and more suitable teaching profession. Quotas for teacher training programs limit according to the needs of the country as in Finland, assignment problems can be reduced and candidates grows higher labor warranty. Another important point in our country in a degree program in School Experience II and Teaching Practice classes is done only in recent years. Therefore, in recent years increasingly KPSS(Public Personnel Selection Examination) classroom unable to pay enough attention to students preparing for teaching practice and the lessons that they do not achieve the required targets are indicated. In Finland, as well as courses in teaching practice is not limited only the last class of each period of undergraduate education and teaching practice spreads throughout the training can be provided more effectively.

According to the PISA results of Finnish students the difference between the highest and lowest achievement scores were very small. The biggest reason is that each area of learning opportunities; but however, the economic development gap between regions in Turkey leads to the inequality of educational opportunity. In order to solve this situation in the public expenditure allocated to education increased for at least the level of OECD countries.

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