Education Supervisors' Views on the New Curriculum and Its Implementation in Primary Schools

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Abstract

Problem Statement: The literature has analyzed the new curriculum from different perspectives, and both the positive and negative sides have been taken into account. In this context, education supervisors' views of the curriculum have been a topic of curiosity. It is expected that the analysis on of the primary schools curriculum from the angle of this research will make a great contribution.

Purpose of Study: The purpose of this research is to examine the curriculum in primary schools, instructional methods and techniques, instructional evaluation, extracurricular activities and the education of first literacy according to the views of the education supervisors.

Methods: Research data was obtained using a qualitative research method. Open-ended questions were answered by education supervisors. The study's population was composed of education supervisors and the sample was composed of 50 supervisors. The research participants were chosen via purposive sampling and taken from different religions and cities to strengthen the representativeness of the sample. In addition, maximum variety sampling was used to ease the research. Data were interpreted and evaluated with content analysis. The item agreement percentage of the scale was 0.88.

Findings and Results: According to the research results, the majority of supervisors said teachers are deficient in applying the curriculum. The teachers do not know how to use instructional technologies and methods and that they do not use them even if they know how to use them. Other important problems are that the physical problems at schools and the inadequacy of technology and materials are other problems that need attention. Other problems with the programme are the teaching

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programme is too detailed, supervisors said the exam can not test all the skills, most supervisors think the time allocated for socio-cultural activities is not enough, the first grade students who did not attend the nursery school found it difficult to adapt the elementary school and the hand-writing system because generally teachers tend to start basic skills as soon as possible, such as maths, reading, etc..

Conclusions and Recommendations: The teaching curriculum except for its being too comprehensive was evaluated more positively by supervisors. The curriculum's philosophy has not brought crucial criticism. However, the implementation and teacher efficacy were evaluated more negatively by the supervisors. In this sense, it is necessary to discuss the problems extensively, make up for the deficiencies and make the necessary changes.

Keywords: Primary school, new teaching curriculum, education supervisor, first literacy.

In education, the effective realization of the aims depends on the quality of the curriculum and on how it is applied. The new curriculum, which was put into practice in the education year 2004-2005, and which was extended to all primary schools in the year 2005-2006, is composed of targets, content and a learning-teaching process. It is compatible with the constructivist philosophy (Demirel, 1998, 2009; Ertürk, 1982). The constructivist approach emphasizes the learning environment and the process; what the student knows and how the truth will be achieved have great importance (Açıkgöz, 2003; Brooks, 1990).

With its philosophy, content, target and extent, the new curriculum has made a great contribution and added new dimensions to the instructional methods and techniques, instructional technology, assessment and evaluation, curricular and extracurricular activities (Eğitim Programları ve Öğretim Alanı Profesörler Kurulu "EPÖAPK", [The Proffesors Committee of Education Programmes and Instructional Field, PCEPIF], 2005). The new curriculum explicitly states skills such as "critical thinking, creative thinking, communication, problem solving, research, making decisions, using information technologies, entrepreneurship and giving importance to the personal and social values" (Anonymous, 2005). Extracurricular activities are also seen as complementary processes that serve these aims.

In the new curriculum, the teacher is assigned the role of organizer, director and facilitator instead of teacher. Teachers must believe the curriculum's philosophy and use the various teaching methods and techniques properly through use of the instructional technologies. According to Açıkgöz (2003) and Saban (2005), the constructivist approach necessitates the student's participation in the learning process and the use of different teaching methods.

Another important subject that teachers must refresh themselves is alternative assessment and evaluation methods. According to Kesten and Özdemir (2009), the assessment and evaluation approaches in the new curriculum assign teachers new

roles and missions different from the older ones. The teacher's role as organizer and director remain the same in the assessment and evaluation process. The constructivist evaluation includes applying knowledge in new conditions, explanations and estimation. According to Algan (2008), teachers prefer the new evaluation perception for these reasons.

With the new reconstruction of the curriculum, the first teaching of the literacy has been taken into the extent of Turkish course since the education year 2004-2005 and also "the sound-based sentence" and were "running hand" methods that used before 1946 has been adopted (Uysal, 2008). "The first literacy curriculum makes up the main framework of the school programme" since the first literacy era is a very important and sore period for a child's life (Çelenk, 2004).

The literature analyzed the new curriculum from different perspectives and considered both the positive and negative sides. EPÖAPK [PCEPIF] (2005) attributed the new curriculum's problems the fact that it has only one approach, it is limited to certain instructional methods, the assessment and evaluation methods are inadequate, the course books and guidebooks are insufficient qualitatively and quantitatively and the in-service training is incompetent.

Ünsal (2010) said the curriculum, in spite of its initial difficulties, continues and enhances the relationship among teachers. Most researchers agree that the curriculum is student-centered and encourages student activity (Erdoğan, 2005; Kırıkkaya, 2009; Ünsal, 2010; Zengin, 2010). According to Yapıcı and Demirdelen (2006), the curriculum's strengths are its basic philosophy, consideration of individual differences, targeting of thinking people, and embodiment, and efforts for preparation of the curriculum. Kırıkkaya (2009) and Zengin (2010) said that social science and religion and morals teachers evaluate the curriculum positively.

Kesten and Özdemir (2009) said all the social science teachers had started using the alternative assessment and evaluation methods. Moreover, the new assessment methods made the lessons more entertaining and contributed to the student's positive evaluation. Metin and Demiryürek (2009) indicated that the new evaluation perception has positive effects on the students' personal development, success, self-confidence and creativity.

Researchers also emphasize the negative sides of the new curriculum. According to Ünsal (2010), the teachers said they could not understand with which approach the new primary school curriculum was prepared. The teachers had emotional difficulties and got tired, stressed and scared in the beginning.

Öztürk and Er (2010) criticized the new curriculum because it is applied with traditional methods, authentic in-class activities are not included aside from those in the guidebook and there is no preparation before a lesson (Öztürk & Er, 2010). According to Yapıcı and Demirdelen (2006), the curriculum's weaknesses include a lack of reinforcement for the teachers, no language unity, the absence of consolidation in science and introduction to science lessons, confusion about the concept of multigrade classes and the source deficiency in the implementation of the curriculum.

According to Kırıkkaya (2009), teachers consider the deficiency of material and equipment in schools an important problem and they said they are not good at developing instructional materials (Ünsal, 2010). Also, according to Yapıcı and Demirdelen (2006) and Kırıkkaya (2009), the insufficient physical infrastructure on which the curriculum is based and crowded classrooms negatively affect the efficient implementation of the new curriculum.

One of the problems teachers emphasized most in the curriculum's implementation process is the lack of in-service training (Yapıcı & Demirdelen, 2006; Anıl & Acar, 2008; Metin & Demiryürek, 2009; 2010; Öztürk & Er, 2010; Ünsal, 2010; Şenel-Çoruhlu, 2010). In this sense, the teachers said they are mostly deficient in the subjects of assessment and evaluation.

Teachers find the curriculum's alternative assessment and evaluation to be positive. However, they said they have difficulty in the implementation phase and they use classical methods and techniques more (Yapıcı & Demirdelen, 2006; Algan, 2008; Şahin, 2008; Metin & Demiryürek, 2009; Zengin, 2010; Şenel-Çoruhlu, 2010). According to Anıl and Acar (2008), primary school teachers often use multiple choice tests as traditional assessment instruments and performance tasks as alternative assessment instruments. According to Kesten and Özdemir (2009), the lack of knowledge in how to grade alternative methods and the increased work load of the new system also cause trouble. Researchers also find the new evaluation perception to be expensive, time consuming, hard to apply and complex (Algan, 2008; Anıl & Acar, 2008; Metin & Demiryürek, 2009).

Research except for studies done by Yıldız, Yıldırım and Ateş (2009) expressed the problems related to education of literacy in the new curriculum (Akyol & Temur, 2008; Uysal, 2008; Adıgüzel & Karacabey, 2010; Bulut & Aksöz, 2010). Obviously, a lot of research has been done on the new instructional curriculum and the curriculum has been analyzed more according to teachers' views (Aydın & Kılıç-Özmen, 2011; Kazu & Aslan, 2012; Demiralp & Kazu, 2012). Öztürk and Er (2010) studied the curriculum from the views of education supervisors.

Identifying the problems with the educational system, discovering solutions and developing and evaluating the system occur by means of a control subsystem. When control is accepted as an extensive field such as supervising and evaluating the works or making suggestions to make the works efficient and help the development of the schools (Taymaz, 1997), it is expected that the supervisors' views on the primary schools curriculum from the angle of this research will make a great contribution.

The aim of this research is to examine the curriculum in primary schools, its instructional methods and techniques, instructional evaluation and extracurricular activities and the education of first literacy according to the supervisors' views.

Method

Research Design

Data was obtained using a qualitative research method. This study was carried out with the model of phemenelogy. This kind of study aims to reveal a personal perception and its comment (Yıldırım & Şimşek, 2008).

Study group

The population is composed of education supervisors that work in 1, 2 and 3 supervision areas in the 2007-2008 school year. The research sample is composed of 50 supervisors out of 200 that attended the fourth group of the in-service training course organized in Aydın Kuşadası in June 2008 and voluntarily completed a questionnaire.

The research participants were chosen via purposive sampling and taken from different religions and cities to strengthen the representativeness of the sample. In addition, maximum variety sampling was used to ease the research (Yıldırım & Şimşek, 2008).

Data Collection Tool

The data was gathered by using a qualitative research methods. In the research, five 5 semi-structured open-ended questions were developed to reveal "The Problems of Elementary Schools from the Eyes of the Education Supervisors". During the preparation of the questions, the importance and difficulty of collecting the data by with qualitative research methods was considered when the questions were prepared taken into consideration.

Data Collection

Required permissions were obtained to start the data collection process. The researcher personally distributed the questionnaire and tried to explain the importance of the research to supervisors.

Data Analyses

Data were interpreted and evaluated using content analysis. The study was conducted using the qualitative method that is analyzes data in three parts, reducing it as dictated by the data (Miles & Huberman, 1994; Yıldırım & Şimşek, 2008) through case presentations and verification and the processes of coding, finding themes, re-arrangement of data according to codes and themes, and interpreting of findings.

Two researchers collaborated on this study in a harmony. Cohesiveness The cohesiveness of the two researchers' themes was analyzed by taking into account the principle that qualitative data increases reliability (Yıldırım & Şimşek, 2008). The numbers of agreements and disagreements were determined and the internal reliability of research was determined by using the reliability agreement/agreement + disagreement formula" (Miles & Huberman, 1994). Using this reliability calculation, the item agreement percentage of the scale was 0.88.

Findings

The study's findings consist of the supervisors' opinions about the teaching programme and its implementation in elementary schools, techniques and approaches, evaluation of the teaching process and extra-curricular activities, and the problems with the 1st grade students. Table 1 shows the answer to the question "the views of supervisors on the implementation of the teaching programme in elementary school."

Table 1†

The Problems With the Teaching Programme and Its Implementation

	Num. of sup. mentioning		Frequency of mentions	
	f	%	f	%
The inefficacy of the teacher in understanding and *implementating* the programme	18	36	19	38
The programme is much too comprehensive	14	28	15	20
The frequent change of the programme	5	10	5	10
The individual differences are not addressed	5	10	5	10
The programme is far away from being implemented	4	8	4	8
The programme is ineffective	3	6	3	6
The programme was prepared without consulting the teachers	3	6	3	6
The teachers using ready-made plans	2	4	2	4
The programme is not applied properly because of the exam	2	4	2	4
The frequent repetitions of the acquisitions	2	4	2	4
The weak connection among the programmes	2	4	2	4
No answer	6	12	6	12
No problem	3	4	3	4

When Table 1 is analyzed, 36% of the supervisors said the teachers' lack of efficiency in applying the programme is an important problem. Twenty-eight percent said the teaching programme is much too detailed and 10% said the programmes being changed and the individual needs not being addressed are also big problems. Table 2 shows the answer to "the views of supervisors on the teaching methods and technology usage in elementary schools."

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† Note: Since a supervisor can recommend more than one suggestion, the number of the expression is more than the number of the supervisors participated in the study. This is the same for all of the tables.

Table 2

The Problem of Teaching Methods and Technology Use

	Num. of sup. mentioning		Frequency of mentions	
	f	*%*	*f*	*%*
Teachers not knowing how to use the teaching methods and technology	18	36	18	36
Teachers being unwilling to use the teaching methods and technology even though they are aware of them	11	22	11	22
Lack of technology and materials in schools	6	12	6	12
Teachers use their usual methods	6	12	6	12
No in-service training for teachers on teaching methods and techniques	3	6	3	6
The difficulty of managing the crowded or compound classrooms	2	4	2	4
Teacher's not being trained well enough about the techniques and strategies in the faculty of education	2	4	2	4
No answer	8	16	8	16
No problem	2	4	2	4

Table 2 shows that 36% of the supervisors said the teachers not knowing how to use the teaching methods and technology was one of the biggest problems; 22% said the biggest problem was that teachers were unwilling to use these methods and technology even though they knew of them.

Also, the supervisors mentioned problems such as: "*There is a common belief that it's time-consuming, using technology and teaching methods are too costly and difficult to attain and teaching methods and technologies are used as being teacher-centered instead of being student- centered.*" In tTable 3 addresses the statement "the views of supervisors on the assessment of teaching in elementary school."

Table 3

Problems About With the Evaluation of Teaching

	Num. of sup. mentioning		Frequency of mentions	
	f	*%*	*f*	*%*
Exam is unable to test all the skills	15	30	15	30
Teacher are inefficient in testing and assessment	14	28	16	32
Exam is not being multiple choice	6	12	6	12
Exam is prepared without considering the differences among the classes	5	10	5	10
The criteria is being old and inadequate	4	8	4	8
Giving too many exams	4	8	4	8
Teachers not criticizing themselves by looking at the results of the exams	4	8	4	8
The new programme does not overlap with the assessment technique	4	8	4	8
Students are worried about the exams and marks	3	6	3	6
More assessments done considering the new programme	3	6	3	6
The exams and their assessments are difficult and complicated	2	4	2	4
Exams direct the students to competing with each other	2	4	2	4
Teachers assess the students using ready-made questions	2	4	2	4
No answer	6	12	6	12
No problem	1	2	1	2

While 30 % of supervisors said the exam was unable to test all the skills, 28% said "teachers are inefficient on the issue of teaching and assessment as the most frequent problem." The other problems the supervisors mentioned are: *"The alternative techniques of testing and assessment are being avoided because they are not practical"* And "I *do not think that with this current testing the students are being assessed enough."* Table 4 addresses the statement "the views of supervisors on the in-class and extra-curricular activities that are done in the elementary schools."

Table 4

The Problems about the Time Allocated for In-Class and Extracurricular Activities

	Num. of sup. mentioning		Frequency of mentions	
	f	*%*	*f*	*%*
Not allocating enough time for socio-cultural activities	29	58	31	62
The socio-cultural activities are only done superficially	6	12	6	12
Teachers are inefficient in planning activities	5	10	5	10
Lessons such as art, music and physical education are small in number in the weekly lesson schedules and they are not varied enough	4	8	4	8
The attendance at extracurricular activities is low because of the exams	3	6	3	6
The schools that have both morning and afternoon students do not have enough break between the lessons	2	4	2	4
No answer	9	18	9	18

As we can see in Table 4, 58% of the supervisors said the time allocated for the socio-cultural activities is not enough. In addition, 12% said the socio-cultural activities are only done superficially. Also some of the supervisors said, "*attending the extracurricular activities are thought of as the primary reason of the failure in the exams,*" "*the extracurricular activities do not meet their aims and they are just done because they need to be done,*" "*elementary schools are not well equipped in terms of gardens, conference halls so the extracurricular activities are not as active as they should be,*" And "*teachers do not want to prepare or participate in the activities because of the long distance from their home to school.*" Table 5 addresses the statement "the view of supervisors on the problems that first grade elementary school students face."

Table 5

The Problems of First Grade Students

	The num. of sup. mentioning		The frequency of mentioning	
	f	*%*	*f*	*%*
It is difficult for the first grade students to get used to elementary school without attending nursery school	8	16	8	16
The handwriting system in the new programme is very difficult for students	8	16	8	16
Focusing on learning the handwriting lacks learning social skills	8	16	8	16
The sound-based sentence technique is inadequate and not functional	5	10	5	10
Teachers do not use enough materials, techniques	5	10	5	10
Teachers have not been trained well enough on teaching literacy skills	5	10	5	10
The parents are illiterate and not interested	5	10	5	10
Teachers lack experience	4	8	4	8
School is boring for the students because of the long lesson hours	4	8	4	8
Students are fed up because of the dense teaching of literacy skills	3	6	3	6
Teachers do not continue their professional development and they do not meet today's needs.	3	6	3	6
There is a hurry in passing the reading and writing skills	2	4	2	4
Teachers are not able to understand the psychology of the students	2	4	2	4
Teachers s do not know to write in the handwriting style	2	4	2	4
Fluent reading and reading comprehension is limited	2	4	2	4
There is a lot of homework	1	2	1	2
There is a big difference among individual students	1	2	1	2
The number of the first grade students who need special training is very high	1	2	1	2
There is a problem of taking the proper nutrition	1	2	1	2
No answer	6	12	6	12
No problem	2	4	2	4

As Table 5 shows, 16% of supervisors said the first grade students who did not attend nursery school find it difficult to adapt to elementary school, the handwriting system in the new programme is a problem, and when students are focused on learning the new handwriting style, they cannot socialize. Also, some supervisors said, "*The time that first grade students need to get used to school is long because of having no orientation at the beginning of the first term.*"

Discussion and Conclusions

According to the research results, the majority of supervisors said teachers are deficient in applying the curriculum. Ünsal (2010) found that teachers could not comprehend with which approach the curriculum was prepared and they could not visualize cognitively the curriculum as student- and activity-centered. This shows that the teachers did not experience a learning-instruction process appropriate for the basic philosophy and perception in the preparation of the curriculum. As the author suggests, it must be a priority for teachers to gain this perception. It can be put forward that the teachers are deficient in this issue because of the inadequacy of in-service training. Thus, both EPÖAPK [PCEPIF] (2005) and the research results indicate that the most important problem in the process of the application of the new curriculum is the lack of adequate in-service training (EPÖAPK [PCEPIF], 2005; Yapıcı & Demirdelen, 2006; Anıl & Acar, 2008; Metin & Demiryürek, 2009; Öztürk & Er, 2010; Aydın & Kılıç-Özmen, 2011).

This result indicates that the quality of the in-service courses that would compensate for the teachers's deficiencies in applying the curriculum must be improved and the number of courses must be increased. The supervisors consider the curriculum's comprehensiveness another important problem. This issue is also emphasized by Dindar and Yangın (2007). Therefore, because there are many activities, the teachers cannot figure out which activity should be applied or where and how it should be carried out. Teachers could do the appropriate activity if they had tools and materials. The teachers who are responsible for applying the extensive content of the curriculum and the activities are under pressure by the parents because of the preparation for the exams at the end of the primary school education.

According to the supervisors, other important problems are that the teachers do not know how to use instructional technologies and methods and that they do not use them even if they know how to use them. According to the other researchers that support this finding, the teachers apply the curriculum using the traditional methods (Yapıcı & Demirdelen, 2006; Kırıkkaya, 2009; Öztürk & Er, 2010). According to Öztürk and Er (2010), the teachers do not allocate time for authentic in-class activities apart from the ones in the guide books and they do not prepare for the activities before the lessons. This problem may stem from the fact that teachers do not internalize their belief in the philosophy of the curriculum and they are not competent enough to use different methods and techniques. Therefore, the teachers' educational needs should be met and other precautions that would motivate them to

follow the changes should be taken. Moreover, researchers must determine why the teachers do not use and evaluation. In the research by Yapıcı & Demirdelen (2006), Şahin (2008), Çepni and Şenel-Çoruhlu (2010), and, teachers point out this problem too.

The other important emphases related to the assessment and evaluation include the fact that the exams do not assess all the skills, the exams are multiple-choice, the exams are prepared ignoring the level and classroom differences and the standards are insufficient and old. According to the results of the research that deals with similar problems, the most important the methods and technology even though they know how.

The physical problems at schools and the inadequacy of technology and materials are other problems that need attention. This problem was also discussed by EPÖAPK [PCEPIF] (2005) and other researchers (Yapıcı & Demirdelen, 2006; Kırıkkaya, 2009). Therefore, improving the physical conditions and providing enough technology and materials are of high importance.

The problem most supervisors mentioned was the deficiency of the teachers in assessment and evaluation. In the research by Yapıcı and Demirdelen (2006), Şahin (2008), and Çepni and Şenel-Çoruhlu (2010), teachers point out this problem too.

The other important emphases related to the assessment and evaluation include the fact that the exams do not assess all the skills, the exams are multiple-choice, the exams are prepared ignoring the level and classroom differences and the standards are insufficient and old. According to the results of the research that deals with similar problems, the most important problem in the process stems from the subject of assessment and evaluation (Algan, 2008; Metin & Demiryürek, 2009; Zengin, 2010;). According to Öztürk and Er (2010), the majority of teachers are not able to use approaches such as alternative assessment, portfolio, peer evaluation, or self evaluation in the new curriculum effectively and appropriately.

The issue of assessment and evaluation is an important element of the curriculum and it must be addressed. The necessary precautions must be taken to improve the deficiencies. The things to be done and how they must be carried out should be examined in new research, and the process should be planned and put into practice accordingly. Moreover, as Çepni and Şenel-Çoruhlu (2010) suggest, the in-service trainings, which only include the presentation of alternative assessment and evaluation techniques, must be organized and the application process must be observed at the end of the course instead of three or five-day courses that do not reach any aim.

Another issue that needs attention is the fact that teachers do not feel responsible for the exam results because the teachers do not tend to take responsibility for the students' success and this is completely against the new learning approaches. As the teacher is responsible for the students' success, the school principal must also take the responsibility (Johnson & Janson, 1989; Wright, Horn, and Sanders, 1997). Another result is that the curriculum and exam techniques do not coincide. The fact

that an exam assessment and evaluation approach appropriate for the philosophy of learning cannot be used may be a very big problem. This leads to the students' being unable to express themselves in the exams and the results may decrease their willingness to learn. This may be hindrance for their successes.

Supervisors said "Not allocating enough time for social-cultural activities," "nonfunctional performing of the social-cultural activities," "the teachers' incompetency in planning activities" and "the insufficient number of lesson hours" are the problems that the supervisors express in relation to extracurricular activities. The interesting thing about this is that the supervisors discuss the problem related to the inadequacy of the lessons that need talent and skill such as physical education, art and music.

Extracurricular activities should also be seen as complementary of the curriculum and should be used as instruments to realize the implicit targets. The teachers are rebound in determining students' roles during teaching activities.

The problems with literacy in the first grade focus on two groups. The first one is the sound-based sentence method, and the other is related to the teacher's readiness for this process. According to this, "the new curriculum's hand writing is a problem," "more focus on handwriting leads to the lack of social skill acquirement" and "that the sound-based sentence method is unsatisfactory and disfunctional" are the problems related to the curriculum. Akyol and Temur (2008) said that sentence and sound-based literacy education are not different from each other from the view of their results (spelling, adding, repeated reading, correction, misreading and reading comprehension). According to Bulut and Aksöz (2010), nearly all of the prospective teachers know running hand, but most of them do not use running hand in daily life. This situation may lead to the prospective teachers' having problems while writing and seeing themselves as incompetent at the point of teaching their students.

One of the main problems in the first grade is that the preparation for the Placement Test (PT), having had various names before, starts even at this age group. This situation may lead to a rush in literacy education and making the lessons more intensive (e.g., worksheets). Therefore, the students may get bored even without writing and they may not pay attention to how well they write. The General Directorate of Primary Education asked in an official document dated Feb. 9, 2011, for running hand to be used in all lessons from the first grade to the eighth grade. This situation shows the ministry's determination on this issue. Taking the necessary precautions and examining the relevant data have become indispensable.

The curriculum emphasizes the teachers' proficiency in the use of sufficient instruments, material, methods and techniques and their deficiencies in literacy instruction. Not giving importance to writing courses in the higher education institutions that educate classroom teachers is one of the important deficiencies of the teachers on this issue (Akyol & Temur, 2008; Uysal, 2008; Bulut & Aksöz, 2010; Adıgüzel & Karacabey, 2010). According to Durukan and Alver (2008), teachers find

before-service and in-service training inadequate and they argue that technological instruments and guide books must be enhanced. The Ministry of Education must examine the problems related to literacy instruction by dividing it into parts in a detailed way and must take the necessary precautions by using the research data.

Supervisors see the incompatibility of the students in the first grade who did not attend pre-school as one of the biggest problems with the curriculum. Research by Adıgüzel and Karacabey (2010) supported this finding. Problems related to this issue may be dealt with by generalizing pre-school education.

Supervisors generally evaluated the teaching curriculum more positively than teachers, except for its being too comprehensive. The curriculum's philosophy has not received much criticism. The new primary school curriculum has created a new perception and affected the whole system in spite of its problems. However, supervisors evaluated the implementation and teacher efficacy more negatively. Therefore, it is necessary to discuss the problems, make up for the deficiencies and make the most recent changes. The fields in which teachers are deficient or ineffective must be defined within the wholeness of the curriculum and a unique curriculum for each field must be designed and followed. From now on, the time of pretending to perform the activities and actions on paper must be left behind.

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Eğitim Müfettişlerinin İlköğretim Okullarında Yeni Öğretim Programları ve Uygulanmasına İlişkin Görüşleri

Atıf:

Özet

Problem Durumu: Eğitimde amaçların etkin bir şekilde gerçekleştirilmesi öğretim programlarının niteliğine ve nasıl uygulandığına bağlıdır. 2004-2005 öğretim yılında uygulamaya konulan ve 2005-2006'da tüm ilköğretim okullarına yaygınlaştırılan yeni öğretim programları, yapısalcı felsefeye uygun olarak hazırlanmıştır. Programda

program geliştirmenin bütünselliğine uyulmuş ve program bu bütünlük içinde belirlenen felsefe anlayışına uygun olarak geliştirilmiştir. Yeni program amaç, ilke, içerik, kapsam ve yöntem açısından öğretime ve öğrenme anlayışına farklı bir boyut kazandırmıştır. Fakat gerek programın geliştirilmesi, gerekse uygulamasından kaynaklanan birçok sorun uzmanlar ve araştırmacılarca ortaya konulmuştur. Programın birçok olumlu yanına rağmen, özellikle de uygulamadan kaynaklanan sorunlar nedeniyle incelenmesi gereği ortaya çıkmaktadır. Yapılan araştırmalarda daha çok öğretmen görüşü açısından ilköğretim programı incelenmiş fakat öğretinin denetiminden sorumlu olan eğitim müfettişleriyle bu konuda sadece bir araştırmaya rastlanmıştır. Bu araştırmanın kapsamında ise bir araştırmaya rastlanmamıştır. Bu bağlamda araştırmanın boyutları itibarı ile alanyazında bir boşluğu doldurması beklenmektedir.

Araştırmanın amacı: Araştırmanın amacı eğitim müfettişlerinin görüşlerine göre ilköğretim okullarında program, öğretim yöntem ve teknikleri, öğretim değerlendirilmesi, ders dışı etkinlikler ile ilk okuma yazma eğitimini incelemektir.

Araştırmanın Yöntemi: Bu araştırma, nitel araştırma desenlerinden olgubilim deseniyle yürütülmüştür. Araştırmanın çalışma grubu 2007-2008 öğretim yılı sonunda Aydın Kuşadası'nda hizmet içi eğitim kursuna katılan 1, 2 ve 3. grup müfettişleri oluşturmaktadır. Amaçlı ve kolay ulaşılabilir örneklem alma yöntemiyle gönüllülük esasıyla toplam 50 müfettiş çalışma grubuna katılmıştır.

Araştırmanın verileri tamamı açık uçlu 5 sorudan oluşan yarı yapılandırılmış "Eğitim Müfettişlerine Göre İlköğretim Okullarının Sorunları Görüşme Formu" ile toplanmıştır. Soruların hazırlanması sürecinde nitel veri toplama formu geliştirmenin unsurları hassasiyetle dikkate alınmıştır.

İçerik çözümlemesi yapılarak veriler tasnif edilip temalaştırılmış ve bulgular elde edilmiştir. Veriler özleştirme, veri sunumu, sonuç çıkarma ve doğrulama ile kodlama, temaların bulunması, verilerin kodlara ve temalara göre yeniden düzenlenmesi ve bulguların yorumlanması aşamalarına uygun bir şekilde yürütülmüş; her araştırmanın kendine özgülüğü bağlamında esnek bir yaklaşım izlenmiştir. Veriler iki araştırmacı tarafından kodlanmış ve belirtilen öğeler dikkate alınarak yapılan çözümlemede madde uyuşum yüzdesi. 88 olarak hesaplanmıştır.

Araştırmanın Bulguları: Araştırmanın bulguları, ilköğretim okullarının öğretim programı ve uygulamasına ilişkin eğitim müfettişlerinin %36'sı öğretmenlerin öğretim programını uygulamada yetersiz olmalarını; kullanılan öğretim yöntem ve teknikleri açısından eğitim müfettişlerinin % 36'sı öğretmenlerin öğretim yöntem ve teknolojilerini kullanmayı bilmemelerini; öğretimin değerlendirilmesi açısından, müfettişlerinin % 28'i "öğretmenlerin ölçme değerlendirme konusunda yetersiz olmalarını; ders dışı etkinlikler açısından eğitim müfettişlerinin %58'i tarafından sosyal-kültürel etkinliklere yeterli zamanın ayrılmaması ve okuma yazma eğitimine ilişkin müfettişlerin %16'sının yeni programın ön gördüğü el yazısının sorun olması ve el yazısına odaklanıldığından dolayı sosyal beceri kazandırmada eksik kalınmasını önemli sorunların başında ifade etmektedirler.

Araştırmanın Sonuç ve Önerileri: Araştırma sonuçlarına göre eğitim müfettişlerinin önemli bir çoğunluğu "öğretmenlerin programı uygulamada yetersiz" olduğunu belirtmektedirler. Bu durum öğretmenlerin programların hazırlanmasındaki temel felsefe ve anlayışa uygun bir öğrenme-öğretme süreci geçirmediğini göstermektedir. Bu sonuç öğretmenlerin programı uygulama konusunda yeterliklerini artıracak hizmet içi eğitim kurslarının niteliğinin artırılmasını ve nicelik olarak çoğaltılmasını gerektirmektedir.

Eğitim müfettişlerine göre öğretmenlerin "öğretim yöntem ve teknolojilerini kullanmayı bilmemeleri" ve ilginç olanı "bilmelerine karşın kullanmamaları" önem arz eden diğer sorunlar olarak öne çıkmaktadır. Bu sorun programın felsefesine olan inancın içselleşmemesinden ve öğretmenlerin farklı yöntem ve teknikleri kullanmayı yeterince bilmemesinden kaynaklanıyor olabilir. Bu bağlamda hem öğretmenlerin eğitim gereksinimleri karşılanmalı, hem de yenilikleri takip etmeye güdülenmelerini artıracak başka önlemler alınmalıdır. Ayrıca, öğretmenlerin yöntem ve teknolojiyi kullanmayı bilmesine rağmen kullanmamalarının nedenleri araştırılmalıdır.

Diğer bir dikkat çekici sorun, okullardaki fiziksel sorunlar ile teknoloji ve materyal eksikliğidir. Buna göre okulların fiziksel koşullarının iyileştirilmesi ve teknoloji ve materyal eksikliğinin giderilmesi önem arz etmektedir.

Öğretmenlerin ölçme değerlendirme konusunda yetersiz olması eğitim müfettişlerinin en çok dile getirdikleri sorundur. Öğrenme felsefesine uygun sınav ölçme ve değerlendirme yaklaşımı kullanılamaması öğrenenler için oldukça büyük bir sıkıntı kaynağı olabilir. Bu durum öğrencinin sınavlarda kendilerini ifade edememelerine neden olur ve aldıkları sonuç onları hayal kırıklığına uğratarak öğrenme isteklerini düşürebilir ve başarılarına engel olabilir.

"Sosyal-kültürel etkinliklere yeterli zamanın ayrılmaması", "sosyal-kültürel etkinliklerin göstermelik yapılması", "öğretmenlerin etkinlik planlamasında yetersiz olmaları" ve "ders saati sayısının az olması" eğitim müfettişlerinin ders dışı etkinliklere ilişkin dile getirdikleri sorunları oluşturmaktadır. Ders içi aktiviteler olduğu gibi ders dışı aktiviteler de programın tamamlayıcısı olarak görülmeli ve kazanımları veya örtük hedefleri gerçekleştirmenin bir aracı olarak kullanılmalıdır. Bu bağlamda öğrencilerin daha bağımsız, sorumluluk üstlenerek ve karar verici rollerinin daha yüksek olduğu etkinlikleri eşgüdümlemek öğretmen ve okula farklı roller yüklemektedir.

Birinci sınıfta okuma yazma ile ilgili sorunlar iki grupta odaklanmaktadır. Bunlardan ilki, ses temelli cümle yöntemi ve bitişik el yazısıyla, bir diğeri ise öğretmenlerin bu sürece hazırlıksız olması ve yetersizlikleridir olmadıklarıyla ilgilidir. Mili Eğitim Bakanlığı okuma yazma eğitimi ile ilgili sorunları daha çok boyutlandırılarak derinlemesine incelenmeli ve araştırma verilerinden yararlanılarak gerekli önlemler alınmalıdır.

Eğitim müfettişleri programın felsefe ve yapısından daha çok uygulamada sorun yaşandığına işaret etmektedirler. Bu bağlamda sorunların kapsamlı olarak tespit edilmesi ve eksilerin giderilmesi ve günün koşullarına göre değişimlerin yapılması

mutlaka gerekmektedir. Öğretmenlerin yetersiz ya da eksik kaldığı alanlar program bütünlüğü içinde tespit edilmeli, her alana özgü eğitim programları düzenlenmeli ve takip edilmelidir. Artık kâğıt üstünde kalan ya da yapılıyormuş gibi dosyalan etkinlik ya da eylemler zamanı geride kalmalıdır.

Anahtar kelimeler: İlköğretim okulu, yeni öğretim programı, eğitim müfettişi, ilk okuma-yazma.